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# ENHANCING YOUTH POLITICAL PARTICIPATION throughout the ELECTORAL CYCLE

A Good Practice Guide

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> “Youth should be given a chance to take an active part in the decision-making at local, national and global levels.”
>
> — United Nations Secretary-General, Ban Ki-moon

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Publications from several different organizations have been used in the development of this guide. Whenever possible, hyperlinks have been provided to allow the user direct access to the original work.

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## ACRONYMS

| | |
|---|---|
| **CSO** | Civil society organization |
| **EMB** | Electoral management body |
| **International IDEA** | International Institute for Democracy and Electoral Assistance |
| **IFES** | International Foundation for Electoral Systems |
| **IPU** | Inter-Parliamentary Union |
| **MP** | Member of parliament |
| **NDI** | National Democratic Institute for International Affairs |
| **NGO** | Non-governmental organization |
| **UNICEF** | United Nations Children's Fund |
| **UN DESA** | United Nations Department of Economic and Social Affairs |
| **UNDP** | United Nations Development Programme |
| **UN Habitat** | United Nations Human Settlement Programme |
| **USAID** | United States Agency for International Development |

# Executive Summary

Young people between the ages of 15 and 25 constitute a fifth of the world's population. While they are often involved in informal, politically relevant processes, such as activism or civic engagement, they are not formally represented in national political institutions such as parliaments and many of them do not participate in elections. This can impact on the quality of democratic governance.

The inclusion of youth in formal politics is important, as the 2011/2012 Arab States popular uprisings and various Occupy movements have demonstrated. In countries in transition, fresh ideas and new leadership can help to overcome authoritarian practices. Where youth-led protests have forced authoritarian regimes from power, significant frustration is likely to arise if youth are not included in new formal decision-making. This can destabilize democratization and accelerate conflict dynamics.

The international community has recognized the importance of youth participating in political systems, including through several international conventions and UN resolutions (see Annex 2). In line with these commitments, UNDP views youth as a positive force for transformative social change, and aims to help enhance youth political participation. This guide summarizes some good practices to consider for UNDP, other development practitioners and electoral stakeholders in working towards that goal.

A basic principle is that support for the political participation of young people should extend across the electoral cycle. Capacity development for young candidates, for example, has proven to be more effective as a continuous effort than as a one-off event three months before an election. Young people who participate actively in their community from early on are more likely to become engaged citizens and voters. This guide traces some entry points before, during and after elections, drawing on UNDP's electoral cycle approach, which emphasizes strategic interventions beyond the electoral event.

Another core principle is that youth political participation needs to be meaningful and effective, going beyond token gestures. Capacity development is an integral measure, and while building

youth

> "No one is born a good citizen; no nation is born a democracy. Rather, both are processes that continue to evolve over a lifetime. Young people must be included from birth. A society that cuts itself off from its youth severs its lifeline; it is condemned to bleed to death."
>
> — Kofi Annan, Former Secretary-General of the United Nations

individual capacities is key, the capacities of organizations and the degree to which an environment enables individuals and institutions to participate in political processes can also be factored in.

It has been found to be beneficial when interventions to assist youth are as youth-driven as possible. They can encourage youth to participate in project management, partner with youth-led initiatives, and facilitate youth inclusion in national and local consultation processes, including through new technology. Following a rights-based approach entails considering youth as potential agents of change—as part of the solution, not a problem to be resolved by others. Further, young people are not a homogenous block and other social aspects (such as gender, rural/urban dwelling, ethnicity, language, among others) need to be taken into consideration when designing interventions. To stress a message of youth inclusion, initiatives should be transparent, respectful and accountable. To be relevant, they can link to specific concerns of youth such as unemployment, the environment or HIV and AIDS.

Creating this guide involved an intensive desk review of reports and analysis from around the world. The perspectives of development practitioners and youth were solicited through email interviews and focus group discussions at a meeting in Cairo. The research resulted in the identification of 21 possible entry points for UNDP and other organizations involved in assisting youth political participation. Case studies appear in Part B of this guide, following an introductory section, and a review and analysis. The review starts with a discussion of legal frameworks, and then considers entry points for support in cooperation with different electoral stakeholders in the pre-electoral, electoral and post-electoral periods (see also Table 1).

## LEGAL FRAMEWORK

A youth-friendly legal framework is crucial in enabling youth political participation. In one-third of countries, laws stipulate an eligibility age to run for parliament at 25 years or higher, creating a gap between the legal age of majority and/or voting age, on the one hand, and the age at which an individual can serve in elected office.

Since **national governments and parliaments** can review the legal framework, they can consider:

1. Aligning the minimum voting age and the minimum age of eligibility to run for office;
2. Introducing youth and women's quotas in electoral laws; and
3. Identifying and addressing context-specific legal barriers to youth participation, such as to facilitate the registration of youth-led organizations.

**Civil society organizations (CSOs) and political parties** could:

1. Review and discuss the legal framework for youth participation;
2. Consider proposals for a youth-friendly legal framework; and
3. Campaign for changes.

EXAMPLE 1: In Turkey, several youth organizations and local youth councils have successfully campaigned for lowering the eligibility age for Parliament from 30 to 25 years.

**UNDP and other electoral assistance providers** can support a legal review by:

1. Conducting research on legal frameworks that have been beneficial in enabling youth political participation;
2. Providing technical advice to national governments; and
3. Supporting dialogue and consultation processes on youth-friendly legal frameworks.

## PRE-ELECTORAL PERIOD

The pre-electoral period is crucial for encouraging and supporting youth to participate in elections. The civic engagement of youth and youth-friendly political parties are important building blocks, given that education for active citizenship is most effective if students not only read about it in textbooks, but also try it out themselves.

Youth-led CSOs and their networks can be important means of participation for many young people across the globe. Depending on the contextual factors, they can have a positive impact on their communities and create spaces for participation. UNDP can seek partnerships with CSOs, educational institutions and media to:

1. **Encourage continuous youth participation and civic education in schools and universities.**

   EXAMPLE 2: At Barefoot College Night Schools in India, children have far-reaching rights to directly participate in school affairs.

   EXAMPLE 3: Project Citizen, a global initiative, uses resources available in every community, such as teachers, students and public policy processes, to teach lessons on civic participation and give young people opportunities to become change makers.

2. **Design training programmes as incubators for new projects.**

   EXAMPLE 4: The International Foundation for Electoral Systems' (IFES) democracy camps in Kyrgyzstan invite high school students from rural areas to participate in interactive and fun camps, where they learn about democratic values, leadership skills, teamwork, their role as citizens, and how to advocate for change in their society.

   EXAMPLE 5: UNDP's Asian Young Leaders in Governance workshop series has encouraged participants to roll out leadership skill trainings in their home countries.

3. **Support youth-led community development and volunteering organizations.**

   EXAMPLE 6: The Young Volunteer Organization in Turkey provided support to youth in a disadvantaged neighbourhood of Istanbul.

   EXAMPLE 7: The youth-founded Tribal Liaison Office in Afghanistan bridges gaps between tribal leaders and formal government authorities and development partners.

4. **Provide flexible support with low access barriers to innovative, small-scale youth projects.**

   EXAMPLE 8: The UN Children's Fund (UNICEF) in Kosovo provides youth with conceptual and financial support for any project considered an innovative idea for social good. Youth can form ad hoc groups and experience the direct results of civic engagement.

5. **Bridge the digital divide with mobile phones and radio.**

   EXAMPLE 9: In Nepal, UNICEF supports the 'Voices of Youth' project. Every week, a radio team frames a topic or a question and asks listeners to contribute to the discussion via free text messages. The discussion is also accessible online.

6. **Use online platforms for knowledge sharing and networking among politically engaged youth.**

   EXAMPLE 10: Social media, blogs and other online tools can give educated young citizens a voice for political activism, and open channels for direct feedback between government officials and youth. The Canada-based global initiative Taking IT Global has been active in this area.

In many countries, the relationship between youth and political parties is strained. To break a cycle of scepticism and mistrust, youth can develop the skills and motivation to successfully interact with political parties. At the same time, political parties could be encouraged to create space for them by removing barriers to youth involvement.

In some contexts, youth wings of political parties have played a central role, by providing a powerbase for young members, retaining and grooming them, and reaching out to young voters. UNDP can work with political parties in the pre-electoral phase to:

7. **Encourage affirmative action measures such as youth and women quotas within political parties.**
8. **Support the development of strong political party youth wings.**
9. **Provide capacity-building for young members of political parties in a multi-partisan setting.**

   EXAMPLE 11: In Kenya, the National Democratic Institute for International Affairs (NDI) supports the Inter-Party Youth Forum of youth wings. Young members receive skills training and have created a joint advocacy coalition.

10. **Address training and mentoring needs of young women separately.**

    EXAMPLE 12: In Switzerland, the National Youth Council has organized a successful multi-partisan mentoring program called 'From Woman to Woman'. Young women team up with women leaders and profit from their networks and experience.

## ELECTORAL PERIOD

Across the globe, youth tend to participate in elections less than older citizens. Bringing more youth to ballot boxes requires specific measures and an overall environment empowering youth to participate in civic life. As part of an electoral cycle strategy, it is important to engage youth in the immediate electoral process to participate actively in the democratic life of their countries. UNDP can partner with electoral management bodies (EMBs) and CSOs to:

1. **Ensure youth involvement in all phases of voter education campaigns.**

   EXAMPLE 13: UNDP Cambodia's ongoing Multimedia Civic Education Campaign is based on a large survey on youth civic participation. Youth representatives are included in managing and implementing the campaign.

2. **Implement entertaining methods and multimedia strategies to catch the attention of youth.**

   EXAMPLE 14: Prior to Tunisia's first democratic election in October 2011, UNDP supported an election song, 'Enti Essout' ('You Are the Voice'). It went viral and became the election anthem.

   EXAMPLE 15: The Australian Electoral Commission sponsors 'Enrol to Vote Weeks', 'Rock Enrol' concerts and radio programmes, and a 'Famous People Vote Too' campaign.

3. **Include youth on electoral management body advisory boards, as poll station workers and election observers.**

   EXAMPLE 16: In Mexico, during the 2012 federal electoral process, UNDP managed and operated a Fund that supported electoral observation projects. The Fund's public call for proposals clearly stated the topic of youth as one of the priority topics in the selection process. In total, five of the selected projects were not only focused on youth, but were also run by youth organizations.

4. **Develop interactive online tools to reach out to computer-literate young voters.**

   EXAMPLE 17: In Europe, Online Voting Advice Applications inform citizens about political parties and help them identify which ones best match their own preferences.

## POST-ELECTORAL PERIOD

After polls close, citizens need to be able to hold their elected representatives accountable. Avenues for communication and advocacy should be open to all citizens, including youth.

UNDP can encourage parliaments, governments and advocacy-oriented CSOs to:

1. **Make the voices of youth heard in parliament and government.**

   EXAMPLE 18: In Germany, the youth-led 'Parliament Watch' allows citizens to scrutinize their legislators by asking questions and accessing information about voting behaviour.

2. **Facilitate youth-led national youth councils and/or parliaments.**

   EXAMPLE 19: In Sri Lanka, 500,000 youth club members elect the National Youth Parliament. Its 335 members shadow the work of the national Parliament and Government. They have access to ministries and Parliament, and influence national youth policies.

3. **Invite youth groups to visit national parliaments.**

   EXAMPLE 20: In Cambodia, UNDP supported students to witness the proceedings of Parliament and speak with legislators, marking the first time such an exercise took place in the country.

4. **Initiate internship schemes for students in parliaments.**

5. **Train and support young members of parliament.**

6. **Initiate and support youth councils at the local level.**

   EXAMPLE 21: In Yemen, NDI has successfully supported the creation of Youth Councils that offer training on conflict mitigation and new avenues for youth participation in community decision-making.

## **TABLE 1:** POSSIBLE STRATEGIES TO CONSIDER

Note: The numbers in brackets refer to examples of good practices featured in Part B of this guide.

### 1 LEGAL FRAMEWORK

#### NATIONAL GOVERNMENTS AND PARLIAMENTS

| | | |
|---|---|---|
| Align the minimum voting age with the minimum age of eligibility to run for office | Consider the introduction of youth and women's quotas in electoral laws | Identify and address context-specific legal barriers to youth participation |

#### CSOs AND POLITICAL PARTIES

| | | |
|---|---|---|
| Review and discuss the legal framework for youth participation | Consider calling for a youth-friendly legal framework | Campaign and lobby for proposed changes (1) |

#### UNDP

| | | |
|---|---|---|
| Conduct research on an enabling legal framework | Provide technical advice to governments | Support dialogue and consultation processes on youth-friendly legal frameworks |

### 2 PRE-ELECTORAL PERIOD

#### UNDP AND CSOs

| | | | | | |
|---|---|---|---|---|---|
| Encourage continuous youth participation and civic education in schools and universities (2) (3) | Design training programmes as incubators for new projects (4) (5) | Support youth-led community development and volunteering organizations (6) (7) | Provide flexible support to innovative, small-scale youth projects (8) | Bridge the digital divide with mobile phones and radio (9) | Use online platforms for knowledge sharing and networking (10) |

#### UNDP AND POLITICAL PARTIES

| | | | |
|---|---|---|---|
| Encourage affirmative action measures such as youth and women's quotas (11) | Support the development of strong political party youth wings (11) | Develop the capacities of young members in a multi-partisan setting (11) | Address training and mentoring needs of young women separately (12) |

## 3 ELECTORAL PERIOD

### UNDP, EMBs AND CSOs

| | | | |
|---|---|---|---|
| Ensure youth participation in all phases of voter education campaigns (13) | Use entertaining methods and multimedia strategies to catch the attention of youth (14) (15) | Include youth on EMB advisory boards, and as poll station workers and election observers (13) (16) | Develop interactive online tools to reach out to young voters (17) |

## 4 POST-ELECTORAL PERIOD

### UNDP, PARLIAMENTS, GOVERNMENTS AND CSOs

| | | | | | |
|---|---|---|---|---|---|
| Help ensure that voices of youth are heard in Parliament and government (18) | Facilitate youth-led national youth councils/ parliaments (19) | Invite youth groups to visit national parliaments (20) | Initiate internship schemes for students in parliaments | Train and support young members of parliament (5) | Initiate and support youth councils at local levels (21) |

# Introduction

Even though people below age 25 constitute more than half the population in many developing countries, young people participate less than older citizens in most formal political processes, such as elections. This challenges the representativeness of the political system and leads to the disenfranchisement of young citizens. It can also reinforce stereotypes that treat young people as disinterested in political issues, as objects of social policy or as troublemakers. Debates about youth political participation have therefore centered mainly on motivating youth to vote and preventing youth groups from resorting to political violence.

In January 2011, the peaceful and powerful youth-led uprisings in the Arab world brought young people back onto the world stage as serious political actors with the right and capacities to be equally included in politics. Expectations are high that the inclusion of youth in formal processes such as elections will increase. Significant frustration is likely to arise if this does not happen, with a potentially destabilizing effect on democratization.

UNDP's current 'Strategy of Response to Transformative Change Championed by Youth in the Arab Region' prominently acknowledges the importance of youth political participation. While it proposes various measures aimed at job creation, social inclusion and youth volunteerism, however, there are no substantial activities targeting political participation. This omission reflects more general shortfalls in knowledge and practice related to fostering youth political participation.

In January 2012, the Secretary-General of the United Nations outlined his Five-Year Action Agenda for his second and last term. The Action Agenda laid out five generational imperatives, including the engagement of Youth in social, economic and political development, more specifically to "Address the needs of the largest generation of young people the world has ever known by deepening the youth focus of existing programmes on employment, entrepreneurship, political inclusion, citizenship, and protection of rights, and education and reproductive health." Additionally, the Secretary-General, through the Policy Committee, mandated the United Nations Inter-Agency Network on Youth and Development to develop a United Nations System Wide Action Plan to deepen the youth focus of existing United Nations system programmes. In the last quarter of 2011, and in response to the worldwide phenomenon of young people calling for more meaningful participation, the UNDP Bureau for Development Policy (BDP) Democratic Governance Thematic Trust Fund (DGTTF) issued a call for innovative and potentially catalytic project proposals from UNDP Country Offices on youth empowerment and democratic governance. The DGTTF facility subsequently invested USD 7.7 million to this unique group of 37 country projects that directly address youth participation and leadership in governance, gender equality, and local development.

As an active member of the Inter-Agency Network on Youth and Development, UNDP is currently drafting its first-ever UNDP Corporate Youth Strategy, which should be finalized at the end of 2012, under the leadership of the UNDP focal point on youth and Director of the Democratic Governance Group of the BDP.

In line with the new UNDP mandate and as an attempt to remedy these gaps, this guide marks UNDP's first comprehensive review of programming strategies for youth political empowerment. It attempts to identify examples of good practices and entry points to enhance youth political participation across the electoral cycle, focusing on innovative instruments with the potential to provide fresh inputs for UNDP programmes and initiatives by other electoral stakeholders.

The guide is based on an extensive desk review of academic and practice-oriented reports, articles and websites on youth political participation from an array of countries. Documents from providers of electoral assistance, including UNDP, IFES and NDI, were consulted, along with knowledge-sharing platforms such as iKNOW Politics, Agora and ACE. Interviews with resource persons helped to shed light on specific good practices. Original calculations and tabulations were made related to voting and eligibility age. A UNDP regional working meeting in Cairo in February 2012 provided valuable input, as did focus group discussions and interviews with Egyptian youth activists and development practitioners. The UNDP/UN-HABITAT Youth 21 global stakeholder meeting in Nairobi in March 2012 helped identify additional good practices, strategies and examples.

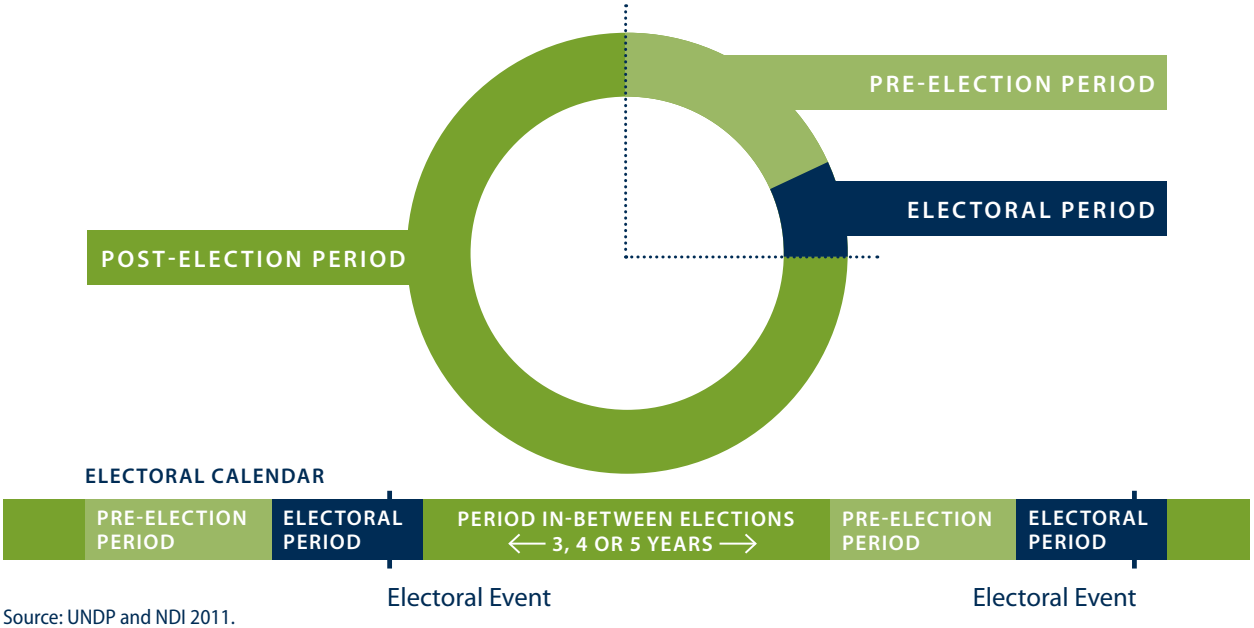
The inclusion of youth in political processes is a complex, multidimensional challenge that has to be addressed with a variety of tools, depending on objectives and context. This guide does not aim at ranking good practices or at being comprehensive. It attempts instead to present some of the options at hand to enhance the political participation of youth.

## KEY CONCEPTS AND GUIDELINES

A few key concepts are elaborated here as a framework for the rest of the guide.

ELECTORAL CYCLE: UNDP's electoral assistance activities are grounded in the electoral cycle approach, which includes the periods before, during and after an election (see Figure 1). This approach emphasizes the importance of long-term activities aimed at developing capacities for inclusive political

**FIGURE 1:** STAGES OF THE ELECTORAL CYCLE




Source: UNDP and NDI 2011.

participation. For example, capacity development support for young candidates should not begin three months before an election, but should be a continuous effort.

GOOD PRACTICES: It is now common knowledge that political, social, economic and cultural contexts matter. Institutions and processes working well in one place might fail to take root or produce unintended or even negative results in another.[1] This guide does not aim to provide 'best practices' to copy and paste from one context to another. There is merit, however, to studying practices across countries to glean ideas, gain inspiration and benefit from lessons learned. This information may then inform the development of new practices for specific contexts.

YOUTH: Most UN entities, including the General Assembly, define youth as the population segment between 15 and 24 years of age—a definition adopted by this guide. 'Youth', 'young' and 'young person' are used interchangeably and refer to young women and men.

In political participation, age-related exclusion typically reaches beyond 24 years. People under the age of 35 are rarely found in formal political leadership positions. In a third of countries, eligibility for the national parliament starts at 25 years or higher. It is common practice to refer to politicians as 'young' if they are below 35-40 years of age. Youth wings of political parties and young leaders' programmes often have an age limit of 35 years.

Many international non-governmental organizations (NGOs) and organizations active in the democratic governance arena define youth as all individuals between 18 and 35.[2] Since this guide aims to identify good practices that enhance the political participation of youth overall, it includes those relevant for targeting the 25-35 year-old age group as well as younger cohorts.

**TABLE 2:** WORLD YOUTH POPULATION 2010

| | YOUTH | RATIO |
|---|---|---|
| More developed regions | 0.16 Billion | 13% |
| Less developed regions | 1.06 Billion | 20% |
| **GLOBAL** | **1.21 Billion** | **18%** |

Youth: Age group 15-24.

Source: UN DESA 2011 and own tabulations.

Young people today constitute roughly one-fifth of the world's population (see Table 2). The vast majority lives in developing countries. This demographic phenomenon is referred to as a 'youth bulge'. Many members of this generation face challenges such as limited access to resources, education, training, employment and broader economic development opportunities.

Considering the sheer number of youth, any attempt to identify globally relevant 'youth' attributes and political issues has to be treated with caution. Youth and young people should not be seen as a homogenous entity. For example, it has become common to refer to young people born in the information age as 'digital natives'.[3] But many if not most youth in the global South are all but digital natives. In sub-Saharan Africa and southern and western Asia, more than 20 percent of young people are not even literate and urban-rural literacy gaps remain notable.

goal

"I was born in a poor and unhappy family, so my goal is to enable other young people, whether I know them or not, to have what I did not have, so they can have a life different than mine."

— Worawut Ngampiboolwet from Thailand has been active in promoting child rights and environmental protection since he was 13.[4]

**BOX 1:** FACTORS TO KEEP IN MIND IN PROVIDING ELECTORAL CYCLE ASSISTANCE RELATED TO YOUTH

1. **Definitions and concepts of youth** specific to a given country should be respected.
2. **Youth should not be considered as a homogenous block.** Identify a target group for whom an intervention might be most suitable, and build on the recognition that motivations for political engagement are different.
3. **Make sure that interventions do not reinforce bias or discrimination** against sub-groups of youth.
4. **Understand young people as part of the solution** to the difficulties they face, not merely a problem to be resolved by others. A youth activist from Colombia stated: *"We refuse to be treated as a vulnerable sector, as such a perception negates our strength and creativity and promotes irrelevant policies."*[5]
5. **Address youth as active agents of change.** This is an established UN concept: *"The UN has long recognized that young people are a major human resource for development and key agents for social change, economic growth and technological innovation"* (UNICEF and United Nations Programme on Youth 2011). In the UNDP 'Strategy of Response to Transformative Change Championed by Youth in the Arab Region', youth are embraced as a "positive force for transformative change."[6]

Even within one cultural context, practices may differ substantially. Within one generation in the same country, several factors can influence a young person's capacity for political participation. These include age cohort, economic situation, literacy, gender, location, religion, social status, perceptions of the value of political participation, political opinions and disabilities or special needs.

As with adults, motivations for political participation differ from one person to the other. Some may be driven by a particular issue or ideology. They may act out of idealism or a sense of protest, which sometimes becomes an end in itself. Participation can be a social activity, provide new skills or offer connections for work (see also Box 1).

## YOUTH POLITICAL PARTICIPATION: SOME KEY POINTS

The strong commitment of UNDP and other UN entities to foster youth political participation is based on several international conventions and declarations, including the Universal Declaration of Human Rights, the World Programme of Action for Youth and the Convention on the Rights of the Child (see Annex 2). These repeatedly emphasize young people's right to participate in political processes. They provide a strong frame of reference for a rights-based approach to related programmes of support.[7]

Opportunities for youth to participate in political processes depend largely on the political and cultural context. A democratic environment can be more favourable to participation in general. For the most part, promoting youth participation needs to be geared towards achieving levels relative to those of the rest of the population.

### How is youth political participation different from political participation in general?

There is strong evidence that the participation of young people in formal, institutionalized political processes is relatively low compared to older citizens across the globe. Voting, one of the most important formal avenues for political participation, is a clear example. Data on voter turnout from various countries

## voice

The first *Arab Human Development Report* defined participation in governance as: "All men and women should have a voice in decision-making, either directly or through legitimate intermediate institutions that represent their interests. Such broad participation is built on freedom of association and speech as well as on capacities to participate constructively.[8]"

suggest that young voters tend to participate less in polls compared to older citizens. Similar evidence is available for membership and leadership positions in political parties and parliaments.[9] Non-state governance mechanisms, such as tribal leadership, are typically based on seniority or lineage, and tend not to encourage youth involvement.

Further evidence suggests that youth are more inclined to participate in informal political processes. Activism, protests and campaigns are common avenues; youth are often driving forces behind reform movements. In the current world and throughout history, there are many examples of powerful youth-led protest movements. Youth also tend to get involved in civic, service-oriented activities, such as volunteering for a social cause. Many young people are more inclined to join a tree-planting project, for example, than to join a political party talking about planting trees in the future.[10]

Both formal and informal engagement can be understood as political participation. Both can be beneficial for a vivid and resilient democracy. In some cases, it may be important to help bridge gaps between the two.

### Why is it important to foster youth political participation?

Participation is a fundamental democratic right. It should be an end in and of itself to remove existing barriers to youth political participation. From a more purely pragmatic perspective, if young people have the perception that formal political processes are not accessible and/or attractive for them, this can shape their attitudes for a lifetime, with potentially long-lasting negative impacts on a country's political culture.

It has been found that in new and emerging democracies, the inclusion of youth in formal political processes is important from the start (see Box 2). Through their active contributions, democratic values can come to life, paving the way for the overcoming of authoritarian practices. In countries where youth-led protests have forced authoritarian regimes from power, significant frustration is likely to arise if youth are not included in new formal decision-making procedures. This might have a destabilizing effect on democratization.

## pusa

"I remember my older siblings letting me and other younger kids join their game as (so-called) sating pusa. This means that we were allowed to play with them, but we could not be the 'it' because we were too young…. Being a sating pusa is like being a player and yet not really being part of the game."

— Philippine youth activist Tayo.[11]

**BOX 2:** A SPOTLIGHT ON COUNTRIES IN TRANSITION

During periods of transition, political institutions and established governance practices can change substantially. This provides a window of opportunity to enhance the political participation of youth. UNDP programmes can consider:

- **Supporting new partners without formal organizational prerequisites:**
  If restrictions on civil society ease, a new dynamic can unfold. Youth may be eager to participate, but might not belong to a formal organization, as was the case in Egypt and Libya in 2011. In this context, it is particularly important to provide flexible support with low access barriers to innovative, small-scale youth projects. Innovation labs, resource centers and incubators can provide youth with project space, and access to technical and financial resources (see also EXAMPLE 7).

- **Helping to mitigate conflict between political party youth:**
  Inter-party youth forums and training courses can promote peaceful dialogue. However, these types of initiatives require strong risk assessments and conflict mitigation strategies (see also EXAMPLE 11).

- **Enhance the participation of youth in elections:**
  The first free and fair elections after the fall of a regime are an important milestone. Beforehand, as new legal frameworks are put in place, appropriate advocacy can advance provisions for the participation of youth. Youth-friendly voter education campaigns can raise awareness (see EXAMPLE 13 and EXAMPLE 14).

- **Establish innovative accountability mechanisms:**
  Developing mechanisms of accountability is part of embedding democratic practices, especially where officials have not previously answered to young citizens. Youth initiatives from across the world have found innovative ways to scrutinize legislators (see EXAMPLE 17).

## What characterizes effective and meaningful youth political participation?

Due attention should be paid to the differentiation between meaningful youth political participation and tokenistic, pseudo-participatory activities. Many activities claiming to foster youth participation do not effectively give young people a voice and influence in decision-making. Child rights expert Hart notes: "Tokenism is when young people appear to have been given a voice, but really have little or no choice about how they participate. It is participation for participation's sake or for a photo opportunity. Young participants lack knowledge and capacities and are rarely mandated by their peers."[12]

Effective and meaningful youth political participation has one of three attributes.[13] First, it can be consultative, where young people's voices are heard in an adult-assigned consultation process, where they have capacities, a mandate and information to fully perform their roles, or through a youth-led advocacy initiative. Second, it can entail youth-led participation, where young people have a direct impact on decision-making within their own youth communities, such as through youth-led NGOs, student councils, youth parliaments with competencies and budgets, etc. Third, it can involve youth collaborative participation, where young people effectively take part in regular political decision-making processes, including as voters, or as members of parliament, political parties or advocacy groups.

Activities to foster meaningful and effective youth participation should aim to be:[14]

1. **Transparent:** Youth should be informed about the purpose, scope and procedures of the process they are participating in. It should be clear from the beginning what the potential impact of the exercise is.
2. **Respectful and rights-based:** Youth should be approached as active agents who have the rights to participate and be heard.
3. **Accountable:** So that participation is not a one-off event, mechanisms need to be in place to ensure follow-up, implementation of youth decisions and accountability to youth constituencies.
4. **Youth friendly and relevant:** Activities to enhance youth political participation should be as youth-driven as possible. Young people themselves can decide on their priorities, methods and tactics. The environment and working methods can be adapted to participants' capacities and needs. Depending on the target age group and context, activities might focus on, among other options: informal, results-oriented projects; low access barriers; easy language; being issue-driven; being competitive with a game element; or technology if educated youth are targeted.
5. **Inclusive:** Appropriate methods can be applied to give marginalized groups of youth equal chances to participate, such as young women, ethnic minorities, illiterate youth, rural dwellers and youth with special needs.
6. **Voluntary and safe.**

Capacity development can be an integral part of any strategy for meaningful participation. The UNDP approach to capacity development "reflects the viewpoint that capacity resides within individuals, as well as at the level of organizations and within the enabling environment."[15] These three levels form an integrated system,[16] as illustrated in Figure 2.

**FIGURE 2:** UNDP SYSTEMIC APPROACH TO CAPACITY DEVELOPMENT

Source: UNDP 2008, p. 6.

believe

> “I still have problems being a young activist in Brazil, because many older people still do not believe how important, serious, and competent youth can be.”
> — Rui Mesquita.[17]

## What prevents meaningful and effective youth political participation?

Significant barriers to youth political participation occur at the three levels of capacity. On the individual level, barriers comprise the lack of technical skills; motivation, especially to participate in formal, adult-led processes; economic resources; and awareness and knowledge.

On the organizational level, youth-led groups frequently face hindrances to economic and other resources, and have limited organizational know-how. Among formal political organizations, such as parties and parliaments, internal mechanisms, rules and procedures do not favour the inclusion of youth. They are not considered for leadership positions; engagement does not lead to visible results. These bodies may lack processes for which youth have an affinity, or use technologies and language that are off-putting to youth.

On the environmental level, structural constraints may include a high eligibility age to contest for elections as well as cultural or social norms that inhibit them from participating.

The solution to include youth in political processes cannot lie in the capacities of individual youth alone. The socio-political environment, organizations and youth all have to change in order to move closer together. The good practices and strategies described in this guide can be applied to that end.

## IN SUMMARY

**Strategies to enhance meaningful and effective youth political participation can:**

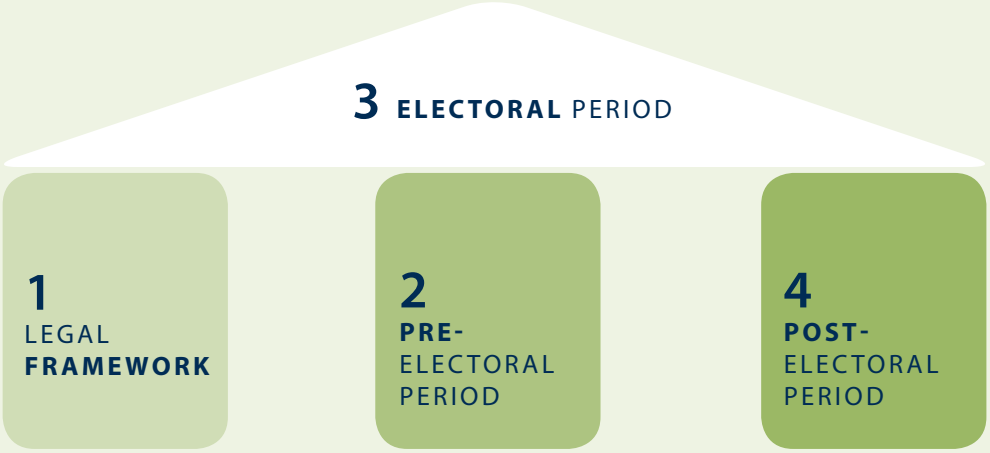
1. Be grounded in a rights-based approach to youth political participation, and avoid tokenistic and pseudo-participatory activities.
2. Include direct components of consultative, youth-led and/or collaborative participation, and emphasize learning-by doing and practice-what-you-preach approaches.
3. Meet minimum standards for youth political participation by being transparent, respectful, accountable, youth-friendly and relevant, inclusive, voluntary and safe.
4. Include capacity development on the individual and the organizational level, and foster enabling environments, preferably in a reciprocal fashion (such as by developing skills for a reformed structural setting).
5. Be grounded in an accurate understanding of the current state of youth in a given context—the Youth Well-Being Index developed for the 2010 Egyptian National Human Development Report is a good example of baseline information.[18]

# part A

# REVIEW of GOOD PRACTICES and STRATEGIES

The following section maps good practices that can be adapted to help boost the political participation of youth throughout the electoral cycle. It offers practical inputs geared toward programming by UNDP, other providers of assistance and electoral stakeholders. An initial discussion of legal frameworks is followed by highlighted entry points in each of the three phases of the electoral cycle. There is an emphasis on strategic interventions in the pre- and post-electoral periods that build strong foundations for enhancing youth participation in the electoral phase (see Figure 3).

**FIGURE 3:** BUILDING STRONG FOUNDATIONS FOR ELECTORAL PARTICIPATION



# 1

# Legal Framework for Youth Political Participation

## KEY ISSUES

A youth-friendly legal framework is an important component of an environment that enables youth political participation. It reflects cultural norms and values, and determines structural rules and conditions for engagement. Among the most important elements are stipulated minimum ages to vote and to run in elections. This section provides an overview of current age limits around the world, along with reforms undertaken by countries to lower the voting age.

In most countries, the voting age is 18 years at the national level.[19] The following countries have different age minimums:[20]

1. 16 YEARS: Argentina, Austria, Brazil, Cuba, Ecuador, Nicaragua
2. 17 YEARS: Indonesia, Democratic People's Republic of Korea, Timor-Leste
3. 19 YEARS: Republic of Korea
4. 20 YEARS: Bahrain, Cameroon, Japan, Nauru
5. 21 YEARS: Côte d'Ivoire, Gabon, Kuwait, Lebanon, Malaysia, Oman, Pakistan, Samoa, Singapore, Tonga, United Arab Emirates

Regional averages in voting ages are displayed in Table 3. In Bosnia and Herzegovina, Montenegro and Serbia, young people are allowed to vote from the age of 16 if they have a job.[21] In several countries and territories, including Germany, Switzerland and the Isle of Man, sub-national levels of government have lowered the voting age for state or municipal elections.

In one-third of countries, eligibility to run for national parliament starts at 25 years or higher. Globally, the average eligibility for single and lower chambers of the legislature is 22.1 years. There is great regional variation, from 20.5 years in Europe to 25.5 years in the Middle East and North Africa.

As the representative branch of government, parliaments should ideally be able to integrate all the groups of society.[22] A high eligibility age risks missing out on the development challenges and perspectives of a significant part of the population. This becomes relevant not only for youth political participation, but also for the representative quality of Parliament, particularly in countries with large numbers of young people.

The eligibility age has not received much political or scholarly attention. A review of literature could not identify any publication analysing this issue on a global scale, or any comprehensive overview of eligibility regulations. The Inter-Parliamentary Union (IPU) does track voting and eligibility ages, with data used for the calculations in Table 3.

**TABLE 3:** AGE REQUIREMENTS IN ELECTORAL LAW

| | VOTING AGE | ELIGIBILITY AGE |
|---|---|---|
| **SINGLE/LOWER CHAMBER** | | |
| Africa | 18.2 | 22.1 |
| Americas | 17.8 | 21.8 |
| Asia and Oceania | 18.4 | 22.6 |
| Europe | 18 | 20.5 |
| Middle East and North Africa | 19.1 | 25.5 |
| **UPPER CHAMBER/SENATE** | | |
| Africa | - | 29.7 |
| Americas | - | 27.5 |
| Asia and Oceania | - | 30.9 |
| Europe | - | 25.1 |
| Middle East and North Africa | - | 36.7 |
| **GLOBAL AVERAGE** | | |
| Single/Lower Chambers | **18.2** | **22.1** |
| Upper Chambers | **-** | **28.9** |

Source: Calculations and tabulations based on data from IPU 2011, except for the Republic of Korea (Central Intelligence Agency 2011) and Egypt (Essam El-Din 2011). The voting ages for upper houses are not displayed because data are not available for many countries due to indirect franchise.

## GOOD PRACTICES

### For governments and parliaments

The following good practices involve governments and parliaments as the actors capable of reviewing the legal framework. Recommendations for UNDP and other stakeholders to support this process appear at the end of this section.

**Consider aligning the minimum voting age with the minimum age of eligibility to run for office:** Young people serve in the military, start families and join the workforce. As such, there is a strong argument to be made that they should have the right to choose their leaders and stand for elections. The IPU has recommended that "parliaments align the minimum voting age with the minimum age of eligibility to run for office in order to ensure greater participation by youth in parliaments."[23]

**Consider the introduction of youth quotas in electoral laws:** 108 countries have constitutional, electoral or political party quotas for women.[24] This affirmative action measure has been instrumental in enhancing women's political representation.[25] With due attention to the electoral system and other contextual factors, quotas for youth in Parliaments can be one way to increase youth representation. Furthermore it can be considered to introduce gender clauses into youth quotas to further enhance youth and young women´s political representation.

Examples of youth quotas in electoral laws can already be found in the following countries:[26]

- In Uganda, five seats in Parliament are reserved for youth representatives.
- In Kenya's National Assembly, 12 seats are reserved for representatives to be nominated by political parties to represent special interests, including youth, persons with disabilities and workers.
- In Rwanda, the National Youth Council elects two members of the Chamber of Deputies.
- In the Philippines, there is a stipulation to include youth on party lists.

- In Morocco, the new election law includes 30 seats reserved for candidates under 40 years of age.[27]
- In Tunisia's recent elections, each party list had to include one candidate below 30 years of age.[28]

Youth quotas at the sub-national level can be found in several countries.[29] In Peru, 10 percent of local government must comprise youth representatives. In Sri Lanka, until recently, 40 percent of candidates on party lists for local government elections had to be between 18 and 35 of age. Youth quotas in political parties will be discussed in the following section.

**Identify and address context-specific legal barriers to youth participation:** Apart from age requirements, a variety of other barriers might be linked to the legal framework. In many countries, candidates have to finance a large part of their campaigns, giving those with wealth a significant advantage. For young candidates, it is often a challenge to mobilize sufficient funds. Possible interventions include a strict cap on campaign financing as well as requirements for state and/or political party contributions.

There is strong evidence that the type of electoral system has an impact on the representation of women in parliament.[30] Women tend to have a greater chance of being placed on a party list as part of a team of candidates under a proportional system than to be nominated as individual candidates in a majority, winner-takes-all system. According to Ballington, "It is now conventional wisdom that in proportional representation systems, or electoral systems with a strong party bias rather than a strong candidate bias, women tend to be elected in higher numbers than majoritarian systems."[31]

A proportional voting system may also be more favourable for youth political participation, since youth face some of the same patriarchal norms as women. These consider experienced older men better suited for political leadership than women or youth. In a majoritarian system, if political parties suspect a prevalence of these norms in society, they might be more inclined to nominate men above 35 years old because they expect them to have a greater chance to win constituencies. In a proportional system, political parties might be more willing to nominate a representative team including women and youth. The team could attract additional votes from different demographic groups without turning away conservative voters.

## For CSOs and political parties

In many countries, civil society campaigns for lowering voting and/or eligibility ages have been successful. In Germany, the eligibility age fell from 21 to 18 in 1970 as a reaction to student protest movements. Following youth-led protests in Egypt, the eligibility age for parliamentary elections dropped from 30 to 25.[32] Several scholars and activists believe that lowering the voting age to 16 years could help leverage Africa's youth bulge as more of an opportunity, instead of focusing on it only as a challenge.[33]

CSOs and political parties could contribute to an enabling legal framework by reviewing and discussing the current system in terms of youth participation. This information could feed into proposals for making the framework more youth friendly; advocacy could then push for proposals to be formally adopted. In Turkey, after a coalition of youth organizations and local youth councils successfully campaigned to lower the eligibility age from 30 to 25 years, five members of Parliament between 25 and 30 years old won the following elections (see EXAMPLE 1 in Part B of this guide).

## For UNDP and other electoral assistance providers

UNDP and other electoral assistance providers can support legal reviews, including by conducting research, providing technical advice to national governments, and supporting national dialogues and consultation processes. In Bahrain, a campaign to lower the voting age from 20 to 18 has drawn in part on a resolution by a mock youth parliament sponsored by NDI.

# 2

# Pre-Electoral Period

The pre-electoral period is crucial for encouraging and supporting youth to participate in the polls. Civic engagement of youth and youth-friendly political parties are important building blocks.

## KEY ISSUES: CIVIC ENGAGEMENT

Somebody who watches a football game for the first time and does not know the rules of the game is likely to leave the stadium disappointed. On the other hand, a person who uses every free minute to play football and knows everything about it will probably cherish every minute in the stadium.

This applies to politics as well. A young person who has experienced the merits of democratic processes may be more inclined to become an active citizen. Golombek makes a similar point: "Active citizenship cannot be expected to happen overnight when a person reaches voting age: it must be learned 'by doing' through everyday experiences: opportunities to participate in shared decision-making, listening to different opinions, weighing options and consequences. These are individual skills that help build civil society and young people's commitment to the democratic process."[34]

## GOOD PRACTICES

The following examples of strategies may be useful for the collaboration of UNDP and other development assistance providers with CSOs, educational institutions and media.

**Encourage continuous youth participation and civic education in schools and universities:** Many experts and practitioners view civic education and participation in formal educational institutions as central to the political participation of youth. Youth development expert Rakesh Rajani has noted that institutionalizing youth participation in settings and practices that young people experience on a regular basis is key to training youth to participate,

change

> “Many small people, who in many small places, do many small things, can alter the face of the world.”
> — African Proverb.

as is focusing on issues relevant to youth.[35] Many politically active citizens across the world have started their political and civic engagement as activists and leaders in student unions, for example.[36]

A study on youth participation in Canada concluded: “The literature (…) identifies schools and, more precisely, civics or citizenship education—both in content and pedagogy—as being both a significant cause of and a solution for declining political knowledge and skills.”[37] Likewise, the European Youth Forum calls for including “citizenship education as obligatory subject within the formal education system.”[38] Especially during processes of political transformation, changes in school curricula are important entry points to nurture a new culture of innovation and participation in governance.[39]

In most countries, civic education is part of the school curricula in some form or another. The International Institute for Democracy and Electoral Assistance (International IDEA) and the University of Montreal have compiled a research database on this issue.[40] There is strong evidence that education for active citizenship is most effective if students not only read about civic engagement in textbooks, but also have a chance to try it out themselves. Authors call for a pedagogy that fosters critical thinking and a more democratic relationship between students and teachers.[41]

There are various approaches to student participation in educational institutions. The most far-reaching give students rights to participate in decision-making in their high schools and universities, as is the case in Germany and Sweden. Some German states have experimented with high school steering committees comprising student representatives, parents and teachers—all with the same voting rights. In other countries, school authorities consult student councils in their decision-making.[42] Some development agencies and NGOs are involved in supporting the establishment of student councils, such as Save the Children in Ecuador.[43] A UK-based website provides information on how to set up and run school councils.[44]

At Barefoot College Night Schools in Rajasthan, India, children have far-reaching rights to directly participate in school affairs. A local social work centre and UNICEF support this effort, which has significantly enhanced capacities for participation among children, schools and communities (see EXAMPLE 2). Project Citizen is a global initiative promoting the use of resources available in every community to teach lessons on civic participation and give young people an opportunity to become change makers (see EXAMPLE 3).

**Design training programmes as incubators for new projects:** Training young individuals is one of the most widely used strategies to advance youth political participation. This has value, but as discussed previously, it may not bring about lasting change if it takes place in isolation. Interventions need to move beyond the individual level and include activities to develop organizations and the societal environment, along with elements of direct participation.

Training programmes commonly aim to provide civic education to youth, especially those not engaged in political processes, or to develop leadership skills among youth in one or more organizations. Ideally, these programmes are designed as incubators for new activities and projects, which enhances their relevance and sustainability.

There are several examples of civic education activities that bring young people together to increase their knowledge of political processes. In

Kyrgyzstan, the IFES democracy camps offer a good example. Ninth and tenth-graders from rural areas participate in an interactive and fun camp, where they learn about democratic values, leadership skills, teamwork, their role as citizens, and how to advocate for change in their society (see EXAMPLE 4).

Many organizations have supported leadership programmes for youth,[45] although these have not been comprehensively evaluated for what makes them successful. One example relevant to UNDP is its Asian Young Leaders in Governance initiative (see EXAMPLE 5). As a straightforward training programme, it does not have a component of direct participation, or of organizational and structural capacity development. But it has encouraged participants to roll out training activities in their home countries. This tactic recognizes that successful capacity development for young leaders largely depends on working within a given cultural and organizational context.

**Support youth-led community development and volunteering organizations:** These groups engage youth in civic life around the world. They come in many different shapes, sizes and structures. Some target youth-specific issues; others have a more general approach. Most youth-led CSOs are supported through peer volunteers.

Youth volunteers make tremendous contributions to their communities every day. For many young people, volunteering in a youth-led CSO or other community project is a first step in a career of civic and political engagement. Volunteer projects typically have low access barriers. Young people may join for a limited time, and can define their level of effort and responsibility. Volunteer projects are particularly effective in enhancing youth political participation if young people influence decision-making for a project or organization.

UNDP and other international actors frequently support youth-led CSOs and their networks. The success and sustainability of these programmes largely depends on how closely they respond to context. The same applies to support for networks of youth organizations and national youth councils. The Young Volunteer Organization from Istanbul, Turkey (see EXAMPLE 6) is a youth-founded and -led CSO in a disadvantaged neighbourhood. It was able to develop its organizational capacities with funding from external partners, including the European Union. Its success shows that youth can have a positive impact on their community, and that youth have the agency to create spaces and instruments for their own participation. Among other accomplishments, it created a people's assembly to discuss neighbourhood issues and take steps to work on them, and established free preparatory courses for high school and university entrance exams for children and youth who cannot afford to pay for private courses.

Youth-led CSOs have the potential to find new answers to problems. The youth-founded Tribal Liaison Office in Afghanistan bridges gaps between tribal leaders, and formal government authorities and donors (EXAMPLE 7). Youth can have skills and attributes relevant in both worlds, such as formal education as well as respect in a local setting. The office has used its unique capacities to support provincial governments and the UN system to settle a long-standing tribal land conflict in Paktia-Khost. They also facilitated participatory rural assessments in some of the most unstable districts in the area, giving disenfranchised rural citizens access to development funding.

**Provide flexible support with low access barriers to innovative, small-scale youth projects:** For UNDP and other international actors, it is often a challenge to provide the right kind of support to youth initiatives and organizations. First, how can they address capacity gaps without being paternalistic or dominant? Second, many international organizations and donors have a common weakness in targeting youth: Due to their accounting requirements and/or conceptual framework, they are often biased towards

supporting well-established youth CSOs instead of new and more informal initiatives. Third, many young people are not likely to form formal organizations because they prefer short-term projects. With the Innovations Lab in Kosovo, UNICEF has found a way out of these dilemmas.

Young Kosovars can receive technical and financial support for any project that is an 'innovative idea for social good'. This allows youth to create ad hoc groups and experience the direct results of civic engagement. They also have a space to meet and exchange ideas (see EXAMPLE 8). Adults give advice upon request, but do not dominate the youth-led projects. Similar initiatives include the European Union's Salto-Youth resource centres.[46]

**Bridge the digital divide with mobile phones and radio:** The digital divide is deepening. Those who do not have access to the Internet are left out of new developments. Mobile phone technology is one option to bridge these gaps, at least partially. In Nepal, for example, only 2.2 percent of the population has access to the Internet, but one-third has access to mobile phones and 75 percent to radio.[47]

The MobileActive website[48] features several innovative tools and case studies using mobile technology for social impact. Some NGOs are involved in training community mobile phone reporters and featuring their content.[49] Call-to-tweet services might also be helpful. In Madagascar, UNDP has given youth the opportunity to share their views on development through SMS messages. In Nepal, UNICEF supports the local Voices of Youth project. Every week, a radio team frames a topic or a question, and asks listeners to contribute to the discussion via free text messages. The discussion is also accessible on the Internet (see EXAMPLE 9).

**Use online platforms for knowledge sharing and networking of politically engaged youth:** Computer and mobile phones have high relevance for literate youth across the world. Social media, blogs, etc. can give young citizens a voice, as well as open channels for direct feedback between government officials and youth.

Much has been written about the 'Facebook revolutions' and how social media can help young people become politically active. Recently, the Center for Internet and Society (India) and the Hivos Knowledge Programme (The Netherlands) jointly published a study online covering this issue, with contributions from 'digital natives' across the world.[50] Many opportunities are related to knowledge sharing across borders. The Canada-based global initiative Taking IT Global has reached over 30 million young people with messages on global citizenship (see EXAMPLE 10).

## KEY ISSUES: POLITICAL PARTIES

In many countries, the relationship between youth and political parties is strained. Many youth do not trust political parties, while party leaders often complain that youth are unwilling to get involved.

As the main gatekeepers for candidates to participate in elections in many countries, parties significantly influence political agendas and decision-making. As intermediary institutions, they link the state and civil society, translating the policy preferences of citizens into political action. Individuals with political ambition are likely to seek out leadership positions within political parties. Most are middle-aged men.

The persistent exclusion of youth stems from a variety of factors, including: "old-boy" networks, recruitment and promotion mechanisms based on seniority, a lack of individual capacities, and limited self-confidence and motivation. Engagement in political parties often requires long-term commitments, which is difficult for youth trying to obtain an education and to establish themselves in the labour market. Middle-aged men tend to have a greater powerbase, because they comprise a large percentage of members. In some cases, youth face more than one kind of discrimination because of their gender or because they can also belong to other marginalized groups (i.e. indigenous people, people with disabilities, and/or be lesbian/gay/bisexual/transgender).

These obstacles fuel a cycle where youth are put off by the exclusionary nature of political parties and decide not to join them. In turn, because they do not join, they lack the internal powerbase to win elections and nominations. Both issues should be addressed to break the cycle: Youth should be able to develop the skills and motivation to be successfully engaged in political parties, and parties should be encouraged to create space for youth. Affirmative action measures such as youth and women's quotas and party youth wings can help move these processes forward.

## GOOD PRACTICES

The following good practice strategies focus on activities with political parties in the pre-electoral period. Some UNDP country offices do not commonly engage with parties; doing so can be sensitive and has to be handled with knowledge and care. General advice can be found in UNDP's *Handbook on Working with Political Parties*.

**Encourage affirmative action measures such as youth and women's quotas within political parties:** In some political parties, it is customary for a representative of the party's youth wing to have an advisory seat on the party's board. Other parties grant youth leaders ex officio voting rights on the national executive, or on local associations. This gives youth a voice and an opportunity to mobilize support for youth candidates and issues.

In some contexts, political parties have used youth quotas to increase participation in leadership positions and as candidates.[51] In Nicaragua, the Partido Liberal Constitucionalista has a combined 40 percent quota for women and youth; the Hungarian Socialist Party has a 20 percent quota for youth. Canada's Liberal Party had a high youth quota for party convention delegates—Four out of every 12 delegates had to be youth, and in addition, each campus and accredited youth club had 4 delegates. As a result, youth (under 26) made up over 40 percent of voting delegates at any party convention, making them a strong force within the party when it came to leadership selection, policy development and executive positions. The quota system was eliminated prior to the 2011 elections, however. After the elections resulted in a major defeat for the Liberal Party, some members attributed the loss partially to the abolishment of the youth quota.

**Support the development of strong political party youth wings:** Depending on the context of the country and the political party, youth wings can have different organizational configurations. Some are independent organizations, loosely attached to their 'mother' party. Others are branches or working groups within the party. The system of membership also differs. In some youth wings, any party member below a certain age—such as 30 or 35, or even 40 years—automatically becomes a member. For other youth wings, membership has to be requested independently.

Youth wings generally serve four main functions, all of which could provide entry points to enhance youth political participation (see also Box 3). First

**BOX 3:** SEVEN KEY PRINCIPLES FOR EFFECTIVELY ENGAGING YOUTH IN THE POLITICAL PROCESS

NDI has carried out over 120 youth participation programmes around the globe, mainly focused on youth in political parties. Based on this experience, NDI Vice President Shari K. Bryan has formulated the following recommendations:

- **Design a programme that reflects the priorities of youth participating in it.** Allowing youth to set the agenda builds trust and creates buy-in and ownership.
- **Provide facilitation and training.** Young people have limited substantive exposure to issues and policies. It's important for them to not only articulate their problems, but also to identify the solutions.
- **Encourage action-oriented activities.** Young people do not respond as well to lectures as they do to activities. Design projects or community activities that allow them to take responsibility; make decisions and learn by doing.
- **Facilitate the connection between youth and political and community leaders.** For many young people, this may be the first time that they have come in contact with public officials or community leaders. Laying the groundwork for an introduction is essential, and helps raise the profile of youth and their projects.
- **Work in a multi-party setting.** Multi-partisan activities require young people to work, collaborate and problem solve with political, ethnic and tribal rivals. They need to learn negotiation and mediation skills, and drop their natural defenses so they begin to see one another as young people who share many of the same ambitions and interests.
- **Ensure that 50 percent of participants are women.** Women are disenfranchised in almost every country and face tremendous challenges in breaking into the political arena. Representing over 50 percent of the youth bulge, women need to have a seat at the table.
- **Establish buy-in and the consensus of political and community leaders.** Constructive youth engagement in the political process cannot happen without the support and tacit agreement of political and civic elites. Taking time at the outset to address any concerns or objections of leaders will ensure effective programming.

Source: Bryan 2010.

and foremost, youth wings are powerbases for their members. They facilitate networking and the formation of personal and/or issue-based alliances. In a youth structure with its own membership assemblies and boards, there are plenty of opportunities for young people to experience decision-making processes and develop their political skills and viewpoints. Youth wings can be instrumental in the increased nomination of young candidates and inclusion of youth issues in party programmes. Having a powerful youth section over a period of several generations also ensures that there are influential members of the senior party who are youth wing alumni; they may act as champions and mentors for the newer generation.

A second important function of youth wings is to train members. They organize skill-building workshops, mentoring programmes and policy development activities. Youth wings need their own financial basis in order to sustain these and other activities, a problem since income from membership fees may not be high. In some countries, governments provide funds for civic education activities of youth wings. Additionally, many political parties fund their youth wings, knowing that parties with a vibrant youth wing are likely to attract more young members. This has a cumulative effect over several decades.

A third function of youth wings can be to influence party policy development and leadership selection. Young members and youth wings can provide fresh and innovative inputs and challenge outdated policies. Youth wings can function as incubators for new policies, and as a powerbase to organize the necessary majorities at party conventions. In Canada, the Young Liberals held a policy camp each winter where they prioritized resolutions that youth would push for at party conventions and organized youth to vote as a block. Similar instruments can be used for having a say in leadership nomination procedures.

Finally, youth wings can extend outreach to young voters and make parties more credible to them. For election and recruiting campaigns, youth wings will likely know what language is most effective with their peers and what kinds of activities are attractive to youth. The efforts of older party leaders to appeal to youth often fall short. Instead, it could be considered to dedicate a specific portion of the budget for reaching out to young voters and potential members through the youth wing.

**Develop capacities of young party members in a multi-partisan setting:** Youth wings sometimes form multi-partisan umbrella networks that facilitate knowledge sharing and the promotion of democratic values across party lines. This can also help to decrease political violence—in some conflict-affected/post-conflict countries, youth wings have been involved in severe clashes and/or civil war.[52]

In Ghana, youth wings of the four political parties issued a joint statement in 2006 calling on the President and ex-President to resolve their differences and rebuild a constructive relationship.[53] UNDP in Nicaragua supported the creation of a Political Youth Forum with members from eight political parties.[54]

One of the most common entry points to support youth in political parties is to offer capacity development. These activities are most effective if they are multi-partisan, and address issues of organizations and the broader societal environment. NDI's support to youth wings in Kenya is a reference point (see EXAMPLE 11). Young participants from different political parties receive skills training, such as on negotiation and advocacy. They also develop projects to implement in their parties, and have created a coalition, the Inter-Party Youth Forum, to advocate on certain issues, such as unemployment. Capacity development at the organizational level can be facilitated through knowledge-sharing workshops, provision of technical advice and/or study tours.

**Address training and mentoring needs of young women separately:** Young women in political parties face double discrimination based on age and gender, and require a specific focus on their needs. One option to consider for example, are separate skill-training workshops that will help young women learn to overcome barriers in a safe space.[55] Mentoring programmes are another effective strategy. Young women are teamed up with women or men in leadership positions, and profit from their networks and experience. In Switzerland, the National Youth Council has organized a successful multi-partisan mentoring programme for young women (see EXAMPLE 12).

In the United States, EMILYs list has been a useful tool for mobilizing financial support for pro-choice women candidates in the Democratic Party.[56] Similar activities could focus on young women across party lines.

# 3

# Electoral Period

## KEY ISSUES

International IDEA has analysed statistics from more than 1,400 parliamentary and presidential elections between 1945 and 1997 in over 170 countries. According to their calculations, "voter turnout across the globe rose steadily between 1945 and 1990, increasing from 61% in the 1940s to 68% in the 1980s. But since 1990 the average has decreased to 64%."[57] It attributes this fall to a decline in youth electoral participation.

Even as the number of young voters may have declined, the overall numbers of young people have risen, especially in youth bulge societies. In India's 2009 elections, 200 million youth (18-35 years old) were eligible to vote.[58] In Jordan, about 40 percent of potential voters are between the ages of 18 and 25.[59]

Activities to increase youth voter turnout are implemented before most elections. Voter education campaigns address questions such as procedures for voter registration; the date, time and venue of the polls; and how to cast a ballot. They often strive to convince voters that their vote is vital for a healthy democracy. Instruments used in voter education campaigns include media advertisements, billboards, leaflets, merchandise, websites and grass-roots CSO activities. These campaigns are typically conducted by CSOs, electoral management bodies, and/or other government entities, at times with the support of UNDP and other electoral assistance providers. Most campaigns either specifically target young and first-time voters, or at least have some youth-specific elements. In some countries, umbrella organizations of political party youth wings carry out joint young voter campaigns.

Despite this significant level of activity, Andrew Ellis notes that there "does not yet appear to be any basis to understand what may be effective and what not effective, with a consequent danger of the spending of vast amounts of money to no purpose."[60] This lack of consolidated knowledge might be attributed

in part to the fact that voter turnout is shaped by complex and context-specific factors. Ellis and his colleagues identify factors such as perceptions of the effectiveness of the vote, electoral and party systems, voting traditions, voter registration procedures and physical access to the polls.[61] They also point to important determinants on the individual and social level, such as attitudes, knowledge, civic engagement, social networks and socialization.

Advertising and information campaigns only target individual attitudes and knowledge. Even the best campaign aimed at bringing a significant number of young people out to vote may not achieve its ultimate goal. A successful strategy should address social, contextual and systemic factors as well, including through general civic engagement and youth political participation activities. For youth to come to ballot boxes, an enabling environment should empower them to participate in civic life. Societies need to respect and accept youth as full-fledged political subjects, and not mainly as objects of mobilization campaigns.

## GOOD PRACTICES

The following good practice strategies are relevant for joint activities with electoral management bodies and CSOs in the electoral period.

**Ensure youth participation in all phases of voter education campaigns:** As part of a larger strategy to enhance youth political participation, information about how and why to vote can be provided in a youth-friendly manner. Youth representatives could be included during the design and validation process of voter education campaigns and materials, particularly—but not only—for campaigns targeting youth. This can be done through advisory boards. The approach, methods and language are more likely to be appropriate for reaching youth if young voices are included, starting with the project design phase.

During implementation of civic and voter education campaigns, youth participation could be increased, such as through small grants for youth-led CSOs. Young people may be more open to campaign messages if peers convey them. UNDP Cambodia's ongoing Multimedia Civic Education Campaign (see EXAMPLE 13) is based on a large survey of youth civic participation. Youth representatives are included on advisory boards for the design and implementation of the campaign. Campaign messages are not limited to motivating youth to vote; they include inspiring examples of youth civic engagement in Cambodia.

**Use entertaining methods and multimedia strategies to catch attention of youth:** Examples include drama performances, concerts (Rock the Vote, for example) and art exhibitions.[62]

Prior to Tunisia's first democratic election in October 2011, UNDP successfully facilitated various activities, such as an election song 'Enti Essout' ('You Are the Voice'). The song went viral and became the 'election anthem'.[63] Additionally, the DemocraTweet voter's educational game helped to mobilize young voters in cooperation with a popular radio station (see EXAMPLE 14).

The Australian Electoral Commission conducts various online and offline activities to register young and first-time voters and keep their enrolment details current. Activities include 'Enrol to vote Week', 'Rock Enrol' concerts and radio programmes, and the 'Famous People Vote Too' campaign (see EXAMPLE 15).

The positive example of role models, including parents, teachers or pop culture idols, can have a significant impact on political socialization. The Canadian NGO Equal Voice, a multi-partisan organization that promotes the election of women in Canada, has called on citizens to 'bring a girl to vote' to the ballot in the 2011 elections in order to familiarize girls of pre-voting age with the voting process.[64]

**Include youth as poll station workers, on electoral management body advisory boards and as election observers**: Youth representatives can be involved in all aspects of the electoral process. Each electoral stakeholder can include youth in designing and implementing activities, including those related to election observation (see EXAMPLE 16) and management. Electoral management bodies need to have sophisticated knowledge about their youth electorate, and identify the special electoral needs of young voters.

Some electoral management bodies enhance their knowledge about youth through research, especially where they are charged with civic and voter education. For example, in the Republic of Korea, the National Election Commission operates the Civic Education Institute for Democracy, which has conducted specific research about the education of young voters.[65] Another option to consider is the inclusion of youth representatives on EMB advisory boards to access their specific knowledge and increase ownership. Youth can also be trained as poll station workers.

**Develop interactive online tools to reach out to young voters:** Web-based tools can reach educated and urban youth, keeping in mind that these may exclude significant numbers of youth where computer literacy and access to the Internet are still not widespread. Promising practices often involve a combination of Internet, mobile phone, radio and/or TV outreach.

There are a number of potential applications for Information and Communications Technologies (ICT). Electoral management bodies could consider using websites and social media to interact with youth, for instance. Several countries have good websites with information about the electoral process and voter registration. This can prove particularly useful in countries where first-time voters have to register in order to vote. Examples include the United Kingdom Electoral Commission's educational website targeting students[66] and Canada's young voters section on elections.[67] The South African Electoral Commission offers online information on registration procedures.[68]

Where a combination of mobile phones and the Internet is used to support election observation, effective safeguards should be put in place to ensure the objectivity of the reporting, prevent misuse by political parties and ensure collected information reaches its target audience. MobileActive.org provides a good overview of the practice and debate on this issue.[69]

Online tools to educate young, computer-literate voters can be part of broader civic and voter education initiatives. Web-based voting advice applications are a good practice (see EXAMPLE 17). In Germany and other European countries, they inform citizens about the values and programmes of political parties. An independent institution helps citizens identify which political party best matches their own preferences.

# 4

# Post-Electoral Period

## KEY ISSUES

The ability of citizens to hold their elected representatives accountable is a fundamental characteristic of a democratic society. Accountability cannot be limited solely to election day. Before and after, elected representatives need to be responsive to citizens' demands. Avenues for communication and advocacy have to be open to all—including youth. In some countries, members of Parliament and government officials may not be used to answering questions from citizens and media, but could develop capacities to do so. This helps embed the values of transparency, accountability and responsiveness in the political culture, and foster inclusive participation.

## GOOD PRACTICES

The following good practice recommendations are relevant for joint activities with parliaments, governments and advocacy-oriented CSOs in the post-electoral period.

**Make voices of youth heard in parliament and government:** Apart from youth directly being represented in parliament, there are several other entry points for increasing their access to the legislature. Parliaments often engage with civil society through committee hearings. Specific parliamentary committees and multi-party groups either focused on youth or deliberating issues impacting youth could conduct public consultations and invite youth CSOs to share their views. UNDP's Parliamentary Development Strategy Note[70] highlights support for these kinds of activities. Helping youth have a focused impact can entail capacity development for youth CSOs, including on advocacy and public speaking.

In Jamaica, youth organizations founded a National Youth Parliamentary Watch Committee in 2009, endorsed by the Ministry of Youth. This Committee is charged with reviewing "all bills and policies before Parliament, and critically [evaluating] them for youth mainstreaming objectives."[71] The Turkish National Assembly has recently established a Child

Rights Monitoring Committee including a website supported by UNICEF.[72]

The Internet provides numerous opportunities for direct engagement between legislators and online citizens. Many parliaments have consequently scaled up their online presence, another entry point for UNDP support. In Jordan, UNDP helped the Ministry of Political Development develop its social media capacities in order to communicate better with young citizens.

In Germany, the youth-led initiative 'Parliament Watch' enables ordinary citizens to scrutinize their members of parliament by asking questions and accessing information about voting behaviour (see EXAMPLE 18). In Egypt, after the fall of the Mubarak government, individual youth put up projectors in public places and displayed videos of human rights violations. This initiative proved an effective way of sharing information that might otherwise be available only on the Web.

Youth have a particular role in developing and implementing national youth strategies and policies, which directly concern them. The Australian Government consults youth through several regular channels, such as a National Youth Week as well as a Youth Forum Steering Committee. On the forum website, youth can contribute perspectives (the 'We hear you' campaign) and receive feedback on their comments.[73] The UN Department of Economic and Social Affairs (UN DESA) has published a useful toolkit to support young people in evaluating national youth policies.[74]

In Hong Kong, NDI has worked with the Government, the International Studies Department of Baptist University and the Hong Kong America Centre to encourage youth participation in public policy areas. The institute launched a youth programme in September 2007 with the first university student summit. Participants reviewed and responded to the government's Green Paper Consultation on Constitutional Development.[75]

**Facilitate youth-led national youth councils and/or parliaments:** Youth parliaments are a useful civic education exercise for raising awareness about the functions and procedures of parliament. In some countries, youth parliaments and councils effectively represent youth and give them a voice in national decision-making. As participatory institutions, youth parliaments should have certain competencies, such as a consultative function for youth-relevant issues. The IPU stresses the importance of operating budgets for strong youth parliaments.[76]

It can sometimes be unclear whether the opinions expressed in youth parliaments are taken into account. Frustration can arise when young people work hard with no traceable impact. From the beginning, it should be decided which minister or parliamentary committee is tasked with responding to resolutions. Youth parliaments should not be one-time events, but allow for continuous engagement and follow-up. They can be an important contribution to overall accountability, if they succeed in 'shadowing' the national parliament's work.

The Sri Lankan National Youth Parliament involves 500,000 members of youth CSOs electing members in district-wide elections (see EXAMPLE 19). Twice a month, members meet in the capital and debate issues also being discussed in the national Parliament. Thirty youth ministers follow the work of national ministries and have working space in them. Members in general are allowed to enter the committees of the national Parliament and consult national members. The national Parliament has included the Youth Parliament's recommendations in the national youth policy.

During the last two years, a million youth elected representatives in the United Kingdom's youth parliament.[77]

**Invite youth groups to visit national parliaments:** Politicians are banned from educational institutions in some countries. In others, they are invited to schools and universities to share information with students on their political programmes and the workings of parliament. Many parliaments invite students to follow their proceedings. In Cambodia, UNDP facilitated such an exercise. For the first time in

the history of the National Assembly, school children and youth came to the legislature and spoke with members (see EXAMPLE 20).

**Initiate internship schemes for students in Parliaments:** Some parliaments have internship schemes for students, mainly at the university level. The structure of these programmes can vary depending on the country. When designed properly, students and parliamentarians both benefit. While students will have the possibility to develop their professional skills and understanding of parliamentary procedures legislators and parliamentary staff will have the possibility to profit from their interns' knowledge and ideas. Parliamentary development programmes that support internship schemes include those of NDI.[78]

**Train and support young parliamentarians:** Young parliamentarians need help to increase their leverage and contribute to shifts in cultural norms so that youth leadership capacities are more widely recognized. In 2010, the IPU passed a resolution by consensus calling on all parliamentarians to support young members.[79] UNDP and other governance assistance providers have offered a number of leadership training options to young parliamentarians (see EXAMPLE 5).

**Initiate and support youth councils at local level:** Youth delegates to councils can be selected in schools and/or universities, and report back to their peers. Clear agreements can be made with municipal councils regarding procedures for consultation, such as attendance in municipal youth committees and/or a specific budget for youth parliaments. Working groups and committees can be tasked with solving local issues that concern young people.

In Yemen, NDI has successfully supported the creation of youth councils in a tribal setting (see EXAMPLE 21). This innovative activity combines training on conflict mitigation with new avenues for youth participation, and enables youth to participate effectively in their community's decision-making processes. The children's councils at the Barefoot Night Schools in India (EXAMPLE 2) can provide further inspiration.

## CONCLUSION

Including the world's largest-ever youth population in political processes is a vital part of strengthening democratic governance. As this guide illustrates, strategies to support this participation ideally span all phases of the electoral cycle. In summary, this entails strategically addressing:

1. THE LEGAL FRAMEWORK: a review of electoral law and its effects on youth political participation;
2. THE PRE-ELECTORAL PHASE: recognition and support for youth as community and political party leaders;
3. THE ELECTORAL PHASE: mobilizing youth as voters, candidates, observers and active participants in all aspects of the electoral process; and
4. THE POST-ELECTORAL PHASE: supporting youth voices in the legislature and government.

This guide has aimed to provide a menu of potential strategies for support, along with practical examples and experiences by an array of election stakeholders. It will hopefully serve as a useful resource for UNDP country offices, assistance providers and electoral stakeholders in developing sustainable, far-reaching programmes to achieve the greater inclusion of youth in political processes.[8]

# part B

# RESOURCES

# Annex 1

## Selected Good Practice Examples

The following examples of good practices aim to provide inspiration and information to UNDP practitioners and other supporters of youth political participation. Readers may find these useful in developing and implementing their own strategies in different contexts. Basic information is summarized in a standardized checklist for each good practice; the practices are listed in the order in which they appear in this guidebook.

These examples were selected based on a demonstrated contribution to youth political participation. These practices are also needed to foster capacity development on the level of individuals, organizations and/or an enabling environment. A strong preference was given to those examples that made effective and meaningful youth participation an immediate project output, including by ensuring youth participation in the project's governing bodies, partnering with youth-led initiatives, and/or facilitating youth inclusion in national and local consultation processes. Nonetheless electoral systems and other contextual factors should be taken into consideration in order to determine if these strategies may be relevant for the specific context.

FOUR REVIEW CRITERIA were used to better understand the strengths and weaknesses of each of the good practice examples. These include:

1. INNOVATION: Does the activity follow a 'business as unusual approach' and provide new answers to a changing reality? Are the methods applied likely to attract today's youth? Innovation can involve projects that: are informal and results-oriented; have low access barriers; stress easy language; are issue-driven; are competitive, such as with a 'game' element; or are based on current technology (if educated youth are targeted).
2. INCLUSION: Does the activity foster inclusion of a wide array of youth? Different groups to include might encompass young women, socioeconomically marginalized youth, ethnic minorities, illiterate youth (including a lack of computing skills), rural dwellers or youth with special needs.
3. RECOGNITION: Has the approach been recognized by other organizations, such as in good practice reports or through awards?
4. RELEVANCE FOR UNDP: How relevant is the project in terms of UNDP's approach to electoral cycle support? Is it appropriate for developing country contexts? Can it be implemented in a typical UNDP programming setting? If these conditions are not fully met, suggestions for adaptation are made.

**TABLE 4:** GOOD PRACTICE EXAMPLES

| # | NAME | AREA | PARTNERS | DESCRIPTION | Pg. |
|---|---|---|---|---|---|
| **LEGAL FRAMEWORK** | | | | | |
| 1 | Young MPs Now Campaign | Turkey | Youth-led CSOs | Successful campaign lowering eligibility age for Parliament | 40 |
| **PRE-ELECTORAL PERIOD** | | | | | |
| 2 | Children's Council | India | UNICEF, NGOs, schools | Decision-making competencies for school children | 41 |
| 3 | Project Citizen | Global | CSOs, donors | Highly effective and popular civic education project | 42 |
| 4 | Democracy Camps | Central Asia | IFES, USAID | Lessons in civic engagement for rural school children | 43 |
| 5 | Asian Young Leaders | Asia | UNDP, LEAD International | Governance focused, regional leadership training | 44 |
| 6 | Young Volunteer Organization | Turkey | European Union, local authority | Avenues for participation in marginalized neighbourhood | 45 |
| 7 | Tribal Liaison Office | Afghanistan | Tribal leaders, various donors, government bodies | Youth as successful mediators between tribal elders and international community | 46 |
| 8 | Innovations Lab | Kosovo | UNICEF, youth groups | Small-scale youth projects get low-barrier access to technical and financial support | 47 |
| 9 | Voices of Youth | Nepal | UNICEF, radio station | Radio, SMS and Internet to include youth from all areas | 48 |
| 10 | TakingITGlobal | Global | 22,000 NGOs, 8 UN entities | Global youth networking and knowledge sharing | 49 |
| 11 | Inter-Party Youth Forum | Kenya | Youth wings, NDI | Multi-partisan project reduces potential for violence and develops capacities of youth in political parties | 50 |
| 12 | From Woman To Woman | Switzerland | Youth Council, politicians | Mentoring programme for young women in political parties | 51 |
| **ELECTORAL PERIOD** | | | | | |
| 13 | Multimedia Civic Education Campaign | Cambodia | UNDP, BBC World Service | Multimedia civic and voter education campaign including youth voices | 52 |
| 14 | Supporting Democratic Elections | Tunisia | UNDP, IFES, European Union, EMB | Youth-friendly voter education (elections song/Twitter game) | 53 |
| 15 | Youth Enrolment Campaign | Australia | EMB, others | Young voters' education with fun activities | 54 |
| 16 | Fund to Support Electoral Observation | Mexico | EMB, Ministry of the Interior, UNDP, Electoral Tribunal | Support electoral observation projects focused on youth and/or run by youth organizations | 55 |
| 17 | Online Voting Advice Applications | Mainly in Europe | CSOs | Helps to identify the political party that best matches the own opinion | 56 |
| **POST-ELECTORAL PERIOD** | | | | | |
| 18 | Parliament Watch | Germany | Parliament Watch, media, citizens, members of Parliament | Youth-led project that opens youth-friendly avenues for scrutinizing members of Parliament and provides transparency | 57 |
| 19 | National Youth Parliament | Sri Lanka | Youth clubs, Government | Representation and inclusion of youth on the national level | 58 |
| 20 | Youth Visiting Parliament | Cambodia | UNDP, CSOs, National Assembly | Youth groups invited to visit Parliament | 59 |
| 21 | Youth Councils | Yemen | NDI, tribal leaders, NGOs | Successful local youth participation project | 60 |

# EXAMPLE 1: YOUNG MPs NOW CAMPAIGN

| AREA | TURKEY | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| PARTNERS | National Youth Parliament, local youth councils, Youth for Habitat, community volunteer organization | | | | | | | |
| DURATION | 2006- 2011 | | | | | | | |
| FUNDING | Mainly voluntary | | | | | | | |
| AGES | X | 15-18 | X | 18-25 | X | 25-30 | X | 30-35 |
| CAPACITY DEVELOPMENT | | Individual | X | Organizational | X | Enabling environment | | |
| MEANINGFUL PARTICIPATION AS IMMEDIATE OUTPUT | | None | X | Consultation/ advocacy | X | Youth-led | X | Collaborative participation |
| DESCRIPTION | In 2006, several youth organizations in Turkey launched a campaign to lower the eligibility age for running for a seat in the national Parliament. It consisted of local activities such as the collection of signatures in 23 cities, a national media campaign and meetings with political leaders.<br>Prior to the 2011 elections, campaign partners lobbied for the nomination of young candidates. Citizens could express their support on a website, while political parties were called on to lower the registration fee for young politicians. During the election, the partners endorsed young candidates and questioned all candidates about their youth policy.<br>In 2006, national Parliament lowered the eligibility age from 30 to 25 years in a swift reaction to the campaign. In the 2011 election—for the first time in Turkey's history—candidates between the ages of 25 and 30 years were elected to Parliament. | | | | | | | |
| INNOVATION | Helped unite various youth groups to successfully lobby for their rights with high impact. | | | | | | | |
| INCLUSION | High inclusion of youth in general, but no special attention to marginalized groups. | | | | | | | |
| RECOGNITION | Parliament responded to the campaign within one month. | | | | | | | |
| RELEVANCE FOR UNDP | Knowledge transfer about successful campaigns like this might be highly inspirational for youth groups in other countries. | | | | | | | |
| Sources | Visit of the author to the youth convention in Ankara in 2006.<br>Interview with Elif Kalan at Youth for Habitat, info@youthforhab.org.tr.<br>Susanne Güsten, 2011, 'Youth Play New Roles in Turkish Elections', in *The New York Times*, 8 June, www.nytimes.com/2011/06/09/world/europe/09iht-M09-TURK-VOTE.html?pagewanted=all | | | | | | | |

# EXAMPLE 2: CHILDREN'S COUNCIL

| AREA | INDIA (RAJASTHAN) | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| PARTNERS | UNICEF, local social work centre, schools | | | | | | | |
| DURATION | Since 1993 | | | | | | | |
| FUNDING | N/A | | | | | | | |
| AGES | X | 15-18 | | 18-25 | | 25-30 | | 30-35 |
| CAPACITY DEVELOPMENT | X | Individual | X | Organizational | X | Enabling environment | | |
| MEANINGFUL PARTICIPATION AS IMMEDIATE OUTPUT | | None | X | Consultation/ advocacy | X | Youth-led | | Collaborative participation |
| DESCRIPTION | In 1993, during a children's fair at Barefoot College night schools in Tilona, children expressed their desire to know more about governance and came up with the idea for a children's parliament. By 2004, the fifth children´s parliament was in session and 4,000 children have elected 56 members and a prime minister. Members select cabinet ministers with specific portfolios. The minimum age to participate is 11 years.<br><br>The child government has far-reaching competencies. Members and ministers run many school affairs such as supplies, maintenance, complaints about teachers etc.; adults function as civil servants and are answerable to the ministers. Members have the power to fire teachers who fail in their duties, following an investigation based on the formal lodging of a complaint. The parliament is also involved in community affairs. Members attend village education committee meetings and take up matters with local officials.<br><br>One result has been better understanding of governance processes and the functions of democratic institutions. Participating children are more likely to make a positive contribution to the development of their communities. For example, Dev Karan, an 11-year-old boy, settled a village dispute and collected money from his village community to establish a community-managed piped water system. He was the speaker of the first children's parliament. Kaushalya, who became prime minister, persuaded community members to get a solar pump to fill up a 100,000-litre water tank from the community well. | | | | | | | |
| INNOVATION | Courageous approach of granting children far-reaching competencies; children have a high impact on their school and community. | | | | | | | |
| INCLUSION | 38 percent of seats in the parliament are reserved for girls; members reach out and register out-of-school youth. | | | | | | | |
| RECOGNITION | Highlighted in journals and the media. | | | | | | | |
| RELEVANCE FOR UNDP | Activity is suitable for support through international organizations and targets civic education as well as direct participation. | | | | | | | |
| Sources | Michael Wyness, 2001, 'Children, childhood and political participation: Case studies of young people's councils', in *The International Journal of Children's Rights*, 9, pp. 193-212, www.childfriendlycities.org/pdf/youngcouncils.pdf.<br>'Change India', 2004, http://infochangeindia.org/index2.php?option=com_content&do_pdf=1&id=228.<br>Times of India, 2007, 'Govt to set up Bal Sansads in schools`, http://articles.timesofindia.indiatimes.com/2007-07-15/patna/27983054_1_schools-prime-minister-deputy. | | | | | | | |

# EXAMPLE 3: PROJECT CITIZEN

| AREA | GLOBAL (US-BASED) | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| PARTNERS | Center for Civic Education, various national partners (e.g., Learning Links Foundation India), international donors (e.g., the US Government, the UK Embassy in Pakistan) | | | | | | | |
| DURATION | Since 1995 | | | | | | | |
| FUNDING | N/A | | | | | | | |
| AGES | X | 15-18 | X | 18-25 | | 25-30 | | 30-35 |
| CAPACITY DEVELOPMENT | X | Individual | X | Organizational | X | Enabling environment | | |
| MEANINGFUL PARTICIPATION AS IMMEDIATE OUTPUT | | None | X | Consultation/ advocacy | X | Youth-led | | Collaborative participation |
| DESCRIPTION | Project Citizen is a programme mainly for middle, secondary and post-secondary students and youth organizations. According to the Center for Civic Education website, it "promotes competent and responsible participation in local and state government. They work cooperatively to identify a public policy problem in their community. They then research the problem, evaluate alternative solutions, develop their own solution in the form of a public policy, and create a political action plan to enlist local or state authorities to adopt their proposed policy. (…) Project Citizen is used in classrooms around the world and has been translated into more than 40 languages."<br><br>As of 2012, approximately 400,000 teachers have taught the Civitas International Programmes to over 12 million students in more than 81 countries, including approximately 500,000 students in China. In addition, between 1996 and 2011, approximately 2.8 million students and 45,000 teachers participated in the project in the United States. An award-winning documentary film ('The World We Want') has been produced featuring Project Citizen. | | | | | | | |
| INNOVATION | The project uses instruments available in every community (teachers, students, public policy processes, etc.) to teach lessons on civic participation and give young people opportunities to become change makers; informal, results-oriented projects; low access barriers; issue-driven. | | | | | | | |
| INCLUSION | In schools, students with different social backgrounds may be present; instrument does not apply to out-of-school youth. | | | | | | | |
| RECOGNITION | An award-winning film, positive evaluations. | | | | | | | |
| RELEVANCE FOR UNDP | Uses an implementation mode similar to those for UNDP projects, involving external donors, and local and international implementation partners. | | | | | | | |
| Sources | The World We Want', www.civiced.org/index.php?page=project_citizen_documentary_wins_audience_award_at_afi_film_festival; a trailer can be viewed at www.youtube.com/watch?v=zHNMm8s4FA0.<br>Center for Civic Education, http://new.civiced.org/civitas-programs/impact.<br>Project evaluation reports, www.civiced.org/index.php?page=project_citizen_research.<br>UK Embassy in Pakistan, http://ukinpakistan.fco.gov.uk/en/about-us/working-with-pakistan/projectsnew/active-citizenship<br>Learning Links India, www.learninglinksindia.org/Project_Citizen.aspx.<br>Email interview with the Associate Director at the Center for Civil Education, John H. Hall, 6 October 2011. | | | | | | | |

# EXAMPLE 4: DEMOCRACY CAMPS

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **AREA** | **MAINLY KYRGYZSTAN, BUT ALSO KAZAKHSTAN AND TAJIKISTAN. Regional camps were held in 2005 and 2006 for students from the Central Asian republics.** | | | | | | | |
| **PARTNERS** | IFES, USAID (donor) | | | | | | | |
| **DURATION** | Since 2000 | | | | | | | |
| **FUNDING** | Each camp session costs approximately US $15,000 for about 60 participants | | | | | | | |
| **AGES** | X | 15-18 | | 18-25 | | 25-30 | | 30-35 |
| **CAPACITY DEVELOPMENT** | X | Individual | | Organizational | | Enabling environment | | |
| **MEANINGFUL PARTICIPATION AS IMMEDIATE OUTPUT** | X | None | | Consultation/ advocacy | | Youth-led | | Collaborative participation |
| **DESCRIPTION** | Since 2000, IFES has conducted over 20 democracy camps across Kyrgyzstan and several other Central Asian republics. Ninth- and 10th-grade participants learn about democratic values, leadership skills, teamwork, their role as citizens and how to advocate for change in their society. The goal of the 10-day-camps is to build civic mindedness and engagement among young people, and to instill in them a belief in their capacity as individuals to improve their country and communities. Training is based on IFES' in-house (both international and local) expertise in interactive teaching methodologies, civic education and the region.<br><br>According to IFES, the programme reached an estimated 4,724 participants from 2000 to 2011.On its website, it notes: "Over the long term, we have received anecdotal feedback that the camp program has made many participants more self-confident, assertive, and actively engaged in community and country development. Participants return to their communities after the summer camp program with a project plan to implement in their own schools and communities. Monitoring of these projects has shown that, on average, more than 60 percent of students successfully plan and implement projects such as: student government bodies, extra-curricular educational classes for primary and secondary schools and orphanages, debates, and other related activities that motivate and educate their peers and adults. IFES also monitors and hosts a Democracy Camp National Alumni Network where any participant is free to join. The Network has been successful in developing smaller camp-like programs and implementing them at schools over shorter holiday breaks. The Network reaches out to around 100 active participants, nationwide." | | | | | | | |
| **INNOVATION** | Takes students out of their regular environments, which increases openness to new ideas; interactive and fun camp environment; empowers students to conduct their own projects. | | | | | | | |
| **INCLUSION** | Reaches students in rural communities. | | | | | | | |
| **RECOGNITION** | Mentioned in a US Ambassador's report. | | | | | | | |
| **RELEVANCE FOR UNDP** | Implementation modality similar to those used by UNDP; issues and approach are highly relevant to the electoral cycle approach. | | | | | | | |
| Sources | IFES website, www.ifes.org/Content/Galleries/I/IFES-Winter-and-Summer-Democracy-Camps-Empower-High-School-Students-in-Kyrgyzstan.aspx.<br>Report about US Ambassador's visit to IFES' democracy camp, www.ifes.org/Content/Publications/News-in-Brief/2011/July/US-Ambassador-to-Kyrgyzstan-Visits-IFES-Democracy-Camps.aspx.<br>Email interview with IFES Europe and Asia Programs Desk, 25 October 2011, europe.asia.programs@ifes.org | | | | | | | |

# EXAMPLE 5: ASIAN YOUNG LEADERS

| AREA | ASIA | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| PARTNERS | UNDP Regional Centre in Bangkok in partnership with country offices, LEAD International (training curriculum) | | | | | | | |
| DURATION | 2007-2009 | | | | | | | |
| FUNDING | UN Democracy Fund grant of US $314,624 | | | | | | | |
| AGES | | 15-18 | | 18-25 | X | 25-30 | X | 30-35 |
| CAPACITY DEVELOPMENT | X | Individual | | Organizational | | Enabling environment | | |
| MEANINGFUL PARTICIPATION AS IMMEDIATE OUTPUT | X | None | | Consultation/ advocacy | | Youth-led | | Collaborative participation |
| DESCRIPTION | This regional project aimed at enhancing the leadership skills of young Asian leaders with a proven track record and active participation in leadership and/or governance issues in their countries. Participants were selected through UNDP country offices. The project featured several regional and sub-regional workshops, and five pilot national roll-out projects.<br>The training was designed around five leadership skills (leadership styles; systems thinking for transformational change; conflict resolution and negotiation; cross-cultural communications for leadership; and team-building and networking) and leadership values (linked to gender equality, anti-corruption, indigenous peoples' rights and capacity development).<br>According to an independent evaluation report, the project trained 131 leadership fellows from 20 countries in several workshops on leadership skills, and produced five customized leadership course packages. The national roll-out pilots reached 230 additional youth. There is convincing evidence that leadership fellows have increased their leadership capacities on a personal level. Some significantly moved forward with their careers after the training. Beyond the personal level, however, the impact and outcome of the programme are difficult to measure. | | | | | | | |
| INNOVATION | Combination of national and regional workshops; leadership fellows encouraged to implement national roll-out workshops. | | | | | | | |
| INCLUSION | In three countries, participants were 50 percent women and 10 percent from indigenous groups; targets only young people already recognized as leaders. | | | | | | | |
| RECOGNITION | Project has published several reports. | | | | | | | |
| RELEVANCE FOR UNDP | It was a UNDP project. The evaluation report recommends developing a project strategy that assures sustainability through long-term resource mobilization and application of networking techniques. | | | | | | | |
| Sources | UN Democracy Fund website, www.un.org/democracyfund/XNewsYoungLeaders.htm.<br>UNDP Regional Centre Bangkok and UN Democracy Fund, 'Young Leaders—Inspiring Change', http://regionalcentrebangkok.undp.or.th/practices/capacitydevelopment/projects-AYLG.html.<br>D. Brandes, 2009, evaluation report.<br>UN Democracy Fund and UNDP, 'Leadership for Change—Reflections from Asia', http://regionalcentrebangkok.undp.or.th/practices/capacitydevelopment/documents/Leadershipforchange-finallowres110309.pdf. | | | | | | | |

# EXAMPLE 6: YOUNG VOLUNTEER ORGANIZATION

| AREA | TURKEY | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| PARTNERS | Youth CSO, European Union, local municipality and others | | | | | | | |
| DURATION | Since 2004 | | | | | | | |
| FUNDING | N/A | | | | | | | |
| AGES | X | 15-18 | X | 18-25 | X | 25-30 | X | 30-35 |
| CAPACITY DEVELOPMENT | X | Individual | X | Organizational | X | Enabling environment | | |
| MEANINGFUL PARTICIPATION AS IMMEDIATE OUTPUT | | None | X | Consultation/ advocacy | X | Youth-led | | Collaborative participation |
| DESCRIPTION | The project shows what a positive impact youth can have on their community. According to Sancar and Severcan, "Young Volunteers Association is unique in several aspects (…). First, it was initiated and is governed by youth. Second, it represents disadvantaged youth from low-income families. Third, it is based in a low-income *gecekondu* (squatter) neighbourhood. Fourth, its activities include provision of services for the neighbourhood children, and other place-based initiatives meaningful to the residents."<br><br>The project established the People's Assembly of Ayazaga, attended by 550 people from the neighbourhood. They discussed neighbourhood issues and problems, and formed a dozen committees to work on them. The project also helped establish free preparatory courses for high school and university entrance exams for children and youth who cannot afford to pay for private courses, with 200 registered students. It conducted seasonal environmental programmes. In 2010-2011, the organization carried out a large participatory urban planning project, where trained youth experts captured the views of elementary school students on a child-friendly city and communicated the results to urban planners. | | | | | | | |
| INNOVATION | Allows youth to implement activities according to their own sources and style; participating youth can see the direct impact of their engagement and their contribution to mobilizing external resources (from the European Union) for their community. | | | | | | | |
| INCLUSION | Organization was founded in a disadvantaged neighbourhood and has many projects aimed at social inclusion. | | | | | | | |
| RECOGNITION | Featured in several publications. | | | | | | | |
| RELEVANCE FOR UNDP | Good example of a youth-founded and -led CSO, which was able to develop its organizational capacities with the help of funding from an external partner. | | | | | | | |
| Sources | Fahriye Hazer Sancar and Yucel Can Severcan, 2010, 'In search of agency—Participation in a youth organization in Turkey', in Barry Percy-Smith and Nigel Thomas, eds., 2010, *A Handbook of Children and Young People's Participation—Perspectives from Theory and Practice*, Routledge, Taylor and Francis Group, pp. 277-286, www.fairplayforchildren.org/pdf/1289572182.pdf.<br><br>Delegation of the European Union to Turkey, 'Child-friendly Istanbul', www.avrupa.info.tr/AB_Mali_Destegi/AB_Program_Bilgileri,Basari_Oykusu_Kasim_2010.html.<br><br>Global Focus case study, www.globalfocus.org.nz/uploaded/documents/GI36_web.pdf. | | | | | | | |

# EXAMPLE 7: TRIBAL LIAISON OFFICE

| AREA | AFGHANISTAN | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| PARTNERS | Tribal leaders, various donors and government authorities | | | | | | | |
| DURATION | Since 2003 | | | | | | | |
| FUNDING | N/A | | | | | | | |
| AGES | | 15-18 | X | 18-25 | X | 25-30 | X | 30-35 |
| CAPACITY DEVELOPMENT | X | Individual | X | Organizational | X | Enabling environment | | |
| MEANINGFUL PARTICIPATION AS IMMEDIATE OUTPUT | | None | X | Consultation/ advocacy | X | Youth-led | | Collaborative participation |
| DESCRIPTION | In Afghanistan, links between the central Government and the international community on the one hand, and local governance structures and tribal leaders on the other are weak. Upon request from tribal elders in south-east Afghanistan, the Tribal Liaison Office, a youth-led CSO, developed out of a Swisspeace project. It bridges gaps between tribal leaders and formal government authorities through research, capacity development, coordination and facilitation. It now has a staff of 150 in 11 different offices throughout Afghanistan.<br><br>In the words of founder Masood Karockhail, "(The Tribal Liaison Office) has essentially performed an important service in the state-building exercise, by trying to foster linkages and cooperation between the two important structures. On the one hand, it helped the Government to gain support from the local elite and, on the other hand, it helped the traditional elite to gain access to the Government and understand how to integrate into a modern system, for example, through being elected into the Parliament. In the process, (the office), however, also had to convince elders that they would benefit by supporting the modern state-building exercise, which was mainly done through hopes for the big carrot—the benefit of international assistance and reconstruction efforts, and also the prospects of peace and security for the south-east. This facilitating role helped (the office), to receive support and recognition from the governmental and tribal stakeholders alike."<br><br>Some examples of how the office has successfully used its mediating capacities include its support to provincial governments and the UN system to settle a long-standing tribal land conflict in Paktia-Khost. It facilitated participatory rural development assessments in the districts of Paktia, Khost and Paktika, and helped USAID and the provincial governor identify and conduct development projects in some of the most unstable areas. | | | | | | | |
| INNOVATION | Uses a unique approach to bridge the gap between the central Government and the international community on the one hand, and local governance structures/tribal leaders on the other. | | | | | | | |
| INCLUSION | Helps tribal governance structures gain access to the central Government and international community. | | | | | | | |
| RECOGNITION | Written up in international publications. | | | | | | | |
| RELEVANCE FOR UNDP | The Tribal Liaison Office partners with various international agencies. | | | | | | | |
| Sources | Tribal Liaison Office website, www.tlo-afghanistan.org.<br>Heinrich-Boell Foundation publication, www.boell.de/downloads/worldwide/Scratching_surface_section3_informal_structures_Karokhail_2007.pdf.<br>Field visit of the author in August 2006 to the Tribal Liaison Office in Kabul and Gardez. | | | | | | | |

# EXAMPLE 8: INNOVATIONS LAB

| AREA | KOSOVO | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| PARTNERS | UNICEF (funding/main implementation); any Kosovo youth under 30 years of age can apply for a small grant | | | | | | | |
| DURATION | November 2010 until at least January 2013 | | | | | | | |
| FUNDING | Approximately US $500,000 for 2011-2012, according to UNICEF | | | | | | | |
| AGES | X | 15-18 | X | 18-25 | X | 25-30 | | 30-35 |
| CAPACITY DEVELOPMENT | X | Individual | X | Organizational | | Enabling environment | | |
| MEANINGFUL PARTICIPATION AS IMMEDIATE OUTPUT | | None | X | Consultation/ advocacy | X | Youth-led | | Collaborative participation |
| DESCRIPTION | The guiding principle of the Innovations Lab is 'innovative ideas for social good'. Through projects by youth and for youth, the lab seeks to help youth transform ideas into actionable projects. For selected projects, a small amount of funding is provided (up to 5,000 euros). Mentors help manage and implement projects; necessary equipment and office space for co-working is provided; connections to Kosovo institutions and to a community of young change-makers are supported. Each project is led by a young Kosovar aged 16-29, and should benefit Kosovo society and youth. The individual or group applying does not need to be a registered organization in Kosovo. Twice per week, informal 'innovations cafes' are organized.<br><br>By September 2011, 85 project proposals had been submitted, 34 of which were approved. Approximately 1,200 youngsters have been directly involved in projects by participating in different campaigns, activities, events, workshops, trainings, films, etc. (see for instance http://besiguri.wordpress.com/libri-book-openstreetmap-krijoni-harten-tuaj/ or http://kumevotu.info/). Each project has a specific outcome, such as increased awareness of environmental issues. According to the coordinator, in an environmental project, one positive output has been to see "how different people from different places, of different ages and ethnicities gathered together with one goal: a clean environment in Kosovo." | | | | | | | |
| INNOVATION | Informal, results-oriented projects; low formal access barriers; easy language; issue-driven; uses technology. | | | | | | | |
| INCLUSION | Anyone under age 30 can apply; the project encourages members of minority groups, women and persons with special needs to participate. Several projects have involved Roma and Serbian minorities, and disabled youth. | | | | | | | |
| RECOGNITION | Has appeared in international publications. | | | | | | | |
| RELEVANCE FOR UNDP | Programming setting similar to typical UNDP projects; approach could be adopted to focus on politically relevant issues (e.g., participation in community decision-making, voter education). | | | | | | | |
| Sources | Kosovo Innovations Lab, http://kosovoinnovations.org.<br>Prabhas Pokharel, 2011, *'Towards 2 Way Participation'*, in Nishant Shah and Fieke Jansen, eds., *Digital Alternatives – with a cause?, Book Three—To act*, Centre for Internet and Society (India) and the Hivos Knowledge Programme (The Netherlands), pp. 64-71, http://cis-india.org/digital-natives/blog/dnbook.<br>Email interview with project coordinator, Ron Salaj, on 20 September 2011.<br>UNICEF website: http://www.educationandtransition.org/resources/after-the-conflict-young-people-work-to-bring-about-social-change-in-kosovo/ | | | | | | | |

# EXAMPLE 9: VOICES OF YOUTH

| AREA | NEPAL | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| PARTNERS | UNICEF, national radio station (SSMK), telecom companies, software company (FOCUSONE) | | | | | | | |
| DURATION | Since November 2009 | | | | | | | |
| FUNDING | Approximately US $ 175,000 | | | | | | | |
| AGES | X | 15-18 | X | 18-25 | X | 25-30 | X | 30-35 |
| CAPACITY DEVELOPMENT | X | Individual | X | Organizational | | Enabling environment | | |
| MEANINGFUL PARTICIPATION AS IMMEDIATE OUTPUT | X | None | | Consultation/ advocacy | | Youth-led | | Collaborative participation |
| DESCRIPTION | Every week, a radio team frames a topic or a question, and asks listeners to contribute to the discussion via free text messages. The discussion is also accessible on a website.<br>In 14 months, more than 200,000 text messages were received from 24,500 mobile numbers on 59 topics related to social and health issues. This has enhanced the capacity of the radio programme to include the voices of youth. | | | | | | | |
| INNOVATION | Combines strengths of radio and mobile phones, both of which are highly popular among youth. | | | | | | | |
| INCLUSION | Anyone with a radio and mobile phone can participate. | | | | | | | |
| RECOGNITION | Featured online. | | | | | | | |
| RELEVANCE FOR UNDP | Uses an implementation mode similar to those at UNDP; could be modified to capture political issues (e.g., elections, participation). | | | | | | | |
| Sources | MobileActive.org, www.mobileactive.org/case-studies/voices-youth.<br>UNICEF, 2011, 'SMS Campaign in Nepal,' PowerPoint presentation, www.slideshare.net/unicefdigital/sms-in-nepal-2. | | | | | | | |

# EXAMPLE 10: TAKINGITGLOBAL

| AREA | GLOBAL (BASED IN CANADA) | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| PARTNERS | 22,000 NGOs, 8 UN entities, several technology companies and foundations from North America | | | | | | | |
| DURATION | Since 1999 | | | | | | | |
| FUNDING | N/A | | | | | | | |
| AGES | X | 15-18 | X | 18-25 | X | 25-30 | | 30-35 |
| CAPACITY DEVELOPMENT | X | Individual | X | Organizational | X | Enabling environment | | |
| MEANINGFUL PARTICIPATION AS IMMEDIATE OUTPUT | | None | X | Consultation/ advocacy | X | Youth-led | | Collaborative participation |
| DESCRIPTION | According to TakingITGlobal, the project is a leading social network for global citizenship. Over 340,000 members are involved, from more than 22,000 non-profit organizations. The project provides an online community and initiatives to enable actively engaged middle and high school students. It provides: tools for educators to facilitate rich, interactive learning experiences; outreach and collaboration tools for events, networks, campaigns and causes; research, development, and sharing of best practices on youth engagement; and facilitated learning experiences through workshops and e-courses.<br><br>The project has contributed to three levels of capacity development for youth through individual training courses, knowledge sharing and networking; connections to organizations; and the creation of an online environment for civically active youth. It reached 4.5 million young people in 2010, for a total of over 30 million since it was founded in 1999. | | | | | | | |
| INNOVATION | Uses social media for knowledge sharing, with low access barriers and mobilization across borders. | | | | | | | |
| INCLUSION | Low access barriers (no fees, etc.) for online youth; offline youth are not reached. | | | | | | | |
| RECOGNITION | Thought leadership through presenting at over 500 education, technology, development, business and youth conferences and events; global recognition from the World Economic Forum and Tech Museum of Innovation. | | | | | | | |
| RELEVANCE FOR UNDP | Potential cooperation on online skills-building courses adapted to youth projects. Young participants in UNDP-sponsored activities could connect and share knowledge via TakingITGlobal. UNDP staff could use TakingITGlobal to connect to youth initiatives and encourage local partners to be globally visible. | | | | | | | |
| Sources | TakingITGlobal, www.tigweb.org/.<br>Interview with TakingITGlobal Partnerships Coordinator, Liam O'Doherty, liam@takingitglobal.org. | | | | | | | |

# EXAMPLE 11: INTER-PARTY YOUTH FORUM

| AREA | KENYA | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| PARTNERS | NDI, Kenyan political parties | | | | | | | |
| DURATION | Since 2001 | | | | | | | |
| FUNDING | N/A | | | | | | | |
| AGES | X | 15-18 | X | 18-25 | X | 25-30 | X | 30-35 |
| CAPACITY DEVELOPMENT | X | Individual | X | Organizational | X | Enabling environment | | |
| MEANINGFUL PARTICIPATION AS IMMEDIATE OUTPUT | | None | X | Consultation/ advocacy | X | Youth-led | | Collaborative participation |
| DESCRIPTION | NDI has facilitated a Young Political Leadership Academy for several years in Kenya. Young participants from different political parties receive skills training, such as on negotiation and advocacy, and develop projects to implement within their parties. In 2008, participants decided to create a coalition to advocate on certain issues, including unemployment. NDI subsequently supported the Inter-Party Youth Forum.<br><br>Participants have developed capacities for non-violent resolution of conflict, even though some of them were previously engaged in violent conflict. The Inter-Party Youth Forum issued a joint statement renouncing electoral violence.<br><br>In September 2010, the forum hosted a conference with over 500 youth from different ethnic, religious and political allegiances. Leaders from Kenya's seven leading political parties attended. Television and radio stations broadcast the conference across the country. | | | | | | | |
| INNOVATION | Combines support for a coalition of youth wings with skills training; young participants decided to scale up the activity to a broader network. | | | | | | | |
| INCLUSION | N/A | | | | | | | |
| RECOGNITION | NDI has frequently featured the activity in its publications. | | | | | | | |
| RELEVANCE FOR UNDP | Implementation modality similar to those at UNDP. | | | | | | | |
| Sources | Shari Bryan, 2010, 'The Youth Bulge in Africa—Opportunities for Constructive Engagement in the Political Process', http://www.ndi.org/files/Youth_Bulge_Africa_102710.pdf.<br>NDI, 2007, 'Engaging Young People in Politics in Conflict and Post-Conflict Settings—A Guidebook', http://www.ndi.org/node/16762.<br>Inter-Party Youth Forum Facebook page, www.facebook.com/pages/Inter-Party-Youth-Forum-IPYF/128885787127983. | | | | | | | |

# EXAMPLE 12: FROM WOMAN TO WOMAN

| AREA | SWITZERLAND | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| PARTNERS | National Youth Council of Switzerland, Swiss Federal Committee on Women's Empowerment, mentors, young women | | | | | | | |
| DURATION | 2000-2005 | | | | | | | |
| FUNDING | N/A | | | | | | | |
| AGES | X | 15-18 | X | 18-25 | X | 25-30 | X | 30-35 |
| CAPACITY DEVELOPMENT | X | Individual | X | Organizational | | Enabling environment | | |
| MEANINGFUL PARTICIPATION AS IMMEDIATE OUTPUT | X | None | | Consultation/ advocacy | | Youth-led | X | Collaborative participation |
| DESCRIPTION | This mentoring programme addressed the crucial challenge of increasing the number of young women in political leadership positions by pairing young women active in youth organizations with more experienced women political leaders. Over the course of one year, they met regularly, with the young women gaining insights from the career paths of their mentors, and the mentors learning about the political issues and aims of the young women. Skills training sessions were offered, and the young women assisted to form networks.<br><br>According to a project evaluation, 250 participants showed a high degree of satisfaction with the initiative. They indicated increased self-confidence and interest in political organizations and issues, and noted they had a better networking position and clearer ideas about future careers. The organizations they work for reported that they perform more efficiently.<br><br>Mentors appreciated the opportunity for inter-generational exchanges and insights. There was greater awareness in political organizations of the need to support young women in reaching leadership positions.<br><br>One young woman said: "My mentoring year was like a hiking tour with an experienced guide. With her, I could reach summits I would have never reached without her. From the top of these peaks I have gained a new perspective. And having been on the top once, I am no longer afraid of trying to do so another time!" | | | | | | | |
| INNOVATION | Combined a learning experience with an increase in power and networking resources. | | | | | | | |
| INCLUSION | Empowered young women to get access to power networks and gain confidence. | | | | | | | |
| RECOGNITION | Won the Young Active Citizens Award of the Council of Europe in 2003. | | | | | | | |
| RELEVANCE FOR UNDP | UNDP could support national youth councils in implementing a multi-partisan mentoring programme; political parties could be encouraged to implement mentoring programmes for young candidates or youth wing leaders. | | | | | | | |
| Sources | Conclusions of the Swiss mentoring project From Woman to Woman, www.redejovensigualdade.org.pt/dmpm1/docs/swiss_fWtW.pdf.<br>Evaluation report, www.ekf.admin.ch/dienstleistungen/index.html?lang=de (in German). | | | | | | | |

# EXAMPLE 13: MULTIMEDIA CIVIC EDUCATION CAMPAIGN

| AREA | CAMBODIA | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| PARTNERS | UNDP, BBC World Service Trust | | | | | | | |
| DURATION | 2011-2013 (campaign started in January 2012) | | | | | | | |
| FUNDING | US $2.6 million (UNDP core funds and a grant from the Democratic Governance Thematic Trust Fund) | | | | | | | |
| AGES | X | 15-18 | X | 18-25 | | 25-30 | | 30-35 |
| CAPACITY DEVELOPMENT | X | Individual | X | Organizational | X | Enabling environment | | |
| MEANINGFUL PARTICIPATION AS IMMEDIATE OUTPUT | | None | X | Consultation/ advocacy | | Youth-led | | Collaborative participation |
| DESCRIPTION | After an important election in 2012 and ahead of an important election in 2013, UNDP Cambodia is implementing a national youth civic education campaign. The initiative aims at increasing youth access to information about civic life and opportunities for participation. It focuses on increasing civic knowledge and skills, and changing attitudes, including by presenting positive examples of youth participation in governance.<br>Components include a weekly TV programme, call-in radio broadcasts, public service announcements on voter education, online and mobile phone communications, and support to youth CSOs. Youth participate in a Campaign Working Group, which provides technical advice.<br>The project seeks to reach 5 million young people, resulting in a more competent, empowered and enfranchised constituency of youth. Awareness of the value of youth participation among older people should also increase. Specific outcomes include greater access to information about civic life and opportunities for participation, and an increase in positive attitudes towards, and the actual practice of, youth civic engagement. | | | | | | | |
| INNOVATION | Creates links between day-to-day youth civic engagement and electoral participation; frames youth as active political subjects; innovative combination of media channels. | | | | | | | |
| INCLUSION | Provides positive role models for young women's civic participation and highlights opportunities for their civic involvement as one of the main focuses of the campaign. Plans to provide some content for translation into indigenous minority languages for broadcast, and to explore ways to appeal to both urban and rural youth. Much of the media production will occur in rural areas. | | | | | | | |
| RECOGNITION | Featured online. | | | | | | | |
| RELEVANCE FOR UNDP | A UNDP project. | | | | | | | |
| Sources | UNDP, 2011, 'Multimedia Youth Civic Education Campaign 2011-2013—Concept Note'.<br>Video teaser, www.youtube.com/watch?feature=player_embedded&v=urcA0QH2Ok0.<br>Featured article on UNDP global website, www.beta.undp.org/undp/en/home/presscenter/articles/2011/08/11/cambodia-tv-production-to-boost-youth-civic-participation.html.<br>Email interview with UNDP Cambodia Youth Advocacy Officer, Gregory Lavender, 4 and 5 October 2011.<br>BBC World Service Trust, 2010, 'Youth Civic Participation in Cambodia—Knowledge, Attitudes, Practices, and Media', baseline study conducted with support from UNDP, www.un.org.kh/index.php?option=com_jdownloads&Itemid=65&task=viewcategory&catid=4 | | | | | | | |

# **EXAMPLE 14:** SUPPORTING DEMOCRATIC ELECTIONS

| AREA | TUNISIA | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| PARTNERS | UNDP, IFES, European Union, EMB | | | | | | | |
| DURATION | Summer/fall 2011 | | | | | | | |
| FUNDING | N/A | | | | | | | |
| AGES | | 15-18 | X | 18-25 | X | 25-30 | X | 30-35 |
| CAPACITY DEVELOPMENT | X | Individual | X | Organizational | X | Enabling environment | | |
| MEANINGFUL PARTICIPATION AS IMMEDIATE OUTPUT | X | None | | Consultation/ advocacy | | Youth-led | | Collaborative participation |
| DESCRIPTION | UNDP applied a variety of innovative tools to reach out to youth prior to elections in 2011. These included an election song, 'Enti Essout' ('You Are the Voice'). The song became the 'election anthem', with more than 100,000 free downloads (www.youtube.com/watch?v=4DYhHrSTsVQ&feature=plcp). 'DemocraTweet' was a voter education game aimed at mobilizing youth in partnership with Tunisia's leading radio station, Radio Mosaique FM. It was played by 10,000 people over three weeks. Three voter education campaigns focused on registration, late-voter registration and voter mobilization, including through media messages and billboards.<br><br>The awareness of young people about the electoral process increased. Voter turnout was large—76 percent of 4.1 million registered Tunisians. | | | | | | | |
| INNOVATION | Used creative strategies to build positive impressions of the elections. | | | | | | | |
| INCLUSION | Reached out to illiterate and rural youth. | | | | | | | |
| RECOGNITION | Featured widely in newspapers and on websites. | | | | | | | |
| RELEVANCE FOR UNDP | A UNDP project. | | | | | | | |
| Sources | UNDP, http://www.undp.org/content/undp/en/home/ourwork/democraticgovernance/successstories/supporting-democratic-elections-tunisia/ | | | | | | | |

# EXAMPLE 15: YOUTH ENROLMENT CAMPAIGN

| AREA | AUSTRALIA | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| PARTNERS | Australian Electoral Commission, various media, other partners | | | | | | | |
| DURATION | Ongoing | | | | | | | |
| FUNDING | N/A | | | | | | | |
| AGES | X | 15-18 | | 18-25 | | 25-30 | | 30-35 |
| CAPACITY DEVELOPMENT | X | Individual | X | Organizational | X | Enabling environment | | |
| MEANINGFUL PARTICIPATION AS IMMEDIATE OUTPUT | X | None | | Consultation/ advocacy | | Youth-led | | Collaborative participation |
| DESCRIPTION | The Australian Electoral Commission conducts various activities to ensure that young and first-time voters are enrolled to vote and keep their enrolment details current. Voting and enrolling are compulsory for every Australian citizen over 18 years of age.<br>Activities include: Enrol to Vote Week, where participating schools encourage senior students to vote through peer-led activities. During 'O' Week, university students are provided the opportunity to enrol and ask questions about voting during their first week on campus. 'Count Me In!' supports youth associations in their endeavour to register as many youth as possible over one weekend. Through 'Rock Enrol', a youth radio station, the commission and youth music celebrities encourage youth to register and vote during concerts and other entertaining activities. 'Famous People Vote Too' enlists celebrities as ambassadors for enrolment, and to campaign for voting in mainstream and social media. In combination, these activities have led to higher enrolment of first-time voters and greater participation of youth in elections. | | | | | | | |
| INNOVATION | Uses various entertaining, playful and youth-friendly channels. | | | | | | | |
| INCLUSION | Likely to reach different segments of youth at different places—at school, in universities or in front of the TV. | | | | | | | |
| RECOGNITION | Some web coverage. | | | | | | | |
| RELEVANCE FOR UNDP | Elements of this campaign could provide inspiration for work with electoral management bodies and CSOs in developing countries. | | | | | | | |
| Sources | Australian Electoral Commission youth enrolment message, www.aec.gov.au/Education/Democracy_Rules/files/Blackline_Masters/Topic4_BLM07.pdf.<br>'Rock Enrol' video, www.abc.net.au/triplej/rockenrol/.<br>Australian Electoral Commission media release 2004 on 'Rock Enrol', www.aec.gov.au/About_AEC/media_releases/2004/rock_enrol.htm | | | | | | | |

# EXAMPLE 16: ELECTORAL OBSERVATION WITH A YOUTH LENS

| AREA | MEXICO | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| PARTNERS | UNDP Mexico, EMB (IFE), Electoral Tribunal (TEPJF), Ministry of the Interior | | | | | | | |
| DURATION | Spring-Fall 2012 | | | | | | | |
| FUNDING | US $5 million (Grant from the EMB and the Ministry of the Interior) | | | | | | | |
| AGES | | 15-18 | X | 18-25 | X | 25-30 | | 30-35 |
| CAPACITY DEVELOPMENT | | Individual | X | Organizational | X | Enabling environment | | |
| MEANINGFUL PARTICIPATION AS IMMEDIATE OUTPUT | | None | | Consultation/ advocacy | X | Youth-led | | Collaborative participation |
| DESCRIPTION | During the 2012 federal election process, UNDP Mexico managed and operated a Fund that supported electoral observation projects. The Fund's public call for proposals clearly stated the topic of youth as one of the priority topics in the selection process. In total, five of the selected projects were not only focused on youth, but were also run by youth organizations. The projects observed a wide array of aspects and actors in the electoral process. For instance, one of them monitored the EMB's youth participation campaigns and policies. Another one monitored youth candidacies for Congress and observed the conditions in which the Mexican youth has access to these candidacies, focusing on practices within the various political parties. The political campaigns in social networks were also observed by another youth-led NGO. UNDP Mexico provided technical assistance and strengthened capacities in administration and accountability.<br><br>According to UNDP Mexico, youth-led projects that participated in the Fund registered and trained an estimated 1,100 election observers for the 2012 federal election process. | | | | | | | |
| INNOVATION | Beyond the traditional observation during election day, the youth-led projects that were supported by the Fund observed a variety of actors- including the EMB, political parties, and the media- throughout the electoral process. One of them will monitor the legislative activity of newly elected youth members of Congress in order to follow up on campaign promises and to advocate for a youth oriented agenda. | | | | | | | |
| INCLUSION | Reached out to the youth in universities. | | | | | | | |
| RECOGNITION | Featured online and in newspapers nationwide. | | | | | | | |
| RELEVANCE FOR UNDP | A UNDP project. | | | | | | | |
| Sources | UNDP Mexico electoral observation website http://www.observacionelectoral2012.mx<br>Organización Fuerza Ciudadana, A.C. website http://www.fuerzaciudadana.org.mx<br>Consolidando Ciudadanía, A.C. website http://www.consolidandociudadania.org<br>Nueva Democracia Mexicana, A.C. website http://www.nuevademocracia.mx<br>Elige Red de Jóvenes por los Derechos Sexuales y Reproductivos, A.C website http://www.elige.net<br>Fundación Nosotros los Jóvenes, A.C. http://fnosotroslosjovenes.com | | | | | | | |

# EXAMPLE 17: ONLINE VOTING ADVICE APPLICATIONS

| AREA | MAINLY IN EUROPE | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| PARTNERS | CSOs, government bodies charged with voter education | | | | | | | |
| DURATION | Since 2002 | | | | | | | |
| FUNDING | N/A | | | | | | | |
| AGES | X | 15-18 | X | 18-25 | X | 25-30 | X | 30-35 |
| CAPACITY DEVELOPMENT | X | Individual | X | Organizational | | Enabling environment | | |
| MEANINGFUL PARTICIPATION AS IMMEDIATE OUTPUT | | None | | Consultation/ advocacy | X | Youth-led | | Collaborative participation |
| DESCRIPTION | In Germany and other European countries, online voting advice applications are popular to inform citizens about the values and programmes of political parties. An independent institution helps citizens identify which political party best matches their own preferences.<br>A standardized questionnaire is sent to all parties. An online application gives voters the opportunity to answer the same questions as political parties. Subsequently, the application calculates which political party is closest to the voter's preferences and provides additional information.<br>At the 2009 German national election, the voting advice application 'Wahl-o-mat' was used 6.7 million times. More than one-third of users were below 30 years old. | | | | | | | |
| INNOVATION | Builds on the potential of the internet for voter education; provides voter education in a playful, youth-friendly form. | | | | | | | |
| INCLUSION | Increases access to information for all online voters; excludes offline voters. | | | | | | | |
| RECOGNITION | Activity has been implemented in several countries, documented by various studies and articles. | | | | | | | |
| RELEVANCE FOR UNDP | Only relevant for developing countries with a significant number of Internet users. Difficulties might arise from weak political party programmes and identities. Likely to be more relevant in proportional voting systems, where parties have greater roles. | | | | | | | |
| Sources | German voting advice application ('Wahl-o-Mat'), www.bpb.de/methodik/KZ6IKY,0,Fakten_zum_WahlOMat.html.<br>L. Cedroni and D. Garzia, eds. 2010, 'Voting Advice Applications in Europe: The State of the Art', http://blogs.gips.unisi.it/garzia/edited-volumes/. | | | | | | | |

# EXAMPLE 18: PARLIAMENT WATCH

| AREA | GERMANY | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| PARTNERS | Parliament Watch, media partners, citizens, members of Parliament | | | | | | | |
| DURATION | Since 2004 | | | | | | | |
| FUNDING | Approximately 133,000 euros in 2010 | | | | | | | |
| AGES | X | 15-18 | X | 18-25 | X | 25-30 | X | 30-35 |
| CAPACITY DEVELOPMENT | X | Individual | | Organizational | X | Enabling environment | | |
| MEANINGFUL PARTICIPATION AS IMMEDIATE OUTPUT | | None | X | Consultation/ advocacy | X | Youth-led | | Collaborative participation |
| DESCRIPTION | The politically neutral website Parliament Watch, www.abgeordnetenwatch.de, enables German citizens to publicly scrutinize their parliamentarians at the federal, state and European levels. Citizens send questions on any issues to members of Parliament; their answers are published online. Additionally, Parliament Watch publishes voting records and the auxiliary income of MPs. During election campaign periods, the website is used to scrutinize candidates.<br><br>The popularity of the website, created by two university graduates, has created a strong incentive for members to answer quickly. Two leading German print and online media outlets (*Spiegel* online and *Süddeutsche Zeitung*) regularly feature activities on Parliament Watch, as do 40 regional newspapers.<br><br>Parliament Watch has become a highly effective tool for enhancing the accountability of parliamentarians, changing the way members and citizens communicate. Ordinary citizens have a voice without having to go through an intermediary organization. As of April 2010, according to its own statistics, the website had 10,000 visitors a day on average and about three million page impressions per month. Around two thousand questions were asked each month. According to the founders of the site, more than 90 percent of members from the federal parliament respond to questions. Similar projects have been started in Ireland, Austria, Luxemburg and Malaysia. | | | | | | | |
| INNOVATION | Uses the Internet to enhance communication between citizens and parliamentarians. While this youth-led initiative does not target youth only, it uses an approach that appeals to youth. | | | | | | | |
| INCLUSION | Amplifies the voices of individuals, excludes citizens without computer skills/access. | | | | | | | |
| RECOGNITION | Widely covered in the mainstream media. | | | | | | | |
| RELEVANCE FOR UNDP | UNDP could support youth-led CSOs and media institutions to implement similar activities. The German Konrad-Adenauer Foundation has helped Malaysian journalists start an 'MP watch'. This type of project could be highly attractive for youth groups already using the Internet to mobilize for social change. To bridge the digital divide, results could be publicly displayed, following the lead of Egyptian youth, who have displayed YouTube videos of human rights violations on projectors in public places. | | | | | | | |
| Sources | Summary of Parliament Watch, www.abgeordnetenwatch.de/layer-248-0.html#kapitel9.<br>Klaus Bardenhagen, 2010, 'Dem Volk Rede und Antwort Stehen', in *Deutsche Welle*, www.dw-world.de/dw/article/0,,5313717,00.html (in German).<br>G. Hackmack, Ashoka Fellow, www.abgeordnetenwatch.de/layer-248-0.html#kapitel9. | | | | | | | |

# EXAMPLE 19: NATIONAL YOUTH PARLIAMENT

| AREA | SRI LANKA | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| PARTNERS | National Youth Forum, local youth organizations and clubs | | | | | | | |
| DURATION | Since 2010 | | | | | | | |
| FUNDING | N/A (source: Government) | | | | | | | |
| AGES | X | 15-18 | X | 18-25 | X | 25-30 | | 30-35 |
| CAPACITY DEVELOPMENT | X | Individual | X | Organizational | X | Enabling environment | | |
| MEANINGFUL PARTICIPATION AS IMMEDIATE OUTPUT | | None | X | Consultation/ advocacy | X | Youth-led | | Collaborative participation |
| DESCRIPTION | The Sri Lankan Youth Parliament has 335 members; 500,000 members of youth organizations and clubs across Sri Lanka elect them in district-wide polls. Twice a month, youth parliamentarians meet in the capital and debate relevant issues, shadowing the work of the national Parliament. Thirty youth ministers follow national ministries and have working space there. Youth parliamentarians can enter the committees of the national Parliament and consult national members.<br>Youth are included in national decision-making and learn about electoral processes. The national Parliament has included the youth parliament's recommendations in the national youth policy. | | | | | | | |
| INNOVATION | Includes youth in national decision-making in a fairly representative way. | | | | | | | |
| INCLUSION | Some top elected and appointed members are from minorities; about a quarter of members are young women. | | | | | | | |
| RECOGNITION | Highly recognized in Sri Lanka. | | | | | | | |
| RELEVANCE FOR UNDP | Participatory process suitable for replication in other developing countries. | | | | | | | |
| Sources | Interview with Sri Lanka's Youth Parliament Prime Minister, Milinda Rajapaksha.<br>Muditha Gamage, 2011, 'The Inaugural Session of the National Youth Parliament commences promising a new era for the youth of Sri Lanka', in *Asian Tribune*, www.asiantribune.com/news/2011/07/18/inaugural-session-national-youth-parliament-commences-promising-new-era-youth-sri-la. | | | | | | | |

# EXAMPLE 20: YOUTH VISITING PARLIAMENT

| AREA | CAMBODIA | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| PARTNERS | UNDP, Kampuchean Action for Primary Education, Youth Council of Cambodia, National Assembly | | | | | | | |
| DURATION | 2009 | | | | | | | |
| FUNDING | N/A | | | | | | | |
| AGES | X | 15-18 | X | 18-25 | X | 25-30 | | 30-35 |
| CAPACITY DEVELOPMENT | X | Individual | X | Organizational | | Enabling environment | | |
| MEANINGFUL PARTICIPATION AS IMMEDIATE OUTPUT | | None | X | Consultation/ advocacy | | Youth-led | | Collaborative participation |
| DESCRIPTION | As part of a broader legislative assistance project, UNDP facilitated the visits of Cambodian youth to the National Assembly for the first time in the institution's history. Students formulated their own questions about community issues, such as domestic violence and deforestation. Additionally, the project organized a dialogue workshop for youth in the Parliament on International Human Rights Day, as well as three youth and democracy forums. Youth received training before facing members of Parliament with their questions and issues.<br><br>Some 320 school children and 30 teachers from 13 provinces visited both Houses of Parliament. Additionally, 411 youth from 12 provinces attended workshops in Parliament.<br><br>As a result, participants have a better understanding of parliamentary processes and issues. The activity also facilitated dialogue between youth and parliamentarians, contributing to a more positive image of young citizens. Legislators learned that youth can ask informed questions and are interested in civic life. | | | | | | | |
| INNOVATION | Took place in a context where it is not common to invite youth to Parliament. | | | | | | | |
| INCLUSION | Enabled young people from rural areas to gain access to Parliament. | | | | | | | |
| RECOGNITION | Project was not well recognized. | | | | | | | |
| RELEVANCE FOR UNDP | A UNDP project. | | | | | | | |
| Sources | Final report of the UNDP Cambodia Legislative Assistance Project. | | | | | | | |

# EXAMPLE 21: YOUTH COUNCILS

| AREA | YEMEN | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| PARTNERS | NDI, USAID, tribal leaders, NGOs | | | | | | | |
| DURATION | Since 2010 | | | | | | | |
| FUNDING | N/A | | | | | | | |
| AGES | X | 15-18 | X | 18-25 | X | 25-30 | | 30-35 |
| CAPACITY DEVELOPMENT | X | Individual | X | Organizational | X | Enabling environment | | |
| MEANINGFUL PARTICIPATION AS IMMEDIATE OUTPUT | | None | X | Consultation/ advocacy | X | Youth-led | X | Collaborative participation |
| DESCRIPTION | NDI has established two 46-member cross-tribal youth councils in Yemen. The councils advocate for youth with municipal and tribal leaders, learn and teach conflict prevention and problem-solving skills, and mediate among youth in their communities. NDI supports the councils with training on conflict mitigation, advocacy and fundraising, and on developing achievable projects and plans. Prior to establishing the councils, the organization spent nearly two months meeting with tribal sheikhs, governors, representatives of ministries and local councilors to secure their support for engaging youth.<br><br>The Marib Youth Council for Development and Social Peace in Juba, for example, has trained and established 14 student mediation teams, which conduct peer-to-peer conflict mediation in their schools. Indicators of success include a decrease in the presence of weapons in schools, the implementation of an awareness-raising programme for young women, and the agreement of 10 imams to preach on peace and conflict prevention during Friday prayers. Council members have used their newly acquired conflict mitigation techniques to resolve tribal disputes.<br><br>Local governance institutions and stakeholders support the council, giving it office space and inviting representatives to serve as honorary members of the local council. Youth have used peaceful advocacy and protest tools learned during the NDI training to successfully convey their demands to the government. This breaks with the previous tradition of employing sabotage and violence to pressure government. | | | | | | | |
| INNOVATION | Works with youth in tribal settings; combines training with results-oriented practice and participation; enables youth to participate in community decision-making; youth have successfully influenced community leaders and processes. | | | | | | | |
| INCLUSION | Parity between men and women; current chair of elected council board in Juba is a woman; targets conflict-affected, marginalized communities. | | | | | | | |
| RECOGNITION | Has appeared in NDI publications. | | | | | | | |
| RELEVANCE FOR UNDP | Implementation mode and aims similar to those at UNDP. | | | | | | | |
| Sources | Shari Bryan, 2010, 'The Youth Bulge in Africa—Opportunities for Constructive Engagement in the Political Process', http://www.ndi.org/files/Youth_Bulge_Africa_102710.pdf.<br>NDI website, www.ndi.org/node/16449.<br>Email interview with NDI Senior Program Manager, Middle East and North Africa, Leigh Catherine Miles, 18 October 2011. | | | | | | | |

# Annex 2

## International Framework Documents and Resolutions

The **Universal Declaration of Human Rights** (1948) has codified everyone's "right to take part in the government of his country, directly or through freely chosen representatives" (Article 21).

The **United Nations' Convention on the Rights of the Child (1989)**, the most widely ratified international agreement, has affirmed various civil and political rights for all individuals up to 18 years of age, such as the right to participate: "States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child" (Article 12).[80]

In 1996, the UN General Assembly adopted the **World Programme of Action for Youth to the Year 2000 and Beyond,** which is still an international benchmark document concerning youth. Priority 10 is concerned with the "full and effective participation of youth in the life of society and in decision-making" and proposes to:

1. "Develop and strengthen opportunities for youth to learn their rights and responsibilities.
2. Promote the social, political, developmental and environmental participation of young people, and remove obstacles that affect their full contribution to society.
3. Encourage youth associations and their activities through financial, educational and technical support.
4. Foster national, regional and international cooperation and exchange between youth organizations.
5. Strengthen the involvement of young people in international forums, for example by considering the inclusion of youth representatives in their national delegations to the United Nations General Assembly."[81]

In 2003, the UN General Assembly re-affirmed its commitment to youth participation with **resolution A/RES/58/133**. It stresses the "importance of the full and effective participation of youth and youth organizations at the local, national, regional and international levels in promoting and implementing the World Programme of Action and in evaluating the progress achieved and the obstacles encountered in its implementation."[82]

In July 2011, 27 UN organizations concerned with youth (among them UNDP) signed an **inter-agency statement** on the occasion of the UN High-Level Meeting on Youth. On participation, the statement calls for: "Full and effective youth participation in society and decision-making, in both rural and urban settings, striving to include young people with

disabilities, young people living with HIV, indigenous young people, young people from minorities, young migrants, young people who are stateless, internally displaced, young refugees or those affected by humanitarian situations or armed conflict."[83]

In 2010, the United Nations Development Group published a **Strategic Action Plan on Young People 2010-2011** for the Middle East and North Africa. In its updated version (April 2011), it calls for the "full and meaningful participation of young people in the development, implementation and evaluation of relevant national policies, legislation and programs."[84]

In 2006, the African Union passed the **African Youth Charter**. Article 11 on youth participation specifies that every young person has the right to participate in all spheres of society. States parties agree to:

1. "Guarantee the participation of youth in parliament and other decision-making bodies in accordance with the prescribed laws;
2. Facilitate the creation or strengthening of platforms for youth participation in decision-making at local, national, regional, and continental levels of governance;
3. Ensure equal access to young men and young women to participate in decision-making and in fulfilling civic duties;
4. Give priority to policies and programmes including youth advocacy and peer-to-peer programmes for marginalised youth, such as out-of-school and out-of-work youth, to offer them the opportunity and motivation to re-integrate into mainstream society (…);
5. Provide technical and financial support to build the institutional capacity of youth organisations (…)." [85]

In 2010, the 122nd Assembly of the **Inter-Parliamentary Union** (IPU) adopted an ambitious resolution on youth by consensus. It:

1. "Calls on the IPU, parliaments, youth organizations and other relevant stakeholders to strengthen efforts aimed at achieving appropriate representation and participation of youth in decision-making bodies, bearing in mind that girls, boys, young women and young men are all entitled to the same rights (…);
2. Calls on parliaments to develop practical measures (such as the possible introduction of quotas for young people) to increase the participation of young people in parliament and other representative bodies, while respecting the values of human dignity, freedom, democracy and equality (…);
3. Recommends that parliaments align the minimum voting age with the minimum age of eligibility to run for office in order to ensure greater participation by youth in parliaments (…);
4. Requests parliaments to provide political and financial support, notably adequate operating budgets, to form strong youth parliaments, youth councils or equivalent bodies and to strengthen existing ones, thus providing further opportunities for more young people to become active in decision-making and in shaping their societies." [86]

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## RECOMMENDATIONS FOR FURTHER SURFING

- CHILD RIGHTS INFORMATION NETWORK (www.CRIN.org) is a network of child rights organizations that work to improve the lives of children.
- RISING VOICES summarizes the potential of online citizen media and how to use them (http://rising.globalvoicesonline.org/blog/2008/01/16/a-introductory-guide-to-global-citizen-media/).
- SALTO-YOUTH involves EU-supported resource centres on youth participation (www.salto-youth.net/rc/participation/).
- USHAHIDI provides free tools to create online maps for crowd-sourced information (e.g., on electoral fraud or corruption). People can send information via SMS, Twitter or the Web. (www.crowdmap.com)
- YOUTH ACTION FOR CHANGE (www.youthactionforchange.org/) is an initiative for and by youth, with the main aim being to inspire and help young people empower themselves. It works to develop a global network of conscious-minded and self-reliant youth committed to bringing about positive change in their community and the world at large.
- YOUTHACTIONNET16 (www.youthactionnet.org) nurtures and inspires youth leadership around the world. It offers resources, tools, inspirational stories, information on volunteer opportunities, and a discussion forum for young people to connect with each other and find support and ideas to become involved in social change.
- YOUTHMOVEMENTS.ORG is a mapping website aimed at connecting youth-led NGOs organizations at local, regional and global levels.
- VOICES OF YOUTH is a UNICEF-run global online initiative for young people (http://www.voicesofyouth.org/) that uses a combination of social and traditional media. Children and adolescents explore, discuss and take action on issues related to social change and human rights.
- THE WORLD BANK (www.worldbank.org/participation/) has a site on participation and civic engagement, with direct links to sources on participatory methods.

## ENDNOTES

[1] See Institute for Development Studies 2010, among others.

[2] For example, NDI 2007a and African Union 2006.

[3] Shah and Jansen 2011, p. 6.

[4] Ngampiboolwet 2002, p. 21

[5] Benjumea 2002, p. 50.

[6] UNDP Regional Bureau for the Arab States 2011a, p. 21.

[7] UNICEF and Save the Children 2006.

[8] UNDP 2002, p. 106

[9] See Ellis 2007, Golombeck 2002, MacKinnon et al. 2007, Kang 2002 and UNDP Cambodia 2011.

[10] See Golombek 2002, among others.

[11] Tayo 2002, p. 14

[12] Hart 1992.

[13] Based on Hart 1992, Landsdown 2010 and Karkara 2011.

[14] Based on NDI 2007, Karkara 2011, and UNICEF and Save the Children 2006.

[15] UNDP 2008, p. 5.

[16] Ibid.

[17] Mesquita 2002, p. 20

[18] UNDP Egypt 2010, pp. 213-218.

[19] This applies for single/lower houses of Parliament. In some cases, requirements to vote for the upper chamber/senate are different.

[20] IPU 2011.

[21] Juma 2011.

[22] IPU 2006, p. 13.

[23] IPU 2010, p. 14.

[24] IDEA and IPU 2012.

[25] Ballington 2003, and UNDP and NDI 2011.

[26] Unless stated otherwise, the following data on youth quotas are drawn from IDEA and the IPU's Quotaproject website (2011).

[27] iKNOW Politics 2011.

[28] Project on Middle East Democracy 2011.

[29] This list is not comprehensive. With the limited data and resources available, it is not possible to discuss the quality and impact of these quotas.

[30] Ballington 2008, p. 23 and Rule 1994.

[31] Ballington 2003.

[32] Essam El-Din 2011.

[33] Juma 2011.

[34] Golombek 2002, p. 8.

[35] Ibid., p. 69.

[36] For example, Mesquita 2002.

[37] MacKinnon et al. 2007.

[38] European Youth Forum 2010.

[39] See Handoussa 2011.

[40] IDEA 2007.

[41] Golombek 2002, p. 8.

[42] Hammarberg 1997.

[43] UNICEF and Innovations in Civic Participation 2008, p. 21.

[44] www.schoolcouncils.org.

[45] Some examples for leadership programmes: Friedrich Ebert Foundation Kenya, training of interested young leaders with local partner NGOs (Youth Agenda and 4Cs—Citizen's Coalition for Constitutional Change); UNDP Caribbean sub-regional research facility 'Project for Youth Leaders'; International Republican Institute, Europe and Eurasia Young Political Leaders Seminar in FYROM (former Yugoslav Republic of Macedonia), the Republic of Moldova, Serbia and Turkey; NDI, training future political leaders at the Young Women Leaders Academy and study tours for Iraqi and Russian Youth.

[46] www.salto-youth.net/rc/participation/.

[47] UNICEF Nepal 2011.

[48] www.mobileactive.org.

[49] For example, see www.voicesofafricamediafoundation.org.

[50] http://cis-india.org/digital-natives/blog/dnbook.

[51] For a discussion of quotas in electoral laws, see Part A of this guide on legal frameworks.

[52] Carter Center 2011.

[53] Ghanaian Times, www.modernghana.com/news/119569/1/party-youth-wings-express-worry.html.

[54] UNDP 2006a, p. 67.

[55] www.iknowpolitics.org

[56] http://emilyslist.org/.

[57] IDEA 1999.

[58] Pravah and Innovations in Civic Participation 2009, p. 3.

[59] NDI 2011b.

[60] Ellis 2007.

[61] Ellis et al. 2006, p. 12.

[62] Ellis et al. 2006.

[63] www.youtube.com/watch?v=4DYhHrSTsVQ&feature=plcp.

[64] www.equalvoice.ca/speaks_article.cfm?id=459.

[65] Kang 2002.

[66] www.aboutmyvote.co.uk/register_to_vote/students.aspx.

[67] www.elections.ca/content.aspx?section=vot&dir=yth&document=index&lang=e.

[68] www.elections.org.za/content/Dynamic.aspx?id=569&name=For%20Voters&LeftMenuId=95&BreadCrumbId=214.

[69] http://mobileactive.org/tagging/election-monitor.

[70] UNDP 2009b.

[71] WAY 2009.

[72] www.cocukhaklari.gov.tr/en.

[73] www.youth.gov.au/ayf/weHearYou/Pages/wehearyou.aspx.

[74] UN-DESA 2004.

[75] www.ndi.org/hong-kong.

[76] IPU 2010.

[77] www.ukyouthparliament.org.uk/4655/index.html.

[78] NDI 2007b.

[79] IPU 2010.

[80] United Nations 1989.

[81] UN General Assembly 1996.

[82] UN General Assembly 2002.

[83] Inter-Agency Network on Youth Development 2011.

[84] United Nations Development Group 2010.

[85] African Union 2006.

[86] IPU 2010.

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