



The majority of the developing world's poor are under the age of 25. Although significant progress has been made in reducing income poverty worldwide, the fact remains that most of the Millennium Development Goal (MDG) outcomes directly targeting the young are not likely to be met unless greater attention is paid to the next generation.

The demand for Bank support in addressing these challenges is growing. In responding to the needs of children (0-14), we know much of what works and we know the powerful economic and social justifications for early investment. How then can we assist countries to scale up action swiftly and significantly? How do we address those who continue to fall through the cracks?

Tackling the needs of youth (15-24) is more complex. The series of transitions they face — from moving out of school and into their own families or finding employment — remain extremely challenging for young people and policymakers alike. How can we deepen global knowledge on those issues which prove hardest to solve? How can the potential of youth be tapped to contribute to development at the individual, community and national levels?

This Resource Guide is a companion volume to *Children & Youth: A Framework for Action*, which outlines a vigorous course for the Bank to place outcomes for children and youth more centrally across all of our work. The Guide is intended as an evolving toolkit, building on the work of the Bank and its partners. As new data and evidence of good practice is generated, the Resource Guide will be updated on the Children and Youth Web site (www.worldbank.org/childrenandyouth).

“Our work will fall short if we cannot provide these young people with the opportunity to build a better tomorrow. That means we must do more and do it better to reach them now.”

— James D. Wolfensohn

Children & Youth: A Resource Guide for World Bank Staff



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Children & Youth: A Resource Guide



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The Child's Name is 'Today'

We are guilty
Of many errors and many faults,
But our worst crime
Is abandoning the children,
Neglecting the fountain of life.
Many of the things we need can wait.
The child cannot.
Right now is the time
Bones are being formed,
Blood is being made,
Senses are being developed.
To the child we cannot answer "Tomorrow."
The child's name is "Today."

—Gabriela Mistral,
Chilean Nobel Laureate Poet





Contents

Foreword		■	v
Preface		■	vii
Acknowledgments		■	ix
Acronyms		■	xi
Executive Summary		■	xiii
Chapter 1	Overview	■	1
	1.1 Why Invest More in Children and Youth?	■	1
	1.2 A Single Framework for Children and Youth	■	2
	1.3 The Life Cycle Approach	■	5
	1.4 Building Blocks for Integrated Investments	■	7
	1.5 World Bank Lending for Children and Youth: A Shift in Approach	■	10
	1.6 Priority Areas for Increased Concentration	■	12
Chapter 2	Children (0–14): Windows of Opportunity	■	17
	2.1 Challenges Facing Children: Cause for Serious Concern	■	18
	2.2 Scaling Up What We Know Works	■	22
	2.3 Moving Forward	■	33
Chapter 3	Youth (15–24): Integrating a Neglected Constituency	■	35
	3.1 Status of Youth: Rising Urgency	■	37
	3.2 Youth Development: Key Strategic Directions	■	41
	3.3 Taking Stock of Bank Work	■	43
	3.4 Moving Forward	■	45
Chapter 4	Addressing the Needs of the Most Vulnerable Children and Youth	■	51
	4.1 Status and Scale of the Most Vulnerable	■	52
	4.2 What Is the Bank’s Role?	■	54
	4.2 Moving Forward	■	55
Chapter 5	Next Steps: Applying a Children and/or Youth Lens	■	59
	5.1 In Operations	■	59
	5.2 In Analysis	■	61
	5.3 In Participation	■	62
	5.4 In Partnerships	■	63
	5.5 In Staff Support: Financial and Technical	■	63
	5.6 Conclusion	■	63
Annexes	A Overview: Children and Youth	■	67
	B Children: Windows of Opportunity	■	79
	C Youth: Integrating the Neglected Constituency	■	91
	D Healthy Behaviors Strategy for Youth	■	129
	E Addressing the Most Vulnerable	■	137
References		■	155

Figures	ES.1.	Population by Sex and Age Group, Less Developed Countries, 2004	■	xiii	
	ES.2.	Population by Sex and Age Group, More Developed Countries, 2004	■	xiv	
	1.1.	Distribution of Risk Along the Life Stages	■	4	
	1.2.	Building Blocks for Integrated Investments in Children and Youth Over the Life Cycle	■	7	
	1.3.	Education, Health and Social Protection as a Share of Total Bank Lending (1990–2004)	■	10	
	1.4.	Projects with Youth Components FY1995–2004: Global Summary	■	11	
	1.5.	Projects with Youth Components FY1995–2005, by Regions	■	12	
	2.1.	Building Blocks for Integrated Investments in Children (0–14)	■	17	
	2.2.	Reaching the Child MDGs: Reducing Child Mortality	■	19	
	2.3.	Reaching the Child MDGs: Universal Primary Education	■	21	
	2.4.	Reaching the Child MDGs: Safe Water and Basic Sanitation	■	22	
	2.5.	Investments in the Early Years (0–5)	■	23	
	2.6.	Rates of Return to Human Capital Investment Initially Setting Investment to be Equal Across All Ages	■	24	
	2.7.	Cumulative Lending for ECD, 1990–2005 (Amount of lending in the year of project effectiveness)	■	24	
	2.8.	Integrated Management of Childhood Illness (IMCI)	■	26	
	2.9.	Building Blocks for Integrated Investments in Children	■	29	
	2.10.	Enabling Environment: Supportive Families and Communities	■	31	
	3.1.	Building Blocks for Integrated Investments in Youth	■	35	
	3.2.	Population Aged 15–24, by Region, 1950–2010 (thousands)	■	38	
	3.3.	Gross Secondary Enrollment by Region, 2001	■	38	
	4.1.	Building Blocks for Investments in the Most Vulnerable	■	51	
	B.1.	Co-Targeting of Investments and Reaching the Child Mortality MDG	■	80	
	Boxes	1.1.	MDG Indicators Targeting Children and Youth	■	2
		1.2.	Issues Facing Children	■	3
		1.3.	Issues Facing Youth	■	3
		1.4.	Creating Incentives for the Poor: Conditional Cash Transfer Programs	■	9
		2.1.	Mobilizing Funds to Reach the Goal of Universal Primary Education by 2015	■	30
		3.1.	Defining Youth	■	36
		3.2.	Youth (15–24) Unemployment Statistics*	■	39
		3.3.	Creating National Profiles of Youth	■	47
		4.1.	The Most Vulnerable Children and Youth: A Few Definitions	■	52
		4.2.	Orphans and Vulnerable Children Toolkit for Sub-Saharan Africa	■	54
4.3.		Changing Minds, Policies, and Lives: Improving Protection of Vulnerable Children in Europe and Central Asia	■	55	
4.4.		Operational Guidelines for Multisectoral HIV/AIDS Programs in Sub-Saharan Africa	■	56	
5.1.		Mainstreaming Children and Youth into a Country Development Framework	■	60	
A.1.		Reaching Africa's Young	■	68	
A.2.		Yemen's National Children and Youth Strategy	■	70	
A.3.		Preliminary Stocktaking of Bank Projects with Youth Components	■	72	
A.4.		Criteria for Prioritizing Investments in Children and Youth	■	73	
A.5.		Rationale for Focusing on Gender Issues in Children and Youth Work	■	74	

A.6.	The Macedonia Children and Youth Development Project, 2001–2006	■	78
B.1.	The Rights of Every Child Count	■	79
B.2.	Why Invest in Early Child Development?	■	81
B.3.	Scaling Up Early Child Development in Post-Conflict Countries: Burundi	■	82
B.4.	Adopting a Multisectoral Approach to Integrated Child Development in Bolivia	■	83
B.5.	Improving Child Nutrition in Madagascar and Senegal	■	84
B.6.	IMCI—Documenting Results	■	86
B.7.	Accelerating the Education Sector Response to HIV/AIDS	■	88
B.8.	Girls’ Education: Impact and Challenges	■	89
C.1.	The Costs of Not Investing in Youth in Kosovo	■	91
C.2.	The Costs of Not Investing in Youth in the Caribbean	■	92
C.3.	Youth Voices Initiative in Georgia	■	93
C.4.	Youth in Bank Operations in the Europe and Central Asia Region (ECA)	■	94
C.5.	Youth in Bank Operations in the Latin America and the Caribbean Region	■	96
C.6.	Youth in Bank Operations in the Africa Region	■	98
C.7.	Youth in Bank Operations in the Middle East and North Africa Region	■	100
C.8.	Youth in Bank Operations in the East Asia and the Pacific Region	■	102
C.9.	Youth in Bank Operations in the South Asia Region	■	103
C.10.	Developing and Implementing Employment Strategies: The Youth Employment Network	■	104
C.11.	Youth and the Environment in Indonesia	■	105
C.12.	The World Programme of Action for Youth and the UN World Youth Report 2005	■	106
C.13.	The Youth Agenda in Brazil: Working across Sectors	■	107
C.14.	Peru’s Voces Nuevas Program	■	108
C.15.	Skills Development in Sub-Saharan Africa	■	109
C.16.	Bangladesh’s Female Secondary School Assistance Program	■	110
C.17.	World Links: Changing the Lives of Youth	■	111
C.18.	Improving the Health of Youth	■	112
C.19.	Sharpening the Youth Focus of HIV/AIDS Programs through Multi-Country AIDS Programs (MAPs)	■	117
C.20.	Young People in South Eastern Europe: From Risk to Empowerment	■	118
C.21.	Youth Development in Colombia, 1999–2003	■	119
C.22.	The Education-Employment Nexus	■	120
C.23.	Including Youth in the Poverty Reduction Strategy Paper Process in Moldova	■	122
C.24.	Incorporating Youth in the Dominican Republic’s Country Assistance Strategy	■	123
C.25.	Increasing Youth Inclusion in the Middle East and North Africa	■	124
C.26.	Youth & the Environment: ESSD Operational Highlights	■	126
C.27.	Caribbean Youth Development	■	128
D.1.	Supporting AIDS Orphans in Uganda	■	131

	D.2.	Social Funds for Children and Youth in Post-Conflict Countries in Africa	■	133
	D.3.	Integrating Youth with Disabilities into the Mainstream Development Agenda	■	135
	E.1.	Mission and Services of the World Bank's Children and Youth Unit	■	137
	E.2.	Children and Youth Knowledge Products Supported by the President's Contingency Fund (2003–04)	■	138
	E.3.	The Alliance of Youth CEOs (of the world's largest youth-serving organizations)	■	140
	E.4.	The World Bank Youth to Youth Community: Y2Y	■	142
	E.5.	National Youth Policies in the Caribbean	■	143
	E.6.	World Bank Institute (WBI) Training Programs for Children and Youth	■	144
	E.7.	World Bank Partners in Children and Youth Work	■	146
	E.8.	Financial, Technical, and Capacity Building Support to World Bank Staff	■	151
Tables	1.1.	Key Vulnerabilities of Children and Youth and Their Impact Over the Life Cycle	■	6
	3.1.	Estimated Number of Women and Men Aged 15–24 Years Living with HIV/AIDS, December 2001 (thousands)	■	39
	3.3.	World Bank Lending with Youth Components, 1995–2005, by Sector (in million US\$)	■	44
	4.1.	Scale of OVC in Africa	■	53
	A.1.	Cross-Sectoral Synergies in Improving Outcomes for Children and Youth	■	67
	A.2.	Applying the Life Cycle Framework in Argentina	■	69
	A.3.	Demographics and Risks at Various Stages of the Life Cycle in Ethiopia	■	70
	A.4.	Gender-Related Vulnerabilities over the Life Cycle	■	75
	B.1.	Bank Lending to Child Health, 1990–2004	■	85
	D.1.	Child Protection Indicators, by Country, 1999–2003	■	129
	D.2.	UNICEF OVC Indicators by Strategic Approach and Tools for Measurement	■	132
	D.3.	OVC: A Multisectoral Approach	■	134
Maps	3.1.	Young Adults (15–29) as Proportion of All Adults (15 and older), 2005	■	40

Foreword

“Young people are not just the future. They are also the present.”

Today's children and youth are growing up in a world that is vastly different from that of previous generations. More than ever, our world is linked—by trade, by finance, by information, by the environment that we share. It is also linked by disease, crime, drugs, war, and disasters, both natural and man-made.

Consider that 2.8 billion people on our planet today are under 25 years old. Over the course of the next 25 years, the world will add another 2 billion people, only a fraction of whom—50 million—will have the luxury of growing up in well-off countries. If today's inequalities are any indication of what the future may bring, these surging numbers of children and youth will inherit a world in which one child in six never lives to see his or her fifth birthday. Of those fortunate enough to survive, many will never complete primary school. They will face a world where adolescents and young adults feel excluded from having any say in decisions that will greatly affect their own futures, not to mention those of their communities or countries. When young people feel hopeless, they risk doing desperate things that are costly to them and to society at large.

Our work will fall short if we cannot provide these young people with the opportunity to build a better tomorrow. That means we must do more—and do it better—to reach them now. It means we need to incorporate their perspectives, their ideas, and their energy, not just as beneficiaries of programs but also as active participants in defining and carrying out such programs.

The World Bank has invested billions of dollars over the past decades in expanding opportunities for young people—through education, health, social protection, the environment, and economic growth. Though much progress has

been achieved, there is much more to do. In a world that has grown increasingly insecure, it is ever more vital to focus on some of the most critical causes of insecurity: poverty, alienation, and a lack of hope. Nowhere is this more important than among those who will lead the world into the future.

Together with young people themselves and country leaders, we can do accelerate this progress if we scale up our efforts to assist the most vulnerable, whether they be children in the early years of life (0–5), or adolescents and young adults as they move from dependence to independence. We must intensify our efforts to reach the youngest with appropriate early childhood interventions to ensure that they have the necessary foundations upon which to build a healthy and productive future. We must also deepen our knowledge about the most effective means to address the multitude of challenges facing poor youth, from lack of marketable skills and employment prospects to violence and crime, from early pregnancy to high rates of HIV/AIDS.

Above all, it means placing children and youth at the center of what we do. We must see how we can leverage all our forms of assistance—knowledge, policy advice, lending, grants—to move more rapidly and more effectively toward achieving the results that we have all agreed to so widely in the Millennium Development Goals. But it also means seeking out the participation of young people in deciding and shaping what best helps them meet their unique challenges. My experience has taught me that the transformational power of development lies in giving people a chance to participate in their own future. And that future is now.

—James D. Wolfensohn
World Bank President



Preface

Listening to the voices of poor people, as well as country clients and partners, has been the hallmark of the World Bank's more comprehensive approach to reducing poverty over the past 10 years. This holistic strategy is built on two pillars: (i) improving the investment climate to accelerate growth and (ii) investing in and empowering people.

Improving human development outcomes more quickly is now central to all of our work. Among numerous challenges, it requires that we have the tools and knowledge to place the prospects and well-being of children and youth squarely in the vanguard of its work. While it is clear that the Bank has many years of experience in focusing on the needs of young people, particularly those of primary school age, it is equally clear that much more remains to be done if we are to effectively assist our client countries reach the Millennium Development Goals.

This *Resource Guide* is intended primarily for Bank staff and country partners on the ground. It is a companion volume to *Children & Youth: A Framework for Action*, which charts a vigorous course for the Bank in helping developing countries improve today the lives today of those who will inherit the planet from us tomorrow. Both documents respond to the demands of country leaders, partners, and youth organizations worldwide for the Bank to generate new evidence-based knowledge for the benefit of children and youth—especially in the areas of economic and social benefits, costs, and the impact of investment—and to shape subsequent policy responses across the development spectrum. Through wide consultation at the country, regional, and global levels, both documents also reflect the priorities identified by young people from every continent.

The challenges facing policymakers today regarding young people vary widely, depending on the nature of the demographic changes they are facing, as well as the social and economic context in which those challenges are occurring. The *Resource Guide* is a compendium of what we know today; it also identifies where challenges exist that will require further work. It is an evolving toolkit, drawn from a range of experiences from partners around the globe, as well as

from pioneering work within the Bank. It reflects the fact that the evidence for successful policy dialogue varies considerably across age groups and across countries.

In some areas, the *Resource Guide* outlines gaps—areas reflecting where we must still develop evidence and experience that will allow us to respond to the questions we receive from our partner countries. To name a few of the challenges:

- **For early childhood**, evidence of the extreme importance of early interventions abound, but often these programs have difficulty in getting “traction” on the ground. Why? What are the most effective means of scaling up in a sustainable way?
- **For children in their primary school years**, what can be done to ensure sufficient financing for the Education for All: Fast-Track Initiative to enable it to meet its goals? What can be done to ensure inclusion of the most vulnerable, who continue to fall through the cracks?
- **For youth**, issues relating to the series of transitions they face—from moving out of school and into starting their own families or finding employment—remain extremely challenging for young people and policymakers alike. What policies and programs have proven effective in addressing these challenges? How best can the potential of youth be tapped to contribute to development at the individual, community and national levels?

The *Resource Guide* cannot and does not aim to provide all the solutions. It is a living document to be enriched by each and every one of us as we learn and make progress in our understanding of the policies and programs that work. These issues cut across sectors and disciplines and require fresh and innovative thinking. The *Guide* outlines resources—technical, financial, and others—that will help Bank staff move forward. I hope you will find it a useful instrument and contribute to its constant improvement.

—Jean-Louis Sarbib
Sr. Vice President for Human Development

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Finally, the team would like to thank Jean-Louis Sarbib, Robert Holzmann, Nick Krafft, and Xavier Coll for their ongoing leadership in supporting and guiding the process. It also thanks President Wolfensohn, who for the past decade has provided the vision, voice, and path for the World Bank to continuously seek to improve the lives and prospects of the world's young people.



Acronyms

AAA	Analytical and Advisory Assistance
AFR	Africa Region
AIDS	Acquired Immunodeficiency Syndrome
C&Y	Children and Youth
CCT	Conditional Cash Transfer
CAS	Country Assistance Strategy
CIDA	Canadian International Development Agency
EAP	East Asia and Pacific Region
ECA	Europe and Central Asia Region
ECD	Early child development
ESW	Economic and Sector Work
FTI	Fast Track Initiative
GTZ	Deutsche Gesellschaft für Technische Zusammenarbeit GmbH
GMR	Global Monitoring Report
HD	Human Development
HDNCY	Human Development Network—Children and Youth
HIV	Human Immunodeficiency Virus
HNP	Health, Nutrition and Population sectors
ICT	Information and Communication Technology
ILO	International Labor Organization
IMCI	Integrated Management of Childhood Illness
LCR	Latin America and Caribbean Region
LICUS	Low Income Countries Under Stress
MAP	Multicountry AIDS Program
MCH	Maternal Child Health
MDG	Millennium Development Goals
MNA	Middle East and North Africa
OVC	Orphans and other Vulnerable Children
PER	Public Expenditure Review
PREM	Poverty Reduction & Economic Management sector
PRSP	Poverty Reduction Strategy Paper
SAR	South Asia Region
SP	Social Protection
SSA	Sub Saharan Africa
STD	Sexually Transmitted Disease
UN	United Nations
UNDP	United Nations Development Program
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children’s Fund
USAID	United States Agency for International Development
WBI	World Bank Institute
WHO	World Health Organization





Executive Summary

We can give our children and youth a more peaceful and equitable world. One where suffering will be reduced. Where opportunities and hope are within every young person's reach. Where they are empowered to be agents of their own development. This is not just a dream. It is our responsibility.

—James D. Wolfensohn
World Bank President

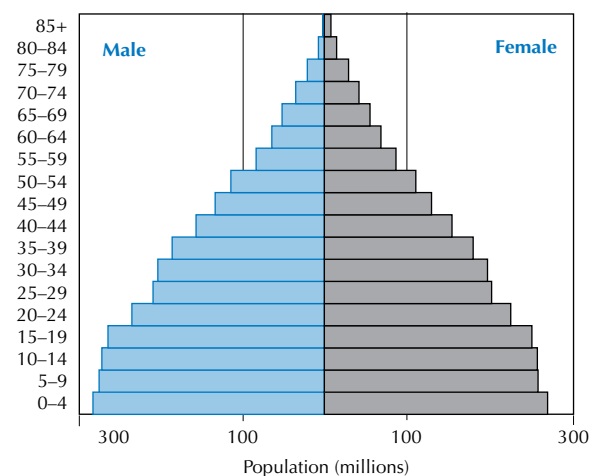
Nearly half the people in the world today are under 25 years old. Nine out of ten of them live in developing countries, where the majority of the poor are children and youth (figures 1 and 2).¹ A billion of them will need jobs in the next decade. Although significant progress has been made in reducing income poverty worldwide—thanks in part to stronger economic growth—the fact remains that most of the Millennium Development Goal (MDG) outcomes directly targeting the young are not likely to be met unless greater attention is paid to the next generation.

The Bank is the world's largest external funder to developing countries for the two sectors most directly related to children and youth outcomes—education and health. It has made significant contributions to reducing poverty and HIV infection, improving nutrition, increasing social protection, and supporting environmentally and socially sustainable development, all of which affect the lives of young people. How can the Bank build on this experience to respond to the clear message of the MDG *Global Monitoring Report* that **action needs to be scaled up significantly and swiftly?** (World Bank 2005b)

In addressing the needs of **children (0–14)**, we know much of what works and we know the

powerful economic and social justifications for early investment. Yet progress toward meeting the MDGs, particularly for the youngest children (0–5), will require a broad range of actions that go beyond the already substantial efforts made by the Bank and its partners. The challenge is to understand how to **effectively scale up** programs given the scarce resource environment confronting our client countries. This will call for a careful assess-

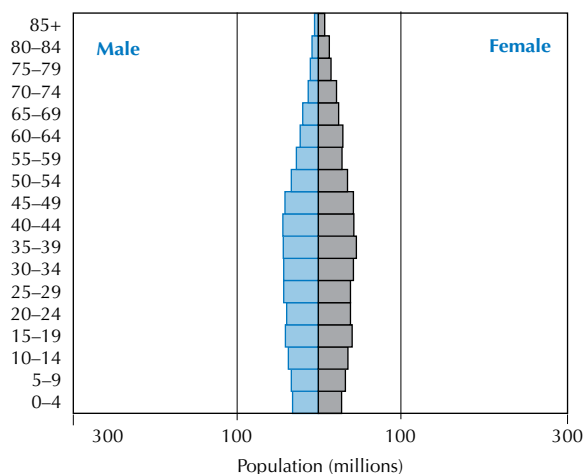
Figure ES.1. Population by Sex and Age Group, Less Developed Countries, 2004



Source: UN Population Division 2004.

1. Definitions of children (0–14) and youth (15–24) are based on those employed by the MDG framework. There is strong evidence that poorer families have more children, increasing the incidence of poverty among children and youth.

Figure ES.2. Population by Sex and Age Group, More Developed Countries, 2004



Source: UN Population Division 2004.

ment of different approaches to scaling up. It will also require placing children even more centrally in our policy dialogue—from the macro to the micro levels—with greater attention to intersectoral approaches in order to focus all sectors on outcomes for children. For the **most vulnerable** children—orphans, children infected with and affected by HIV/AIDS, child workers, child prostitutes, children with disabilities, children in conflict countries—who continue to fall through the cracks, the challenge is to build upon the work already started in the Africa Region and elsewhere in order to better identify and target their unique needs with cost-effective interventions.

Tackling the needs of **youth (15–24)** is more challenging. Today’s youth represent the largest cohort ever to enter the transition into adulthood. The issues they face—unemployment, lack of schooling and skills, risk-taking behaviors, and violence, among others—represent enormous economic and social costs to society. Yet they have little or no voice in current strategies for development, leaving them susceptible to politically and economically disruptive activities. While youth development has emerged as a new focus for Bank work in certain regions—most notably pioneering work in Latin American and the Caribbean and Europe and Central Asia—this segment of the population remains a largely neglected constituency. Demand from clients and partners for the Bank’s support in

addressing the needs of youth is growing, but there is very little international work on the cost-effectiveness of most youth interventions to help policymakers make difficult investment decisions in a resource-constrained environment. The challenge will be to move the agenda from advocacy to evidence and from evidence to action. And while there is considerable room for learning from existing experience, appropriate policies and interventions are sure to differ widely from country to country, depending on the social, economic, and demographic context of each.

This *Resource Guide* is a companion volume to *Children & Youth: A Framework for Action*. It is intended as an evolving toolkit to assist Bank staff in intensifying our focus on children and youth outcomes in all Bank operations. The *Guide* provides data, examples of good practice, innovations, and guidance on technical, financial, training, and other types of available support, including links to other documents and organizations. It builds on the important work of the Bank and its partners to date, and highlights both pioneering new research and initiatives as well as areas in which there is a need to deepen our knowledge and evidence base. The *Guide* will be updated regularly on the Children and Youth Web site (www.worldbank.org/childrenandyouth) as new evidence becomes available, and will contribute to the preparation of *The World Development Report 2007: Development for (and by) the Next Generation*.

Chapter 1 provides an overview of the general framework. It lays out the business case for a sharper focus on children and youth, particularly in the context of the MDGs. While recognizing that issues and solutions differ significantly for both groups, it also underscores how they are integrally linked along the life cycle. The chapter presents a conceptual framework to assist countries in systematically identifying gaps and strategic opportunities for scaling up investment in children, youth, or both across sectors. It reviews the trends in Bank operations for children and youth, and highlights an important shift in approach in recent years, particularly for youth, with both sharp increases in lending and more multisectoral approaches.

Chapter 1 recommends three priority areas for increased concentration of analytical and operational resources. The first is gaining traction in programs for **young children (0–5)** and scaling up a range of early child development initiatives. The second involves moving toward an evidence-based approach to interventions for **youth (15–24)**, by deepening analytical work and piloting new initiatives with youth themselves. The third is determining how to tailor our approach to the unique set of needs and vulnerabilities of **the most vulnerable**, who continue to fall through the cracks. In each of these areas, particular attention is given to incentives that guide poor households’ decisions to invest in their young.

Chapters 2–4 are arranged in a similar manner and can be used separately or as part of the whole document. They are designed to enable readers who are interested in just one age group or topic to delve further into the relevant section, and to consult the parallel sections in the Appendixes for case studies and examples of key points in the main text. Each section begins by presenting an overview of the status, scale, and trends of the issues for children (0–14) in chapter 2, youth (15–24) in chapter 3, and the most vulnerable (including orphans, child workers, children with disabilities, children living in conflict countries, and other children living in exceptional circumstances) in chapter 4. Each chapter highlights specific policies, programs, and strategies that are underway and describes areas in which greater emphasis is needed. They conclude with a discussion of where to go from here.

Chapter 5 summarizes the next steps in applying a children and/or youth lens to our work. It recognizes that approaches will vary widely across regions and countries, depending on their demographic, economic, and social contexts. While some countries may place more emphasis on one aspect of the strategy than another, many others are interested in intensifying the focus on children and youth across all sectors in a more integrated way, particularly given the difficulty in meeting many of the MDGs related to those under the age of 25. This chapter outlines possible next steps and existing resources with which Bank staff can assist countries in this effort across five categories of action: i) operations, ii) analysis, iii) participation of young people, iv) partnerships, and v) staff support.

The **appendixes** contain case studies, examples of innovative policies and programs, data, and other useful material that support the main text. Each appendix corresponds to a particular chapter of the report, but much of the information applies to other chapters as well. In sum, the *Framework for Action and the Resource Guide* are first steps in the creation of an evolving toolkit to assist staff and clients in learning from the experiences of others. They do not and cannot provide ready-made solutions to development questions that have eluded policymakers in developing and “developed” countries alike. Rather, they present a lens through which to view relevant issues, measure our actions, and deepen our collective impact in accelerating efforts to improve the lives today of those who will inherit the planet from us tomorrow.





Chapter 1 Overview

This chapter presents the framework for intensifying the focus on children and youth in Bank work across all sectors. It begins by making the business case for increased attention to young people in the context of the MDGs. While recognizing that issues and interventions differ significantly for children and youth—as well as in different country contexts—it presents a conceptual framework to assist countries systematically identify gaps and strategic opportunities for scaling up investment in children and youth across sectors. The chapter also reviews trends in Bank operations for children and youth and highlights an important shift in approach in recent years, particularly as it relates to youth, with both sharp increases in lending and more multi-sectoral approaches. It closes by identifying three priority areas for increased concentration of the Bank’s analytical and operational resources, which reflect the periods of greatest vulnerability along the life cycle.

1.1 Why Invest More in Children and Youth?

Demographic urgency. Nearly half of the world’s population and the majority of the poor in developing countries are under the age of 25. Children and youth represent more than 60 percent of the population in Africa and South Asia, and in most

developing countries the proportion of young people is growing. Already there are 1.1 billion youth (15–24) in the world—the largest cohort ever to enter the transition to adulthood—most of them in need of jobs. By 2015 the world will have 3 billion young people, 2.5 billion of them living in developing countries. The consequences of these trends will affect all productive and social sectors, straining governments’ capacity to provide basic public services. (World Development Indicators 2003, US Census Bureau International Database 2004 and La Cava 2004)

The Millennium Development Goals. The MDG outcome indicators for children (0–14) and youth (15–24) (box 1.1) have shown some of the weakest progress of all indicators. If actions are not scaled up rapidly and focused more sharply on the next generation, these outcomes will not be met.

Economic efficiency. Children represent the greatest leverage point for investments to build human and social capital: the earlier the investment, the longer the benefits and, usually, the lower the costs. Investments in youth preserve the benefits of investments in children, counteract the lack of earlier investments, and have the added value of immediate intergenerational effects, as youth become new parents. Moreover, evidence is increasingly demonstrating that the political and economic costs of not investing in youth are staggering.²

2. See box C.1: The Costs of Not Investing in Youth in Kosovo; and box C.3: The Costs of Not Investing in Youth in the Caribbean.

For the poor in particular, capital market failures leading to continued suboptimal investment in human capital, such as schooling and health care, perpetuate the vicious cycle of poverty—a key argument for increasing public investment.

Political imperative. Youth are a large, politically visible, and sensitive group with no formal voice, leaving them susceptible to disruptive activities that are costly to society and reduce economic growth. By contrast, if integrated into the development process, they can be a positive force for change.³

Demand. Client countries and partners are increasingly requesting Bank technical and financial support in addressing the most intransigent issues facing young people today. Given the failure of most regions to progress sufficiently in meeting many of the MDG targets for children and youth, there is considerable demand for Bank assistance in scaling up interventions focusing on the young. There is also a need for the Bank to use its comparative advantage to generate evidence-based analysis—particularly as it relates to economic and social benefits, costs, and the impact of investments—to provide stronger policy advice and financial support in addressing the critical and growing number of issues facing youth.

Development success generates new challenges. Progress toward achieving key development goals, such as universal primary education, has presented a new set of development challenges, such as an imminent explosion in demand for access to relevant, good-quality secondary and tertiary education. This requires a shift in emphasis in strategic investments without losing ground on the important gains made in recent years.

1.2 A Single Framework for Children and Youth

The issues, risks, and solutions to the problems facing children and youth differ significantly (boxes 1.2 and 1.3). For **children**, we know much of what works, so how do we better assist countries to scale up effectively and selectively? How do we address those who continue to fall through

Box 1.1. MDG Indicators Targeting Children and Youth

Children (0–14)

- Goal 1:** Eradicate extreme poverty and hunger (4)* Prevalence of underweight children under 5
- Goal 2:** Achieve universal primary education (6) Net enrollment ratio in primary education (7a) Percentage of pupils starting grade 1 who reach grade 5 (7b)** Primary completion rate
- Goal 3:** Promote gender equality and empower women (9) Ratio of girls to boys in primary education
- Goal 4:** Reduce child mortality (13) Under-5 mortality rate (14) Infant mortality rate (15) Proportion of 1-year-olds immunized against measles
- Goal 5:** Improve maternal health (16) Maternal mortality ratio (17) Percentage of births attended by skilled health personnel

Youth (15–24)

- Goal 2:** Achieve universal primary education (8) Literacy rates among 15- to 24-year-olds
- Goal 3:** Promote gender equality and empower women (9) Ratio of girls to boys in secondary and tertiary education (10) Ratio of literate females to males 15–24
- Goal 6:** Combat HIV/AIDS, malaria, and other diseases (18) HIV prevalence among pregnant women (15–24) (19)** Percentage of population 15–24 with comprehensive correct knowledge of HIV/AIDS
- Goal 8:** Develop a global partnership for development (45) Unemployment rate among 15–24

* Parentheses designate the number of the MDG indicator.

** Proposed but not yet adopted as additional MDG indicator.

Source: United Nations 2003.

3. See box C.3: Youth Voices Initiative in Georgia; box C.14: Peru's Voces Nuevas Program; and box C.23: Including Youth in the PRSP Process in Moldova.

Box 1.2. Issues Facing Children

Malnutrition

- Twenty-three percent of all children under 5—140 million children—are malnourished.

Infant mortality

- Four million infants a year die in the first month of life.

Childhood mortality

- One in six children dies before reaching the age of 5, most from communicable diseases

Maternal mortality

- Half a million women die every year in childbirth.

Lack of access to and retention in school

- More than 100 million school-age children are out of school in developing countries, two-thirds of them girls.
- Of those who enter school, one in four drops out before learning to read.
- Less than 60 percent of children in Sub-Saharan Africa complete primary school.
- The average gross enrollment rate in early childhood development programs in developing countries is just 35 percent. In Sub-Saharan Africa only 5.8 percent of children are enrolled in such programs.

Unsafe home environment

- 30 percent of children in developing countries (more than 500,000) lack access to any sanitation facilities whatsoever, and nearly 20 percent (400,000) lack access to safe water; these conditions are far worse for poor children.

Orphans and vulnerable children

- More than 143 million orphans under 18 in 93 countries in Africa, Asia and LCR.
- Africa alone has 60 million vulnerable children.

Child labor

- Worldwide almost 190 million children work.

Compiled by HDNCY from ILO 2004, World Bank 2005b, 2005d, 2004b, 2004e; WHO 2004; UNICEF 2005, 2004b; UN Secretariat 2005; IPEC-ILO 2003; Bartlett 1999.

Box 1.3. Issues Facing Youth

Unemployment

- Globally, youth represent 47 percent of all unemployment.
- Unemployment rates for youth are more than three times as high as those for adults.

Lack of access to and retention in school

- Throughout the world, 133 million youth are illiterate.
- In Sub-Saharan Africa less than 20 percent of youth complete secondary school.
- In Latin America and the Caribbean, the net secondary enrollment rate is just 62 percent.

Risky behaviors

- Every year, 13 million girls between the ages of 15 and 19 give birth.
- Youth account for almost half of all new HIV infections.
- Countries in which 15- to 29-year-olds represent 40 percent or more of the population were twice as likely as other countries to break out in civil conflict in 1990s.
- Substance abuse poses a major risk in all regions

No skills, no voice, no prospects

- Education in many countries fails to provide youth with marketable skills.
- Lack of participation in development policies and process leave youth marginalized from society.

Compiled by HDNCY from ILO 2004, World Bank 2005b, 2005d, 2004b, 2004e; WHO 2004; UNICEF 2005, 2004b; UN Secretariat 2005; IPEC-ILO 2003; Bartlett 1999.

the cracks—the most vulnerable? For **youth**, experience and analytic underpinnings are new and uneven, while demand for the Bank's solid economic analysis is high. How can we build on pioneering work done within the Bank and by its partners? How can the Bank move from advocacy to evidence? How can we integrate youth perspectives and participation into all levels of our work?

The agents of analysis and intervention may also differ when addressing the needs of children and youth. For children the agent will most often be the household in which the child lives, thereby raising the issue of how best to reach the child through the household members. For youth the agent may often be individuals themselves, who are no longer living with their families or for whom direct intervention may be more effec-

tive. Given that the needs of children and youth differ, why should they be treated within a single framework?

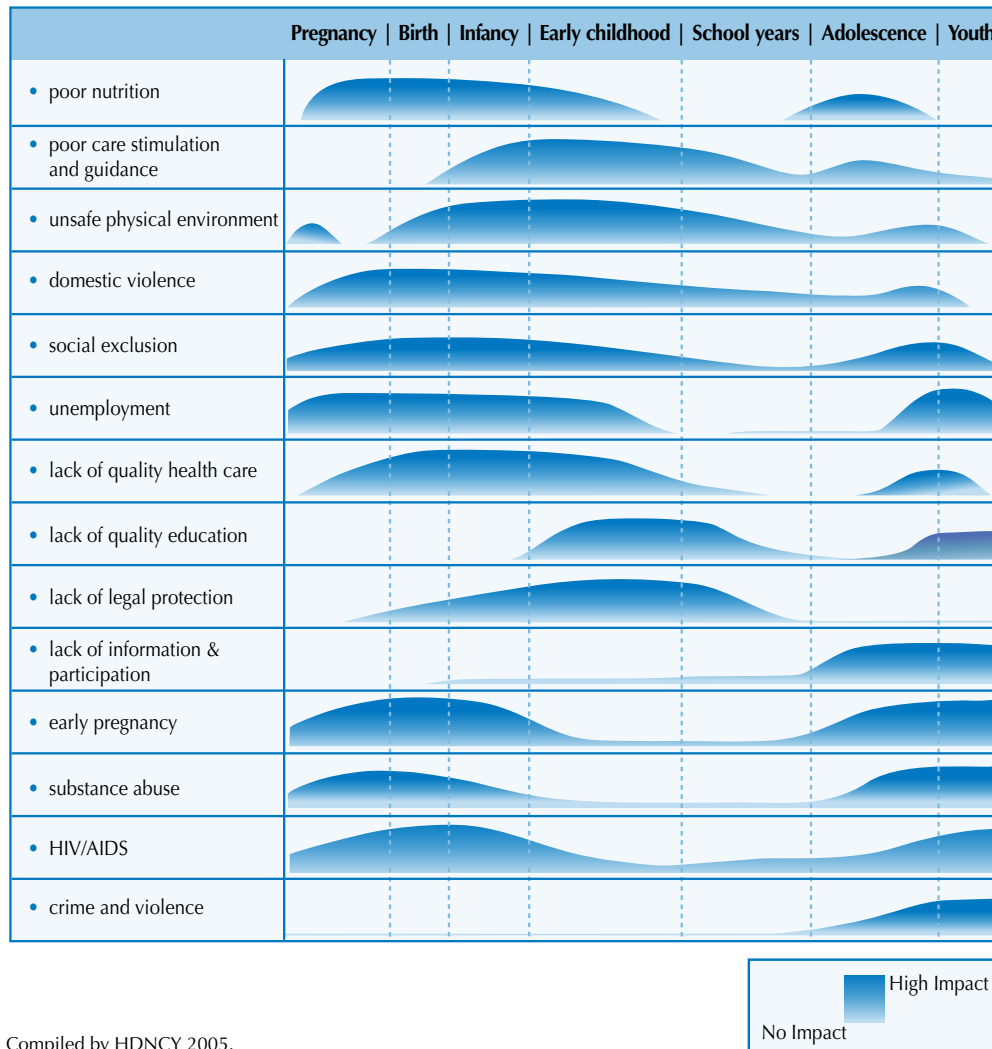
Children and youth are disproportionately poor. Many income and nonincome poverty indicators are much worse among children and youth—two groups that together represent the majority of the developing world’s poor.⁴ Strategies that focus on investing broadly in children and youth are doubly pro-poor, because they reach today’s poor while reducing future poverty.

Children and youth are uniquely vulnerable. Among the poor, children and youth are the

most susceptible to increased vulnerability during periods of economic downturn and other external shocks—as indicated by increased rates of malnutrition, school dropout, youth unemployment, and violent and risky behavior, for example.

Children and youth face the highest physiological and social risks. Children are more vulnerable to malnutrition, disease, and death than other age groups. Adolescents and young adults are more likely to engage in risky sexual behavior, become victims of maternal mortality, contract HIV/AIDS, be perpetrators or victims of crime or violence, and belong to gangs (figure 1.1). From

Figure 1.1. Distribution of Risk Along the Life Stages



4. There is strong evidence that poorer families have greater numbers of children, thereby increasing the incidence of poverty among children and youth. See, for example, World Bank 2005e and UN Secretariat 2004.

a preventive risk management perspective, these are the two most productive and efficient periods for investing in human capital development.

Investments—or underinvestments—in children and youth are integrally linked along the life cycle. If investments are not made in the early years, the costs and consequences become particularly evident in adolescence and early adulthood. If the lack of investment is not compensated for at this stage, the costs to society can be staggering, not just for the current generation but for the next as well, as children born to young disadvantaged parents perpetuate the cycle of poverty.

1.3 The Life Cycle Approach

The life cycle framework is a potentially powerful tool to provide country teams and policymakers alike with the means to place children and youth outcomes more centrally as measures of success of a country program. The importance of assessing and addressing the various dimensions of poverty early on in the life cycle is gaining recognition, as policymakers appreciate that risks are not homogeneously distributed along the life cycle but are typically higher in earlier stages of life, with important long-term and sometimes irreversible consequences at later stages of life. Risks are extremely high during the first five years of life and again during adolescence and youth (see figure 1.1), a period that can have an immediate impact on the next generation. These risks have both short- and long-term outcomes that have a direct impact on subsequent life stages (table 1.1).

Definitions of life stages vary from culture to culture and across sectors of interventions, but there are physiological commonalities across all cultures. Understanding the multiple channels of influence along the life cycle and their interrelationship is, thus, critical to guiding policymakers in determining where investments in human capital formation will have the greatest impact. The benefits of using a life-cycle approach in evaluating and developing country programs include the following:

- It provides an important **diagnostic tool** with which to assess the status, trends, and scale of children and youth issues across ages, sectors, poverty status, and other dimensions, highlighting areas warranting greatest attention and for which market failures are most evident.
- It identifies **age-specific** vulnerabilities, risks, gaps, and opportunities for investment, highlighting the importance of the right timing and nature of interventions.
- It illustrates positive and negative **intergenerational** effects and linkages.
- It facilitates co-targeting of interventions and the improving **synergies across sectors and ages** in meeting common goals. Examples include targeting transportation investments together with those in education and health to increase access to schools and health centers in disadvantaged areas; linking private sector development investments to those designed to improve marketable skills of youth through internships; or designing water and sanitation programs to take into account their linkages to increasing girls' school enrollment.⁵
- It enables **monitoring of the impact** of interventions on specific children and youth outcomes over time.
- If used globally, regionally, and subregionally, it can provide countries with useful **benchmark** information and identify **outliers** that deserve specific attention.

Applying a life cycle framework to a **specific country context** will enable country teams to prioritize interventions based on the scale of identified gaps and target populations and the projected impact on outcomes. In a resource-constrained environment, this may mean that emphasis in some **lower-income countries** in Sub-Saharan Africa, South Asia, and the Middle East and North Africa will be placed on scaling up efforts to improve especially weak health, nutrition, and education indicators for early childhood and primary school-age children.⁶ For some **middle-income countries** that have achieved adequate outcomes in basic nutrition, health, and

5. See table A.1: Cross-Sectoral Synergies in Improving Outcomes for C&Y.

6. See box A.1: Reaching Africa's Young; box A.2: Yemen's National C&Y Strategy; and box C.27: Caribbean Youth Development.

Table 1.1. Key Vulnerabilities of Children and Youth and Their Impact Over the Life Cycle

Age Group	Vulnerabilities	Short-term Outcomes	Long-term Outcomes
In utero and at birth	In utero exposure to maternal infections, nutritional deficiencies, and environmental toxins, as well as poor care around the time of birth, may lead to severe and irreversible damage to the brain and other organs.	Increased risk of maternal mortality, premature birth, birth defects, low birth weight, and neonatal death. Low birth weight is the single most important cause of infant mortality.	Severe, potentially irreversible consequences for physical and cognitive growth and development. Most permanent disabilities have their origin in neonatal disease.
Early childhood (0–5 years)	Development of basic cognitive and social abilities occurs in the first few years of life. Adverse factors—poor diets, infections, disease, lack of cognitive stimulation—can cause slow physical and intellectual growth.	Increased risk of infant and child morbidity and mortality; stunting, slow physical growth, and other manifestations of early childhood malnutrition; and lack of socialization or acquisition of psychosocial skills.	Irreversible effects on physical and cognitive growth and development; increased likelihood of learning disabilities, delayed school entry, poor school performance, early drop-out, and lower grade attainment.
School-age children (6–14 years)	Family resource constraints, gender bias, and inadequate infrastructure and public services prevent school attendance and the provision of health services.	Failure to enroll, delayed enrollment, grade repetition, reduced school performance, and early dropout; increased risk of going to work or becoming a child soldier; and increased risk of early pregnancy and marriage.	Loss of human capital development and capacities, persistence of gender inequalities, and social exclusion.
Adolescence and youth (15–24 years)	Youth lack opportunities to access and complete primary and secondary schooling; receive relevant nonformal education, including life, livelihood, and marketable skills; and access relevant health services and reproductive health information. Poor job market opportunities are magnified by reluctance of employers to hire first-time job seekers. Adolescents and youth do not participate in decisions and policies that affect their lives.	Inadequate skills development and poor prospects for employment; risky behaviors (early pregnancies, substance abuse, sexually transmitted infections, violence, criminal and gang activities, and premature death); unemployment, hazardous employment, or exploitative employment; child soldiering; exclusion from decisionmaking, often leading to civil unrest or increased risky behavior.	Long-term unemployment or low-wage employment; intra- and intergenerational transmission of poor health and its consequences (low birth weight, vertical transmission of HIV/AIDS); reduced productivity; intergenerational transmission of household and community violence; high economic costs of risky behaviors and forgone assets for development; lost opportunities for involving youth as agents of better governance, accountability, and development of democracy.

Source: The World Bank 2004d.

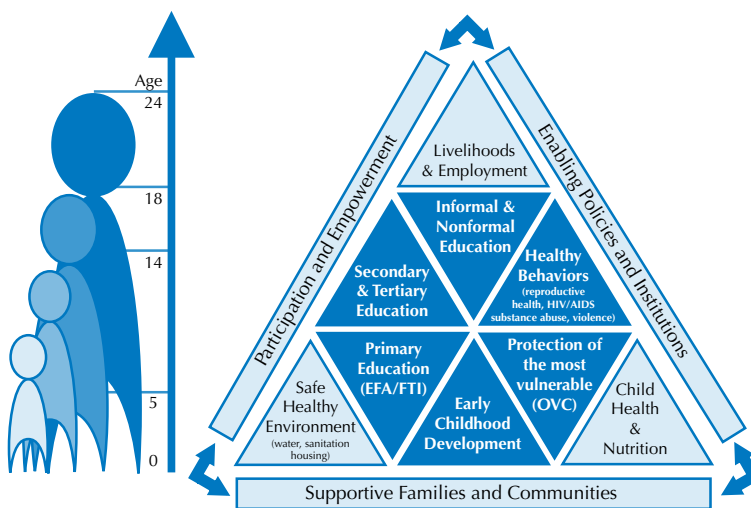
education for children, the emphasis may fall on improving both access to and quality of secondary and tertiary education, reducing risk taking behavior of youth, and very targeted interventions

for the poorest to ensure that they are prepared to enter school.⁷ In most **Low-Income Countries Under Stress (LICUS)**, where central and local government services have broken down and sig-

7. See table A.2: Applying the Life-Cycle Framework in Argentina; box C.21: Youth Development in Colombia 1999–2003; box C.13: The Youth Agenda in Brazil: Working Across Sectors; box C.5: Youth in Bank Operations in LCR; box C.8: Youth in Bank Operations in EAP; box C.27: Caribbean Youth Development.

nificant numbers of children and youth are orphaned or extremely vulnerable, emphasis will necessarily focus on strategies to address their unique vulnerabilities and the weaknesses of traditional social service delivery.⁸ Finally, for **transition countries**, where many youth indicators, including secondary school enrollment, youth unemployment, and the prevalence of HIV/AIDS, are actually worsening, there is increasing urgency to address critical youth issues while also focusing on institutionalized children.⁹

Figure 1.2. Building Blocks for Integrated Investments in Children and Youth Over the Life Cycle



1.4 Building Blocks for Integrated Investments

If the life-cycle approach to children and youth risks is applied Bankwide, a broad strategy for integrated investments emerges. Investments in children and youth are integrally linked and cumulative. These investments can be viewed as **building blocks** that represent the foundations on which all young people need to build their human capital (figure 1.2). If risks are not addressed through investments in the early years, their impact will be more costly to redress in later years.

For ages 0–5, the building blocks focus on interventions that will ensure that a child survives infancy and early childhood, while also contributing to the necessary elements they and their families need to ensure entry into and success in school and later life. Neglecting to invest effectively in these critical years can yield adverse outcomes, which can be severe, long-lasting, and irreversible. Given the projected failure of most countries to meet the key MDG objectives for young children, the building blocks pay particular attention to cross-sectoral interventions.

- **Child health and nutrition.** Every year more than 10 million children in developing countries die before they reach the age of five,

most from preventable causes that are rare in wealthier countries. This building block addresses policies and programs ranging from *integrated management of childhood illness to maternal-child health programs*. The effectiveness of these interventions will be enhanced significantly by co-targeting other sectoral investments (providing adequate infrastructure to access health and nutritional services, for example, ensuring food security, and improving the quality and efficiency of *health service delivery*).

- **Early child development.** The effects of proper health care, nutrition and mental stimulation on a child’s mental, physical and emotional growth are synergistic and are particularly important for children born into poverty where many of their basic needs cannot be met by the household. Integrated programs seek to address a full range of a child’s basic needs. In addition to food, protection and health care, ECD must also provide affection and supportive human interaction, intellectual stimulation through activities that promote learning, and support to caregivers regarding parenting and childcare skills.

8. See box D.2: Social Funds for C&Y in Post Conflict Countries in Africa; box D.1: Supporting AIDS Orphans in Uganda.

9. See box C.20: Young People in SEE: From Risk to Empowerment; box A.6: The Macedonia C&Y Development Project.

- **Safe and healthy environment.** Poor children 0–5 are at greater risk of suffering from the poor quality of their shelter and immediate environment. Interventions in this building block include the provision of *potable water and basic sanitation, affordable and safe housing, slum upgrading, adequate access to quality social service facilities, and policies that support the sustainable use of air, water, and land resources.*

For children 6–14, providing a **quality primary education** is key. Other sectors (safe water, sanitation, health, transportation, and infrastructure interventions that facilitate a child’s access to and retention in school) can facilitate this important building block.

The **protection of the most vulnerable** (orphans, children and youth with disabilities, child workers, child prostitutes, child soldiers, and other particularly vulnerable children and youth) starts at birth and requires special attention to address their unique needs and to ensure their inclusion in society.

For youth 15–24, the building blocks reflect the unique series of transitions facing this age group, where individuals are moving from dependence to independence, moving out of school and into the job market, and making the transition from being a member of a household to being a head of household and family. This is a particularly vulnerable period in the life cycle, especially for poor youth, who often lack skills, have poor prospects for employment, and face higher risks of everything from dropping out of school to early pregnancy, higher rates of HIV/AIDS contraction, substance abuse, and committing or being a victim of crime or violence. Consequently, the building blocks for youth focus on four broad areas that are integrally linked:

- **Secondary and tertiary education**, with a focus on higher rates of enrollment, completion and relevance to the job market. Examples include improving access to and quality of secondary schools, greater linkages of coursework to demand for labor, improved transition between secondary and tertiary education, easing school-to-work transitions, and creating safe and healthy schools.

- **Informal and nonformal education**, with a view toward building adequate skills and competencies for life and work, particularly for dropouts and youth with little or no formal schooling. Examples include lifelong learning programs, apprenticeships and internships, multipurpose youth centers, life skills training, literacy and numeracy education, vocational skills education, ICT programs, return-to-school programs, and peer education.
- **Healthy behaviors**, with the objectives of reducing HIV/AIDS infection, crime, substance abuse, violence and conflict, malnutrition, risky sex, and early pregnancy and improving knowledge of reproductive health and parenting skills. Examples include provision of relevant, youth-oriented information and services through schools, peer-to-peer programs, health clinics, and the mass media.
- **Livelihoods and employment**, with a focus on policies and interventions that increase youth employability and employment. Examples include understanding the role of labor market policies and the private sector in addressing the challenge of youth unemployment; assessing the structural mismatches between education and the labor market; identifying successful examples of apprenticeship, internship, youth entrepreneurship and income generation programs; crafting appropriate credit policies; and integrating youth into community driven development projects. Assessing the relative impact and cost-effectiveness of these policies and interventions in a resource-constrained environment will be central to this work, as will distributional issues, measuring externalities, and the interaction of market failures and poverty.

Meeting these challenges will require **significant additional resources** from both donors and countries if meaningful progress toward meeting the MDGs related to children and youth is to be made. However, additional resources are only part of the picture. Success will depend on increasing **synergy among sectors** in order to expand and improve access to basic services for the young combined with more efficient use of existing resources. Particular attention will need to be given to three broad categories of the **enabling environment**:

- **Policies and institutions** that enable investments in children and youth to succeed, both at the sectoral and the macro level. These include, among others, economic growth strategies that are pro-poor (and therefore necessarily pro-young) and public expenditure strategies that reflect these priorities (including protected expenditure categories where necessary). They will also require increased emphasis on multisectoral interventions and co-targeting of investments outside of the traditional education and health sectors (such as water, sanitation, and infrastructure development). Particular attention must be paid to **supply-side bottlenecks**, by improving service delivery (by the public, private, and NGO sectors); improving governance and accountability; and increasing the number of skilled service providers—including doctors nurses and teachers—in order to rapidly expand health and education services to the most disadvantaged areas (World Bank 2005b).
- **Families and communities** that support, benefit from, and thereby have ownership of the strategies and interventions. Particular emphasis should be given to **demand-side bottlenecks**, taking into account household capabilities and constraints as well as parental preferences in tackling incentive problems to increase effective demand for needed services by the poor (box 1.4).
- **Participation and empowerment** of youth (and children, where possible) as stakeholders, decisionmakers, and beneficiaries at all levels of development—from strategy to design of programs, from implementation to evaluation—particularly on policies and interventions that directly affect their lives. Increasing youth participation increases their ownership of the development process, improving the effectiveness of interventions in reaching youth. It establishes the conditions by which youth have choices and opportunities to positively affect their own lives as well as those of their families, communities, and countries.

As with any approach, applying a children and youth lens globally masks the huge variation of needs at the regional and country levels. Priorities range widely across countries and regions,

Box 1.4. Creating Incentives for the Poor: Conditional Cash Transfer Programs

Conditional cash transfers are part of a new generation of programs that focus on the demand side of human capital accumulation by the young as a means of breaking the intergenerational cycle of poverty. The Bank has financed and is financing several conditional cash transfer programs in Latin America, Asia, and Africa.

As their name implies, conditional cash transfers provide money to poor families conditional upon certain behavior, usually investments in human capital, such as sending children to school, bringing them to health centers on a regular basis, or having parents attend parenting skills programs. They provide incentives to poor parents to invest in their children, reducing poverty both today and tomorrow.

Rigorous evaluations of conditional cash transfer programs in Brazil, Colombia, Honduras, Mexico, and Nicaragua have shown that these programs can reduce poverty and child labor, increase access to education, and improve nutrition and health. In **Brazil's PETI program**, the number of children 7–14 who were working fell nearly 26 percent in Bahia, which has the highest child labor force participation rate in Brazil (38 percent). In **Mexico's Oportunidades** program, growth-monitoring visits to clinics by children under 3 increased 30–60 percent, the incidence of illness in children 0–5 fell 12 percent, and the mean annual growth among children 12–36 months rose about one sixth. In **Nicaragua's Red de Proteccion Social**, average primary enrollment rates increased 22 percent in treatment areas and immunization rates rose 18 percent for children 12–23 months. Cambodia, Costa Rica, Ecuador, Jamaica, Peru, Turkey, and the West Bank and Gaza have introduced or are in the process of designing similar programs.

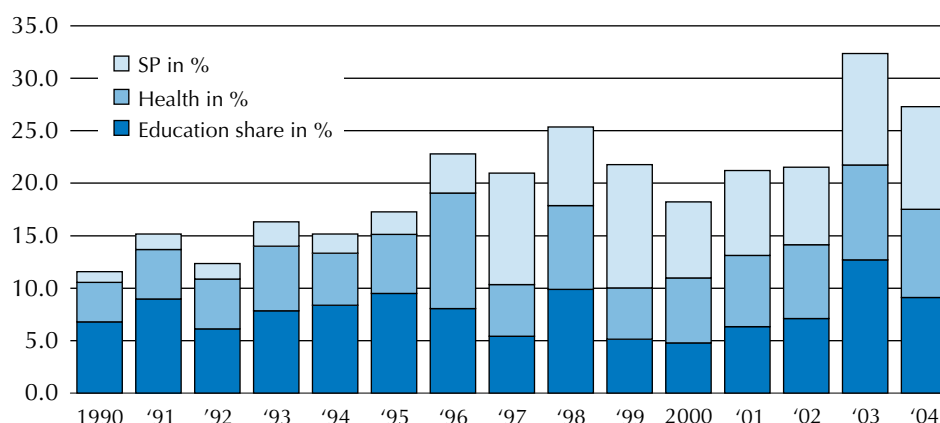
Conditional cash transfers have several key advantages:

- They directly address **demand for services**, providing families with responsibility for their own progress.
- They **target** specific populations (poor children and youth, girls) more efficiently than general subsidies or investments in infrastructure.
- They meet **multisectoral** objectives through the single instrument of cash.
- They have demonstrated their **effectiveness** in improving specific well-being outcomes of beneficiaries.
- They have the potential to become **large-scale** interventions (Mexico's Oportunidades went from 300,000 households in 1997 to more than 4 million—20 percent of Mexican population—in 2002).
- Increased demand for services (in Brazil, Colombia, and Mexico, for example) is increasing pressure on governments to improve the efficiency, quality, delivery, and **supply of services**.

Source: Rawlings and Rubio 2003.

For more information, visit World Bank Social Protection website on Safety Nets and Transfers.

Figure 1.3. Education, Health and Social Protection as a Share of Total Bank Lending (1990–2004)



Source: HDNOP 2004.

depending on the demographic, economic, and social context; these country-specific priorities will dictate the range of possible interventions. The appendixes provide a number of case studies and examples of innovative country-level work together with lessons learned from these experiences.¹⁰

1.5 World Bank Lending for Children and Youth: A Shift in Approach

Although there are many ways to evaluate trends in World Bank lending for children and youth, very few sectors outside of Human Development (HD)—and some projects within Social Development (SD)—have specific references to impact on children and youth, though this is beginning to change. A look at trends in HD lending can therefore serve as a proxy for assessing trends in Bank emphasis on this age group. A recent review of Bank lending in the HD sectors (World Bank 2005a and figure 1.3) suggests that:

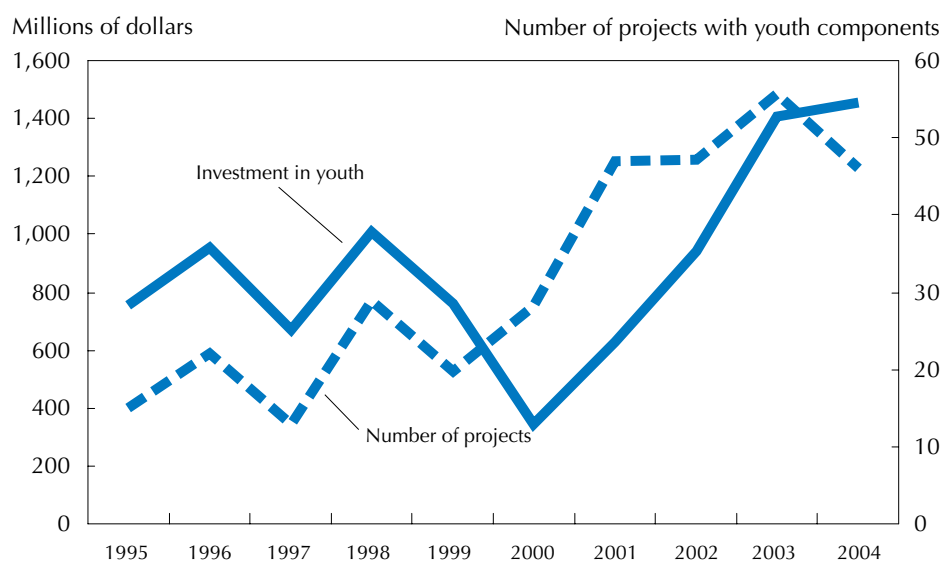
- Overall, HD lending as a share of overall Bank lending significantly increased over the past 15 years, rising from 11.6 percent of total Bank lending in 1990 to 27.3 percent in 2004.

Lending rose from \$2.4 billion (for 72 projects) in 1990 to \$5.5 billion (for 225 projects) in 2004 (figure 1.3).

- Most of this growth, however, was in **Social Protection**, which rose from 1 percent of total Bank lending in 1990 to nearly 10 percent in 2004. However, programs for children and youth have rarely surpassed 15 percent of total SP lending (although this is the sector in which lending for conditional cash transfers are growing and these figures may shift accordingly in coming years).
- **Health, Nutrition, and Population** lending has fluctuated greatly, rising from 3.8 percent of total lending in 1990 (\$77 million for 18 projects) to a peak of 11 percent (\$2.35 billion for 41 projects) in 1996; investment in 2004 of \$1.7 billion (for 64 projects) represented about 8.4 percent of total Bank lending.
- Investments in **Education** have also fluctuated, rising from 6.8 percent of Bank lending in 1990 (\$1.4 billion for 32 projects) to a peak of 12.7 percent of Bank lending in 2003 (\$2.35 billion for 70 projects); investment in 2004 represented about 9.1 percent of total Bank lending (\$1.8 billion for 73 projects) (World Bank Business Warehouse 2005a).

10. See box C.27: Caribbean Youth Development; box A.1: Reaching Africa's Young; box C.20: Young People in South Eastern Europe—From Risk to Empowerment; box E.9: Integrating Children & Youth into Urban Strategies; boxes C.4–C.9 on Regional Highlights of Youth in Bank Operations; and box A.2: Yemen's National Children & Youth Strategy.

Figure 1.4. Projects with Youth Components FY1995–2004: Global Summary



Source: World Bank 2005c.

Assessing which categories of expenditures benefit children and youth directly is often very difficult, particularly in the context of broad sectoral reform. It is even more difficult to assess which portion of lending goes to children and which to youth, since the Bank does not yet systematically classify such information by age group. Moreover, a multitude of additional factors indirectly contributes to the development of children and youth (economic growth, improvement in governance, social service delivery, and infrastructure), further complicating the analysis of investment trends.

With these caveats in mind, how have Bank investments for children and youth changed over the past decade across all sectors? A preliminary analysis of Bank operations since 1995 (World Bank 2005c), which attempts to disaggregate project information based on specific reference to youth as a target population, reveals a series of interesting trends signaling a **shift in approach**, particularly toward addressing the challenges facing **youth**.¹¹ Between 2000 and 2004, the **number of projects** with youth components more than tripled (from 15 in 2000 to 46 in 2004). Moreover, **total investment** targeted toward this age group doubled over the same period, from \$752

million in 2000 to \$1.5 billion in 2004 (figure 1.4) (World Bank Business Warehouse 2005a).

Lending for youth in the mid-**1990s** was **concentrated in the education sector**, with a predominance of vocational education programs. Yet, as evidence increasingly demonstrated the disappointing results and high costs of many of these programs, lending for youth fell to a low in 1999–2000. **Since 1995 the sectors specifically addressing youth issues have broadened significantly** to include nearly all the sectors in the Bank’s portfolio. In the mid-1990s, there was almost no targeting of youth in sectors outside education. However, by 2004 more than 40 percent of projects with youth components came from outside the education sector. While still relatively small compared with education lending, the increase in youth components represents a significant shift in approach toward addressing youth issues in a more multisectoral way. Specifically, the sectors with the highest growth in youth oriented investments since 2000 are the **Urban and Health** sectors, although the Social Development and Social Protection sectors have many such projects under preparation for the coming years. (Chapter 3 discusses these trends.)

From a **regional perspective**, there has been

11. See box A.3: Preliminary Stocktaking of Bank Projects with Youth Components.

a notable shift in emphasis as well (figure 1.5). In the early 1990s, the regions with the greatest share of investment in youth were East Asia and the Pacific and Latin American and the Caribbean. Since 2000, however, all regions have placed greater emphasis on youth, with **significant increases in Africa, South Asia, and Europe and Central Asia**.¹² In fiscal 2004 the Africa Region had the highest share of lending for youth (49 percent, or \$743 million), up from only \$18 million in fiscal 1995 (when its lending represented just 2 percent of Bank lending on youth). As the Bank, its partners, and its clients focus more intensively on reaching the MDGs in the coming years, understanding these trends and their impact will become increasingly important.

While preliminary, these figures reflect the growing demand from clients in addressing this particular segment of the population and the World Bank's commitment to meet that demand with evidence-based approaches. They also reflect the growing institutional priority placed on tackling the complex issues faced by young people in our client countries from a multitude of sectors. In 2002 President Wolfensohn began meeting systematically with youth representatives around the world, and he appointed the first Advisor on Children and Youth.

Today each of the Bank's regions has begun developing its own strategy for deepening its commitment to improving outcomes for children and

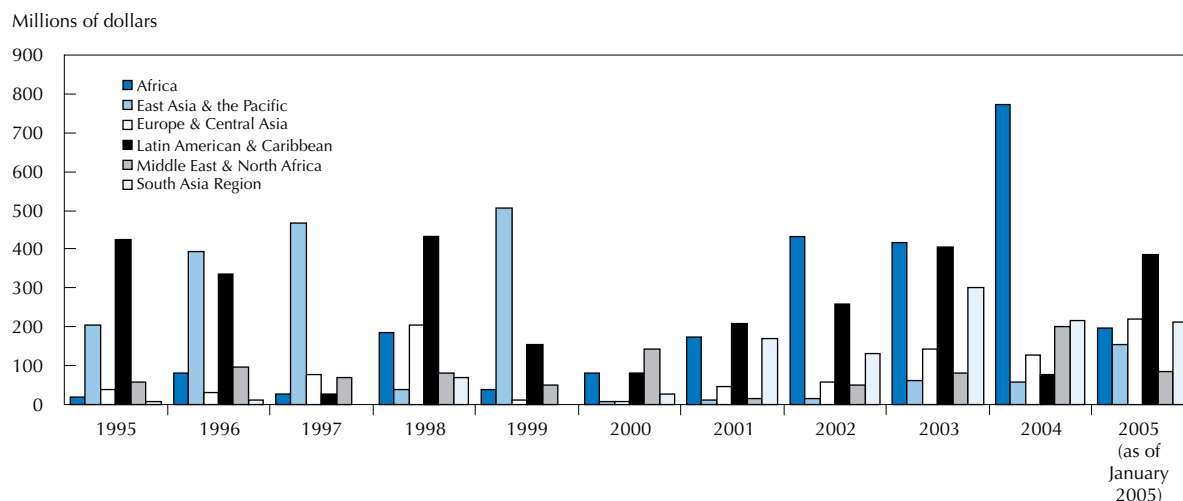
youth.¹² In key sectors, attention is being devoted to youth issues, where policies and interventions had relatively less attention in the past: adolescent health, youth employment, secondary and tertiary education, youth in urban settings, youth and the environment, youth in HIV/AIDS programs, youth empowerment and participation, among others. More than 30 local offices have established youth consultation networks to both inform youth about what the World Bank does and incorporate their perspectives into Bank strategies and programs.

President Wolfensohn placed the critical importance of meeting these challenges front and center at the 2004 Annual Meetings. In his address to global financial leaders, he highlighted the importance of investing in young people and their education as one of the three most critical issues for a more secure world. The *World Development Report 2007* on youth entitled *Development for (and by) the Next Generation*—is the clearest indication of the importance the Bank as a whole is placing on deepening global understanding of the complex issues facing young people today.

1.6 Priority Areas for Increased Concentration

Different approaches will be needed for different regions and countries, depending on where they are in the development process and the specific

Figure 1.5 Projects with Youth Components FY1995–2005, by Regions



12. See boxes C.4–C.9 for Highlights of Youth in Bank Operations by Region.

challenges they face. *Children & Youth: A Framework for Action* proposes focusing on interventions for which there is evidence of a need to significantly scale up efforts or for which there has been strong demand from client countries but relatively less support (analytically and operationally) in the past. It builds upon emerging work of the past decade and outlines three priority areas for increased effort, reflecting the periods of greatest vulnerability along the life cycle. Each of the remaining chapters—accompanied by examples and case studies in the Annex—is devoted to one of these priority areas.

The Early Years (0–5)

An extensive body of experience and research shows that interventions during pregnancy, around birth, and in the early years of life are far more important than previously realized and the multiplier effects far greater. Despite significant progress in policy and lending approaches to these areas in recent years, ample room remains for **scaling up** Bank efforts, particularly given the projected failure of most countries to meet the key MDG outcomes for young children. Scaling up will be viewed as successful only if outcomes improve. Strategies will need to adopt creative approaches to targeting the hardest to reach groups, striking the right balance between demand- and supply-side policies as well as quality and access considerations. Particular attention should be given to two types of interventions with proven track records in reaching young children: ECD and integrated management of childhood illness (IMCI), both with an important emphasis on childhood nutrition. Together these interventions address the integrated needs of the early years, and prepare disadvantaged children in particular to better succeed in the primary school years. Achieving the MDG goal of universal primary education, particularly for those countries which lag furthest behind (especially in AFR, SAR and MNA), will require renewed efforts to ensure the success of the Fast Track Initiative (FTI).

Youth (15–24)

Despite promising new work emerging from certain regions, youth remain a largely **neglected constituency** in Bank analytical and operational work, as participants and beneficiaries, despite their demographic importance, their potential for positive economic and social contributions, and demand from Bank clients. Few data or cost-benefit and economic analyses are available on youth. The *Framework for Action* and this *Resource Guide* take stock of ongoing Bank work on youth development and propose placing emphasis on two areas. The first is on selected themes that reflect the building blocks introduced above as well as key concerns identified by youth groups worldwide. The second is moving the agenda from **advocacy to evidence**, by conducting evidence-based research, and, where possible, from **evidence to action**, by building on successful programs financed by the Bank or its partners. Themes for increased emphasis include but are not limited to the following:

- **The education-employment nexus.** This theme involves helping countries develop a skilled and flexible workforce able to respond to the shifting demands of knowledge-driven global markets, while looking at the underlying demand-side reasons for youth un- and underemployment; building on work in both the Education and Social Protection sectors on the quality and relevance of secondary education, tertiary education, and life-long learning; assessing vocational and nonformal education programs; and helping countries assess and apply relevant youth employment and labor market policies.¹³
- **Risky/healthy behaviors.** This theme focuses on country-specific identification of risky behaviors, their economic and social costs to society, and cost-effective approaches to preventing and disengaging youth from engaging in such behavior.^{14, 15}
- **Integration of youth into development programs.** This theme involves effectively integrating youth into the design, implementa-

13. See box C.22: The Education/Employment Nexus.

14. See box C.18: Improving the Health of Youth; box C.19: Sharpening the Youth Focus in HIV/AIDs programs through MAPs.

15. See box C.2: The Costs of Not Investing in Youth in the Caribbean.

tion, and evaluation of programs—and where possible, policies—that directly affect them, thereby enabling them to become agents of their own development. Doing so will need to build on the experience with empowering women and poor people in order to avoid creating a new cadre of youth elite and to ensure that the diverse views and needs of youth are adequately addressed at all levels.

The Most Vulnerable

For those for whom systemic programs are failing to work, a distinct set of flexible approaches is required to remove barriers that stand in the way of their equal participation in programs designed to benefit all children. The *Framework for Action* and *Resource Guide* build upon work on orphans and vulnerable children (OVC) already underway by the Bank and its partners. Particular emphasis should be placed on those countries in which the numbers of extremely vulnerable children and youth merit the larger scale intervention for which the Bank may have a comparative advantage. Such countries include conflict and post conflict countries, countries with a high prevalence of HIV/AIDS and countries in which high rates of HIV/AIDS prevalence are projected, and economies in transition. Specific attention is given to issues related to child labor.¹⁶

Within each of these areas, the *Resource Guide* also proposes to look carefully at various **demand approaches** (such as conditional cash transfers, described in box 1.4), which could potentially provide an effective mechanism for widespread scaling up and increased targeting of select interventions.

Although the proposed scaling-up of interventions for children and the piloting of interventions for youth will require additional resources, the Bank and its country partners must be selective in their focus. In a resource-constrained environ-

ment the criteria for prioritizing children and youth investments must take into account several factors.

First, **prevention** should be the overall guiding principle of a strategy designed to reduce the risks of children and youth; the earlier an investment is made, the greater the chances for the individual and society to benefit from its impact over a lifetime. However, for many young people who have already fallen out of the formal preventive systems, there is a need for informed policy advice on cost-effective programs to address their specific needs. Second, **poverty** is a powerful determinant of risk, particularly in the case of young people. The importance of effective targeting and poverty impact of children and youth investments is another key factor in prioritizing policies and programs. Third, is the capacity to reach as many of the target groups as possible, building on the Bank's comparative advantage to affect broad-based economic and social policy to enable countries to selectively **scale up** interventions to achieve significant impact on outcomes. Fourth, given the specific disadvantages faced by girls and young women (lower levels of education and employment, poor reproductive health, early pregnancies, victims of violence) and young males (gangs, crime, child soldiering, conflict, substance abuse) **gender-sensitivity** should be another key factor in determining priority children and youth interventions. Finally, the importance of **multisectoral approaches** to improve outcomes for children and youth is an important factor in determining investment priorities. The Bank can play an effective role in assisting client countries to co-target interventions from other sectors (infrastructure, water and sanitation, private sector development, agriculture) to ensure that direct interventions in young people have a greater chance for success.¹⁷

16. See box D.1: Supporting AIDS orphans in Uganda, box D.2: Social Funds for Children & Youth in Post-Conflict Countries in Africa, and box D.3: Integrating Youth with Disabilities into the Mainstream Development Agenda.

17. See box A.3 Rationale for Focusing on Gender Issues in Children and Youth Work; and box A.4: Gender-Related Vulnerabilities over the Life cycle.

18. See box A.5: Rationale for Focusing on Gender Issues in Children and Youth Work and Table A.1: Cross-sectoral Synergies in Improving Outcomes for C&Y.





Chapter 2

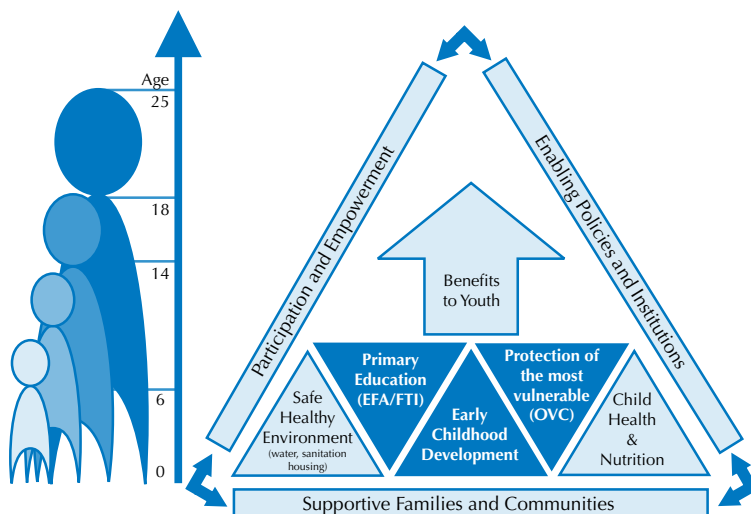
Children (0–14): Windows of Opportunity

Progress toward meeting the MDGs for children will require a broad range of actions that move beyond the already substantial efforts of the Bank and its partners (figure 2.1). Sustainable economic growth—and a policy framework fostering it—are vital. So is ensuring effective service delivery, by improving governance and accountability. But accelerating the pace of progress will also require **wide-spread scaling up of selected services** that have been shown to be the most effective in reaching children. Given the resource-constrained environment that most client countries face, this scaling up must be accomplished as cost-effectively as possible, while simultaneously advancing other important goals. The Bank has decades of experience in crafting policies and designing programs specifically targeted to children. It must build on that experience and focus on scaling up what works.

The life-cycle approach underscores the fact that risks—and costs—are not homogeneously distributed along the life cycle. **Risks are typically higher in the first five years of life**, with important long-term and often irreversible consequences for later

stages of life. Moreover, risks are **often less costly to address** at these early stages than later on, when the cumulative impact of underinvestment makes interventions much more expensive. Consequently, by intensifying its focus on children (particularly the early years)—placing children squarely at the center of country dialogue and programs—the Bank has a unique opportunity to scale up its assistance to countries in reaching the MDG outcomes in this generation while significantly improving the prospects of the next. Children thus represent a window of opportunity.

Figure 2.1. Building Blocks for Integrated Investments in Children (0–14)



This chapter begins by providing an overview of the status of and trends in outcomes for children across a broad range of indicators related to the MDGs. While some progress has been made since 2000, when the global commitment was made, many regions are off track for meeting the goals and indicators that most directly affect children. The chapter then outlines three types of interventions that merit specific attention for scaling up. While there are certainly many other important policies and interventions to consider—and countries will require a different emphases depending on their particular demographic, economic and social context—these interventions represent some of the best of what we know works for children in most countries. The challenge is to understand how to effectively scale up these interventions.

2.1 Challenges Facing Children: Cause for Serious Concern

Most of the human development goals at the core of the MDGs focus on children, and many of them present the highest risk of being unmet by most regions. The determinants of these goals are multiple and cut across sectors. Economic growth has a significant impact on education and health outcomes, just as it does on income poverty, but the magnitude of the effect is typically smaller. Prospects for progress on the child-focused goals in the MDGs also depend on the scale and effectiveness of development interventions directed specifically toward children.

Substantial variation exists in the status of children across countries and regions. But several key global trends are worth highlighting, particularly as they relate to the MDGs.

- Prospects for children's **health are grave**. Despite reductions in child and maternal mortality, all regions are off track for meeting the **child mortality target** (figure 2.2), especially among the poorest populations. Only one region—MNA—appears to be on track to reach the maternal mortality target.
- Although primary education completion rates are increasing in all regions, achieving **universal primary education by 2015 will not occur in three regions** (SSA, SAP, and MNA) or in

some smaller countries of East Asia and the Pacific and Latin America and the Caribbean unless significant efforts are made to accelerate progress (figure 2.3).

- Average gross enrollment rate for ECD for developing countries is about 35 percent. In SSA only 5.8 percent children are enrolled in some form of ECD program (EFA Report 2005)
- Substantial **progress has been made in increasing the piped water supply** (with only SSA off track to meet the MDG), but **much slower progress has been made in improving sanitation**, with only EAP and LCR on track (figure 2.4).
- Trends in all indicators illustrate a **need to focus resources geographically** to ensure that the regions that are least likely to achieve the goals—SSA and SAP—receive the greatest attention. Most notably, Sub-Saharan Africa is not on track to achieve a single MDG, and it is the only region where child malnutrition is not declining.
- Weak indicators in all countries are closely **linked to poverty**. Regional, and national trends mask **considerable variation and inequities both across and within countries** (particularly in large countries like China, India, and Brazil, but also among poor populations in all countries), indicating a need to target resources more effectively to reach the most disadvantaged populations.

Child Health and Nutrition— Seriously Off Track

The first MDG calls for reducing by half the proportion of people living on less than a dollar a day as well as the proportion of those who suffer from hunger. Though reducing income poverty will certainly improve the lives of children, it is important to assess this goal in conjunction with those more directly related to children's outcomes. For example, China and India are on track to meet the income target, but are falling behind on goals such as reducing child mortality. Given the importance that **malnutrition** plays in childhood deaths (it is a contributing factor in over half such deaths in developing countries), meeting this goal will have a very significant impact on child survival.¹⁸

18. See box B.5: Improving Child Nutrition in Madagascar and Senegal.

Reducing child hunger and malnutrition, as measured by the prevalence of underweight children under five, has progressed in many regions. But the fact remains that 140 million out of 613 million children under five in the world are malnourished. Over 16 percent of those in developing countries are severely malnourished, with nearly half of those 90 million children living in SAP, despite the fact that the region has seen sufficient drops in child malnutrition. By contrast, SSA has seen no decline in child malnutrition in the past five years, and only about 15 percent of people in SSA live in a country that is on track to meet the first MDG. (World Bank 2004b, 2005b; UNICEF 2004, 2005)

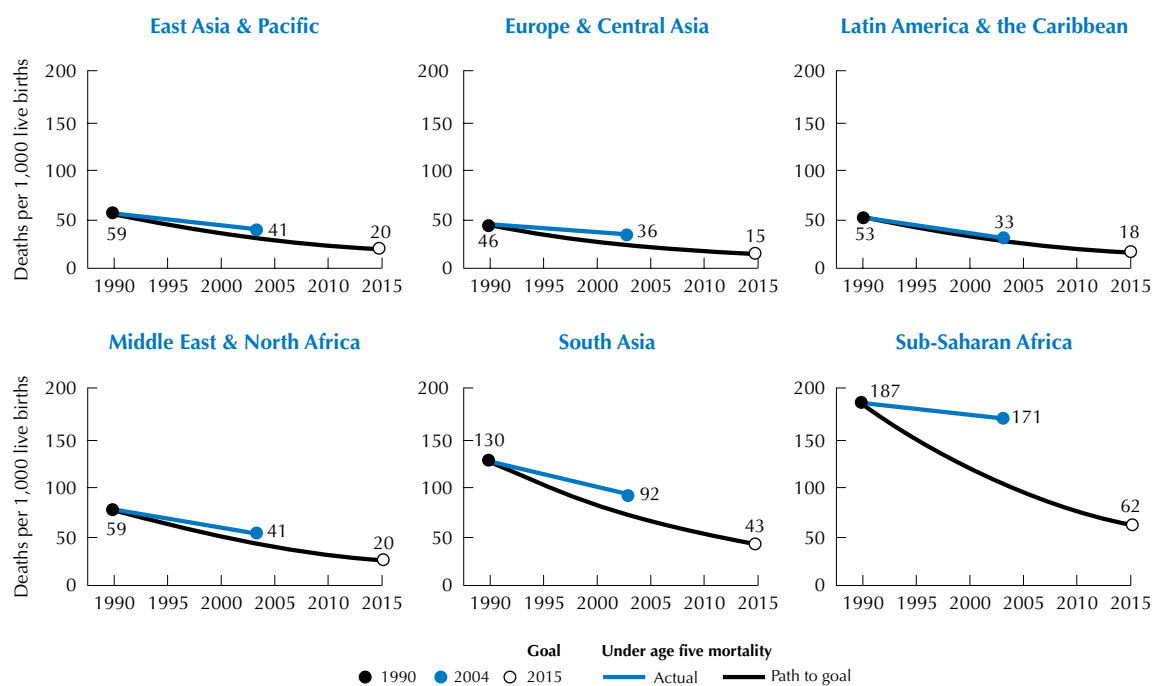
The fourth MDG calls for countries to reduce the **under-five mortality rate** by two-thirds between 1990 and 2015. Ninety-eight countries are off track to meet the goal, 45 of them seriously off track (see figure 2.2). Progress slowed nearly everywhere in the 1990s. More than 10 million children under five die each year, all but 1 percent of them in developing countries. In the Bank's client countries, 200,000 children die every week, 36 percent of them in Asia and 33 percent in Africa.

In 14 African countries, levels of child mortality are higher today than they were in 1990, with 35 percent of children at higher risk of death today than they were 10 years ago.

The fifth MDG calls for reducing the **maternal mortality rate** by three-quarters, yet only 17 percent of developing countries are on track for meeting this target. Every week an estimated 10,000 women in the developing world die giving birth, and more than half a million die from complications of pregnancy and childbirth every year. Infants have a lower probability of survival without the care of their mothers and lower chances of succeeding in later life, making this a key indicator to monitor in improving the lives of children and youth. (World Bank 2003a, 2004b, 2005b, WHO 2004).

In developing countries, one child in six will not reach the age of six. Seventy percent of these children will die from a disease or a combination of disease and malnutrition that is preventable in high-income countries. Globally, the three major causes of deaths in the first month of life are infections and diarrhea (29 percent), problems due to preterm birth (28 percent), and problems

Figure 2.2. Reaching the Child MDGs: Reducing Child Mortality



Sources: UN and World Bank staff estimates.

Note: Data are weighted by population.

related to complications during childbirth (23 percent), most of which could be prevented by the presence of medically skilled personnel at delivery (Lawn, Cousens, and Zupan 2005; Tinker and others 2005).

Child and maternal mortality are also **closely linked to poverty**. In 2002 the average child mortality rate was 122 deaths per 1,000 live births in low-income countries, 42 in middle-income countries, 21 in upper-income countries, and less than 7 in high-income countries. Most child deaths occur at home in low- and middle-income countries, against a backdrop of poverty, lack of education, suboptimal care seeking, and weak health systems (Wagstaff and others 2004). A baby in a poor, high-mortality country is 11 times more likely to die of infection than a baby in a rich, low-mortality country. In 20 developing countries for which disaggregated data are available, child mortality rates fell only half as fast for the poorest 20 percent of the population as for the whole population. Maternal mortality is also higher in low-income countries, where a woman's risk of dying during delivery is 250 times higher than in developed countries. Specifically, in rich countries, one woman dies for every 2,800 live births, whereas in SSA it is 1 in 16, and in South Central Asia it is 1 in 46 (World Bank 2003a, 2004b, 2005b; UNICEF 2004, 2005; WHO 2004).

The risk of failing to halt and reverse the spread of **HIV/AIDS** and other major diseases is very high in most developing countries, but especially so in SSA. Every day about 1,700 of the world's children become infected with HIV. An estimated 2.1 million children under 15 were living with HIV in 2004, most of them infected in utero, in labor or delivery, or while breastfeeding. Based on current trends, the number of children orphaned by HIV/AIDS in SSA will exceed 18 million by 2010 (UNICEF 2005; USAID/UNICEF/UNAIDS 2004).

Participation in Early Childhood Development—Low in Developing Countries

The first goal of the Education for All (EFA) commitments¹⁹ and an important precondition for achieving the second MDG of universal primary

education by 2015 is to expand and improve comprehensive ECD, especially for the most disadvantaged children. Progress toward this goal has been slow. Most developing countries have very low enrollment rates when compared to developed countries. Gross enrollment rates averaged 35 percent in 2001 but rates were much lower in SSA (5.0 percent), MNA (13.5 percent), and South and West Asia (19.5 percent). Within developing countries, enrollment rates are considerably higher for urban children than for rural children, and children from better off households are more likely to attend than children from poor ones. Participation rates increase with age, peaking in the year before entry into primary school. One year of compulsory preprimary education is a norm in most developed countries, but it is still not mandatory in developing countries.

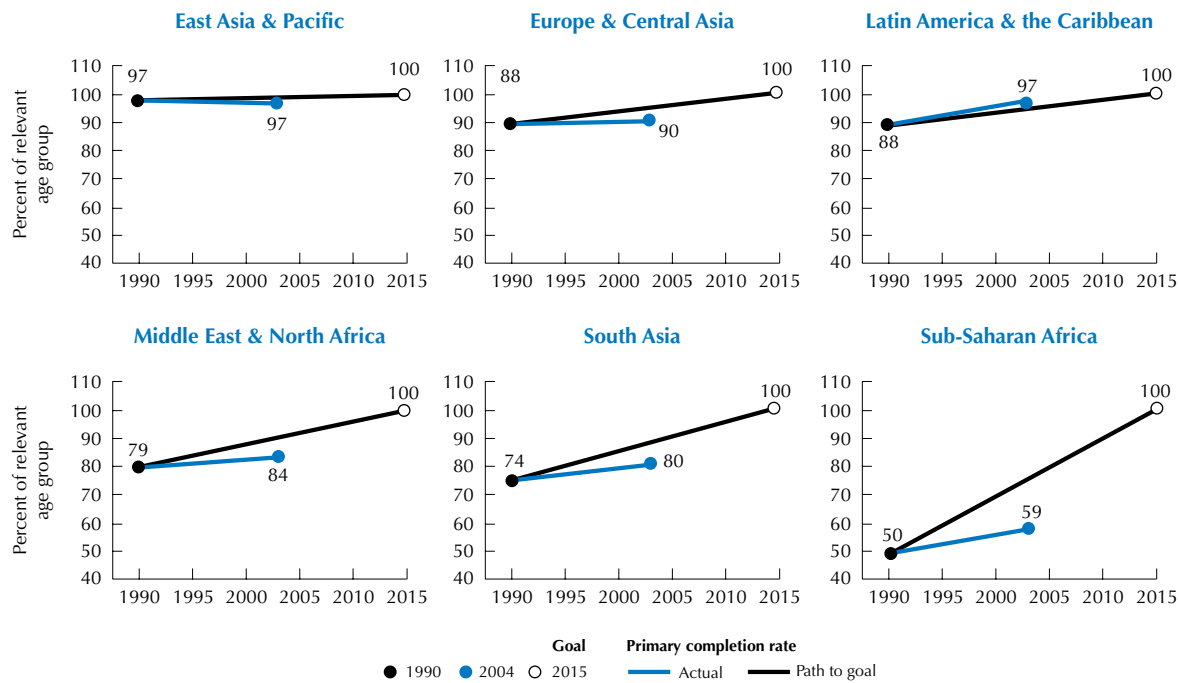
Universal Primary Education—Far from Assured

Although primary school completion rates are increasing in all developing countries, more than 100 million school-age children are out of school, 58 million of them girls (World Bank 2005d). Primary school enrollment of girls is just 86 percent that of boys in SAR and 87 that of boys in SSA (UNICEF 2005), though for most rural girls these figures are much worse. More significantly, these same regions—together with the MNA—are considerably off track in meeting the second MDG target of universal primary education completion by 2015. SSA is the farthest off track with less than 60 percent of all children completing primary school in 2003. Of those who enter school, one in four drops out before attaining literacy. If current trends persist, the region will not achieve universal primary completion until 2061. (World Bank 2005b, 2005d; UNESCO 2004) (figure 2.3).

The regional trends mask enormous subregional variation. In fact, the region's best-performing countries have made remarkable progress, and much can be learned from their experience. According to the World Bank's *Global Monitoring Report 2005*, eight of the developing world's 10 top performers are in Africa: Benin, Eritrea, Ethiopia, Guinea, Mali, São Tomé and Príncipe,

19. Education for All is an international commitment first launched in Jomtien, Thailand, in 1990 between donor and developing countries to bring the benefits of education to "every citizen in every society." This commitment was reinforced by 189 countries through the MDGs.

Figure 2.3. Reaching the Child MDGs: Universal Primary Education



Sources: UNESCO Institute for Statistics and World Bank joint database.
 Note: Data are weighted by population.

Togo, and Malawi. In all these countries primary completion rates have grown by more than 5 percent a year, well above the low-income average of 0.8 percent (World Bank 2005c, 2005d).

In SAR, slow progress reflects the fact that Pakistan remains seriously off track; Afghanistan, while striving for recovery, is starting from a tragically low base; and national performance in India is hindered by the poor performance of several states, despite important achievements in others. In MNA, many of the larger countries are stagnating, though Morocco has made important progress. Although LCR and EAP are close to achieving universal primary education, many small countries in both regions remain off track, and progress has been much weaker among the poor.

A Safe, Healthy Environment—Essential for Child Survival

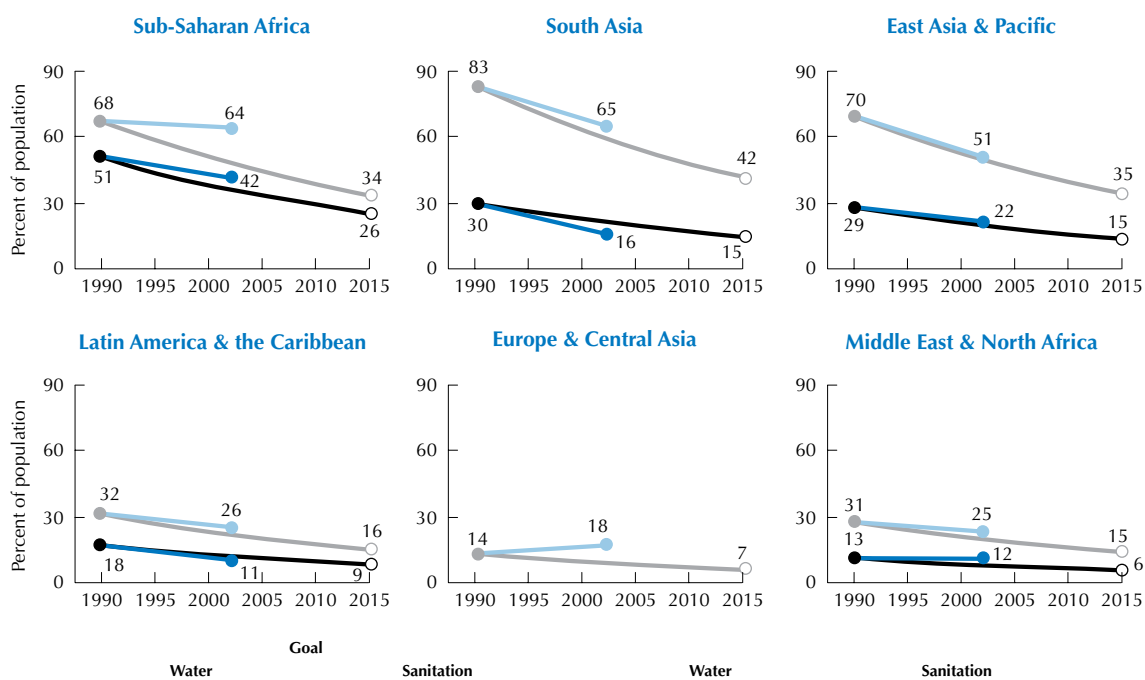
Although the seventh MDG, on environmental sustainability, does not include specific targets for children, the target of reducing by half the proportion of people without sustainable access to safe drinking water and basic sanitation is critical to child survival. In fact, expanding water

and sanitation services is one of the most cost-effective strategies for improving health outcomes. Unsafe water and poor sanitation are responsible for 90 percent of diarrheal diseases and an estimated 4–8 percent of the total disease burden in developing countries (WHO 2002a).

While the world is generally on track to meet the target for water (having increased access to improved drinking water from 77 percent in 1990 to 83 percent in 2002), the target for improved sanitation has proven much more difficult (figure 2.4). Given current projections, more than half a billion children—one in every three in the developing world—will continue to lack access to any sanitation facilities whatsoever (UNICEF 2005). Achieving the sanitation target has proven particularly difficult in rural areas in developing countries. Only two regions, EAP and LCR, appear to be on track for meeting the target, but only at an aggregate level. Important inequities continue to plague these regions at the country level.

In sum, as underscored by UNICEF’s *State of the World’s Children 2005*, monitoring reductions in income poverty and progress on composite human development indices (such as UNDP’s

Figure 2.4. Reaching the Child MDGs: Safe Water and Basic Sanitation



Source: WHO and UNICEF joint monitoring program.

Note: Only sanitation estimates are available for Europe and Central Asia.

Human Development Indicators) is extremely important for measuring poverty in broad terms. However, “for all their merits, neither quantifies how many children live in poverty nor focuses directly on the deprivation of their rights to adequate nutrition, health, education, and water, among others.”²⁰ Progress in meeting the MDGs is a case in point. Whereas current projections estimate that the first MDG may well be met—in aggregate terms—those most directly impacting the next generation are in danger of being missed by enormous margins, costing millions of children their lives. Moreover, even for those targets that specifically affect children, achieving aggregate goals will not necessarily translate into reaching the poorest groups. Strategies that target the poorest children—by providing basic services, eliminating fees, and even providing financial support conditional on participation of poor children in basic social services—must be considered if the most vulnerable are to be reached.

2.2 Scaling Up What We Know Works

The World Bank is the world’s leading donor in financial support to health and education in developing countries, the two sectors that have the most direct impact on children. Experience and research have identified key interventions in these sectors that improve outcomes for children. The challenge is to scale up quickly and effectively, while ensuring that other sectors incorporate actions and policies that facilitate scaling up.

Although needs will differ significantly depending on the country context, in an environment of competing priorities and scarce resources, three types of interventions merit specific attention where the Bank can make a difference globally:

- scaling up **early years programs** (such as early child development and integrated management of childhood illness, both incorporating nutrition) to focus on meeting the MDGs related to children under five

20. See box B.1 : The Rights of Every Child Count.

- accelerating implementation of the **Education for All/Fast-Track Initiative** for countries that are off track for meeting the MDGs
- expanding **demand-oriented interventions** (such as conditional cash transfer programs) to encourage the poor to use services directly benefiting children

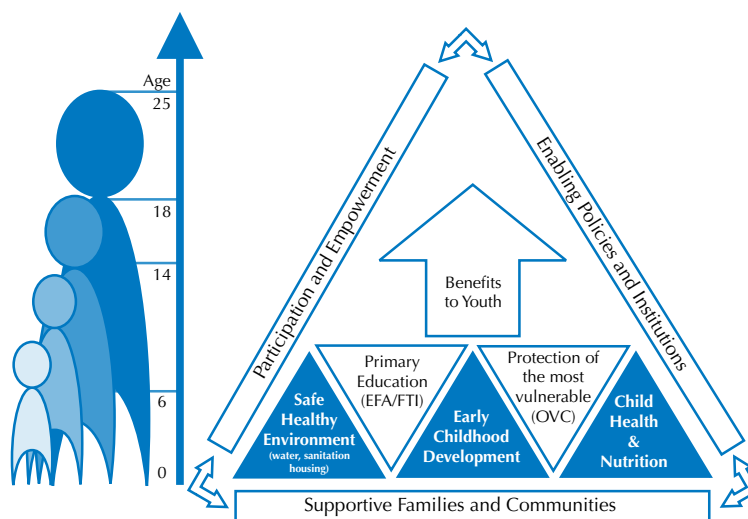
Links along the life cycle are critical to understanding the impact of these investments. For example, while investments in early child development may appear at first glance to affect primarily children under five, they also have a direct impact on young parents (15–24 years)—by improving their parenting skills and their knowledge of health and nutrition, by reducing their exposure to violent and risky behavior, and by providing possibilities for them to seek work.

None of these interventions can be successfully scaled up without attention to the policy and institutional environment that governs improved delivery of the basic education, health, water and sanitation services that directly affect human development. The *Global Monitoring Report 2005* underscores three of the most difficult challenges: i) scaling up skilled service providers; ii) ensuring sustained financing required to expand these services, which generally have high recurrent costs; and iii) making sure that resources translate into effective service delivery by improving governance and accountability (World Bank 2005b).

2.2.1 Investing in the Early Years (0–5)

Extensive evidence and research have shown that interventions during pregnancy, around birth, and in the early years of life (figure 2.5) are far more important than previously realized and the multiplier effects far greater. Neglecting to invest effectively in these critical years can produce adverse outcomes, which are more likely to be severe, long lasting, and irreversible. Six of the MDG indicators directly target children under five—and progress

Figure 2.5. Investments in the Early Years (0–5)



toward meeting all of them has been slow. It is therefore essential to concentrate efforts on significantly scaling up interventions for young children that have a proven track record. Though there are many ways to reach children in the early years, this section highlights two programs which have proven effective in a range of developing country contexts: early child development (ECD) and integrated management of childhood illness (IMCI).

Early Child Development (ECD)

Early child development improves the basic needs of children in their early years. Interventions include nutritional supplementation; socio-emotional and cognitive stimulation; health care; training, support, and education of parents, caregivers, and teachers in effective childcare; and public awareness campaigns to enhance people's knowledge and practices (and thereby increase demand for ECD programs). ECD is the first step toward human development, the second of the Bank's two strategic pillars. If well targeted, relatively small investments in ECD can substantially reduce inequalities over a lifetime.

Rigorous evaluations have demonstrated that ECD programs, especially those targeted to the poor, have the **highest rates of return** to human capital investment and are **economically sound**, comparing favorably with investments in "hard" sectors (figure 2.6).²¹ They have a proven **multi-**

21. See box B.2: Why Invest in ECD?; and figure B.2: Major Findings of High/Scope Perry Preschool Study at 40.

sectoral (health, education, nutrition) track record on the ground, providing lifelong benefits, in the form of measurable and substantial individual, parental, and societal **externalities**. Perhaps most important, ECD gives **poor children a fair chance** to succeed in school and in later life.

ECD has been proven to improve outcomes in education, health, and economic well-being; reduce crime and violence; and yield positive benefits throughout the life cycle (Young and others 2002).

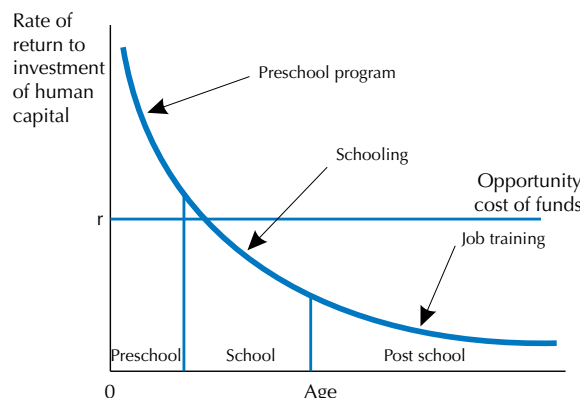
In education ECD increases the competence of children entering school, on-time enrollment and learning achievement in primary schools. It improves children's progress through school (including the number of years completed), competency gains, and the probability of progressing to higher levels of education, while reducing repetition and dropout rates. **In health** it reduces malnutrition and stunting, decreases child morbidity and mortality, improves health care, reduces child abuse, and is strongly correlated with adult health. **In economic well-being**, it increases lifetime earnings and reduces income inequality. If well targeted, small investments in ECD programs can level the playing field by substantially reducing the disadvantages of poor children.

In reducing crime and violence, ECD has shown to be uniquely effective. A landmark impact study on ECD that followed the same cohort of disadvantaged children through age 40 demonstrates that children born into poverty who participate in a quality, active learning ECD program have significantly fewer arrests for crime, violence, and drugs and earn significantly more than comparable adults who did not participate in such programs as children.²²

Bank Support of ECD

The Bank has supported ECD projects since 1990, financing 74 projects, including 15 freestanding ECD projects. Total lending for ECD between fiscal 1990 and fiscal 2005 was about \$1.5 billion (figure 2.7). Of 59 projects with an ECD component, 42 (71 percent) were part of education projects, 12 (20 percent) were part of health projects, and 5 (9 percent) were part of social protection

Figure 2.6. Rates of Return to Human Capital Investment Initially Setting Investment to be Equal Across All Ages

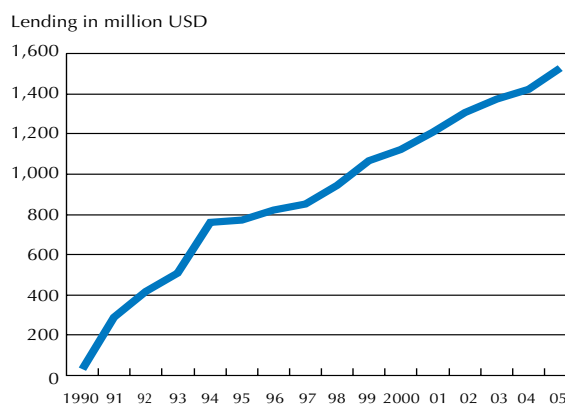


Source: Carreiro and Heckman (2003).

projects. However, ECD still represents only a very small portion of overall lending in these sectors. While projects with ECD components increased from 1 percent to 5 percent of overall Education lending from 1997 to 2003, they decreased from near 14 percent to 0 percent in the Health sector over the same time period, reflecting institutional capacity issues within Ministries of Health for multisectoral activities such as these (HDNCY 2004).

There has been much discussion about the suitability of ECD programs for low-income countries

Figure 2.7. Cumulative Lending for ECD, 1990–2005 (Amount of lending in the year of project effectiveness)



Source: C&Y Unit own calculations.

22. See box B.2: Why Invest in ECD?

struggling to meet the MDGs, with some arguing that such programs are suitable only for middle-income countries. However, lack of school readiness leads to low enrollment, lower grade attainment, and high drop-out rates, to name just a few consequences. The benefits of ECD are even more remarkable for poor children and those whose parents are illiterate.²³ In assisting client countries to meet the MDG for universal primary education, the Bank must focus on the cohort of children who were just born, children who will enter primary school in 2010. ECD can be a major factor in determining whether the poorest among them will enter and complete primary school.

Issues for Scaling Up ECD

Some common challenges that will need to be addressed in order to bring ECD projects to scale include:

Lack of Institutional Capacity. Compulsory basic education in developing countries normally does not include preschool. Consequently, ministries of education often have no capacity in ECD. Ministries of health often do not perceive ECD to be within their competencies.

Insufficient Knowledge among Policymakers of Benefits/Costs of ECD. In many countries ECD is offered primarily by the private sector for the well-to-do, perpetuating inequity in access and reflecting the lack of understanding of the important benefits for the poor. Many policymakers are not aware of the evidence supporting ECD as a relatively low cost and high benefit investment in human capital, particularly for the poor.

Lack of Institutional Champions. ECD is multi-sectoral—including education, health, nutrition, parenting skills, and community development. Consequently, it often requires the participation of multiple ministries at both central and decentralized levels. This often results in a lack of institutional champions to ensure its success.

Market Failure. Parents, especially poor parents, are often unaware of the long-term benefits of ECD. Even if they are aware of these benefits,

they lack the means to pay for programs. Given this important market failure, public financing is justified, particularly when used to give poor families access to ECD services.

Lack of Political Will. Governments often operate within a short (five-year) time frame. Because of the long horizon of the benefits, there is no political pay-off for governments to invest in ECD.

Recommendations

Steps that will help overcome these challenges to scaling up are to:

- 1. Identify champions** (such as the First Ladies of Egypt and Jordan), and employ multisectoral learning tools to promote **interinstitutional** collaboration (by creating an umbrella organization, for example, such as the Jordan National Council for Family Affairs or the Egypt National Council for Motherhood and Childhood).
- 2. Provide technical evidence** for investment to policymakers—including Ministers of Finance—such as research on cost/benefit analysis, long-term impact evaluations, research on cognitive development, and lessons learned from developing country experience. Launch public awareness campaigns and establish licensing and accreditation standards.
- 3. Promote community participation** and decentralization to overcome turf problems at the center. From the beginning, invest in capacity building to ensure the full participation of parents, teachers, administrators and other key actors. Use ECD professionals to provide training and use information and communication technology wherever possible to create networks to share information, provide support, and build the ECD profession.
- 4. Strengthen partnerships** with local and international NGOs and private sector institutions (such as Action AID, the Aga Khan Foundation, the Association for Development of Education in Africa, the Banyan Tree Foundation, the Bernard van Leer Foundation, CARE, Catholic Relief Services, Save the Children, Smith-Kline Beecham, and World Vision) as well as UNICEF, UNESCO, and regional development banks.

23. See box B.3: Scaling Up ECD in Burundi; and box B.4: Adopting a Multisectoral Approach to Integrated Child Development in Bolivia.

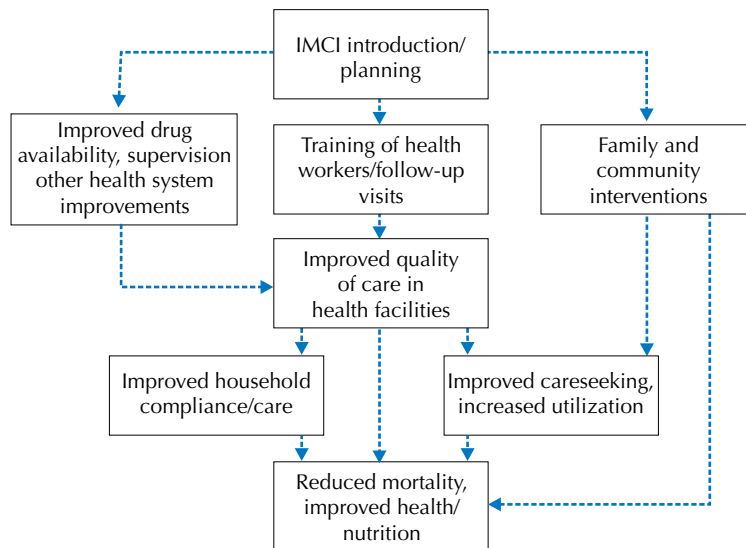
5. **Build on successful and flexible pilot lending mechanisms**, such as social funds, as well as those that increase demand for nutrition services, such as conditional cash transfers.
6. **Strengthen the monitoring and impact evaluation components** in all ongoing and future ECD operations with widespread use of baseline and follow-up data (medium- and long-term where possible) as well as the use of comparison groups as a key element for informing program design and expansion. The systematic use of robust impact evaluations and improved monitoring will help policymakers better understand the relative returns to these investments when compared to others, and further strengthen the case for investing in the early years.

Integrated Management of Childhood Illness (IMCI)

Every year more than 10 million children in developing countries die before they reach their fifth birthday, 4 million of them never reaching their first month. Seven in 10 of these deaths are due to five preventable communicable diseases—**pneumonia, diarrhea, measles, malaria, and HIV/AIDS**—and **malnutrition**, which is an underlying factor that increases the risk of dying from these diseases. Perinatal mortality accounts for more than 20 percent of deaths in children under five. These conditions are projected to continue to be the principal contributors to child deaths in 2020 unless significantly greater efforts are made to control them. Rapid progress in reducing infant and child mortality and morbidity can be achieved by targeting populations that are the least served and have the worst health outcomes with scaled up interventions.

IMCI is a flexible strategy that addresses each of the major health problems affecting children under five. It includes preventive and curative interventions, such as improved infant and child nutrition, breastfeeding promotion, immuniza-

Figure 2.8. Integrated Management of Childhood Illness (IMCI)



tion, and use of bednets in areas with malaria (figure 2.8). It responds to the needs of caregivers, improving their satisfaction with child health services as well as their knowledge of important child health practices. It also has a track record as one of the most cost-effective means of improving childhood illness for developing countries and as an important mechanism for improving equity in provision of health services.

IMCI has three main components: i) improving family and community practices related to child health and nutrition; ii) strengthening the health system for effective management of childhood illness; and iii) improving health workers' skills. It encompasses interventions at home, in the community, and in the health system, with a focus on the poorest and most disadvantaged children.

In recent years, a rigorous multicountry evaluation of IMCI has been undertaken to quantify the impact of these interventions in the short, medium, and long term. This impact model has become a model for evaluation of public health interventions throughout the developing world. In several country contexts, lessons are beginning to emerge, as described below.

Improved nutritional status. After receiving IMCI nutrition counseling, mothers in Brazil were able to recall feeding recommendations, had greater satisfaction with the consultation than in control areas, and modified their feeding practices. As a result, their children had significantly

better nutritional status, as measured by improved weight gain, than control groups (Santos and others 2001).

Reduction in mortality rates. After introduction of IMCI in rural Tanzania, the survival of children was tracked through demographic surveillance over a two-year period beginning in mid- 2000. Information on contextual factors was gathered through interviews and record review. During the IMCI phase-in period, mortality rates in children under five were almost identical in IMCI and control districts. Over the next two years, the mortality rate was 13 percent lower in IMCI districts, with a rate difference of 3.8 fewer deaths per 1,000 child-years.

Improved quality of care. In districts in Tanzania where IMCI is in place, surveys show significantly improved quality of care. Sick children were 17 times more likely to be correctly diagnosed than in control districts, health worker performance improved, and caregivers were more satisfied with the care their children received. In Bangladesh findings from a cluster-randomized assessment of IMCI show that about 18 months after the introduction of IMCI, sick children visiting IMCI facilities were receiving significantly better care than those visiting control facilities in terms of the clinical assessments and management of their presenting illnesses. The quality of care in control facilities did not improve over the period. Moreover, attendance for child health care at IMCI facilities increased significantly after IMCI was introduced, while attendance at control facilities fell.

Cost-effectiveness. In rural Kenya IMCI led to savings of at least 50 percent in the cost of drugs per child treated, mainly as a result of the rational utilization of antibiotics for childhood illnesses. In districts in Tanzania with IMCI, the annual per child cost of caring for children under five was 44 percent lower than in districts without IMCI. Much of the difference was explained by lower rates of hospitalization in IMCI districts, given the better quality of care provided at first level of health facilities (Taghreed and others 2005). In Bangladesh it was estimated that countrywide implementation of IMCI would save about \$7 million on drugs alone and that proper implementation of IMCI would require employment of

additional health workers at a cost of about \$2.7 million. Assuming the same levels of healthcare use, IMCI would save Bangladesh more than \$4 million (Khan, Saha, and Ahmed 2002).

Bank Support of IMCI

While at least some aspects of IMCI have been supported by an estimated 35 Bank projects over the past decade, many of these projects were just pilot efforts. There is considerable room for scaling up, given the ample evidence of its cost-effectiveness in reducing child mortality and the worrisome lack of progress toward reaching the MDGs related to child health.

A recent Bank study of 26 countries indicates that child health lending accounted for just 0.8 percent of total Bank lending between 1990 (the MDG base year) and 2004 and only 0.6 percent between 1999 and 2004).²⁴ Total Health, Nutrition, and Population lending has followed a similar trend, accounting for 6.2 percent of total Bank lending from 1990 to 2004 and just 5.9 percent during the past five years. Though there are arguably many ways to analyze these data, they point to a need for further discussion in the context of the MDGs.

Issues and Recommendations for Scaling Up IMCI

Progress in implementing IMCI has been striking: by the end of 2002, nearly all developing country governments had officially subscribed to IMCI, and nearly half had begun expanding at least two of its three principal components throughout their countries. These important steps notwithstanding, scaling up IMCI effectively will not be easy. Many ministries of health and their partners have found it difficult to maintain and expand health worker training coverage beyond a few pilot districts. How well IMCI can work depends greatly on the strength of the health system responsible for its implementation. Nonetheless, increasing evidence points to the fact that IMCI is nearly always a significant improvement over what previously existed in many countries (Gwatkin 2004).²⁵

The ongoing multicountry evaluation of IMCI suggests that scaling up IMCI to national levels will require improvement in several areas:

24. See table B.1: Bank Lending to Child Health 1990–2004.

25. See box B.7: Accelerating the Education Sector Response to HIV/AIDS.

1. **Stronger management structures at central and district level.** In many countries the IMCI strategy was initially introduced by a working group that adapted national policies and treatment guidelines. This approach has proven difficult to sustain over time. In Peru, for example, IMCI was not institutionalized. Instead, it was implemented alongside existing programs for addressing acute respiratory infections and diarrhea, sharing budget lines and management staff. A structure and management at the central and district level are essential for the functioning and scaling up of IMCI (Huicho and others 2005).
2. **Better coordination with other child health programs and elimination of conflicting regulation.** For example, in several countries the treatment of childhood illnesses with antibiotics is authorized only by medical doctors, limiting community treatment of pneumonia and malaria. Regulation needs to be addressed to allow treatment closest to the patient.
3. **Increased funding.** Despite the effectiveness of IMCI, funding is often external and relatively low. Given the importance of recurrent cost financing in the form of sufficient numbers of adequately trained health workers to successfully implement IMCI, this is a key factor for both governments and donors to consider in any effort to scale up IMCI. Recently, some countries, such as Tanzania, have included IMCI recurrent costs within the Medium-Term Expenditure Framework
4. **Improvement of supervision at the health-facility level.** IMCI training for health workers managing children, particularly at first-level health facilities, can lead to rapid and sustained improvement in health workers' performance. Health workers' skills need to be maintained over time, however. Doing so requires a supportive supervision system that is adequately funded, managed, and implemented.
5. **Reduction of staff turnover rates.** Staff turnover is a particularly acute problem for health workers who care for children under

five, and it affects the functioning of the entire health system. The *Global Monitoring Report 2005* underscores this issue for improving health service delivery. Scaling up health services to accelerate progress on reducing infant, child, and maternal mortality will require major increases in skilled providers, especially in regions that are far off track for meeting the MDGs, such as Sub-Saharan Africa and the rural areas of most countries.

6. **Include all three of the principal components of the IMCI strategy.** Health worker training, interventions targeting important family practices, and health systems support are equally important. In several countries the implementation at the household- and community-level has lagged behind, not yet achieving the scale needed. It is recommended to build on existing community-based programs, particularly those addressing malnutrition.²⁶
7. **Integrate impact evaluation into all IMCI interventions.** Rigorous impact evaluations are essential to informing any scaling up exercise. They should include baseline and follow-up data (medium and long term) as well as comparison groups to measure efficiency and effectiveness using large-scale measurement surveys. Equity, the quality of care in health facilities and the comprehensive measurement of costs should also be assessed. As with ECD interventions, such robust evaluations will enable policymakers to make informed tradeoff decisions based on relative returns to these investments. Yet it is also clear that reducing child mortality in most countries at the rate required to meet the MDGs will require a concerted effort by all sectors to co-target investments.²⁷

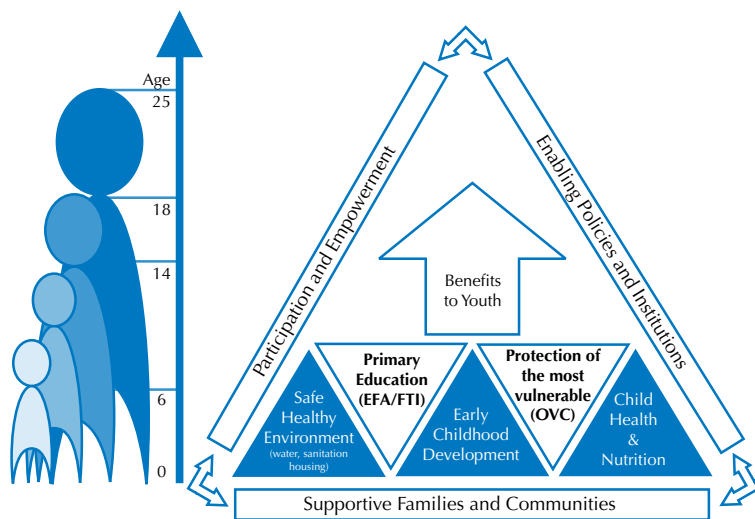
2.2.2 Education for All/Fast-Track Initiative (ages 6–14)

Few goals have been as consistently and deeply supported as the notion that every child in every country should have the chance to complete at least a primary education (figure 2.9). Education

26. See box B.5: Improving Child Nutrition in Senegal and Madagascar.

27. See figure B.1: Co-targeting of Investments is Vital.

Figure 2.9. Building Blocks for Investments in Children (6–14): Primary Education



is the foundation of democratic societies and globally competitive economies. It is the basis for reducing poverty and inequality, increasing productivity, enabling the use of new technologies, and creating and spreading knowledge. New data from Africa show that education may be the single most effective preventive weapon against HIV/AIDS for teenagers.²⁸ In an increasingly complex, knowledge-dependent world, **primary education**, as the gateway to higher levels of education, **must be the first priority**. The MDGs call on the world to ensure that by 2015 all children are able to complete primary education. This target can and must be achieved if all developing countries are to compete in the global economy.

Three regions—EAP, ECA, and LCR—are on track to achieve the Goal. But three others, with 445 million primary school-age children (7–14 years), are in danger of falling short. SSA lags farthest behind, with little progress since 1990, South Asia has chronically low enrollment and completion rates, and the MNA stagnated in the 1990s.²⁹ But even in these regions, some countries have made large gains. Removing impediments, such as school fees, and reducing costs of school construction and teacher training can

boost enrollments. Retention, however, remains a major challenge in many countries. In many countries in SSA, for instance, the proportion of children who enroll in grade 1 and eventually reach grade 5 is extremely low. To address the problem, some countries, such as Malawi and Uganda, have succeeded in improving school quality in order to retain children through primary completion.

If current trends persist, children in more than half of developing countries will not complete a full course of primary education in 2015. Faster progress is possible. Successful countries have set an example by:

- Committing a **higher share of their budgets** to public education.
- Managing to efficiently **control costs**.
- Providing an adequate level of **complementary inputs**.
- Keeping **pupil-teacher ratios around 40** and **repetition rates below 10 percent**.

Fast-Track Initiative

Many poor countries cannot afford the cost of expanding their education systems to reach the goal of universal primary education. They will need help from donors prepared to make long-term commitments to supporting education. The **EFA Fast-Track Initiative**, launched in 2002, brings together more than 30 bilateral donors, development banks, and international agencies to support countries in achieving the EFA goal of completion of primary education for all children by 2015.³⁰ It is the first global initiative in a sector to operationalize the achievement of select MDGs in a coordinated manner by providing a platform for donors to offer increased, better coordinated, and more effective support to countries in exchange for increased accountability for results.

28. See box B.7: Accelerating the Education Factor Response to HIV/AIDS.

29. Population figures cited are for the 47 countries modeled in *A Chance for Every Child* (Bruns, Mingat, and Rakotomalala 2003).

Box 2.1. Mobilizing Funds to Reach the Goal of Universal Primary Education by 2015

At the World Education Forum in Dakar, Senegal, in 2000, countries from around the world vowed that “no countries seriously committed to education for all will be thwarted in their achievement of the goal by lack of resources.”

Responding to this commitment, the Education for All—Fast Track Initiative was launched in 2002 as a global partnership between donor and developing countries to ensure accelerated progress toward the MDG of universal primary education by 2015. All low-income countries that demonstrate serious commitment to achieving universal primary completion can receive support from the Fast-Track Initiative.

As of April 2005, 14 countries—Burkina Faso, Ethiopia, The Gambia, Ghana, Guinea, Guyana, Honduras, Mauritania, Moldova, Mozambique, Nicaragua, Niger, Vietnam, and Yemen—had had their education plans endorsed by the Fast-Track Initiative. The education plans of another 25 countries could be endorsed in 2005.

Successful expansion of the Fast-Track Initiative will require greater financial commitments by donors and greater action toward reform by recipient nations. Despite the Fast-Track Initiative’s success in mobilizing donor resources, significant gaps remain if the Dakar commitment is to be met. At least \$600 million will be needed in 2005 to help the first 12 countries (all but Ethiopia and Moldova, recent additions) implement their Fast-Track plans. Donors contributed an estimated \$350 million in 2005, leaving a financing gap of about \$250 million. If all 25 countries that will potentially have education plans in 2005 are endorsed, an additional \$2 billion will be required. At least \$2.3 billion a year through 2015 will be needed to support 38 countries in the Fast-Track Initiative.

Source: Fast-Track Initiative Secretariat, based on figures from Bruns and Rakotomalala (2003).

For more information, contact Rosemary Bellew or Abigail Spring.

Since its inception in 2002, the Fast-Track Initiative has worked toward four main objectives: i) defining common indicators for assessing and monitoring education plans; ii) developing sustainable financial planning within domestic budgets; iii) improving coordination between governments and donors; and iv) ensuring alignment of priorities and coordinated channelling of resources. Perhaps most significantly, it has

created a global framework, grounded at the country level, for resolving issues arising along the Education for All path. Financing issues have posed the greatest challenge to date and will continue to demand flexibility and creativity on the part of donors to address the need not only for more funding but also for funding that is more predictable, sustainable over the medium term, and flexible with respect to coverage of countries’ recurrent expenditures for such needs as teacher salaries (Bruns and others 2003, World Bank 2005d) (See box 2.1).

Two separate funds of the Fast-Track Initiative offer financing to address these gaps. The **Education Program Development Fund** helps countries without education plans and weak capacity by providing the technical support required to prepare and implement a sound education plan. It also shares knowledge on educational management experiences and how to reach the goal of universal primary education. The **Catalytic Fund** provides transitional short-term funding (of two to three years) to help close the financing gap for countries with too few donors, while aiming to leverage more sustainable support through regular bilateral and multilateral channels.

Universal primary completion is crucial for national economic and social advancement. It also has a central role in contributing to higher lifetime earnings, promoting health and in preventing HIV/AIDS, particularly when focused on girls.³¹ In addition to financing, however, faster progress toward universal primary education requires the provision of higher quality education, as well as bridging substantial policy, capacity and data gaps in many countries.

Issues and Recommendations for Scaling Up the Fast-Track Initiative

Recent progress reports (such as the *Global Monitoring Report 2005*) indicate that in order to effectively scale up the FTI, the following steps need to be taken:

30. Education for All (EFA) is an international commitment first launched in Jomtien, Thailand, in 1990 to bring the benefits of education to “every citizen in every society.” The commitment was reinforced by 189 countries through the MDGs. Education for All strives for universal primary education for all children by 2015 (also an MDG), the elimination of all gender disparities in primary and secondary education (also an MDG), improvements in early childhood care and education, equitable access to “life skills” programs, a 50 percent increase in adult literacy by 2015, and improvements in all aspects of the quality of education (Bruns, Mingat, and Rakotomalala 2003).

31. See box B.8 Girls’ Education: Impact and Challenges; and box B.7: Accelerating the Education Sector Response to HIV/AIDS.

- 1. Increase the number of countries with sound sector programs that pay attention to quality, gender, and mitigating the effects of the HIV/AIDS pandemic.** The critical first step to scaling up the Fast-Track Initiative is ensuring that more countries are prepared to do so. This means helping low-income countries develop sound sector programs, by providing financing for technical support such as that covered by the Education Program Development Fund.
- 2. Create a stable funding framework.** Commitments for annual increases in funding should be public, long-term, and easy to monitor, and they should represent a significant increase from the 2005 base. Annual funding commitments should be directed toward countries with endorsed plans in which partners have a presence or interest, with residual funding provided by either the Education Program Development Fund or the Catalytic Fund (World Bank 2005b, 2005d).
- 3. Increase recipient countries' accountability for commitments.** While filling the funding gaps is critical to achieving the MDGs, recipient countries need to increase the fiscal resources they allocate to education (and health). Countries need to be committed to improving the effectiveness of their education budgets, in the spirit of the Fast-Track Initiative.

challenges many existing programs that fail to reach the poorest households and communities, involve them, or change their behavior. These programs fail to modify **demand** factors. At the base of the building blocks is the key to this challenge—Supportive Families and Communities (figure 2.10).

To address the demand side, two different approaches deserve increased attention:

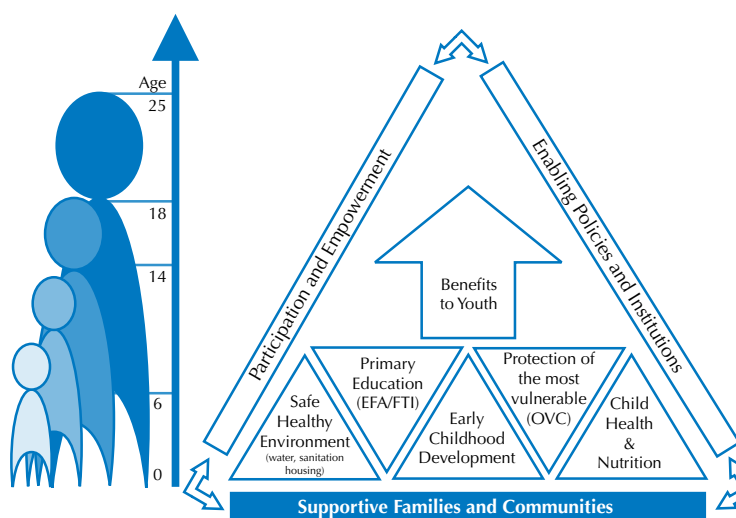
- a **multisectoral approach** in which enabling policies and interventions in sectors other than Human Development are co-targeted (an example is investment in local water supply, which reduces household demand for girls to carry water, thereby allowing them to attend school)³²
- a **targeted conditional cash transfer approach**, which provides financial incentives to poor families conditional on certain behavior (sending children to school, bringing them to health centers on a regular basis, having parents attend parenting skills programs).

Policies designed to increase demand for basic social services are most effective when combined—and even co-targeted—with traditional interventions to improve the supply and quality of services. Experience in several countries has

2.2.3 Expanding Demand-Side Interventions

Many traditional investments in children are in health and education infrastructure and inputs, or the **supply** of social services. Experience has shown that these investments do not always induce families, particularly poor families, to use the services. As a result, the poor typically receive fewer benefits from government subsidies to these sectors than the nonpoor (World Bank 2000c). This reality

Figure 2.10. Enabling Environment: Supportive Families and Communities



32. See figure B.1: Co-Targeting of Investments is Vital.

demonstrated that such a mix is more likely to achieve the desired outcome and is more effective in targeting interventions to those who need them most (Rawlings and Rubio 2003, Rawlings 2004). As highlighted in Chapter 1, a new generation of programs—called conditional cash transfer programs (CCTs)—has proven effective at breaking the intergenerational cycle of poverty by increasing demand for human capital accumulation of poor children and youth (see box 1.4).

Issues and Recommendations for Scaling Up Demand-Side Interventions

Rigorous evaluations of CCTs have shown clear evidence of success in addressing a number of issues. These programs have improved targeting of the poor, increased enrollment rates, improved preventive health care, improved nutrition status, and increased household consumption. They have also demonstrated that substantial reform in the delivery of social services is possible within a short period of time under a wide variety of country circumstances. Consequently, their effectiveness has made these programs an increasingly popular form of social assistance.

With each new generation of CCTs there have been improvements in both design and implementation; however, many new challenges have arisen. Concerns have been raised about the i) replicability of these programs under different economic and social conditions; ii) the potential of CCTs to undermine the reform of inefficient public services and to adversely affect accountability relationships between central and local governments and their clients; iii) the danger of using targeting mechanisms that may exclude certain needy populations or foster discord within households or communities; and iv) their potential for long-term effectiveness and sustainability, both as programs and in terms of their impact on social welfare.

Recommendations for considering CCTs to scale up actions targeting MDGs for children include the following among others (Rawlings and Rubio 2003; Rawlings 2004):

1. **Design CCTs in parallel with efforts to improve the supply of good-quality social services to the poor.** New accountability relationships forged by conditional cash transfer programs have proven successful on

many fronts, most notably in reaching the poor more quickly and effectively. By focusing on demand without addressing the supply of services, however, these programs risk tying the poor to ineffective service providers and undermining long-term impact. Moreover, they can undermine local government's effectiveness by bypassing their authority.

2. **Consider how to structure incentives and administrative processes to encourage families to graduate from social assistance,** as well as to be integrated into the broader social protection system in a way that addresses the needs of particular populations even as their circumstances change.
3. **Select and implement targeting mechanisms carefully, and publicize them well,** in order to prevent criticisms of arbitrary application, minimize errors of exclusion of vulnerable populations, and avoid creating new household- and community-level power relationships that can undermine program effectiveness.
4. **Continue to emphasize rigorously designed and implemented impact evaluations,** which have been a crucial element in the success of conditional cash transfer programs, with attention to measuring medium- and long-term welfare impacts and to assess the question of the potential of CCTs to break the intergenerational transmission of poverty.
5. **Consider using the positive features of conditional cash transfer programs—improved poverty targeting, sound technical design, financial efficiency, and robust impact evaluation results—**as a platform for implementing reforms in other programs and sectors.
6. **Be cautious in using conditional cash transfer programs to address problems for which they were not designed,** such as assisting poor families in areas where there is inadequate supply to match the increased demand for services or using them to promote income-generating activities.
7. **Prioritize transfers and investments that will have the highest overall returns** in the long term, by assessing the relative costs and benefits of different investments for different age groups, populations, and sectors as part of the overall social protection strategy of the country.

2.3 Moving Forward

Scaling up will be successful only if progress is made on outcomes. For the Bank to effectively intensify its focus on children globally—particularly children under five—it will need to take actions on a variety of fronts:

- **Increase efforts in all sectors**, not just those traditionally viewed as most directly focused on children. Emphasis should be placed on the efficient use of existing resources to focus on co-targeting strategies that enable relevant sectors to more effectively reach children living in poor households, where the likelihood of achieving MDG targets is low. This may require capacity building for strengthening targeting mechanisms at the country level to ensure a more unified, consistent approach in reaching the poor, together with the capacity to objectively monitor whether these mechanisms function effectively.
- **Significantly increase external financing** from donors on a longer term and more sustainable basis to allow countries to focus more intensively on those MDGs that are proving most difficult to achieve (most of which affect children directly) and involve high recurrent expenditures because of the labor-intensive nature of the services required. This must be accompanied, however, by improving the efficiency and transparency of the use of existing government resources.
- **Increase country-level expenditures on sectors and programs having the greatest impact on poor children**, with emphasis on helping policymakers understand the importance of investments in the early years (0–5) in terms of both individual and societal returns. In a resource-constrained environment, this may include greater emphasis on moving from generalized subsidies to targeted expenditures. Such expenditures, particularly large recurrent costs, should be protected in times of economic stress. Increased investment must be accompanied by improved capacity in governance-related systems, such as budget formulation, allocation, and reporting, in order to meet threshold standards of integrity and efficiency.
- **Pursue creative approaches to increase demand for critical child services by the hard-**

est to reach groups (such as conditional cash transfers and elimination of school fees), in concert with, rather than instead of, policies and programs designed to improve the supply of service delivery.

- **Improve the capacity to conduct rigorous evaluations** of investments in children, in order to enable policymakers to better understand tradeoffs, particularly as they relate to “soft” sectors (most of those directly targeting children) and “hard” sectors as well as to more effectively measure the positive externalities of these investments in the medium- and long-term.
- **Improve the capacity for providing timely data for tracking progress** toward reaching MDG targets, using instruments such as household surveys and sentinel monitoring. Just as important are indicators that measure the efficiency of service delivery, such as those developed by the Fast-Track Initiative.

For each of these steps, it will be important to study the experiences of countries that have successfully scaled up specific interventions (such as Uganda’s program to scale up rapidly to reach universal primary education) as well efforts by the “Big Four” (China, India, Brazil, and Mexico), which have decades of experience in facing the challenges of taking programs to scale. Lessons need to be drawn from both their successes and failures. Similarly the experience of the Fast-Track Initiative, which has pushed the strategy and recommendations for scaling up farther than any other subsector is providing valuable lessons. It will also be important to assess the ways in which the trend toward programmatic lending can affect, positively or negatively, countrywide approaches to children and youth interventions. Finally, applying a children and youth lens to Country Assistance Strategies (CASs) and Poverty Reduction Strategies (PRSPs) will enable priorities for young people to take a more central role in helping countries accelerate progress toward the MDGs. The ongoing debate on how to make PRSPs more effective, equitable, and participatory represents an important opportunity to focus much more intensively on the young.



Chapter 3

Youth (15–24): Integrating a Neglected Constituency

Over the past decade, youth have become an increasingly urgent development concern for our client countries and an emerging focus for the Bank. Improving the well-being of young people presents a set of critical economic, social, cultural, and political challenges that are crucial to the long-term prospects for development and stability in the world (figure 3.1). The choices they have—and those that they make today—influence the course of current events and shape the future in fundamental ways.

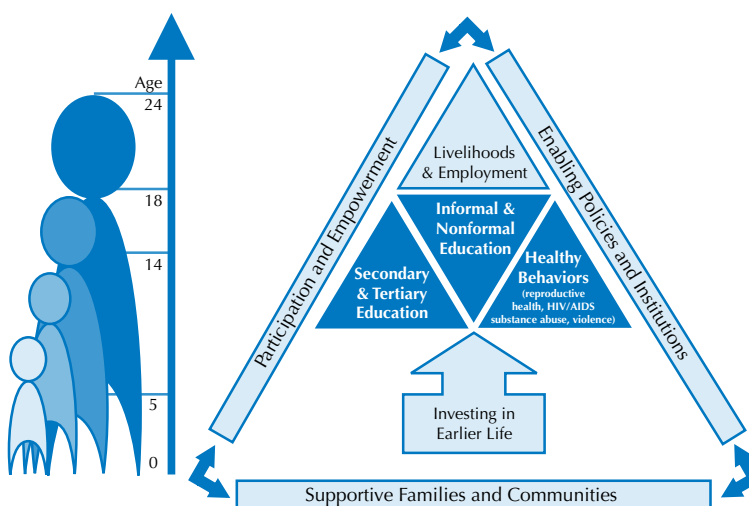
Youth are a uniquely challenging group for policymakers (box 3.1). They are a large, politically visible, and sensitive age group that often requires a visible political response. They typically have no formal voice, which leaves them susceptible to socially disruptive activities, such as political violence, unrest, crime, and drug use. Especially in countries with weak growth, the school to work transition is difficult, and unemployed school dropouts are a vocal, frustrated, and volatile group. Because youth are in transition from dependence to independence, interventions directed toward them need to take into account the shifting role of parents in their lives. How they manage their transitions will have profound effects not only on their own welfare, but on the well being of other generations.

Why Invest in Youth?

At more than 1 billion—today's youth represent the **largest cohort** ever to enter the transition to adulthood (nearly one fifth of the global population), with nearly 9 out of 10 young people living in the developing world. In most countries, these numbers have not yet peaked, and the consequences of these trends will reach into all productive and social sectors (U.S. Census Bureau, 2004).

Half of the MDGs include indicators directly related to youth, and all of the MDGs are indirectly related to youth. Yet it is important to explore whether investing in youth merits a specific focus. Key arguments include the following:

Figure 3.1. Building Blocks for Integrated Investments in Youth



Box 3.1. Defining Youth

Although any definition of *youth* is complex and debatable, the most common one in the youth development field—and that used by the MDGs for global comparisons—is people from **15 to 24** years.

Qualitatively, youth is generally defined as the stage during which a person moves from dependence (childhood) to independence (adulthood). This transition involves several shifts, which present unique challenges:

- moving **from attending school to seeking work** and independent sources of income
- moving from **parental home to new living arrangements**
- forming **close relationships outside the family**, often resulting in marriage and children.

The definition and age range of youth will vary depending on the cultural and social context of each country. However, the **role of youth policy** remains consistent: to create favorable conditions for success by preparing young people for the roles and responsibilities of adulthood, while recognizing that youth is an important stage in and of itself, with its own unique set of risks and opportunities. Integrating youth into the design and implementation of youth policy is therefore crucial.

- **To preserve the benefits of investments in children.** Development success generates new development challenges. For example, progress toward achieving universal primary education has increased demand for secondary and tertiary education, as well as for improvements in education quality and relevance to the job market.
- **To provide benefits to the next generation.** As youth move into parenthood, they represent a critical population for whom investments can have an immediate impact not only on themselves but on the next generation—through improved outcomes at birth; reduced vertical transmission of diseases, especially HIV/AIDS; and child survival and success. It is well documented that educational attainment of women is positively correlated with reduced child mortality, smaller families, and increased child health and education.
- **To counteract the lack of earlier investments in children.** Unless appropriate policies and adequate resources are allocated, the reinforcement and perpetuation of youth

poverty and exclusion will be amplified by the size of the current youth cohort. In countries where earlier investments were weak, there are generally greater (and growing) numbers of poor, unemployed youth with few marketable skills, who risk adopting risky behaviors (crime, violence, gangs, conflict, risky sex, early pregnancy, substance abuse, and so forth).

- **To contribute to productivity and stability.** Effective preparation for youth entering the job world in the context of a global economy and for providing for their well-being and that of their children are central to the overall stability and productivity of the developing world. Recent studies have found that developing countries with the highest shares of youth populations and high levels of youth unemployment were more than twice as likely to experience an outbreak of civil conflict during the 1990s (Cincotta 2003).
- **To reduce unique risks and vulnerabilities.** Youth is a period in which a range of risk and vulnerability indicators diverge significantly from either younger age groups or older ones, particularly in the context of poor growth. It is in this age group that gender- and poverty-related differences in education, employment, and life choices become most apparent. The risks range from higher probability of maternal mortality, school dropouts, and unprotected sex to higher participation in risk taking behavior such as gang violence and substance abuse. Many of these risks are related to the unstable transitions youth face moving from school to seeking employment, from financial dependence to independence, and from living with their parents to starting their own families.
- **Not investing in youth is potentially very costly.** Youth in critical circumstances are more likely to be a drain on public and private resources, because of their lower economic productivity, their higher rates of school dropout and unemployment, and the higher health and social welfare costs they impose on society (as a result of higher crime and conviction rates, early pregnancy and its associated risks, greater substance abuse, and other risky behaviors).³³

33. See box C.1: The Costs of Not Investing in Youth in Kosovo and box C.2: The Costs of Not Investing in Youth in the Caribbean.

■ Youth are a positive force for change.

Healthy, educated, engaged, and productive youth are central to breaking the intergenerational cycle of poverty. When given a chance to participate and contribute, they can constitute a source of innovation and play a catalytic role in promoting democracy, shaping development policies,³⁴ increasing incomes, slowing the AIDs epidemic, serving as stewards of the environment, and helping children—and communities—develop.

Youth development is an **emerging focus** in all of the Bank’s regional work and in many of its sectors. While most regions have operations in secondary, vocational, or tertiary education, the Bank is still viewed by partners and clients alike as more focused on primary education and with very few youth interventions outside the education sector. However, in recent years, the AFR, ECA, and MNA Regions have developed explicit strategies for incorporating youth at a regional level across sectors. Both LCR and ECA have undertaken pioneering analytical and operational work in countries to address specific aspects of youth development, and several Bankwide sectors—most notably those in HD and ESSD—have developed specific youth strategies within their analytic and operational portfolios. This change is reflected in the sharp increase in recent years in lending targeting different aspects of youth development. (See section 3.3 and boxes C.4–C.9.)

Despite this increased attention, youth remain a **largely neglected constituency** in Bank analytical and operational work, both as participants in the conceptual work and as beneficiaries of interventions. **Few full economic analyses** have been conducted of the costs and benefits of investments in the multitude of youth programs supported by the Bank and its partners. Basic data for the 15–24 age cohort are particularly weak, even on such standard indicators as secondary school completion and unemployment rates. The data are even less reliable on specific youth-related challenges, such as violence, crime, early pregnancy, HIV/AIDS prevalence, substance abuse, and other risk-

taking behaviors. Finally, until recently, the voices of youth were rarely integrated into policy dialogue and even less often incorporated in the design, implementation, and evaluation of operations.

The demand from our clients and partners for significantly increased support to youth-related issues underscores the importance of this cohort for the current and future stability and productivity of developing countries of all regions. While identifying key issues facing youth necessarily requires a country-specific approach, it is possible to identify broad categories of issues on a global scale.³⁵ The next section provides an overview of some of these critical issues.

3.1 Status of Youth: Rising Urgency

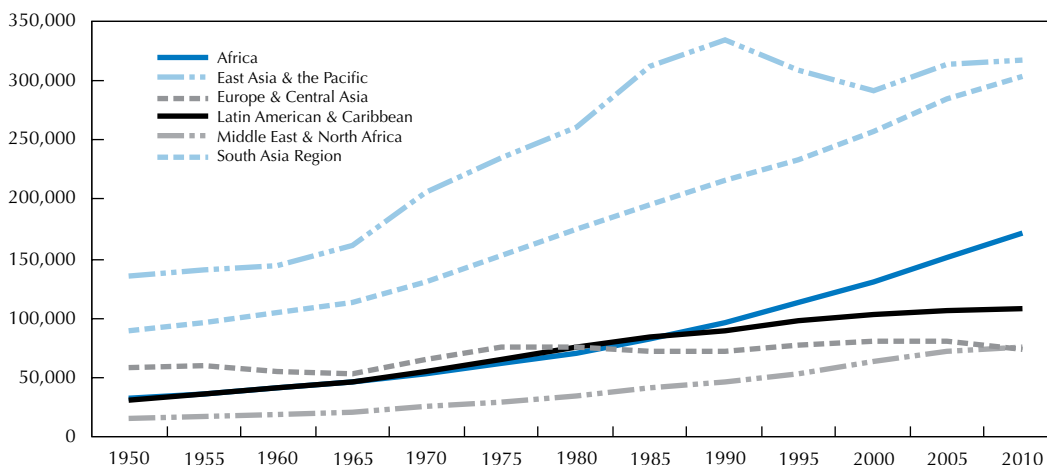
Globally, youth trends illustrate the urgency with which client countries are requesting Bank support for addressing this neglected cohort. Although data on youth are weaker than for any other cohort, statistics point to a critical set of economic, social, cultural, and political challenges for which there are no easy solutions. These trends, and how countries manage them, will have an important impact on economic growth, stability, and welfare.

Population Trends. At more than 1 billion, youth today constitute the largest cohort ever to enter the transition to adulthood, with over 85 percent living in developing countries. More than half of the increase in youth since 1980 has been in SSA, but the largest numbers of youth (more than 50 percent) live in EAP. Even as birthrates decrease and stabilize, the population momentum generated by this generation is expected to account for half the world’s population growth over the next 100 years. In 2005 youth represent 29 percent of the population in developing countries. Some developing countries, including China and many countries in LCR, are dealing with the consequences of sharp declines in fertility in recent years, which has resulted in a population bulge entering working age. In other regions, such as AFR, MNA, and SAR, which are only now beginning to experience much smaller fertility de-

34. See box C.3: Youth Voices Initiative on Georgia; box C.24 Integrating Youth into the Dominican Republic CAS.

35. See box C.12: The World Programme of Action for Youth and the UN World Youth Report 2005.

Figure 3.2. Population Aged 15–24, by Region, 1950–2010 (thousands)



Source: La Cava and Lytle 2004.

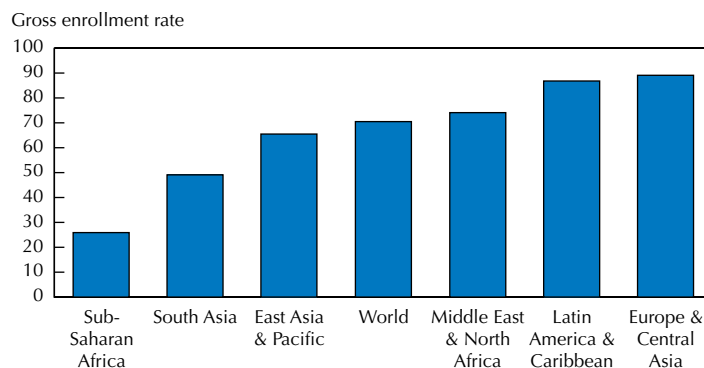
clines, the proportion of youth and their numbers have not yet peaked, and will continue to grow for decades to come (U.S. Census Bureau 2004; World Bank 2004) (figure 3.2).

Education. Approximately 133 million of the world’s young people (15–24 years) are illiterate (UN Secretariat 2004). Another 100 million children are presently not in school and will become the illiterate youth and adults of tomorrow (World Bank 2005d). Although statistics on secondary school (dropout, repetition, attendance, and completion rates) are inconsistent across developing countries because of the differing definitions of what constitutes secondary education and completion, it is clear that this is the weakest link

in the education cycle for many countries, both in terms of quality and quantity (figure 3.3) (World Bank 2004g). In SSA it is estimated that less than 25 percent of young people attending primary school continue on to secondary school or vocational training (UNESCO 2003), and less than 20 percent ever complete secondary school. In LCR, available statistics estimate an average of just 62 percent net secondary net enrollment across the region, though gross enrollment is much higher (World Bank 2004m).

For girls, these figures are much worse. Girls in most countries are entering secondary school at lower rates and dropping out at higher rates than boys. In SAR only 47 percent of secondary school-age girls are enrolled in school; in many countries in SSA this figure never reaches 15 percent. Current estimates predict that not only will the 2005 gender parity goal be missed by almost all developing countries, but also only 27 of 118 countries studied are projected to reach gender parity in secondary education by 2015 (UNICEF 2003).³⁶ In most developing countries, education systems are not providing young people with relevant and marketable skills and competencies adapted to the challenges of new job markets.

Figure 3.3. Gross Secondary Enrollment by Region, 2001



Source: World Development Indicators.

36. See box B.10 Girls’ Education: Impact and Challenges.

Unemployment. Youth unemployment has increased steadily in recent years, with 88 million youth currently unemployed. Worldwide youth account for 47 percent of all unemployment and only 25 percent of the working age population (box 3.1) (ILO 2004). The relative disadvantage of youth in the labor market is more pronounced in developing countries, where they make up a much higher proportion of the labor force (22 percent in 2003) than in industrial countries (14 percent in 2003). In developing countries on average, rates for youth are nearly four times those than adults, whereas in industrial countries, they differ by a factor of 2.3 percent. In the 50 countries for which data are available, youth unemployment rates exceed 15 percent (UN Secretariat 2004). In many developing countries, one third to one half of all youth are unemployed (USAID 2003). The unemployment rate masks a deeper problem of “jobless” youth, which includes both those who are in the labor force (the unemployed) and those who are out of the labor force (the inactive, including discouraged workers). In Africa more than 90 percent of working youth are estimated to be employed in the informal sector.

Risky Health and Sexual Behaviors. There is a direct relationship between high rates of out-of-school/out-of-work youth and risk taking behaviors, including risky health and sexual behaviors. Youth account for about half of new HIV/AIDS infections (USAID 2003), with women 15–24 particularly vulnerable (rates for women are twice

Box 3.2. Youth (15–24) Unemployment Statistics*

Youth as percent of Total Unemployed (2003): 47 percent

Youth as percent of working-age population: 25 percent

Ratios of Youth-to-adult Unemployment (2003):

Developing country average: 3.8:1

Industrial country average: 2.3:1

Youth Unemployment:	1993	2003
Global	11.7 percent	14.4 percent
MNA	25.7 percent	25.6 percent
SSA	21.9 percent	21.0 percent
Transition	14.9 percent	18.6 percent
LCR	12.4 percent	16.6 percent
SAR	12.8 percent	13.9 percent
EAP	4.8 percent	7.0 percent
Industrialized	15.4 percent	13.4 percent

Source: ILO 2004.

those for men in SSA). An estimated 6,000 youth a day become infected with HIV/AIDS—one every 14 seconds—the majority of them young women (UNFPA 2003). More than 11 million youth currently live with HIV/AIDS (table 3.1). In the hardest hit countries, almost 75 percent of 15-year-olds are projected to eventually die from AIDS (USAID 2003). Every year 13 million teenage girls (15–19 years) give birth and another 4 million seek abortions, many of them unsafe (UNFPA 2003). Teenage mothers are twice as likely as older women to

Table 3.1. Estimated Number of Women and Men Aged 15–24 Years Living with HIV/AIDS, December 2001 (thousands)

Region	Young Women	Young Men	Young People
Sub-Saharan Africa	5,700	2,800	8,500
Middle East & North Africa	101	46	156
East Asia & the Pacific	340	400	740
South Asia	670	390	1,060
Central Asia & Eastern Europe	85	340	425
Latin America & the Caribbean	240	320	560
Industrialized countries	83	160	243
The World	7,300	4,500	11,800

Source: UNICEF, UNAIDS and WHO, *Young People and HIV/AIDS: Opportunity in Crisis* (New York, UNICEF, June 2002), available at <http://unicef.org/aids/publications.htm>.

Note: Figures are rounded.

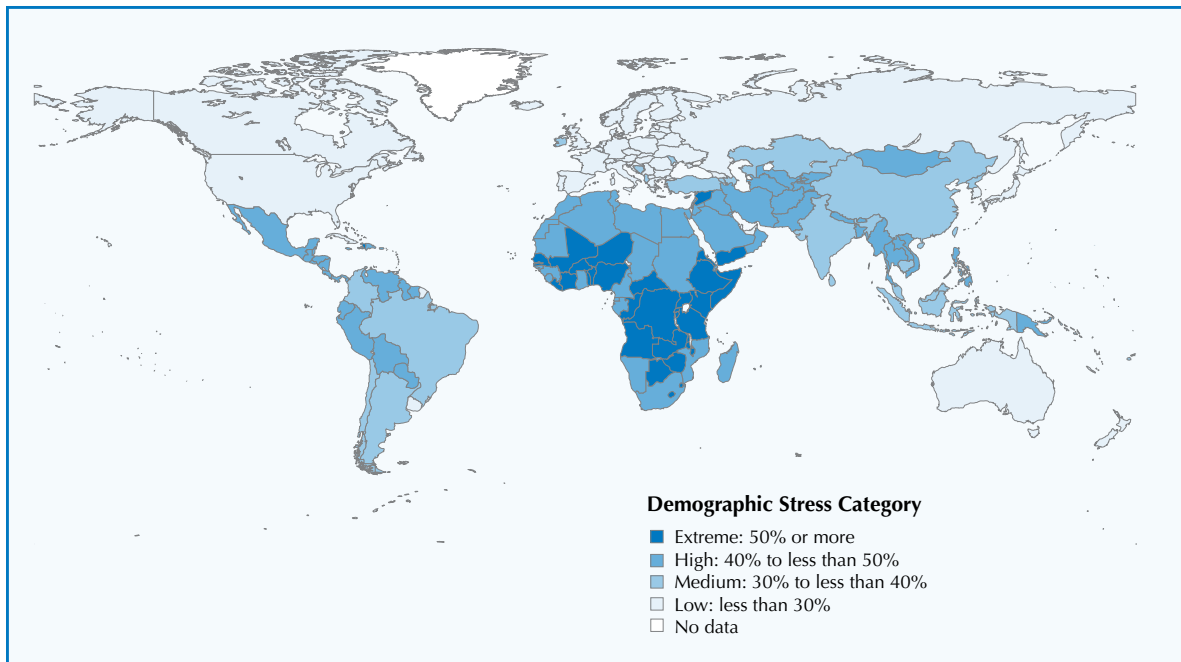
die of pregnancy-related causes, and their children are at higher risk of illness and death.³⁷ Substance abuse is an important and often neglected risk factor for youth and their infants. More than 70 percent of premature deaths are linked to behaviors begun in adolescence, such as smoking and risky sexual behavior (USAID 2003).

Poverty. Nearly 25 percent of the world's youth—238 million people—survive on less than \$1 a day, and more than 40 percent—462 million people—live on just \$2 a day (United Nations 2003). This represents one-fourth of the world's extreme poor. SAR has the largest concentration of young people in extreme poverty (106 million, mainly in India, Pakistan, and Bangladesh), followed by SSA (60 million, mainly in Nigeria, the Democratic Republic of the Congo, and Ethiopia); EAP (51 million, mainly in China, Vietnam, and Indonesia); and LCR (15 million, mainly in Brazil and Mexico). Though data are weak, analysis suggests that households headed by people under 25 are significantly poorer than those headed by older people, reflecting the fact that households

accumulate assets over the life cycle (UN Secretariat 2004).³⁸

Violence. Youth and violence can be described and analysed in a number of ways, all of which are of great concern to youth and policymakers alike. The youth most vulnerable to violence are neither employed nor in school, a substantial percentage of the youth population that statistics rarely capture. Idleness and unemployment are often linked to violent behaviors, particularly by young men, and yet these can manifest themselves in many ways. At one level, violence can be assessed in terms of youth committing—and being victims of—**violent crimes**. Linkages to increasing **gang violence** are important to monitor in this regard. For example, in the Caribbean region, there is strong evidence that youth—especially young men from disadvantaged areas—contribute disproportionately to high rates of crime and violence in the region, and are also more often victims of such crimes (Correia and Cunningham 2003). Many such crimes are related to gang violence. Violence

Map 3.1. Young Adults (15–29) as Proportion of All Adults (15 and older), 2005³⁹



37. See box C.18: Improving the Health of Youth.

38. This figure assumes that the incidence of poverty in a country is evenly distributed among all age groups in the population. The evidence argues that because poor families generally have greater numbers of children, poverty is not evenly distributed, and may in fact be even greater among children and youth.

39. Cincotta 2003.

can also be assessed at the household level, where **domestic violence** can be particularly high among poor unemployed men and women, and pressures are particularly high for young parents who have few assets, parenting skills, or positive role models within their families or communities. At yet another level, violence can be assessed in terms of its links to **conflict and security**. There is evidence that countries with a “youth bulge”—where young adults (15–29) make up 40 percent or more of the adult population—were more than twice as likely to experience an outbreak of civil conflict during the 1990s (map 3.1).

3.2 Youth Development: Key Strategic Directions

It is clear that youth around the world face a number of common challenges that need to be addressed in a more comprehensive way at both the policy and program levels. This is particularly important given that the *costs of not investing* are potentially staggering for our country partners.⁴⁰ While there is a need to undertake more rigorous impact evaluations to more fully understand which of the multitude of youth interventions in developing countries are the most effective, it is also important to build on the pioneering work already underway within the Bank⁴¹ and among its partners. From this important work, it is possible to construct an integrated framework for action based on the concept of building blocks for integrated youth development presented in chapter 1 (see figures 1.2 and 3.1). For youth these building blocks are integrally linked and will require a multisectoral approach.⁴² They are concentrated in four broad areas:

- **Secondary and tertiary education**, with a focus on increasing rates of enrollment and completion as well as making education more

relevant to labor market demand.⁴³ Issues include the quality and relevance of coursework for the job market, school-to-work transitions,⁴⁴ training in information and communication technology and other relevant skills-based training,⁴⁵ as well as safe and healthy schools.

- **Informal and nonformal education**, with the aim of building adequate skills and competencies for life and work, particularly for those who have never entered formal school or who dropped out of school. Issues include lifelong learning, apprenticeships and internships, multipurpose youth centers, life skills training, literacy and numeracy education, vocational skills training, return-to-school programs, and peer education.⁴⁶
- **Healthy behaviors**, with the objectives of reducing rates of HIV infection, crime, substance abuse, violence and conflict, malnutrition, risky sex, and early pregnancy and improving knowledge of reproductive health and parenting skills. Interventions include youth-oriented information and services through schools, peer-to-peer programs, working in health clinics, and using the mass media to disseminate key messages.⁴⁷
- **Livelihoods and employment**, with a focus on policies and interventions to increase youth employability and employment. Issues include labor market policies, the role of the private sector for first-time job seekers, understanding the structural mismatches between education and the labor market, apprenticeships and internships, youth entrepreneurship and income-generation support, credit policies, and community-driven development projects. Policies and interventions should underscore the importance of distributional issues and the interaction of market failures and poverty.⁴⁸

40. See box C.1: The Costs of Not Investing in Youth in Kosovo and box C.2: The Costs of Not Investing in Youth in the Caribbean.

41. See box C.23: Caribbean Youth Development; box C.20: Young People in South Eastern Europe—From Risk to Empowerment.

42. See box C.13: The Youth Agenda in Brazil: Working Across Sectors; box C.23: Including Youth in the PRSP Process in Moldova; box C.24: Integrating Youth in the Dominican Republic’s CAS; box C.25: Increasing Youth Inclusion in MNA.

43. See box C.16: Bangladesh’s Female Secondary School Assistance Program.

44. See box C.22: The Education/Employment Nexus and box C.20: Young People in South Eastern Europe—From Risk to Empowerment.

45. See box C.17: World Links: Changing the Lives of Youth.

46. See box C.15: Skills Development for Youth in Sub-Saharan Africa; box C.20: Young People in South Eastern Europe: From Risk to Empowerment.

47. See box C.18: Improving the Health of Youth; box C.19: Sharpening the Youth Focus of HIV/AIDS Programs through MAPs; box C.27: Caribbean Youth Development.

48. See box C.10: Developing and Implementing Employment Strategies: The Youth Employment Network; box C.11: Youth and Environment in Indonesia; and box C.22: The Education/Employment Nexus.

Each of these areas must be supported by simultaneous action and support to clients within the three categories of the enabling environment:

- **Policies and institutions.** Development of national youth development policies and strategies,⁴⁹ capacity-building of lead agencies and facilitation of multisectoral collaboration, and labor market policies targeting youth employment issues coherent with a broader labor market strategy.
- **Participation and empowerment.** Integration of youth into the development process as stakeholders and decisionmakers—from strategy to design of interventions, from implementation to evaluation—to ensure their ownership of the development process and improve the effectiveness of interventions in reaching youth.⁵⁰ Increasing their participation allows youth to make choices that can improve their own lives as well as those of their communities.
- **Families and communities.** Interventions that provide incentives to families and communities to focus on youth development, such as including youth participation in community-driven development programs and cash incentive programs to provide incentives to poor families or to youth themselves to stay in school or participate in training or reproductive health services (see box 1.4). As with children's interventions, *demand approaches* may be one of the most cost-effective means of addressing key youth issues such as school enrollment and participation in healthy behavior services.

As with all Bank work, **regional and country specificity** are essential to defining priority issues and interventions for this age group.⁵¹ In **ECA**, for example, although youth represent only 16 percent of the population, they came of age during the transition years.⁵² They have been

strongly affected by i) increased poverty and the concomitant exclusion from access to employment and other productive assets; ii) protracted conflict in many countries, leading to violence, displacement, interrupted education, deteriorating indicators for secondary school enrollment and completion, and worsening trends in youth employment; iii) the highest growth in HIV/AIDS prevalence among youth worldwide, primarily as a result of needle sharing; and iv) the prospects of having to support an aging population (La Cava, Kolev Clert, 2004).

By contrast, youth in the **Caribbean** face a different set of risks. Although many of these risks are found elsewhere in LCR (teenage pregnancy, school leaving, unemployment, crime, violence), other risks such as sexual and physical abuse are more widespread, and some forms (such as corporal punishment) are socially acceptable. The onset of sexual initiation is the earliest in the world, rates of drug and alcohol use are high, the incidence of HIV/AIDS is the highest in the world outside Africa, and the incidence of rage is extremely high. In addition rates of youth unemployment are among the highest in the Americas; youth make up 20–30 percent of the work force and 40–60 percent of the unemployed (Correia and Cunningham 2003).

International experience indicates that preventive policies and interventions (such as keeping youth in school and providing adolescent reproductive health services) are more cost-effective than policies that treat youth who have already adopted risky behavior, which tend to be more costly, but which may have a more immediate impact on society. For targeting and programming purposes, youth can be classified into three categories (Barker and Fontes 1996):

- **Youth at primary risk** are those who live in situations of disadvantage and poverty and are at risk of leaving school or otherwise com-

49. See box A.2: Yemen's National Children & Youth Strategy; box E.5: National Youth Policies in the Caribbean; box C.20: Young People in South Eastern Europe: From Risk to Empowerment; box C.23: Including Youth in the PRSP Process in Moldova.

50. See box C.10: Developing and Implementing Employment Strategies: The Youth Employment Network, box C.3: Youth Voices Initiative on Georgia; box C.13: The Youth Agenda in Brazil: Working Across Sectors; box C.14: Peru's Voces Nuevas Program; and box C.24: Integrating Youth into the Dominican Republic's CAS.

51. See box C.25: Increasing Youth Inclusion in MNA.

52. See box C.20: Young People in South Eastern Europe: From Risk to Empowerment.

promising their healthy development. These youth still live with their families and are attached to a school or other social institution, but they are at risk of losing their connections and jeopardizing their successful transition to adulthood and integration into society. This group faces general risks because of socioeconomic circumstances, but specific risk behaviors have yet to manifest themselves.

- **Youth at secondary risk** are those who have moved from a general to a specific risk, often as the result of an external shock, such as an economic crisis or natural disaster; the need to earn money; or specific characteristics of the household (such as leaving school, working at an early age, being involved in a gang, practicing unsafe sex, and facing physical or sexual abuse in the home). These youth are in danger of entering into harmful situations. They have some connections to family or social institutions, but they are weakening.
- **Youth at tertiary risk** are those who are suffering the impact of a particular situation (incarceration, drug dealing, motherhood) and have lost their connections to family, communities, and social institutions. Services for this group include protective and intensive services and are often residential based.

3.3 Taking Stock of Bank Work

Given the relatively new nature of youth development work in the Bank, it is important to take stock of the existing strategic, analytical and operational work underway, as well as the trends in recent years. Because the Bank has not historically classified its operations by age group, and because interventions for this age group are often multisectoral, it is difficult to provide a complete picture of the broad range of the Bank's activities for youth. However, the Children and Youth Unit⁵³ has begun a study of analytic and project-based work over the past decade, by sector and building block.⁵⁴ This study reveals several important trends over the past decade:

- There has been a marked increase in the number of projects and analytical work focusing on youth in recent years, with the total **number of projects** with youth components rising from 15 in fiscal year 2000 to 46 in fiscal year 2004. Over the same period, **total investment** in youth rose from \$752 million to \$1.5 billion. Pioneering analytical work has been undertaken in both the LCR and ECA Regions in the past several years.⁵⁵ The fiscal 2005 budget reflects a jump in ESW and AAA related to youth in nearly every region.
- While all regions have placed greater emphasis on youth in recent years, the most significant increases in total lending for youth have been in AFR, SAR, and ECA. In fiscal year 2004 the Africa Region had the highest share of lending directed toward youth (49 percent), or \$743 million, up from \$18.3 million in fiscal year 1995. In the early 1990s, the regions with the greatest share of investment in youth were EAP and LCR, with most lending concentrated in secondary and tertiary education. While this focus remains, LCR and ECA in particular are branching into several other sectors (in particular, social protection and social development) to address youth challenges.
- Lending for youth has become much more **multisectoral** in nature. In contrast to the early to mid-1990s, when the bulk of youth investments was concentrated in the education sector, many other sectors have begun to incorporate youth concerns. These sectors—including social protection, social development, health, agriculture and rural development, urban development, the environment, and the private sector—now represent more than 40 percent of specific youth components (table 3.3).

The growth in youth lending in sectors outside of education, while still relatively small compared with education lending, nonetheless represents a significant shift in approach toward addressing youth challenges. The sectors with the highest

53. See box E.1: World Bank's Children and Youth Unit Mission and Services.

54. See box A.3: Bank Projects with Youth Components.

55. See box C.27: Caribbean Youth Development; box C.20: Young People in South Eastern Europe; box A.6: The Macedonia C&Y Development Project; box C.21: Colombia Youth Development Project; and boxes C.4 through C.9 for Knowledge Product Highlights from each region.

Table 3.3. World Bank Lending with Youth Components, 1995–2005, by Sector (in million US\$)

Sector	1997	1998	1999	2000	2001	2002	2003	2004	2005*
Education	668	1,610	746	266	471	605	1,166	838	1,275
Health			7	7	65	72	206	122	52
Social Protection			2	10	21	93	8	31	29
PREM							4	15	4
Agriculture & Rural			6			2	1	51	30
Social Development					7	1	39	13	
Knowledge & Learning							38	6	3
Private Sector								24	42
Urban					20	15	9	310	11
Transport						35	2	1	3
Water & Sanitation					22				
Infrastructure								1	40
Environment					6		1		
Total	668	1,610	761	282	612	823	1,474	1,412	1,488

* As of November 2004.

Source: Preliminary Stocktaking of Projects with Youth Components FY95–FY05. HDNCY.

growth in youth-oriented investments since 2000 are the **Urban and Health** sectors, though in fiscal 2005 the **Social Development** and **Social Protection** sectors had many projects under preparation.

While preliminary, these figures reflect the growing demand from clients to address the challenges facing youth and the World Bank’s commitment to meet that demand with evidence-based approaches. They also reflect the growing institutional priority placed on tackling the complex issues faced by young people from a multitude of sectors. Perhaps the single most important recognition of this priority is the decision to focus the 2007 *World Development Report* on youth, entitled “*Development for (and by) the Next Generation.*”

In 2002 President Wolfensohn began meeting systematically with youth representatives from around the world, and established the **Children and Youth Unit** in the Human Development Network.⁵⁶ This unit has created a focal point in the Bank for generating analytical, operational, and financial support for youth initiatives across the regions, as well as for promoting a global youth dialogue. The initial President’s Contingency Fund to the Children and Youth Unit served as

a catalyst for several regions to move forward on a series of analytical and operational work in areas in which there had previously been little budget for such innovative work.⁵⁷ A Bank wide **Steering Committee on Youth Research** was established in 2004, with Directors and Managers from the Human Development Network and Social Development—together with several Chief Economists—to begin identifying priorities for future research on youth development. The HD Vice-Presidency and Chief Economist’s office have placed substantial emphasis on and devoted resources to incorporating more rigorous evaluation in all Human Development operations, with particular emphasis on youth.

Since 2002 more than 30 Bank offices have established **consultative groups** with young people to integrate their concerns, experience, and ideas more effectively into Bank work, while simultaneously providing an opportunity for young people to learn more about the Bank. The ECA Region hosted the Youth Development and Peace 2004 Forum, in Sarajevo, which built upon recommendations from the first such meeting held in Paris a year earlier. The forum brought youth participants from every continent to discuss priorities,

56. See box E.1: World Bank’s Children & Youth Unit Mission and Services.

57. See box E.2: C&Y Knowledge Products supported by the President’s Contingency Fund.

examples of good practice, and mechanisms for continued and improved integration of youth into Bank work. In April 2005 more than 60 World Bank offices opened their doors for a Youth Open House, in which youth were invited to learn more about the Bank.

Appendix C highlights current work by each region in three areas: i) **operations** (including loans, grants, and other operational instruments, such as PSRPs and CASs, that have incorporated youth as a development priority); ii) **knowledge products**, including ESW and AAA specifically related to youth; and iii) **outreach**, including specific examples of how regions and country offices are incorporating youth in all aspects of Bank work (as part of stakeholder assessments, in youth consultation groups, in identifying strategic priorities for youth development, and in implementing and monitoring specific youth components).⁵⁸

While far from exhaustive, these highlights give a sense of the richness and diversity of the approaches staff are taking to youth development. At present, the sectors that are generally taking the lead in developing strategies and operations for youth development lie principally in **Education** (secondary, tertiary, nonformal, information and communication technology); **Social Protection** (the Youth Employment Network, school-to-work transitions, reducing risk-taking behaviors, social funds, conditional cash transfer programs); **Social Development**⁵⁹ (nonformal education, community based development, social funds, school-to-work, entrepreneurship, social cohesion, participation and empowerment); and **Health** (adolescent reproductive health, HIV/AIDS prevention). In addition, the **Post-Conflict** team has initiated an important series of ESW and operations to more effectively address issues affecting youth in post-conflict settings. Many other new initiatives are underway, in the **Environment**⁶⁰ and **Urban** sectors, and in the **Poverty Reduction and Economic Management** sectors, particularly as it relates to applying a youth lens to Poverty Assessments and

Public Expenditure Reviews. The **World Bank Institute** has also been a key player in building capacity on youth development in the broader context of overall development for Bank staff, policymakers, and young people alike.⁶¹

What is clear to those who have pioneered this work in the Bank is that there is a **need for more cross-sectoral collaboration and coordination** to generate lessons and benefit from the natural linkages between sectors.⁶² This cross-sectoral challenge is reflected in client countries, where local ministries generally reflect the Bank's sectoral divisions, and the few cross-cutting ministries—such as ministries of youth—tend to be weak and ineffective.

As the Bank, its partners, and its clients focus more intensively on reaching youth in the coming years, understanding these challenges—and their impact on effectiveness of policies and investments in reaching desired outcomes—will become increasingly important. There will be a need to build in more rigorous evaluations in all youth components, with particular attention to the positive and negative externalities generated by investing—or not investing—across sectors in the short, medium, and long term. In addition, the relative effectiveness of the variety of institutional mechanisms in place to address youth development will need to be assessed. Some of the lessons learned from the evaluation design of several of the CCT programs could serve as a model for many of the new youth interventions (Rawlings 2004).

3.4 Moving Forward

Developing countries and young people worldwide are seeking to improve policies and programs to address the complex set of challenges facing youth today, and especially for those living in poverty. The demand for Bank policy, research and operational support is strong and growing. An effective response to this demand will incorporate three broad themes: i) moving the youth agenda from advocacy to evidence; ii) building on lessons

58. See boxes C.4 through C.9 for Highlights of Youth in Operations, box C.3: Georgian Youth Voices Initiative; box; box C.14: Peru's Voces Nuevas program.

59. See box C.25: Increasing Youth Inclusion in MNA.

60. See box C.11: Youth in Environment-Indonesia and box C.26: Youth & the Environment: ESSD Operational Highlights.

61. See box E.6: WBI Children & Youth Training Programs and box C.26: Youth & the Environment: ESSD Operational Highlights.

62. See box C.13: The Youth Agenda in Brazil: Working Across Sectors.

learned from emerging Bank projects and partner experiences and piloting new programs incorporating rigorous evaluation components; and iii) systematically integrating youth at all levels of development work. In each of these areas, it will be important to work with leading partners in youth development to ensure consistency in approach and effective support of client countries.⁶³

3.4.1 Moving from Advocacy to Evidence

Given the lack of international analysis on the cost-effectiveness of youth interventions in developing countries and the Bank's comparative advantage in carrying out such analysis, it is recommended that a research agenda be developed along several thematic lines to identify "good practice" in youth policies and interventions. While this agenda would necessarily build upon existing research, it will also require a significant effort to incorporate more rigorous evaluation methodologies to measure the short- and long-term effectiveness in addressing key challenges facing youth. Because of the complexity of many youth development programs, and the need for cross-sectoral collaboration, the research agenda should also emphasize identifying the effective institutional mechanisms, particularly as they relate to scaling up successful pilots. Particular attention also needs to be given to the private and social returns to investment over the medium and long term, as well as to developing a common methodology for defining and measuring the costs of *not* investing in youth. Both will require a deeper understanding of the externalities such investments generate and the ways in which the costs and benefits to society can be measured. The objective would be to develop a series of working papers which focus primarily on cross-sectoral youth development issues in the following areas:

- **Macro policies and their impact on poor youth.** This work will draw upon the background work for the *World Development Report 2006*, which focuses on the importance of reducing inequalities and promoting pro-poor growth, and build evidence for the *World Development Report 2007*, which focuses on

the types of policies that will foster development for (and by) the next generation. This research would necessarily incorporate an assessment of the effectiveness of national youth policies in bringing these issues to the fore.

- **The Education/Employment Nexus.** This work would build upon ongoing SP and ED work to identify the underlying causes of youth unemployment and under-employment from both a supply (education) and a demand (labor market) perspective, and outline effective policies and interventions to address them under a range of economic contexts. This would include the development of a conceptual framework to assist countries in assessing their own situation. It would also explore the relative effectiveness of, among others, effective labor market policies and growth strategies on employment prospects, the role of the private sector, legal constraints, the relationship between levels and types of education and training and employment, and the role of ICT in skills training for in-school and out-of-school youth.⁶⁴ It would make specific recommendations on effective policies and interventions.
- **Youth education and lifelong learning.** This work would identify cost-effective policies and approaches to providing out-of-school youth with relevant education, including life and livelihood skills. It would compare the relative effectiveness of a range of informal and non-formal education interventions in developing countries, and their effectiveness in increasing youth "employability" as well as in developing lifeskills and reducing risk-taking behaviors.⁶⁵
- **Risky/healthy behaviors.** This work would identify effective approaches to preventing and disengaging youth from seeking risky behavior, including unsafe sex, criminal and gang activity, substance abuse, early pregnancy, violence and conflict. Many policies and programs are designed to address only one behavior but may, in fact, have an impact on many others. Consequently, it will be important to develop a common methodol-

63. See box E.7: World Bank Partners in Children and Youth Work.

64. See box C.10: Developing and Implementing Employment Strategies: The Youth Employment Network; and box C.22: The Education/Employment Nexus.

65. See box C.15: Skills Development in Sub-Saharan Africa; and C.17: World Links: Changing the Lives of Youth.

ogy for evaluating the indirect impact of such programs on other risky behaviors. This will require a common approach to costing these externalities as well as to measuring the direct costs and benefits so that more youth development programs can be compared. Examples include assessing the relative impact of youth centers, non-formal education, mentoring programs, employment training/internship programs, or youth reproductive health programs on a range of risky behaviors in the short- and medium-term. Only by measuring the full economic and social impact of such programs will it provide policymakers with the necessary information to make the difficult choices among youth development programs in a resource constrained environment.⁶⁶

- **Institutional mechanisms for multisectoral youth development.** This work would assess the relative effectiveness of a range of institutional policy and delivery mechanisms in coordinating and implementing national youth policies and youth development programs. What is the role of decentralized authorities, such as municipalities? Is it better to work through a larger, more established ministry (such as education or health) or to have a “champion” that can coordinate efforts across ministries? What role should youth ministries play? What role should youth themselves play?
- **Participation and empowerment.** This work would identify specific approaches to effectively integrating youth into national and local youth policies and interventions, including participation in the design, implementation, and evaluation of programs that directly affect them.⁶⁷ This would include a better understanding of barriers to participation and access to services for youth and how these affect their unique vulnerabilities. In what way does political empowerment (for example, voting, participating in youth organizations, being a member of a youth parliament, having representation in municipal councils) lead to youth-sensitive policies, better integration of youth into society, and reductions in poverty? What

Box 3.3. Creating National Profiles of Youth

Using the MDGs, as well as other easily accessible sources of data, as a base, the Latin America and the Caribbean and Africa Regions generated regional youth profiles in 2004. Entitled “Youth in Numbers,” these profiles use a common set of indicators for all countries in the region. This series has been expanded to other regions and will be regularly updated and improved by the Children and Youth Unit as data become available. Some of the common indicators include the following (*italics represent additional data that would probably require improvements in data sources*):

- **Population:** Youth as a percentage of the population, by gender, *by urban/rural*
- **Poverty:** *percentage of extreme poor and poor (15–19, 20–24); percentage below national poverty line*
- **Education:** Youth literacy (total, by gender); gross and net secondary enrollment (total, by gender, female: male ratio); *secondary completion (total, by gender, female: male ratio)*
- **Health:** HIV/AIDS prevalence (total adult, total youth, by gender); births per 1,000 women (15–19, 20–24); infant deaths per 1,000 live births (15–19, 20–24); relative risk of infant mortality by mother’s age; female contraceptive use (all women and married women 15–19, 20–24); male versus female contraceptive use (15–19, 20–24); youth tobacco use (15–19, 20–24); *youth substance abuse (15–19, 20–24)*
- **Unemployment:** Total youth, male versus female, youth to adult ratio, *jobless rate, participation rate of urban versus rural in economic activity, rates linked to education level*
- **Crime and Violence:** Juveniles in contact with criminal justice system, convicted in criminal courts, or incarcerated; homicide rates among youth, mortality caused by homicide, mortality caused by suicide (total, rates per 100,000, by gender)

Source: World Bank. Latin America and the Caribbean Youth In Numbers
Contact: Wendy Cunningham for Latin America and the Caribbean, C&Y Unit for Bankwide Youth in Numbers Series.

are effective strategies for integrating youth in a sustainable manner without creating elitist subgroups? Is this an area where the Bank has a comparative advantage?

Data on youth are among the most difficult to obtain globally, in part reflecting the difficulty of

66. See box C.18: Improving the Health of Youth; box C.2: Costs of Not Investing in Caribbean Youth.

67. See box C.23: Integrating Youth into the Dominican Republic CAS, box C.10: Developing and Implementing Employment Strategies: the Youth Employment Network; box C.14: Peru’s Voces Nuevas Program; box C.23: Including Youth in the PRSP Process in Moldova; and box C.26: Youth & the Environment: ESSD Operational Highlights.

defining youth as well as their relatively neglected status. While the MDGs include a few key indicators, even these are not supported by sufficient or consistent data, and many others are needed to measure the broader status and impact of interventions and policies on the well-being of youth. Attention needs to be given to:

- developing a core set of **youth indicators** to be used for both regional and country-based assessments, building on existing household surveys and other statistical sources, where possible. (box 3.3)
- improving **client capacity** to gather and monitor specific indicators on youth
- improving **donor capacity** to support this effort in a collaborative manner
- establishing **baselines and benchmarks** by which to measure progress and identify areas in which national figures are farthest from benchmarks.

Based on these core indicators—and working with partners that are leaders in youth issues—the Bank will need to monitor progress globally, using the MDGs as a core and assessing the impact on poverty reduction. It will also be important to coordinate this work with partner agencies (such as UNDP and DFID) who are developing a Youth Development Index to be used by all countries and donors in measuring the collective impact of policies and programs on the status of youth.

3.4.2 Building on Lessons Learned

The Bank is beginning to build a core of youth development projects and technical assistance to clients in designing national youth strategies, particularly in LCR and ECA. Greater emphasis needs to be placed on capturing lessons learned in a systematic manner and sharing them broadly across regions and sectors (both within and outside HD and SD⁶⁸). This *Resource Guide* and the Children and Youth Web site can be key instruments for doing so.⁶⁹ An important element of this work will be devoting resources to incorporating

more rigorous evaluations into ongoing and future pilot youth development operations in order to build the evidence base for future policy and lending advice.

Key **partner organizations**, including UNICEF, UNDP, the ILO, USAID, the Inter-American Development Bank, GTZ and other bilaterals, and NGOs, have sponsored a wealth of youth projects.⁷⁰ Where possible, evaluations of Bank youth development projects should incorporate lessons learned from these experiences as well as the design of joint evaluations for future projects. In many cases, the capacity to scale up successful pilot interventions by our partners may require a partnership with the World Bank and common approaches to evaluating costs, benefits and impact will be essential. There is also much to be learned from experience in industrialized economies where youth programs have been evaluated using cost-benefit analysis. While not always applicable to developing country contexts, there are nonetheless many lessons from these experiences which will help identify and guide new operational and evaluation approaches and identify specific themes for further research and evaluation.

3.4.3 Systematically Integrating Youth at All Levels of Development Work

If the Bank is to intensify its focus on youth, it must first understand what issues are most important to young people themselves and what strategies they feel are best suited to meeting their needs. However, young people often lack the channels available to adults to influence the decision making process. Special efforts, therefore, should be made to provide structured involvement of youth at every level: **global, national, and local**.⁷¹

Just as the Bank has learned the importance of incorporating the perspectives and experience of women and the poor in policies and actions that directly affect them, it is equally important to involve youth in the **design, implementation, and evaluation** of the evolving youth agenda and

68. See Box C.21: Youth Development in Colombia 1999–2003.

69. See box E.5: National Youth Policies in the Caribbean; box C.21: Youth Development in Colombia; box A.7: The Macedonia C&Y Development Project; box C.23: Including Youth in the PRSP Process in Moldova; and box A.2: Yemen's National C&Y Strategy.

70. See box C.12: The World Program of Action for Youth and the UN World Youth Report.

71. See box: C.14: Peru's Voces Nuevas Program; box C.3: Voices Initiative in Georgia; box C.10: Developing and Implementing Employment Strategies: the Youth Employment Network; box C.23: Including Youth in the PRSP Process in Moldova; C.26: Youth & the Environment: ESSD Operational Highlights.

operations.⁷² This involvement is likely to produce more relevant, pro-poor, and focused interventions, while empowering youth to take ownership of their own community and country development. At the national level, for example, it will be important to assess whether a country has a national youth policy, how it is being implemented, and whether young people are integrated into its development and implementation.⁷³

Participation, however, is more **complex** in practice than in theory. The following considerations should be taken into account when involving young people (Save the Children 2004 and World Bank Consultation Group Experience):

- **Effective participation takes time.** It requires the building of trust, the exchange of ideas, and negotiation of processes over time. This is a crucial consideration when working on official documents, such as PRSPs, Poverty Assessments, CASs, or operations that have set timeframes. Planning to meet official deadlines needs to take account of the fact that youth may not be available during work hours, harvest time, and exam periods.
- **Compensation can be provided to youth who participate.** The Bank could provide financial compensation for youth who would otherwise have been working, provide educational material to those who miss school, pay transport fares, or provide meals.
- **Young people need to be well informed** about the opportunities for influencing a given strategy or operation, including the process, its aims, their role, the time required, and the channels of decisionmaking.
- **Feedback needs to be given**, even if is not clear what decision-makers will do with the information. Debriefings for participating youth can outline what has been done, the reaction of the authorities, any outcome, and possible opportunities for future involvement.
- **Marginalized youth (girls, ethnic minorities, migrants, street youth, youth with disabilities, rural youth) need to be included**, through official communications, stakeholder analyses and surveys, or ideally through direct representation. It is important that young

people other than just the most articulate, confident, and privileged be heard.

- **The setting may inhibit the message.** While it can be effective to bring youth to present their testimony, adults need to think carefully about the environment in which this takes place. Is the setting intimidating? Is the presence of more privileged youth an inhibiting factor? Are the youth really empowered in such settings and do they feel comfortable discussing what may be very intimate challenges facing youth (e.g., early pregnancy, unsafe sex, domestic violence, among others)?
- **Care needs to be taken to avoid creating a youth “elite.”** By identifying a small number of youth to assist the Bank in developing projects or strategies, there is always the danger of creating a subset of youth “elite,” which can be counterproductive if others perceive them as such. If handled carefully, youth representation at official meetings can be a dramatic way of persuading adults to listen to young people, and it can empower youth to feel able to put their case forward in adult forums. However, as with any group, it will be important to ensure that there is adequate transparency, communication, and rotation of young people who are involved to ensure a broader participation and a wider range of perspectives.
- **It is important to work with adults, too.** Giving young people a voice will work only if adults are willing to listen. Decisionmakers should be lobbied to make sure young people’s input is given the recognition it deserves. Parents, teachers, and employers need to be informed and educated.
- **Local participation is an important pillar for developing effective national youth policy and local empowerment.** Organizations working with young people at the local level have to consider how to communicate the diversity of youth views to the central government, where strategies and operations are often formulated. Increasingly, there is a trend for regional consultations that feed into national decision making. Representation can therefore be made more meaningful by organizing participatory events at the district or community level.

72. See box: C.11: Youth and the Environment in Indonesia; box C.24: Integrating Youth into the Dominican Republic CAS.

73. See box C.20: Young People in SEE: From Risk to Empowerment.



Chapter 4

Addressing the Needs of the Most Vulnerable Children and Youth

The term *vulnerable children and youth* generally refers to those who are significantly more exposed to risks than their peers. They are the children and youth most likely to fall through the cracks of regular programs (figure 4.1).

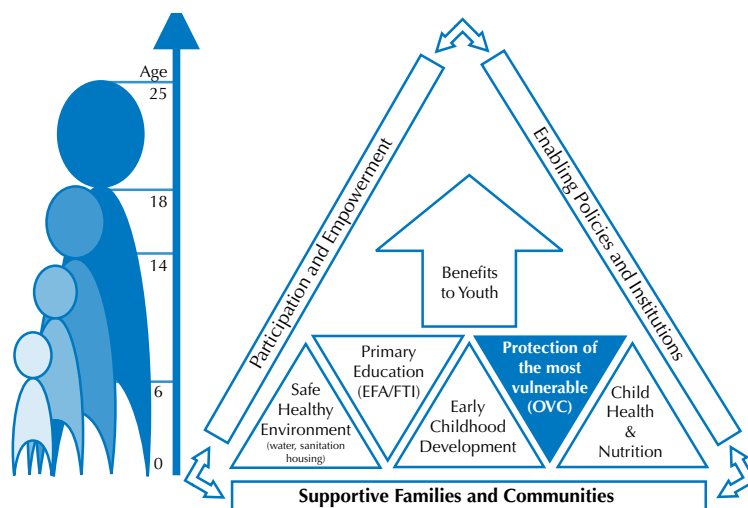
The Bank has initiated a series of efforts to address these groups, working together with partners, such as UNICEF and UNAIDS. Much of the work began in the Africa Region, where the HIV/AIDS pandemic and civil conflicts have created millions of vulnerable children and youth (World Bank 2004f). From this work, the Orphans and Vulnerable Children (OVC) Thematic Group was spawned. This work has expanded considerably and the group has joined forces with other regions to form a multisectoral team that has begun to provide tools and guidance to staff working on these issues (box 4.2).

Until recently, such work was concentrated primarily on children (0–14). However, as more has been learned about some of the extreme vulnerability of

groups such as teenage orphans, soldiers, and young people with disabilities, the age definition of OVC has broadened concomitantly (UNICEF 2004) (box 4.1).⁷⁴

To be adequately protected from negative outcomes and allowed to participate in their own development, OVC need to be targeted through special efforts to remove the barriers that stand in the way of their equal participation in projects

Figure 4.1. Building Blocks for Investments in the Most Vulnerable



74. See box D.3: Integrating Youth with Disabilities into the Mainstream Development Agenda.

Box 4.1. The Most Vulnerable Children and Youth: A Few Definitions

Age Definitions: To assess child vulnerability, the appropriate age definition is generally that defined by the MDGs as ages 0–14. However, there is a need to adjust to important group specificities and local context. For example:

- **Child Soldiers** are generally considered young people up to the age of 18 since the majority are 15–18
- **Street Children** commonly include youth up to the age of 22
- **HIV/AIDS:** Recent diagnoses of children affected by HIV/AIDS point to the fact that adolescents make up the majority of orphans in all countries.

Vulnerability: The OVC Thematic Group defines vulnerability as “a high probability of a negative outcome” or an expected welfare loss above a socially accepted norm, which results from risky/uncertain events, and the lack of appropriate risk management instruments.

For more information, see: OVC Thematic Group Toolkit www.worldbank.org/ovctoolkit.

designed to benefit all children or through special project components tailored to their needs. A focus on children and youth must address their unique vulnerabilities.⁷⁵

Specific risk factors for vulnerable young people can be identified at three broad levels: i) the **household level**, where risks include abuse, parental loss, neglect, exploitation, distress, and migration; ii) the **community level**, where risks include the lack of informal social safety nets, social and ethnic exclusion, stigma, and violence; and iii) the **macro level**, where risks include HIV/AIDS, conflict, financial crises, natural disasters, and social fragmentation and disintegration.

Extreme vulnerability is a **downward spiral** for children and youth, in which each shock leads to a new level of vulnerability and each new level opens up a host of new risks. At the bottom of the spiral are children who live outside of family care or in situations of severe family abuse and neglect. Interventions can be made at all levels to prevent increased vulnerability or mitigate the effect of likely shocks. The higher up the spiral the

intervention is made, the more cost-effective it is likely to be. Efforts should be made to assist OVC before they have reached the most critical stages of their vulnerability, because later interventions tend to be too expensive to be sustainable and have lower rates of success.

Because risks and vulnerabilities are context specific, the types of OVC varies across countries. The rubric includes orphans, children infected with and affected by HIV/AIDS, abandoned children, street children, young people living with a disability, child soldiers and those associated with armed groups, children affected by armed conflict (displaced persons and refugees), children exposed to hazardous work, children who are victims of trafficking and various forms of abuse and neglect, and children living in extremely poor conditions. These groups are not mutually exclusive and may often overlap.

4.1 Status and Scale of the Most Vulnerable

Although it is difficult to obtain good data on the numbers of critically vulnerable groups—either at the global or the national levels—the magnitude of the problem is such that increasing attention is being given to improving these statistics, with UNICEF leading the effort.⁷⁶ In the Bank, AFR has pioneered work on building data on OVC in large part because of the severity and scale of the problem in so many countries, particularly due to HIV/AIDS and conflict. At the global level, the Bank is working with UNICEF, UNAIDS, USAID, and other partners through the Global Partners’ Forum to improve knowledge and intensify the global response to OVC living with HIV/AIDS (table 4.1).

Orphans. There are more than 143 million orphans under the age of 18 in 93 countries of Sub-Saharan Africa, Asia, and Latin America and the Caribbean. In SSA the number of orphans in 2003 was estimated at 43 million, or more than 12 percent of the 0–17 population. Of these, 12.3 million (29 percent) were orphaned by AIDS. The total number of OVC in Africa exceeds 60 million, or about 20 percent of all children liv-

75. See box D.1 Strategic Approaches and Indicators for OVC.

76. See table D.1 Child Protection Indicators.

ing in that region (table 4.1). These numbers are growing rapidly, as HIV-positive parents become ill and die from AIDS and conflict continues to affect the most vulnerable. This is especially the case for double orphans. Although orphans as a group fare much worse in standard education and health indicators, the situation is far worse for double orphans. For example, in SSA school enrollment by orphans is 82 percent that of their peers. Yet in Mozambique, enrollment by children who have lost both parents is just 24 percent that of their peers (UNICEF 2004).

Although SSA has the highest proportion of orphans, the numbers of orphans are much higher in Asia, which had 88 million orphans in 2003 (representing 7.3 percent of all children under 18 in Asia). Even in LCR, where the population is small and the prevalence of HIV/AIDS lower, there were 12.4 million orphans in 2003 (or 6.2 percent of the population). Available data suggests that adolescents make up the majority of orphans globally, and in many countries, the AIDS pandemic has not yet reached its peak. Consequently, the number of children and youth rendered vulnerable by the disease is expected to grow even further. The adverse impact on children, households and communities will linger for decades after the pandemic begins to wane (World Bank 2004f and UNICEF/UNAIDS/USAID 2004).

The Early Years (0–5) Affected by HIV/AIDS.

Although most countries have HIV/AIDS policies and vertical programs for HIV/AIDS in the health, education, gender, and community development sectors, few have programs for children under five. As a result, the youngest and most vulnerable are falling through the cracks of national and international initiatives. Together with other donors, the World Bank has published operational guidelines for ECD in multisectoral HIV/AIDS programs in Sub-Saharan Africa. This document offers guidance on ways to significantly advance HIV/AIDS-related programs for children under the age of eight.

Even if children are not infected with HIV or have AIDS themselves, their parents or caregivers may have HIV/AIDS or live in affected communities. These children suffer from inadequate care, malnutrition, and little stimulation, love, attention, or affection. Furthermore, young children cannot

Table 4.1. Scale of OVC in Africa

Although data is weak and difficult to obtain, many organizations have been attempting to pull together estimates on the status of OVC in Africa. The categories presented here are neither exhaustive nor exclusive. Many critically vulnerable children fall into many of the categories.

Orphans (2004):	43.4 million
Of which AIDS	12.3 million
Armed Conflict:	
War Orphans	150,000
Refugees	2.3 million
Internally displaced:	2.9 million
Child Soldiers	120,000
Severely Injured	3 million
Permanently Disabled	2 million
Street Children	3 million
Domestic Servants	5 million
Worst Forms of Labor	600,000
Of Which:	
Trafficking	200,000
Forced/Bonded Labor	210,000
Child Soldiers	120,000
Prostitution	50,000
Mining	800,000
Contemporary Slavery	200,000
Disabled	6 million

Sources: Children on the Brink, UNICEF/UNAIDS/USAID2004; International Rescue Committee; Refugees by Numbers UNHCR; Every Child Counts ILO/IPEC 2002; Impact of Armed Conflict on Children UNICEF; Facts and Figures on Child Labor ILO/IPEC; "Prejudice and Dignity: An introduction to Community Based Rehabilitation" UNDP (1999); "Disposable People, modern slavery in the Global Economy" Bales, K; Andvig et al (2000).

For More Information, contact: OVC Thematic Group Toolkit www.worldbank.org/ovctoolkit.

rely on other support systems (such as school) to which older children have access.

In 1999 the U.S. Center for Disease Control and Prevention estimated that worldwide one in every three children orphaned by HIV/AIDS was under five and that 15 million children under five would be orphans by 2010. Many more, it projected, would be living with sick parents and exhausted caregivers in impoverished conditions (Centers for Disease Control 1999).

Child workers. Globally, more than 186 million children between the ages of 5 and 14 years—20 percent of all children—are economically active. About 111 million are in "hazardous work"—forms of labor likely to have adverse effects on their safety, health, or moral development. Nearly

Box 4.2. Orphans and Vulnerable Children Toolkit for Sub-Saharan Africa

Together with the World Bank Institute, the Orphans and Vulnerable Children Thematic Group has designed a Toolkit for Sub-Saharan Africa, a resource guide on how to support orphans and other vulnerable children in Bank operations. The toolkit was developed primarily to support Bank project designers from different technical sectors, but other organizations and policymakers will also find it useful.

The Toolkit provides:

- core definitions, rationale, and links with the MDGs
- background data and situational analysis
- operational strategies for integrating orphans and vulnerable children into sector work and in projects across several sectors (including links to relevant sectoral websites)
- advice on costing interventions, targeting mechanisms, stakeholder analysis, working with partners, roles and responsibilities
- avoiding common pitfalls

For more information, contact the Orphans and Vulnerable Children Thematic Group or visit www.worldbank.org/ovctoolkit.

10 million of these children are engaged in “one of the worst forms of child labor” (as defined by ILO Convention 182), including armed conflict, prostitution or pornography, trafficking, slavery, or other illicit activities. In Sub-Saharan Africa, which has a higher proportion of children working than any other region, 29 percent of children 5–14 are estimated to be economically active. Many believe that these figures understate the real magnitude of the problem (ILO 2002; IPEC-ILO 2003; World Bank 2004i; UNICEF 2004b).

The worst forms of child labor are of universal concern. Child labor also has important **economic implications**. Working children incur substantial future income losses because of the negative consequences working has on their human capital, including their health and education. Moreover, since children are more likely to work and not go to school if their parents worked as children, the economic losses associated with child labor and their implications for poverty are often transmitted across generations. The poor are forced to choose between the short-term gains of child labor, which can mitigate income poverty within the household, and the long-term costs in terms of forgone human capital accumulation and reduced future labor income.

Studies have concluded that **eliminating child labor** and putting working children in school would have **huge aggregate developmental benefits**, primarily through the added productive capacity of future generations. The ILO (2004) estimates that the discounted present value of this economic gain would be about \$5 trillion over the 2000–20 period. While such a calculation is inherently imprecise, any plausible set of assumptions would yield a very large benefit, far in excess of the costs incurred. Of course, in addition to the compelling economic argument, there are difficult to quantify moral concerns with at least some forms of child labor.

As the international community rallies around the MDGs as a comprehensive vision for development, child labor is a serious obstacle to achieving a number of the goals, including reducing poverty and achieving universal primary education. However, this initiative will not meet its objectives by focusing only on the education system itself; we must investigate the role of policies affecting the supply of child labor beyond the availability of (good) schools and their relative merits.

Institutionalized children. Governments in Europe and Central Asia are spending 1–2 percent of GDP warehousing vulnerable individuals (including children deprived of parental care, people with disabilities, and the elderly) as a response to increased poverty and family distress in the region. The institutionalization of children is costly to society and to the children themselves and destructive of human capital. The Bank is beginning to address these issues in some countries (World Bank 2002g, 2004m, 2004n).

Child soldiers. More than 300,000 child and youth soldiers are involved in armed conflict in 49 countries (United Nations 2003). Between 1989 and 2000, 111 armed conflicts were reported around the world, most in the poorest developing countries, where families and young people have extremely limited choices for survival and the young are at greatest risk of being “drafted.” In the past decade, an estimated 2 million children and youth died and 5 million became disabled in armed conflict (UN Secretariat 2004).

4.2 What Is the Bank’s Role?

The Bank is committed to ensuring that interventions do not worsen situations for OVC or pro-

duce more of them. Bank projects that target children in general, and poor children in particular, often reach orphans and vulnerable children by preventing them from falling through the cracks. Nonetheless many traditional systemic programs are failing to reach millions of others. While many organizations may be better positioned than the Bank to address the challenges facing OVC on a small scale, for countries in which their numbers are large, the Bank can play an important role. Some examples include the following:

- **Conflict and post-conflict countries.** OVC in need of special attention include child soldiers, internally displaced and refugee children, sexually harmed children, and orphans and abandoned children. Because conflict and post-conflict countries often experience the breakdown of public service and local government, interventions often need to rely on flexible instruments and NGOs to reach target groups.⁷⁷
- **Countries with a high prevalence of HIV/AIDS.** OVC are primarily orphans, children whose parents are chronically ill (and who may be HIV positive), children infected with HIV/AIDS, and children living in households that have taken in orphans.⁷⁸
- **Countries in Transition.** OVC are concentrated in institutionalized care—or will be living on the street—because of the impact of the transition on families living in extreme poverty in countries that have a tradition of institutional care for abandoned children. A second subset of the critically vulnerable will be the growing numbers of youth with HIV/AIDS, often associated with drug use (box 4.3).

4.3 Moving Forward

The Orphans and Vulnerable Children Thematic Group has already begun to develop a strategy for addressing the issues of critically vulnerable children and youth in the Bank's work. It has done so by:

- raising awareness among management and staff, through advocacy and training

77. See box B.1: Supporting AIDS orphans in Uganda.

78. See table D.1 Child Protection Indicators.

Box 4.3. Changing Minds, Policies, and Lives: Improving Protection of Vulnerable Children in Europe and Central Asia

After more than a decade of coping with transition challenges, family and child welfare systems in Europe and Central Asia are in need of reform. The mindset is changing, policies are increasingly embracing new directions, and reform efforts are underway—but the lives of hundreds of thousands of poor families with children have yet to improve.

A large number of children are still at risk of being separated from their families and placed in institutional care. UNICEF and the World Bank have teamed up in an effort to increase the understanding of the challenges of the system changes in Europe and Central Asia and to propose strategies to advance the reform of child and family services. Together they have produced concept papers and corresponding tools that suggest how to change three important system regulators: decisionmaking, standards, and financing.

Source: Changing Minds, Policies and Lives: Improving Protection of Children in Europe and Central Asia (3 volumes), Innocenti Publications, UNICEF and World Bank (2003b).

- integrating OVC concerns into “regular” projects and ESW (CASs, PRSPs, MAPs) by supporting staff willing to do so
- targeting efforts according to regional and country characteristics
- developing an OVC Toolkit to guide staff and policymakers in integrating orphans and vulnerable children into project and policy design (box 4.2).

To date the bulk of attention on OVC has been concentrated in Sub-Saharan Africa, where the issue is most acute and high demand from staff has led to an inter-agency publication of Operational Guidelines (box 4.4). However, as awareness is raised—and as the HIV/AIDS and other crises take their toll on the most vulnerable in other regions—there will be a need for all regions (and sectors) to participate more fully in developing resources and strategies to tailor them to their specific needs. From the undocumented children

Box 4.4. Operational Guidelines for Multisectoral HIV/AIDS Programs in Sub-Saharan Africa

The Operational Guidelines, published jointly by UNAIDS, UNICEF, and the World Bank, provides ways to significantly advance HIV/AIDS-related programs for children under eight. The guidelines offer a common platform from which national AIDS councils and secretariats, relevant ministries, communities, and development partners can develop effective programs for this often ignored but key age group.

Using lessons from early child development and HIV/AIDS programs, these operational guidelines provide tools for incorporating programs for infants and young children into HIV/AIDS programs and activities, in high- or low-prevalence countries in Africa. The core of this approach is family-based and community-based care for children affected by and infected with HIV/AIDS.

For more information, visit www.worldbank.org/children.

in the Dominican Republic and elsewhere to the institutionalized children in Eastern Europe and the 111 million children employed in hazardous jobs globally, addressing the needs of the most vulnerable children and youth is central to meeting the Bank's goal of reducing poverty globally.

Recommendations

1. **Integrate concerns about orphans and vulnerable children** explicitly into the Bank's strategy for children and youth across all sectors, particularly in those countries where the magnitude of the problem merits

Bank intervention.⁷⁹ Integrating OVCs into "regular" projects entails assessing how the project could positively or negatively affect the number of OVC (through preventive interventions)⁸⁰ or through their welfare (coping/assistance).

2. Continue developing the **OVC Thematic Group Toolkit** to incorporate greater regional specificity, and as well as to design tools for addressing specific subgroups such as children and youth living with disabilities.⁸¹
3. Increase staff **training** and identify **financial resources** that can assist task team leaders willing to address issues affecting orphans and vulnerable children.⁸²
4. Assess the **cost-effectiveness** of existing interventions in developing countries, and define where the Bank has a comparative advantage.
5. Where possible, incorporate the **voices** of OVC into the design of country-level interventions, as the Niger pilot study on the role of children in household risk management has done.
6. Together with key partners, improve **data sources** in order to establish a common set of indicators to monitor over time and incorporate more data on vulnerable adolescents and young people living with disabilities.⁸³
7. Further strengthen **partnerships** with leaders in the field, including UNICEF, UNAIDS, the International Rescue Committee, UNHCR, and the ILO.

79. See table D.2: Strategic Approaches and Indicators for OVC; box D.2: Social Funds for Children and Youth in Post-Conflict Countries in Africa; box D.3: Multisectoral Approach for Improving the Lives of OVC.

80. See box C.19: Sharpening Youth Focus of HIV/AIDS Programs through MAPs; box B.7: Accelerating the Education Sector Response to HIV/AIDS.

81. See box D.3: Integrating Youth with Disabilities into the Mainstream Development Agenda.

82. See box E.5: World Bank Institute Training Programs for Children and Youth; box E.8: Financial, Technical, and Capacity Building Support to World Bank Staff.

83. See table D.1: Child Protection Indicators, by Country 1999–2003.







Chapter 5

Next Steps: Applying a Children and/or Youth Lens

For many countries, focusing on children and youth across all sectors in an integrated way (and in strategic documents such as CASs, PRSPs, PERs, and Poverty Assessments) will reveal important gaps for both groups, particularly if linked with progress toward outcomes. However, many countries have already developed relatively effective strategies and systems for reaching children, and are requesting specific assistance for addressing the challenges facing **youth**, where evidence on effective policies and programs in developing countries is more difficult to ascertain. While this *Resource Guide* places strong emphasis on the importance of considering the links between the two age groups, it is understood that needs will vary widely across regions and countries, hence the title of this section, “Applying a Children **and/or** Youth Lens.”

In many middle-income countries that have achieved adequate outcomes in basic health and education for children, demand for Bank support is falling more intensively on issues related to youth development particularly for those who are out of school and out of work and engaging in risky behaviors. For many low-income countries in SSA and SAP, demand continues to be greater for support of key measures such as the Fast Track Initiative and early childhood interventions to accelerate progress—or reverse regressive trends—in achieving core MDGs for children though there is growing demand for youth strategies here

too. For still others—such as many countries in transition—the urgent need is to address the root causes of rapidly deteriorating youth indicators.

5.1 In Operations

Children and youth strategies must be **country specific**, because the conditions of young people and how they interact with the forces affecting growth and poverty vary widely depending on the economic social and cultural contexts in which they live. As with all development actions, efforts must also be **country led**, with the Bank playing a supportive and proactive role.

A key factor in developing such strategies will be the coordination of key sectors in targeting specific age groups. This is particularly challenging because of the institutional limitations both within the Bank and among its clients, which have a tendency to categorize interventions by single-sector silos. Particularly when dealing with early childhood and youth, a more multisectoral approach is needed.

In applying a children and youth lens, the Bank should develop and provide the tools necessary for countries to: i) carry out a Children and Youth assessment to identify vulnerabilities and gaps in development strategies in reaching outcomes aligned with the MDGs; ii) prioritize and implement appropriate children and youth policy and operational interventions across a broad range of sectors as part of a Poverty Reduction Strategy,

Box 5.1 Mainstreaming Children and Youth into a Country Development Framework

Applying a children and youth lens effectively across the Bank's work in countries will require the collaborative effort of entire country teams for the Bank, and most of the sectoral ministry counterparts for the country. Some key questions to address in this process are the following:

1. What are the key problems facing each age group?
2. What is their impact on the MDGs and poverty reduction?
3. To what extent are the challenges facing children and youth addressed by current policies?
4. Is the World Bank uniquely placed to invest in the interventions or provide support to enabling policies?
5. What is the relative cost-effectiveness of existing interventions?
6. Do they emphasize prevention (while including mitigation and coping strategies)?
7. Do the interventions address key demand-side constraints?
8. Do they take advantage of cross-sectoral synergies?
9. What scale is needed to achieve impact?
10. What characteristics should the interventions have to reach the poor? To be gender sensitive?
11. Can these interventions and policies be absorbed within existing antipoverty investment mechanisms and thus ensure sustained investments and emphasis?

which would be reflected in the Bank's CAS and portfolio; and iii) effectively monitor and evaluate the implementation and results of these interventions, with particular attention to rigorous evaluation of impact on the lives of disadvantaged children and youth, including analysis of the relative costs of different investments.

A series of actions will facilitate this process, some of which have already begun:

1. **Develop regional children and youth strategic frameworks** linking goals with MDGs and using a life-cycle framework. Ensure that all relevant sectors contribute in a coordinated

manner, to avoid duplication of effort or partial analysis and to encourage co-targeting of strategies and interventions.

2. **Identify pilot countries** in which there is strong demand for policy advice and a children and youth analysis can be carried out to guide policymakers and country teams in identifying gaps and priority areas for potential Bank intervention. This pilot exercise would feed into the development of a toolkit for helping country teams Bankwide focus their country programs more intensively on children and youth outcomes.
3. **Embed children and youth into national development strategies, Poverty Reduction Strategies, CASs, and other key operational tools.** Important steps in this process are as follows:
 - Develop a **statistical profile of children and youth** to highlight specific issues and trends as they relate to the status of the young and their direct relationship with meeting the MDGs. The life-cycle approach will facilitate the risk assessment and priority areas for intervention.
 - Support **multisector collaboration around upstream AAA and ESW** that feeds directly into these strategic documents (for example, PERs to clarify the extent of public spending and investment in children and youth and the alignment with their needs; Poverty Assessments using specific children and youth outcome indicators; and AAA supporting government efforts to develop national children and youth strategies⁸⁴).
 - Bring **youth in as stakeholders** at early stages of strategy development, as well as in the design of programs and projects.⁸⁵
 - Embed children and youth outcomes and strategies into **country-level strategic documents** (PRSPs, Comprehensive Development Frameworks, and other national planning frameworks, leading to a CAS in which children and youth are

84. See box A.2: Yemen's National C&Y Strategy, box C.27: Caribbean Youth Development, box C.20: Young People in South Eastern Europe: From Risk to Empowerment; box E.2: C&Y Knowledge Products Supported by PCF.

85. See box A.6: The Macedonia C&Y Development Project; C.3: Youth Voices Initiative in Georgia; box C.24: Incorporating Youth in the Dominican Republic's CAS; box C.23: Including Youth in the PRSP Process in Moldova.

integrated throughout a country portfolio (box 5.1) .

- Integrate this approach into **subnational strategies**, such as those pertaining to urban, municipal, and rural development.⁸⁶
- Move toward **cross-sectoral interventions**, including co-targeting.⁸⁷
- Integrate **children and youth monitoring and evaluation** systems into national systems, by providing support to improve the quality of locally generated data.

4. **Build capacity of staff and clients** in all sectors to understand how best to assess the needs of children and youth across sectors—utilizing the life-cycle framework—and the impact of current policies on children and youth. Doing so requires providing staff and clients with integrated curricula and opportunities for the cross-country and cross-sectoral exchange of experiences.⁸⁸
5. **Build strategic partnerships.** A country-led approach offers an opportunity for stakeholders—including international agencies, NGOs, parents, caregivers, communities, local governmental and nongovernmental agencies, and especially youth themselves—to better coordinate their work on a long-term basis, based on accountability and comparative advantage. Bringing partners into the process from the initial assessment will help clarify where the comparative advantage of each lies.⁸⁹

5.2 In Analysis

Building on the substantial work already underway in various sectors and regions of the Bank and that undertaken in preparing the *Framework for Action*, the Bank will need to develop a body of material that can be used by networks, regions, and countries developing children and youth projects and programs. Specifically this will require the following actions:

1. **Conduct research to fill in information gaps, particularly regarding youth.** There is a need for additional economic and impact analysis of most of the key themes related to youth development. The Bank has a comparative advantage in providing such expertise to move the youth agenda from advocacy to evidence. Specific topics for research might include the following:
 - Analysis of the **impact and cost-effectiveness** of existing investments in youth in developing countries, to identify those worthy of replicating or scaling up. Particular attention needs to be given to measuring the private and social returns to investment.
 - Develop a common methodology for **measuring the costs of not investing** in youth, to provide a substantive basis for the counterfactual, and to systematically identify and measure a broader range of measurable externalities to investing (or not) in youth.
 - Create a **working paper series for youth development**, in order to provide evidence-based support of the effects of a range of possible youth policies and investments. Potential topics to be explored include macro policies and their impact on poor youth, youth unemployment, the education-employment nexus, non-formal education and life-long learning, risky/healthy behaviors, orphans and vulnerable children, and empowerment.
 - Collect **good practices** regarding the most effective investments across a broad range of interventions for children and youth including effective strategies for scaling up programs with proven track records.
 - Growth and expenditure strategies that benefit poor children and youth, including effective targeting mechanisms.

86. See box E.9: Integrating C&Y into Urban Strategies.

87. See table A.1: Cross-Sectoral Synergies in Improving Outcomes for Children and Youth.

88. See box C.20: Moldova PRSP; box E.4 World Bank Y2Y Community; box E.8: Staff Support—Financial, Technical and Capacity Building; box E.6: WBI Training Programs for C&Y.

89. See box E.7: World Bank Partners in C&Y Work; box C.12: The World Programme of Action for Youth and the UN World Youth Report 2005.

2. Develop a set of standard children and youth indicators to be used for both regional and country-based assessments.

- Use the MDGs as a base, and work with key partners that have developed indicators of their own (including but not limited to those already developed by UNICEF, UNDP, the ILO, USAID, DFID, and leading NGOs) to ensure consistency, reduce demands on clients, and support local capacity building.
- Where possible, collect data from existing sources (demographic and health surveys, multi-indicator cluster surveys of children and women, household expenditure surveys, labor force surveys) and from partners that are leaders in children and youth issues.
- Use the “Youth in Numbers” series as an initial model from which to build national and regional youth profiles, with recommended benchmarks for regions and different type of countries (such as post-conflict countries or Low-Income Countries under Stress).
- Ensure that local policymakers have access to and use these indicators to guide policies and monitor progress toward improved outcomes.
- Use profiles together with global benchmarks (see below) to provide policymakers with information on where they are farthest from international standards, thereby helping them identify the need for priority interventions. This system will also help identify new areas for research and feed into evaluation of effective interventions. While this is already being done for key child indicators, there is much less reliable data available for youth or OVC.

3. Set up a global monitoring and evaluation system for children and youth. Based on the indicators described above and working with leading partners, a common global mechanism needs to be developed to monitor prog-

ress toward improving these indicators and assessing the impact on poverty reduction for those under the age of 25.

- **Define global benchmarks to complement the MDG targets**, particularly as it related to youth, where the existing benchmarks are less well developed. Together with partners, create a Youth Development Index along the lines of the UNDP’s Human Development Index.

4. Collect and disseminate good practices.

Building on the strength of the networks, the *Resource Guide* will gather and share examples of effective interventions, building a bank of good practice examples, especially for youth interventions, multisectoral approaches to improving operations, and programs for OVC where demand for such information is greatest. A multisectoral team linked to the Youth Resource Guide Series team will review all practices to ensure quality and consistency. The compilation of good practices should not be limited to Bank interventions and should include experiences of industrial countries.

5.3 In Participation

Involving youth in the process of crafting strategies and interventions is essential if the Bank and its clients are to be effective in addressing the needs of young people. Doing so will require structured corporate involvement at the global, regional, national, and local levels. A key challenge will be to ensure that the voices of youth are genuinely representative of the concerns of this cohort.

- 1. Bring youth into the global dialogue.** Building on the considerable youth consultation momentum developed at the Bank since 2003, outreach should be expanded to external youth consultative groups, both formal and informal, to engage them in dialogue on broad development issues and to benefit from their advice on strategies with proven track records.⁹⁰

90. See box E.3: The Alliance of Youth CEOs (the World’s Largest Youth-serving Organizations) and box E.4: The World Bank Youth-to-Youth (Y2Y) Community.

2. **Support regional efforts in the expansion of the Youth Consultative Groups** into new countries, modeled after successful national initiatives, such as the Voces Nuevas group in Lima, Peru. These efforts should engage youth in a meaningful and systematic dialogue with the Bank.⁹¹
3. **Involve youth in the development, implementation, and monitoring of country-level strategies and projects.** Make youth part of the solution by consulting them, documenting the needs and priorities they identify, and translating those needs into effective interventions. The goal is to embed youth as key stakeholders within the policy framework that sets the country's development agenda and to facilitate their contribution to the development process. To do so, the Bank should conduct stakeholder consultations, needs assessments, social assessments, and poverty assessments; support the development of national youth strategies,⁹² including youth-led initiatives;⁹³ and ensure that where possible youth are part of project design, implementation, monitoring and evaluation.⁹⁴

5.4 In Partnerships

Given the depth and breadth of the children and youth agenda, it is essential that the Bank work with key partners to formulate and execute its strategy at all levels. These partners bring technical and financial expertise in areas that complement the Bank's own expertise, and they bring a wealth of experience in specific domains.

Partnerships can be based on the type or institution (international organizations, bilateral development institutions, civil society organizations for youth, NGOs with a focus on children and youth); on the level of interaction (local, regional, global); or the content of cooperation (operations, capacity building, knowledge management, advocacy). The challenge is to avoid having partnerships drive the agenda at the expense of country-level priorities.

Box E.7 *World Bank Partners in Children and Youth Work* in Appendix E provides an overview of many of the partner organizations with which the Bank is currently working and others that have begun to establish relations with the Bank. These include youth civil society organizations and networks as well as youth serving NGOs. While by no means exhaustive, the list provides an indication of the richness of experience and complementarity of approach among the Bank's partners. It also provides information on **areas of expertise**, along with examples of **key initiatives** and **publications** by each organization as they relate to children and/or youth.

5.5 In Staff Support: Financial and Technical

Many of the actions proposed in this Resource Guide may require additional financial resources for staff or country teams to jump start specific children and youth interventions, in particular for new analytical, evaluation or pilot work. In areas where the Bank lacks adequate experience, outside experts may be needed. In other cases, there may be a need for building capacity among clients and staff to address specific children and/or youth interventions. The Children and Youth Unit and the corresponding Focal Points in every region have provided a catalyst for such work across the Bank through the support of the President's Contingency Fund (2003–2004).⁹⁴ Since that time, several other trust funds have become available for children and youth activities and research. Box E.8 *Support to Bank Staff Working on C&Y: Financial, Technical, and Capacity Building* in appendix E summarizes the support currently available to staff.

5.6 Conclusion

This *Resource Guide* provides Bank staff and country partners with an evolving set of tools and resources with which to strengthen our assistance

91. See box C.23: Including Youth in the Poverty Reduction Strategy Paper Process in Moldova; box A.2: Yemen's National C&Y Strategy; box A.6: The Macedonia C&Y Development Project.

92. See box C.14: The Youth Agenda in Brazil: Working Across Sectors.

93. See box C.11: Youth and the Environment in Indonesia, box C.24: Integrating Youth into the Dominican Republic's CAS; box C.3: Youth Voices Initiative in Georgia; and box C.26: ESSD Youth and the Environment.

94. See box E.1: World Bank's C&Y Unit Mission and Services; and box E.2: C&Y Knowledge Products supported by the PCF 2003–04.

to countries seeking to improve the lives of poor children and youth. It describes the key status and trends in the lives of children and youth globally and highlights the important and innovative work currently underway by the Bank and its partners. By its very nature, it cannot be a static document. It will be enriched by the experience and analytical work of staff, partners and clients, as they learn more about which policies and programs work. As knowledge grows, the *Guide* will be updated on the Children and Youth Web site (www.worldbank.org/childrenandyouth).

While the *Resource Guide* underscores the importance of continuing traditional Bank interventions in education and health, it recommends other actions to enhance efforts for children and youth as well:

- Deepen knowledge in areas where there is inadequate global experience (such as impact and cost-benefit analysis of youth interventions across a multitude of sectors).

- Significantly scale up investments in areas with a track record of success (such as ECD, IMCI, the Fast-Track Initiative, and conditional cash transfer programs), while understanding that scaling up provides its own set of challenges.
- Move toward more effective cross-sectoral approaches to addressing children and youth concerns, and integrate young people more systematically at all levels of development.

The *Resource Guide* cannot and does not aim to provide the “answers” to questions that have challenged policymakers the world over for decades. Rather, it is intended as a living framework for leveraging all our forms of assistance—knowledge, policy advice, lending, grants, and capacity building—in order to place outcomes for children and youth centrally across all of our work, and improve the lives today of those who will inherit the planet from us tomorrow.



Appendices

A. Overview: Children and Youth

B. Children: Windows of Opportunity

C. Youth: Integrating the Neglected Constituency

D. Addressing the Most Vulnerable

E. Next Steps: Applying a Children and Youth Lens





Appendix A

Overview: Children and Youth

Table A.1. Cross-Sectoral Synergies in Improving Outcomes for Children and Youth

Age category	Opportunities for investment	Main sectors/areas involved	Main expected outcomes
Conception to early childhood (0–5)	<ul style="list-style-type: none"> Prenatal, delivery, and neonatal care Infrastructure (water, sanitation, transport) Child care (breastfeeding, immunizations, integrated management of childhood illnesses) Early child development Rehabilitation programs for disabled children Microcredit and conditional credit to women and households 	<ul style="list-style-type: none"> Health Transport, water and sanitation, agriculture, urban and rural development, health Education, health, water and sanitation, nutrition Social protection Finance 	<ul style="list-style-type: none"> Reduced infant and child mortality Reduced morbidity and permanent disability Improved physical and intellectual development Reduced likelihood of early drop-out and social exclusion
Later childhood (6–14)	<ul style="list-style-type: none"> Co-targeted infrastructure with schools Training and recruitment of school teachers School health and nutrition programs Conditional cash transfers and other demand incentives Microcredit and conditional credit to women and households Legal protection for minors, criminal punishment against perpetrators of human traffickers of children and adolescents 	<ul style="list-style-type: none"> Transport, education, water and sanitation Education Health, nutrition Social protection, education, health Finance Judiciary, interior ministry, juvenile justice 	<ul style="list-style-type: none"> Improved school enrollment and retention, better school performance, lower drop-out rate Improved health and nutrition outcomes Improved income generation
Adolescence and youth (15–24)	<ul style="list-style-type: none"> Secondary and tertiary education Exposure to work experiences Life and livelihood skills, including remedial education for those who drop out of formal education systems Integrated community-based services for youth Active labor market programs for youth Youth-centered health (and reproductive health) services Community-based rehabilitation services for vulnerable adolescents Legal protection for minors, criminal punishment against perpetrators of human traffickers of children and adolescents Empowerment and participation in social, economic, and political system National youth policy with youth stakeholders 	<ul style="list-style-type: none"> Education, private sector development, service programs in all sectors Nonformal education, social development, youth and sports Finance, labor, youth and sports Health, education Social protection/social development Judiciary, interior ministry, juvenile justice Social development, youth and sports, multisectoral Multisectoral 	<ul style="list-style-type: none"> Reduced child labor and prevalence of orphans and vulnerable children Improved school access, enrollment, retention and completion Improved livelihood skills and employment, reduced unemployment and underemployment Improved social cohesion Healthier lifestyles; reduction in risky behaviors, such as early pregnancies, substance abuse, criminal activities, HIV/AIDS prevalence, and violence

Source: World Bank HDNCY 2005.

Box A.1. Reaching Africa's Young

In most African countries, progress toward meeting the MDGs is slow and even deteriorating in many countries. The impact of HIV/AIDS and conflict is devastating, and many predict that worse is yet to come. A **quick snapshot** of the region's children and youth reveals the staggering scale of the crisis affecting Africa's young people:

- Sixty-two percent of Africa's population—420 million people in 2000—are under 24, and the figure is growing rapidly.
- Mortality rates among children under five are the highest in the world (1 in 6). The region also leads in malnutrition rates (36 percent).
- For children 6–14, Africa has the worst schooling outcomes in the world, with 51 percent of these children out of school.
- Forty-one percent of 15- to 24-year-olds are unemployed, and only 20 percent completed secondary school.
- Africa has 34 million orphans under the age of 15—a result of the HIV/AIDS pandemic, conflict, and disease—and the number is growing rapidly: in 12 countries in Africa, 15–25 percent of all children are expected to be orphans by 2010.

The macro- and micro-economic impact of this snapshot of children and youth indicators in Africa is considerable. HIV/AIDS alone is estimated to have reduced annual GDP growth by two percentage points. In Uganda household savings in families fostering orphans has been reduced by about a third.

The Africa Region is the first to develop a strategic framework focusing on the needs of children and youth using a life-cycle framework. The Reaching Africa's Young (RAY) strategic plan for 2005–15 proposes a three-pronged strategy to scale up action in three priority groups:

Strategy 1: Intensify interventions for vulnerable children under five.

Strategy 2: Take emergency action for orphans and vulnerable children.

Strategy 3: Address the needs of at-risk youth.

Within the \$3.4 billion Human Development portfolio for Africa in 1998–2002, about \$2.4 billion reached people under 24, but only \$240 million went to the most vulnerable groups targeted by RAY. The new strategy envisions significant scaling up analytical work, capacity building, and lending using existing instruments (such as Multicountry AIDS Programs, Poverty Reduction Support Credits, education programs, health programs, social funds, community-driven development programs, and urban programs) as well as new instruments (including conditional cash transfers, safety nets, community financing, and subregional programs).

Source: World Bank (April 2004). Reaching Africa's Young Strategic Framework Plan FY2005–15.

Contact: Elsie Laretta Maka and Marito Garcia, Africa Human Development.

Table A.2. Applying the Life Cycle Framework in Argentina

Stage in the Life Cycle	Poverty Rate (%)		Main Risks	Leading Indicators (Value for Lowest Quintile)	Covering the Gap with Strategies of Risk Protection	Role for Sectors
Infancy and early childhood (0–5)	12% very poor	43% poor	Stunted development	Malnutrition, preschool/early childhood development program coverage: 22%	Increase coverage of early childhood development programs	Early childhood development programs, primary health care services, preschool education
Primary school age (6–14)	13% very poor	45% poor	Poor education quality (low human capital development)	Late entry: 8% Grade repetition: 27%	Reduce repetition and late entrance; raise quality	Improve primary school quality; improve secondary school access and quality; support scholarship/return to school incentive programs
Young adulthood (15–24)	7% very poor	31% poor	Low human capital development (education quality/attainment); unemployment; inactivity leading to violence, risky sexual behavior, substance abuse, etc.	Secondary school enrollment repetition: 62% Unemployment: 33%	Raise secondary school enrollment; provide sex education, employment	Improve school quality; labor-intensive growth, labor market reforms, unemployment insurance, workfare, and income transfers

Source: World Bank (2000): Argentina: Managing Social Risk.

Contact: *Latin America Social Protection*.

Table A.3. Demographics and Risks at Various Stages of the Life Cycle in Ethiopia

Stage in the Life Cycle	Numbers Based on the 1994 Population Census	Situation, Problems and Key Constraints
Infants (0 to 1 year)	1.80 million	<ul style="list-style-type: none"> ■ 15% born less than 1kg (low birth weight) ■ 198,000 with very low weight for height—wasted (11%) ■ 12% (216,000) die before first birthday—due to acute respiratory infection, malnutrition, diarrhea
Early Childhood (1–5 years)	8.4 million	<ul style="list-style-type: none"> ■ Health: 25% report illness episodes in past 2 months ■ Nutrition: 60% stunted
Primary School Age (7–14 years)	12.0 million	<ul style="list-style-type: none"> ■ Only 8% (120,000) of 7-year olds are enrolled in grade 1 ■ About 17% (2.1 million) enrolled in primary school ■ Majority of boys help in the farms; girls help at home ■ Average age of grade 1 pupil: 11 years ■ Only 29% are in primary school; most are out of school. ■ 31% suffer from iodine deficiency disorders
Adolescents (12–15 years)	3.6 million	<ul style="list-style-type: none"> ■ Early marriage—35% of girls married by 15 ■ 70% of girls married by 17 years ■ Female genital mutilation: 90% ■ 43% participate in labor force (18% for females)
Adults (15–64 years)	Young adults 15–18 years old 5.1 million Adults 15–64 years old 27.5 million	<ul style="list-style-type: none"> ■ 25 % are malnourished, or have low body mass index. Affect farm production. ■ Sick 18–40 days in a year ■ Females: Total fertility rate of 6.1 ■ Mothers: Maternal mortality rates of 540–1500 per 100,000 births due to perinatal-maternal problems ■ Largest disability life years lost (16% deaths) ■ Contraceptive use: 7%
Elderly (above 64 years)	1.9 million	<ul style="list-style-type: none"> ■ Life expectancy: 49 years

Sources: World Bank (1998): Ethiopia: Social Sector Report.

Box A.2. Yemen's National Children and Youth Strategy

In response to the growing challenges facing children and youth, the government of Yemen requested the World Bank's technical assistance in preparing the Children and Youth National Strategy/Action Plan. The analytical work uses the life-cycle approach to identify the main vulnerabilities of children and youth at all stages, the consequences in subsequent years, and the implications for Yemen's human and economic development. The work identifies opportunities for leveraged public investments that will help maximize return, reduce poverty, and reach Yemen's MDG and PRSP goals.

Specifically, this work:

- Provides a **snapshot of the status of children and youth** in Yemen using key outcome indicators across populations and income groups
- Analyzes **specific risks** faced during the early childhood (0–5), the school years (6–14), and early adulthood (15–24), providing insights into the relationship between outcomes and determinants of risks and vulnerabilities
- Reviews **government policies and programs** that affect investment in children and youth across sectors and assesses whether they respond to identified needs. Preliminary assessments suggest that current interventions to improve girls' access to school fail to address constraints in a comprehensive way at the district level. Infrastructure may be available, for example, but female teachers are lacking.
- Identifies **the key building blocks** corresponding to the most urgent needs of children and youth in the short- and longer-term. For children under five, for example, the strategy emphasizes the critical role that child health and nutrition needs to play now; in the longer term, it emphasizes the need for early childhood development programs.

Preparation of the strategy involved a high degree of intersectoral collaboration; more will be needed as the process continues. Going forward, the Higher Council for Motherhood and Childhood will coordinate the work, under the supervision of the Ministry of Social Affairs and Labor, in close collaboration with relevant line ministries (Health, Education, Youth, Human Rights, National Women's Committee); UN agencies (UNICEF, UNFPA, UNDP, WHO, ILO); and other relevant stakeholders, including NGOs, bilateral donors, and international organizations. The strategy will serve as the base for developing a comprehensive plan of action in 2005, with objectives, targets, and a timeline, to be conducted in tandem with national PRSP dialogues.

The Yemeni case serves as an example of how to engage in a comprehensive cross-sectoral children and youth plan guided by the MDGs and conceptually based on the links between investments in early years and youth. The life-cycle approach has proved to be a useful framework to guide the analysis of vulnerabilities and opportunities and for focusing on the key building blocks for improving outcomes for Yemen's young people.

Source: World Bank (2005 draft). Reaching Out to All Children and Youth Developing an Integrated Approach to Children and Youth Protection and Development in the Republic of Yemen.

Contact: Iqbal Kaur, MNSHD.

Box A.3. Preliminary Stocktaking of Bank Projects with Youth Components

The Children and Youth Unit (HDNCY) reviewed more than 1000 World Bank IBRD and IDA loans and grants for the period of FY1995–2005 and categorized them by regional, sectoral and “building block” distributions. Youth components were identified within those projects using key words developed in collaboration with sectoral staff to identify which components addressed youth issues. Relevant information on components, sector, type of operation, interventions, responsible agency, and budgets were extracted from a detailed analysis of the corresponding project documents (PADs, SAs, PIDs, Memorandum and Recommendations of the President, and Integrated Safeguards Datasheets).

A similar exercise was undertaken for World Bank *Knowledge Products* over the same period. Both reports are available from the Children and Youth Unit, and summaries can be accessed through the website: www.worldbank.org/childrenandyouth. The stocktaking exercise will be expanded to include trends in lending for both children and youth using a similar methodology. Given that the Bank has never systematically monitored Bank projects by age group, this work is intended as a first step in improving our capacity to monitor support to those under the age of 25.

Highlights

- During FY04, the share of investments in youth components in approved projects in all sectors stands at more than \$1.4 billion. This amount represents more than 48 percent of what was approved for FY02.
- The share of investments in youth components in projects for all sectors in FY04 is five times the share in FY00 (\$289 million).
- In FY04, AFR is the region with the highest investment in projects with youth components (\$743 million).
- In FY04, LAC’s investments decreased significantly, though their pipeline for FY05 is high again.
- As of November 2004, the approved commitments for FY05 exceeded \$900 million. Using the growth rate for the last three fiscal years (37 percent growth rate) and existing information on projects under preparation, the pipeline for FY05 is expected to grow to nearly \$2 billion.
- The figures for FY04 will likely be higher, as certain components in environment, urban/infrastructure are incorporated into the analysis.

Projects with Youth Components FY 1995–2005, Regional Summary (in million US\$)

Share Youth Component	1995		1996		1997		1998		1999		2000		2001		2002		2003		2004	
	Value	%	Value	%	Value	%	Value	%	Value	%	Value	%	Value	%	Value	%	Value	%	Value	%
Africa	18.3	2.4	81.3	8.53	27	4	184.2	18	37.4	4.9	79.8	23.7	174.7	27.2	430.9	50.9	416.6	29.6	773.7	49
East Asia & the Pacific	204.3	27.2	394.6	41.42	466.4	69.78	38.5	3.8	506.3	66.5	6.6	2.3	12.95	3.1	16.19	0.1	60.14	4	56.5	0.8
Europe & Central Asia	40	5.3	32	3.4	77.6	11.61	205.1	20.3	10.38	1.4	8.7	3	46	7.6	59.1	5	141.6	10.1	129	8.5
Latin America & the Caribbean	423.1	56.3	336	35.3	28.5	4.3	433	43	155.9	20.5	80.7	11.1	208.8	34.5	257.06	26.1	405	28.8	78.6	3.2
Middle East & North Africa	58.47	7.8	98.30	10.32	69.1	10.3	80	8	51.4	6.8	144	50.6	17.15	1.5	50	5.1	82.8	6	199	13.7
South Asia Region	7.6	1	10.5	1.10	n/a	n/a	70.36	7	n/a	n/a	26	9	170.85	26.2	131.6	12.8	299.7	21	218.2	24.4
Global	751.72	100	952.7	100	668.4	100	1011	100	761.38	100	345.8	100	630.44	100	944.85	100	1406	100	1455	100

Source: World Bank Project information in Image Bank 2005, compiled by HDNCY.

Contact: Children and Youth Unit, Human Development Network.

Box A.4. Criteria for Prioritizing Investments in Children and Youth

While the general criteria of poverty reduction, comparative advantage, and cost-effectiveness apply in the field of children and youth, other important criteria also need to be considered.

Place priority on prevention. The unique vulnerability of children, particularly during the prenatal period and during the first years of life, combined with the fact that inaction can have irreversible consequences for both current and future generations, means that prevention should be the overall guiding principle of a strategy designed to reduce the risks of children and youth. Early preventive interventions are usually more cost-effective and more sustainable than later interventions. In some areas (such as HIV/AIDS in Africa), the Bank should support the efforts of other international and national agencies to mitigate the effects on children and youth and help them cope.

Target the poor and the most vulnerable. Poverty is a powerful determinant of risk, particularly for children. The risk of premature death, missed enrollment, early drop-out from school, and other unfavorable outcomes is much higher among poor children and youth and has significant intergenerational externalities. Targeting poor households with specific children and youth approaches is key to achieving the MDGs. The needs of the most vulnerable must also be addressed. The rationale for focusing programs on vulnerable children and youth—in addition to the intrinsic value—is to preserve human capital in people whose physical and psychological integrity is at immediate and high risk.

Ensure appropriate scale. To achieve impact, projects must achieve a significant and appropriate scale. Small-scale or pilot projects provide useful learning experiences, but they do not have significant impact. One of the World Bank's key comparative advantages is its capacity to take successful pilots to scale, as well as to effect broad-based economic and social policy. Working closely with local and international partners—both official and nongovernmental—that have demonstrated impact on a small scale, the Bank can provide a scaled up or program approach.

Ensure gender sensitivity. The well-documented links between a woman's education, health, and welfare and that of her children are but a part of a broader need to infuse any children and youth strategy with gender sensitivity. Girls' education has positive long-term intergenerational effects on reproductive health, newborn and child health, and education. Given the disadvantages faced by young women (lack of secondary education, poor reproductive health, early pregnancy) and young men (gangs, crime, and conflict), gender sensitivity should be built across all interventions.

Use multisectoral approaches. The complexity of determinants of young people's well-being, combined with the direct and indirect impact of a host of sectoral interventions, argue for a multisectoral approach to children and youth. In early child development, there is abundant evidence that the highest payoff investments accrue with the integration of health, nutrition, cognitive and social stimulation. In other areas the links are not so direct, though they are equally important. The need for multisectoral approaches poses significant challenges to traditional sectoral operations. To address these challenges, a multisectoral approach must provide incentives that guide household and community decisions about children and youth services. Interventions must go beyond the traditional boundaries of the human development sectors and find synergies with other sectors. For example, investments in local water supply and community agriculture may improve the outcome of pregnancy by reducing the need for mothers to haul water and improving their nutritional status. It may also enable poor families to send their girls to school if they are no longer needed at home to carry water. A mix of policies and interventions that address the main constraints on demand for and supply of children and youth services is more likely to achieve the desired outcome.

Source: Children and Youth Unit, Human Development Network.

Box A.5. Rationale for Focusing on Gender Issues in Children and Youth Work

Despite increasing efforts to reduce them, throughout the world gender disparities remain in many dimensions of life. Among children and youth, significant disparities still exist, especially in **education, HIV/AIDS, violence and child protection, child and maternal mortality and other health issues, emergencies, and child labor**. Two-thirds of the more than 110 million children in the world who are not in school are girls. Nearly a third of all adults living with HIV/AIDS are under the age of 25, and two-thirds of them are women. At least one in every three women is a survivor of some form of gender-based violence, most often by someone in her own family, with young women particularly vulnerable. Girls 13–18 constitute the largest cohort in the sex industry, and about 500,000 girls under 18 are victims of trafficking each year. In some countries infant girls are less likely to survive than infant boys because of parental discrimination and neglect.

Leveling the situation for girls and women by ensuring that all children have equal opportunities improves not only the lives of women and girls but society at large. Evidence shows that societies with greater inequality face higher incidences of poverty, malnutrition, and ill health and have lower educational attainment, slower economic growth, and weaker governance. In Brazil, for example, income in the hands of mothers has four times the positive impact on children's nutrition than income in the hands of fathers. Moreover, since children represent the highest leverage point for raising awareness, affecting attitudes and building capacity, the earlier gender disparities are addressed, the stronger the effects. By improving knowledge and empowering mothers, girls' education yields considerable social benefits for the current generation and generations to come.

A wide range of Bank activities at the global and country levels supports increased gender equality (the third MDG). Since the Beijing Conference, in 1995, the Bank has provided about \$7.3 billion to support **girls' education** projects. More than two-thirds of Bank loans in **health, nutrition, and population** have included gender-related objectives, with particular emphasis on **HIV/AIDS and women's reproductive health**, two areas that touch young women in particular. The **Bangladesh Female Secondary School Assistance project** encourages families to educate their girls by providing stipends, offering occupational training, and increasing the number of female teachers. The **Moldova JSDF Youth Inclusion Grant** addresses gender-specific dimensions of vulnerability, such as domestic violence, as part of its pilot testing of community-based approaches.

Evidence suggests that gender issues are important for development in many sectors other than health and education, including rural development, private sector development, social protection, water and sanitation, and transport. In 2004 an increasing number of the Bank's projects in these key sectors paid attention to gender issues.

The Bank has an operational policy on gender (OP 4.20) and a strategy to bring gender equality issues into the mainstream of its country assistance ("Integrating Gender into the World Bank's Work: A Strategy for Action"), adopted in September 2001. The strategy's country-led approach is based on country gender analysis that identifies key gender issues, defines strategic gender-focused priorities, and informs policy dialogue and decisions on projects and programs. By the end of fiscal 2004, 41 Country Gender Assessments had been completed. In addition, most Poverty Assessments and Country Assistance Strategies (CASs) now include gender analysis. In fiscal 2004, 81 percent of all CASs proposed actions to address gender issues in at least one sector.

For more information, visit UNICEF's gender equality Web sites (www.unicef.org/gender and the World Bank's gender and development intranet site <http://gender>). Integrating Gender Issues into the World Bank Work: A Strategy for Action.

Contact: Lucia Fort, PRMGE.

Table A.4. Gender-Related Vulnerabilities over the Life Cycle

Life-cycle stage	Vulnerability	Example
In utero and at birth	Prenatal sex selection	<ul style="list-style-type: none"> ■ In some cultures the preference for male children results in prenatal sex selection through abortion.
	Infanticide	<ul style="list-style-type: none"> ■ Preference for male children can result in infanticide or neglect of girls. There are gender differences in life expectancies at birth
	Maternal mortality	<ul style="list-style-type: none"> ■ Maternal mortality ratios are high. Only 58 percent of women in developing countries deliver with the assistance of a trained midwife or doctor.
Early childhood (0–5 years)	Early parental care	<ul style="list-style-type: none"> ■ In some countries girls in poor families receive worse parental care, nutrition, health care, and education than their brothers.
	Early child development	<ul style="list-style-type: none"> ■ There is a lack of gender-sensitive, integrated early childhood care, which includes male teachers and gender-sensitive curriculum, material, and teacher training.
School-age (6–14 years)	Primary and secondary education	<ul style="list-style-type: none"> ■ Globally, enrollment and attendance rates in primary and particularly secondary schools are lower and drop-out rates higher for girls. ■ In many <i>middle-income countries</i>, gender disparities in primary school enrollment are very small and in some cases favor girls. ■ Education materials and teacher training can convey harmful gender stereotypes. ■ Lack of adequate facilities (separate bathrooms, secure women’s dormitory, segregated study facilities for women) at primary schools and secondary training institutions can deter women from enrolling. ■ Parents often keep girls at home to help their mothers, because cultural beliefs dictate that educated women cannot find a husband and get children or because investing in girls’ education is considered a waste of resources.
	Child labor	<ul style="list-style-type: none"> ■ Girls are often kept out of school to help with household work, care for younger siblings, or fetch water or fuel. ■ Both girls and boys—but more boys than girls—are exposed to the worst forms of child labor. Children work long hours, often in dangerous and unhealthy conditions; some are confined, beaten, and enslaved. ■ Girls are particularly vulnerable to prostitution.
	Trafficking	<ul style="list-style-type: none"> ■ Girls are trafficked, sold, and coerced into prostitution. Boys are usually trafficked for forced labor and slavery.
	HIV/AIDS	<ul style="list-style-type: none"> ■ Out-of-school boys and girls; orphans, especially AIDS orphans; and street children are particularly vulnerable and at risk of contracting HIV.
	Violence	<ul style="list-style-type: none"> ■ Girls are at greater risk than boys of abuse, exploitation, and disease when they are not in school. ■ Violence against girls is committed in schools by peers, teachers, and other staff.
	Genital mutilation	<ul style="list-style-type: none"> ■ In many cultures women and girls are subject to female genital mutilation and are harmed and even killed in the name of tradition.

Table A.4. Gender-Related Vulnerabilities over the Life Cycle (cont'd)

Life-cycle stage	Vulnerability	Example
Adolescence and youth (15–24 years)	Emergencies and armed conflicts	<ul style="list-style-type: none"> ■ Children, mostly boys, as young as eight are abducted, recruited by force, or join armed groups out of desperation. ■ Girls are abducted against their will to live in the army as soldiers, porters, and cleaners. Almost all are forced to serve as sex slaves or “wives.” ■ Women and girls make up 80 percent of refugees and people displaced by armed conflict. ■ Women’s exposure to extreme, often sexual violence increases in emergencies and post-conflict settings.
	Infrastructure	<ul style="list-style-type: none"> ■ Lack of a nearby water source can force parents to keep girls at home to fetch water. ■ Distance from school or lack of safe transport can cause parents to be concerned about girls’ modesty and safety when traveling to school.
	Tertiary education	<ul style="list-style-type: none"> ■ In 2000 the majority of developing countries had gender equity ratios of less than 30 percent in tertiary education, and almost two-thirds had ratios less than 15 percent. ■ Female participation diminishes the more advanced the program.
	Illiteracy	<ul style="list-style-type: none"> ■ Two-thirds of the world’s illiterate adults are women. High illiteracy rates constrain productivity.
	Unemployment	<ul style="list-style-type: none"> ■ Unemployment of young people is high and especially of young women, who are affected by discrimination. ■ Half of the world’s labor is in sex-stereotyped occupations, with women dominating occupations with lowest pay and least protection such as short-term or informal assignments and home-based work. ■ Globally, women are paid less for and receive fewer benefits from their work. ■ Men are facing growing employment insecurity. In some countries unemployment rates are higher for men.
	Violence	<ul style="list-style-type: none"> ■ Violence against women includes serious physical assault, and intimate violence and is often done by someone in the victim’s own family <ul style="list-style-type: none"> – Young women are violated against in schools and higher education institutions – Harmful traditional practices such as female genital mutilation or cutting, dowry murder, honor killings, virginity testing, and early marriage are still common in many countries. – Women’s exposure to extreme violence is amplified in emergencies and post-conflict-settings. – Young people, mostly men are often victims of criminal acts, committed by perpetrators belonging to the same age group as the victims.
	Sex industry, trafficking	<ul style="list-style-type: none"> ■ Girls between 5 and 15 are trafficked, sold, or coerced into prostitution. Girls 13–18 constitute the largest group in the sex industry.

Table A.4. Gender-Related Vulnerabilities over the Life Cycle (cont'd)

Life-cycle stage	Vulnerability	Example
	HIV/AIDS	<ul style="list-style-type: none"> ■ Girls in most countries are much more likely than boys to become infected with HIV. ■ Young girls are particularly vulnerable and often forced into high-risk sex. Age and income disparities in sexual relationships put young women at risk of HIV/AIDS. ■ Other vulnerable and at risk groups are the out-of-school children; teenage boys and young men, especially orphans and street children; men in the armed forces; boys and men in prison; men engaging in sexual activity with men; and commercial sex workers. ■ Women bear most of the caregiving responsibilities for those who are ill.
	Health	<ul style="list-style-type: none"> ■ There is a lack of affordable, accessible, and sustainable reproductive health care, including family planning services. ■ Women suffer from malnutrition, respiratory infections, and other health problems Acute respiratory infections in children and chronic obstructive pulmonary disease in women are a serious problem caused by indoor air pollution (fuels).
	Risky behavior	<ul style="list-style-type: none"> ■ Gender norms and values expose adolescent boys and young men in particular to risky behaviors ■ Idleness and unemployment can lead to violent behaviors, particularly for young men. ■ Juvenile delinquency is predominantly a male phenomenon: young men, often acting in groups, are more likely to engage in criminal behavior than young women. Youth homicide rates are higher for men than for women. ■ Young women and men engage in high-risk sex. ■ The rate of unwanted pregnancies among teenage girl (15–19 years) is high. ■ Adolescents girls often resort to unsafe abortions.
	Infrastructure	<ul style="list-style-type: none"> ■ Constraints on education and economic opportunities produced by poor infrastructure hinder women in particular, increasing their travel time and time spent gathering fuel and water and keeping girls from attending distant schools.

Source: Children and Youth Unit, Human Development Network.

Contact: Minna Mattered, HDNCY.

Box A.6. The Macedonia Children and Youth Development Project (CLIL), 2001–2006

The Macedonia Children and Youth Development Project is a \$4 million Learning and Innovation Loan launched by the Bank in 2001. The project aims to significantly increase social cohesion in this conflict-ridden country with extremely high youth unemployment, by integrating at-risk youth from different sociocultural backgrounds. The project's two main strategies are community-based approaches to youth development through activities disseminated through youth centers (known as the Babylon Youth Centers) throughout the country, including selected rural areas, and institutional capacity building of **youth centers**, service providers, and core ministries.

The project focuses on **nonformal education** (life skills, livelihood skills, and peer education), with the goal of achieving short-term impacts to complement ongoing efforts in improving the quality of formal education in Macedonia. It uses **geographical and ethnic targeting** to ensure that centers reach minorities and other poor and excluded youth (such as Roma, Albanians, and rural youth).

Babylon Youth Centers reach children and youth by offering a range of activities aimed at different age groups. Activities include instruction in the arts (handicrafts, games, drawing, music, drama); information technology; English; social skills; sports; street law (constitutional law, human rights, democracy, civic education, and participation); debate; journalism; and environmental awareness. Emphasis is placed on **conflict resolution and team building skills** through workshops on these issues.

Community-based activities are supported institutionally through the **National Strategy for Youth**. A task force, overseen by a multisectoral steering committee composed of government ministries and international and youth organizations, has been created to develop the document. As part of this work, the project has commissioned a study to assess the possibilities for enhancing economic opportunities youth, such as apprenticeships, internships, vocational training, and career counseling. Findings will be incorporated into the national strategy, scheduled to be finished just before project completion in 2005–2006.

Source: Macedonia Youth Development Project, LIL (IBRD credit no. 3540).

Contact: Paula Lytle, ECSSD.



Appendix B

Children: Windows of Opportunity

Box B.1. The Rights of Every Child Count

The human rights of children and the standards to which all governments must aspire in realizing these rights are articulated in the Convention on the Rights of the Child. The Convention **is the most universally accepted human rights instrument in history**, ratified by all but two countries (the United States and Somalia, which have signed the convention, demonstrating their intention to ratify). It places children center stage in the quest for the universal application of human rights. In ratifying this instrument, national governments committed themselves to protecting and ensuring children's right and to hold themselves accountable for this commitment before the international community.

Built on various legal systems and cultural traditions, the Convention is a **universally agreed on set of nonnegotiable standards and obligations**. It spells out the basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse, and exploitation; and to participate fully in family, cultural, and social life. Every right spelled out in the Convention is inherent to the human dignity and harmonious development of every child. The Convention protects children's rights by setting standards in health care, education, and legal, civil, and social services. These standards are benchmarks against which progress can be assessed. States that are party to the Convention are obliged to develop and undertake all actions and policies in the light of the best interests of the child. Examples of these universal children's rights include the following:

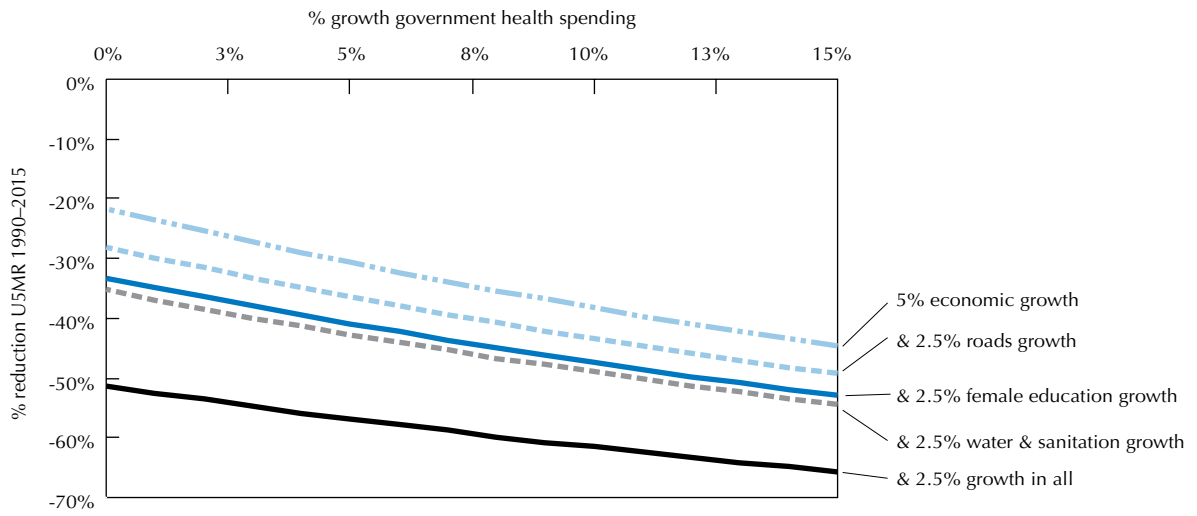
- Every child has the inherent **right to life**.
- Every child shall have the **right from birth to a name**, the right to acquire a nationality, and the right to know and be cared for by his or her parents.
- Every child has the **right to freedom of expression**.
- Every child has the **right to protection** from all forms of abuse, physical and mental.
- Every child has the **right to education**.
- Every child has the **right to a standard of living** adequate for the child's physical, mental, spiritual, moral, and social development.

The Convention on the Rights of the Child is the **first legally binding international instrument** to incorporate the full range of human rights—civil and political as well as economic, social, and cultural rights. Two optional protocols, on the involvement of children in armed conflict and on the sale of children, child prostitution, and child pornography, were adopted to strengthen the provisions of the Convention in these areas. Both entered in force in early 2002.

Source: UNICEF website www.unicef.org/crc/crc.htm.

Contact: Gerold Vollmer, HDNCY.

Figure B.1. Co-Targeting of Investments and Reaching the Child Mortality MDG



Source: World Bank HDNVP.

Box B.2. Why Invest in Early Child Development?

Most children born into poverty cannot attain their potential even before they enter primary school. Science and economics tell us that early child development is critical and marks a child for life . . .

*—James Heckman
Nobel Laureate in Economics*

The landmark Perry Preschool Study—considered the gold standard of evaluations of early child development programs—recently published the results of a longitudinal follow-up of the impact of early child development on disadvantaged children at age 40. The results demonstrate that adults born into poverty who participated in a high-quality, active learning preschool program at age 3 and 4 perform significantly better on a variety of indicators than similar adults who did not participate. Adults at age 40 who participated in the preschool program as children committed far fewer crimes, had higher earnings, were more likely to hold a job, and were more likely to have graduated from high school.

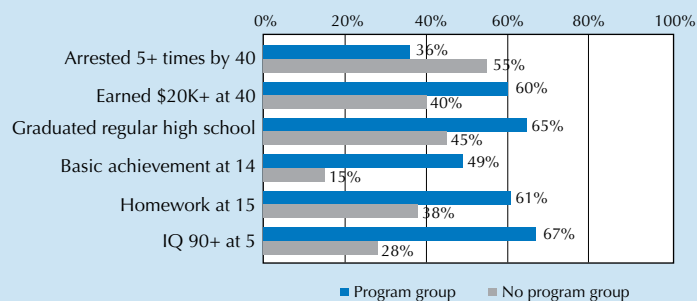
The High/Scope Perry Preschool Study: In 1962, 123 high-risk African-American children were identified to participate in the study. The children were randomly divided into a *program group*, which received a two-year high-quality, active learning preschool program, and a *no program group*. They were then tracked until the age of 40. The study identified the short- and long-term effects of the preschool program. Qualified teachers held daily classes with 20–25 children and made weekly home visits to discuss the children’s development with their parents. The comprehensive preschool program included education, health, and family support. It also included the active participation of children by having them plan, execute, and review their own learning activities.

The study revealed the following findings:

- More of those in the preschool education group **graduated from high-school** (65 percent versus 45 percent).
- More of those in the preschool education group were employed at age 27 (69 percent versus 56 percent), a pattern that remained consistent at 40 (76 percent versus 62 percent).
- More of those in the preschool education group **earned more** than \$20,000 at 40 (60 percent versus 40 percent).
- The group that received preschool education had **fewer arrests**: 36 percent versus 55 percent had been arrested five times or more, 33 percent versus 48 percent had been arrested for violent crimes, 14 percent versus 34 percent had been arrested for drug crimes, and 36 percent versus 58 percent had been arrested for property crimes.
- **For every tax dollar** invested in early child development, the **return to society was more than \$17**.

Conclusions: The major conclusion is that high-quality pre-school programs for young children living in poverty contribute to their academic and social development, economic performance and reduces the commission of crime in adulthood. The return to the public and the lifetime social and economic benefits to the pre-school program participants, their families, and the community far outweigh the economic cost of their high-quality, active learning program.

Major Findings of the High/Scope Perry Preschool Study at 40



Source: Schweinhart (2004).

Contact: Mary Eming Young, HDNCY.

Box B.3. Scaling Up Early Child Development in Post-Conflict Countries: Burundi

The **Burundi Second Social Action Project** has successfully scaled up a pilot ECD program from 4 communes to 34 communes—or about a third of the country—and reaches about 600,000 children, despite civil conflict which has severely undermined the capacity of government to deliver social services. As with other ECD programs, the project supports basic investments in health, nutrition and education in pre-school aged children, but uses a non-profit institution, Twitezimbere, to mobilize and train groups of mothers in basic ECD interventions and parenting skills.

► **Reasons for investing in pre-school children in post-conflict Africa.**

- Central government services break down during conflicts and so do local governments, and this disrupts and reduces social services to children.
- Conflict leads to migration and disrupts internal transport and trade, thereby diminishing supplies of food and basic commodities such as medicines.
- Children are among the first to exhibit the negative impact of the above, for example, by becoming malnourished in ways that permanently damage their capacity for physical and cognitive growth. In Burundi, inadequate nutrition led to stunting (low height/age) among 43% of all children aged 5 or less (1999), thereby lowering their potential for learning and resistance to disease.

► **Specific services.** The Project supports the following investments, from which mothers' groups choose their own package of activities:

- *Preventive health:* training of mothers to prevent and treat malaria and diarrheal diseases, collaboration with health centers (which can issue prescriptions), community pharmacies to supply de-worming, anti-malarial and other basic medications, distribution of bed nets and instruction on their use.
- *Nutrition:* growth monitoring of infants at health centers, nutrition education, support for gardening to produce nutritional supplements, promotion of soybeans and mushrooms and distribution of seed.
- *Informal pre-school education:* development of a curriculum, training of volunteer instructors, supply of books and toys to stimulate cognitive development, and construction of shelters for the pre-school circles.

► **Sustainability.** To assure that these services are sustainable:

- The Project does not pay the leaders of the mothers' group or the volunteer teachers, although the teachers sometimes receive token payments from the parents of students.
- Revenues from sales at community pharmacies sustain the supply of medicines.
- Harvests sustain the supply of soybean and mushroom seeds.
- The Ministry of Education will take over management and monitoring; to this end the Project is building institutional capacity, the Ministry of Education has created a Department for Pre-School Education and is designing a national *"Early child development Integrated Strategy."*

Source: Burundi Second Social Action Project (IDA credit no. 3287 & supplemental Grant no. H 033)

References: Susan Opper, Pamphile Kantabaze, AFTH3.

Box B.4. Adopting a multisectoral approach to integrated child development in Bolivia

Bolivia's Integrated Child Development Project supports the government's Social Strategy Statement and its 10-Year Action Plan for Children and Women through a multisectoral approach. Its principal objective is to improve the well-being of poor children and women living in urban and peri-urban areas by:

- **promoting child development**, by helping children succeed in school and beyond by delivering integrated services to children between 6 months and 6 years in integrated, nonformal, and home-based daycare centers
- **improving the status of women**, by providing employment opportunities, access to maternity and family care, and nutrition education
- **increasing community and private sector participation**, by engaging families and local health centers in children's development and curative health services.

A secondary objective is to strengthen the government's capacity to develop and implement effective social policy in early child development, food security, and nutrition while strengthening the management capacity of the National Organization of Minors, Women, and Family.

Project impact is evaluated regularly through analysis of longitudinal and cross-sectional data that compare the developmental status of children in project-supported daycare centers with matched control groups. Results show that 56% of program participants increased their weight, and more than 68% of children increased their levels of stimulation. Cost-benefit analysis shows that the program is expected to positively affect lifetime earnings as a direct effect of increases in physical stature and cognitive ability and an indirect effect of less time spent in school to achieve a given level of education.

The project shows that:

- Multisectoral programs linking early child education, health, nutrition, and women's employment are a viable option.
- Evaluation, including impact assessment and cost-benefit analysis, is crucial for scaling up.
- Cross-sectoral work can build on existing governmental or nongovernmental bodies and at the same time strengthen their capacity.

Source: Integrated Child Development Project, Implementation Completion Report.

Contact: Montserrat Meiro-Lorenzo, LCSHH.

Box B.5. Improving Child Nutrition in Madagascar and Senegal

Two large-scale nutrition projects in Senegal (the Community Nutrition Project) and Madagascar (Secaline), both started in the mid-1990s, were designed to reach the most vulnerable poor people. Pro-poor targeting was performed on two levels. First, the projects were implemented in poor areas: periurban areas in Senegal and rural areas in the two most vulnerable regions of Madagascar. Second, because malnutrition is more common among the poor, the nutritional status of children and pregnant or lactating women was used as a second level of targeting beneficiaries. This two-tiered approach was successful in improving the targeting of the investments: 79 percent of the project's costs went to service delivery in poor target neighborhoods.

Target beneficiaries received the following services:

- monthly growth monitoring of children
- weekly nutrition and health education sessions for women
- referral to health services for unvaccinated children, pregnant women, severely malnourished children, and sick beneficiaries
- home visits to follow up on beneficiaries who were referred or who did not come to use the services
- food supplementation to malnourished children
- improved access to water stand pipes (Senegal)
- referral to a social fund for income-generating activities (Madagascar)

The project significantly improved the nutritional status of children. In Madagascar malnutrition rates among children covered by the project diminished steadily. In one intervention zone the proportion of malnourished children fell from 25 percent to less than 10 percent between 1994 and 1997. In Senegal severe malnutrition of children 6–11 months fell from 6 percent to 0 percent, and moderate malnutrition, as measured by weight-for-age scores, of children 6–35 months decreased from 28 percent to 24 percent.

Source: Marek and others (1999).

Contact: Tonia Marek, AFTH2.

Table B.1. Bank Lending to Child Health, 1990–2004

Million \$USD	FY 1990–2004					FY 1999–2004				
	Child Health		HNP		Total lending	Child Health		HNP		Total lending
	\$	Percent of total	\$	Percent of total	\$	\$	Percent of total	\$	Percent of total	\$
Angola	–	0.0	24.5	5.9	415.4	–	0.0	4.6	3.4	137.6
Bangladesh	62.9	0.9	397.5	6.0	6,658.6	12.9	0.4	62.8	1.9	3,247.0
Brazil	136.1	0.7	1,521.5	8.3	18,391.6	56.4	0.6	806.7	8.9	9,077.4
Burkina Faso	10.1	0.9	99.9	8.7	1,153.1	4.2	0.7	40.2	6.2	646.5
Cambodia	5.9	1.0	66.5	11.0	607.2	5.9	1.8	27.4	8.1	339.1
China	143.5	0.5	741.6	2.5	29,882.0	43.4	0.6	160.8	2.1	7,543.5
DR Congo	20.0	1.1	281.1	15.8	1,784.3	20.0	1.2	250.7	14.9	1,688.0
Egypt	22.5	0.8	92.3	3.3	2,761.9	–	0.0	–	0.0	1,002.9
Ethiopia	11.1	0.3	267.2	7.7	3,488.9	11.1	0.6	227.0	12.1	1,875.8
India	567.0	2.0	3,017.9	10.7	28,170.9	117.3	1.1	859.3	8.1	10,570.8
Madagascar	14.6	0.9	109.6	6.4	1,706.0	1.3	0.1	56.7	6.0	944.5
Malawi	11.1	0.7	92.6	6.2	1,491.4	–	0.0	39.4	7.2	548.4
Mali	–	0.0	59.6	5.4	1,112.6	–	0.0	46.3	9.6	480.7
Mexico	–	0.0	1,198.3	5.7	21,034.4	–	0.0	103.5	1.5	6,730.8
Mozambique	39.5	1.7	195.8	8.7	2,260.1	–	0.0	94.0	9.6	974.0
Nepal	8.8	0.9	39.6	4.1	955.8	–	0.0	–	0.0	427.0
Nigeria	54.8	1.7	380.2	11.7	3,236.9	54.8	4.3	274.4	21.4	1,283.3
Pakistan	33.1	0.4	456.4	5.7	8,005.8	8.0	0.3	154.0	5.2	2,949.8
Philippines	23.8	0.4	122.1	2.1	5,921.9	–	0.0	42.0	2.6	1,161.1
Rwanda	7.9	0.9	99.4	11.7	851.3	4.6	1.0	68.9	15.5	444.1
Tanzania	9.1	0.3	142.6	4.1	3,502.4	9.1	0.5	111.2	6.6	1,696.4
Turkey	34.0	0.3	386.1	3.2	12,204.1	34.0	0.4	266.7	3.0	8,800.6
Uganda	17.9	0.5	222.9	6.5	3,406.7	6.7	0.4	106.9	6.2	1,733.2
Vietnam	6.5	0.1	209.4	4.2	4,949.0	6.5	0.2	112.5	3.8	2,962.7
Yemen	18.2	1.2	68.2	4.5	1,524.1	13.3	1.5	106.9	12.2	873.5
Zambia	5.2	0.2	102.8	4.3	2,374.7	5.2	0.7	58.5	7.4	788.9
Total	1,263.4	0.8	10,395.8	6.2	167,851.0	414.5	0.6	4,081.1	5.9	69,382.4
Total, excluding Brazil, China, India, and Mexico	416.8	0.6	3,916.8	5.6	70,372.1	197.5	0.6	2,150.9	6.1	35,459.9

Source: HDHNP.

Box B.6. IMCI—Documenting Results

(Key Publications)

- Care-seeking behaviour of caregivers for common childhood illnesses in Lagos Island Local Government Area, Nigeria.** Author: Adegboyega AA, Onayade AA, Salawu O. Volume: 14. Issue: 1. Page: 65–71. Year: 2005. Source: *Niger Journal Medicine*.
- Effect of an IMCI intervention on quality of care across four districts in Cape Town, South Africa.** Author: Chopra M, Patel S, Cloete K, Sanders D, Peterson S. Volume: 90 Issue: 4. Page: 397–401. Year: 2005. Source: *Arch Dis Child*.
- Scaling up integrated management of childhood illness to the national level: achievements and challenges in Peru.** Author: Huicho L, Davila M, Campos M, Drasbek C, Bryce J, Victora CG. Volume: 20 Issue: 1. Page: 14–24. Year: 2005. Source: *Health Policy Plan*.
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- Integrated Management of Childhood Illness (IMCI) in Bangladesh: early findings from a cluster-randomised study.** Author: El Arifeen S, Blum LS, Hoque DM, Chowdhury EK, Khan R, Black RE, Victora CG, Bryce J. Volume: 364. Issue: 9445. Page: 1595–602. Year: 2004. Source: *Lancet*.
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- Improving antimicrobial use among health workers in first-level facilities: results from the multi-country evaluation of the Integrated Management of Childhood Illness strategy.** Author: Gouws E, Bryce J, Habicht JP, Amaral J, Pariyo G, Schellenberg JA, Fontaine O. Volume: 82. Issue: 7. Page: 509–15. Year: 2004. Source: *Bull World Health Organization*.
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- Health Providers' Counselling of Caregivers in the Integrated Management of Childhood Illness (IMCI) Programme in Uganda.** Author: Karamagi CA, Lubanga RG, Kiguli S, Ekwaru PJ, Heggengougen K. Volume: 4. Issue: 1. Page: 31–9. Year: 2004. Source: *Afr Health Science*.
- The multi-country evaluation of the integrated management of childhood illness strategy: lessons for the evaluation of public health interventions.** Author: Bryce J, Victora CG, Habicht JP, Vaughan JP, Black RE. Volume: 94. Issue: 3. Page: 406–15. Year: 2004. Source: *American Journal of Public Health*.
- Management of sick children by health workers in Ballabgarh: lessons for implementation of IMCI in India.** Author: Anand K, Patro BK, Paul E, Kapoor SK. Volume: 50. Issue: 1. Page: 41–7. Year: 2004. Source: *J Trop Pediatrics*.
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- The effect of Integrated Management of Childhood Illness on observed quality of care of under-fives in rural Tanzania.** Author: Armstrong Schellenberg J, Bryce J, de Savigny D, Lambrechts T, Mbuya C, Mgalula L, Wilczynska K. Volume: 19. Issue: 1. Page: 1–10. Year: 2004. Source: *Health Policy Plan*.
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- Research to support household and community IMCI. Report of a meeting, 22–24 January 2001, Baltimore, Maryland, USA.** Author: Volume: 19. Issue: 2. Page: S111–48. Year: 2001. Source: *J Health Population and Nutrition*.

Box B.7. Accelerating the Education Sector Response to HIV/AIDS

Education has a central role to play in promoting health and preventing HIV/AIDS. Even in the countries worst affected by HIV/AIDS, where one in three adults is likely to be infected, more than 95 percent of school children are free of infection. They represent the window of hope for these countries, offering the chance for a generation to grow up free of HIV/AIDS. Helping these children stay in school is now recognized as one of the most effective ways of keeping them free of infection. Youth in Uganda who had dropped out of primary school were three times more likely to become infected with HIV. But keeping children in school is increasingly difficult, because the HIV/AIDS epidemic is damaging the education systems that can deliver this social vaccine, by killing teachers, increasing teacher absenteeism, and creating orphans and vulnerable children, especially among girls, who are less likely to attend school and more likely to drop out.

These changes have important **implications for the Bank's corporate goal of Education for All and the MDGs** of universal basic education and girls' education. Achieving these goals would do much to fight HIV/AIDS, but the impact of the epidemic makes the achievement of the Goals less likely. These are strong arguments for scaling up the education sector response to HIV/AIDS.

The response of the **education sector has been slow and weak**. The reasons vary geographically but include denial, perception of HIV/AIDS as a health issue, and uncertainty as to how to respond practically to this new sectoral challenge. A simple **lack of resources is not the central problem**, as those resources that are currently available for education through the multi-country HIV/AIDS program (MAP) are significantly underutilized.

A **Working Group of the UNAIDS Inter-Agency Task Team for Education and HIV/AIDS** was established to address these issues. Since 2003, this group of agencies, bilateral organizations, and civil society, coordinated by the World Bank, has worked with more than 25 national and 35 state or provincial governments through subregional workshops in East, Central, West, and Lusophone Africa, with follow-up workshops at the national level. The group has promoted leadership by the education sector, strengthened technical capacity, and shared information on good practices. An important element of this effort is the adoption of life skills curricula to promote positive behaviors, usually within the Education for All framework.

The **outcomes** of these efforts include:

- more systematic program responses by affected countries
- creation of national and regional information networks
- increased absorption of HIV/AIDS resources by the education sector
- strengthened stakeholder coordination, with reduced transactions costs for both countries and development agencies
- impact at the school level (in Eritrea peer education has been rolled out nationally; in Mozambique direct finance for an HIV/AIDS response is going to more than 8,000 primary schools)

Scaling up the education sector response to HIV/AIDS is gaining acceptance worldwide, but raises a number of challenges:

- Education staff will have to accept a role that goes beyond the traditional definition of education and find new ways of working with health, HIV/AIDS, and other sectors in the Bank and government.
- The education sector will have to devote more resources, estimated at \$800 million a year, to HIV/AIDS. This scale of response is beyond the capacity of current levels of multisectoral (MAP) funding and requires greater inputs from the education sector for HIV/AIDS, perhaps through such innovative funding mechanisms as the Fast Track Initiative.
- The many regions that are still at an early stage in the epidemic must recognize that they have an opportunity to act now to avert later disaster.

Source: World Bank 2002

Contact: Don Bundy, HDNED.

Box B.8. Girls' Education: Impact and Challenges

Empirical research has clearly shown that **investing in girls'—and women's—education provide among the highest returns to public investment, with benefits that reach far beyond positive educational outcomes.** A one-year increase in school attainment of all female youth and adults is associated with:

- important increases in per capita GDP
- increases in female formal sector labor force participation
- a reduction in children's labor force participation
- an increase in contraceptive use
- an increase in the proportion of females continuing on to secondary school
- an increase in female and male life expectancy
- an increase in the share of the population with access to safe water and in the share with access to sanitation

What are some of the challenges to girls' education?

- Girls are dropping out of school before completing secondary schooling, where some of the greatest benefits to girls' schooling accrue. In South Asia only 47 percent of secondary school-age girls are enrolled in school. In Sub-Saharan Africa only 30 percent are enrolled (UN MDG Task Force 2004). Current estimates predict that the 2005 gender parity goal will be missed by almost all developing countries, and only 27 of 118 countries studied are projected to reach gender parity in secondary education by 2015 (UNESCO 2003).
- Girls perform worse than boys in almost all of the 18 tested low-income countries in Francophone Africa and in all of the 14 tested low-income countries in Eastern and Southern Africa. In contrast, on three international assessments of achievement in developed and middle-income countries—the 2000 and 2003 PISA and the PIRLS 2000—girls outperformed boys in every country.
- Girls' are disproportionately affected by HIV/AIDS, whether they are infected or not. Globally, more than half of all people living with HIV are female. In Sub-Saharan Africa, the region hardest hit by the pandemic, more than two out of three newly infected 15- to 24-year-olds are female. Among 15- to 19-year-olds, five or six girls are infected for every boy in the worst affected areas. Girls who are not infected are affected by being caregivers to infected parents or family members or by becoming orphans.

For more information, visit <http://www1.worldbank.org/education/>.





Appendix C

Youth: Integrating the Neglected Constituency

Box C.1. The Costs of Not Investing in Youth in Kosovo

On March 17, 2004, the unstable foundations of more than four years of gradual progress in Kosovo buckled and gave way. Within hours the province was immersed in anti-Serb and anti-United Nations rioting, regressing to levels of violence not seen since 1999. By the following day, the violence had mutated into the ethnic cleansing of entire minority villages and neighborhoods.

Most of the 51,000 rioters were reportedly young men between 15 and 25 (representing 15–20 percent of the cohort of Albanian males). Disappointment over weak political and economic progress, idleness, and frustration about vanishing employment opportunities—more than 70 percent of Kosovo youth are unemployed—had turned a once optimistic young generation into a volatile and explosive group.

The rampage in 33 cities and towns left 19 people dead, nearly 900 injured, 4,500 people displaced, and hundreds of homes, churches, public buildings, and vehicles damaged or destroyed. Some 3,200 soldiers had to be sent in to restore order. The full cost—both government and international community expense—of restoring public order and conducting an international investigation into the violence was projected to easily exceed the \$75 million surplus of the Kosovo consolidated budget for 2003. These costs forced the government to shift funds from education, health, and pension fund budgets. The full damage to the economy and the image of Kosovo as an investment market had not yet been accounted for by the end of 2004, though it was clear that it far exceeded the Government's capacity to respond, and that important business opportunities had already been lost.

About 70 percent of Kosovo's Albanian population are under 30, and half are under 20. The window of opportunity for educating and integrating an idle and ever more aggressive and disaffected young generation is thus narrow. The costs of *not* investing in youth may well lead to recurrences of violence, diverting scarce resources away from development of this fragile region.

Sources: Collapse in Kosovo, ICG Report No 155, 22 April 2004; UNDP-Kosovo Factsheet 2003; UN Mission in Kosovo Press Release Dec. 2003; Gallup International End of Year Poll 2001, Gallup International Islamabad; Kai Leonhardt, GTZ [[Use author-date; add to references]]

Contact: Carine Clert.

Box C.2 The Costs of Not Investing in Youth in the Caribbean

It is impossible to put a value on a human life or on the range of positive and negative externalities generated by youth. But rough estimates show that losses to society from risky youth behaviors such as teen pregnancy, school leaving, crime, and HIV/AIDS reach into the billions of dollars in the Caribbean Region.

- If **female youth unemployment** were reduced to the level of adult unemployment, GDP would increase 0.4 percent in Antigua and 2.9 percent in Jamaica.
- **School leavers** in Guyana forgo hundreds of thousands of dollars in net earnings over their lifetimes.
- **Youth crime and violence** in St. Lucia cost individuals more than \$7.7 million a year.
- In 2000 the financial loss to society due to AIDS deaths among people who became infected **during adolescence** ranged from 0.01 percent of GDP in Suriname and Antigua to 0.17 percent of GDP in the Bahamas.
- A 1 percent decrease in **youth crime** would increase tourism receipts by 2.3 percent in the Bahamas and 4 percent in Jamaica.

Source: Correia and Cunningham, 2003.

Contact: Wendy Cunningham.

Box C.3. Youth Voices Initiative in Georgia

Georgian youth played an instrumental role in the opposition movement that brought a reform-oriented government to power, setting the stage for youth to participate in decisionmaking processes and to play a larger role in promoting change. Their participation was largely a result of the continual neglect and policy failure youth issues suffered during the transition years.

As with other countries in ECA, Georgian youth are subject to social exclusion, vulnerability, and poverty. Many engage in risky behaviors, such as substance abuse (46 percent), unsafe sex (more than 50 percent), and prostitution (women 16–25 make up 42 percent of all commercial sex workers). Recent data show high unemployment levels for youth (45–50 percent) and declining secondary and tertiary enrollment rates (30 percent in 1998). NGOs targeting youth are concentrated in urban areas, with limited ability to reach rural areas, where many of the challenges facing youth are greatest. Despite widespread participation in promoting recent political change, young people lack hope in a better future and role models for change.

To address these and other issues, the Bank's Social Development Team established a **Youth Voices group** in Georgia in April 2004 as part of an ECA regional initiative. The objective is to bring fresh ideas and recommendations to the Bank based on the experiences, perspectives, and priorities of youth. Each Youth Voices group is expected to represent diverse youth stakeholders, such as rural and urban youth, young men and women from diverse geographical locations and ethnic communities, and youth with disabilities. In Georgia the group includes 13 participants (16–26), including the chief coordinator of the World Youth Bank Network and the Chairman of the Youth National Movement, who is also a Member of Parliament. Youth Voices members are expected to participate in these groups for up to one year.

The work program for the coming year will include: i) participation in Country Assistance Strategy consultations; ii) revision of the Economic Development and Poverty Reduction Program; iii) and a review of selected investment projects. The group will also participate in a training program conducted by the World Bank Institute (in collaboration with the ECA Social Development Team) that will familiarize them with the Bank's mission, structure, and operations, with a special focus on youth-related activities. In addition, several youth and young members of Parliament have participated in a study tour to Macedonia where they visited the Bank financed Children and Youth project to learn lessons and share experiences.

Sources: Gotsadze et al., "HIV/AIDS in Georgia: Addressing the Crisis" (World Bank, 2004); YES Country Report on Youth Employment in Georgia (2003); "Young People in Changing Societies: A Summary." *Regional Monitoring Report*. (UNICEF 2000); Europe and Central Asia Social Development Team.

Contact: Diana Marginean, ECSSD.

Box C.4. Youth in Bank Operations in the Europe and Central Asia Region (ECA)

Social exclusion of youth has been identified as a key strategic issue for social development in the ECA. Several regional studies have addressed different dimensions of youth issues, and the youth agenda has been prioritized in country-based initiatives throughout the region. The priority areas for youth work include policy development with youth participation, school-to-work transition, prevention of risky behaviors and HIV/AIDS, and empowerment and security.

Highlights of Youth Operations

Kosovo Youth Development Grant. To increase social cohesion and interethnic cooperation among youth in Kosovo by improving existing youth activities, establishing a youth resource hub to provide innovative new approaches, piloting business development for young entrepreneurs, and through Youth Department capacity building.

Macedonia Children and Youth Development Project. To increase social cohesion through social integration of youth at risk from different socio-cultural backgrounds. Supports Youth Centers providing a range of activities and training. Supportive community-based approaches in particular are tested (see box A.7).

Moldova Youth Inclusion in the Poverty Reduction Strategy Paper (PRSP) Process. Extensive consultations with youth groups at local, national and regional levels, establishment of a multisector working group on youth (see box C.23).

Moldova JSDF Grant. Enables disadvantaged rural and peri-urban youth in five selected regions to create/participate in activities leading to their increased socio-economic empowerment, through inclusive support for business creation and innovative, community-based service delivery (see box E.5).

Education. Investment in Education (incl. nonformal) for youth in Europe and Central Asia in FY04 was \$129 million. Secondary and Tertiary education projects are supported throughout the region, as are Informal and Non-Formal Education projects with youth components, such as the Russian e-Learning Support Project—which supports governance reform, and student self-governance in higher education institutions, and the Macedonia children and youth Development Project highlighted above.

HIV/AIDS. Over 80 percent of people living with HIV/AIDS in Europe and Central Asia are under 30. Therefore, youth organizations overlap with those working on HIV/AIDS. Health Reforms and HIV/AIDS prevention Programs in Central Asia and for example Moldova address the growing epidemic.

Roma Leadership Development and Consultation. An active capacity building program with WBI for young Roma leaders to involve them in the consultation process for different aspects of the Bank's work such as the establishment of the Roma Education Fund. Youth are also part of the larger agenda of the Decade of Roma Inclusion launched in 2005.

Highlights of Knowledge Products

Country specific studies. Studies such as Building Youth Policy: Youth Inclusion, Empowerment and Development ESW in Bosnia Herzegovina; and the Youth Policy Note in Uzbekistan provide guidance on how to mainstream youth issues and offer policy directions.

School-to-Work Transition and Youth Inclusion in Southern Russia. (economic and sector work under preparation)—to fill knowledge gaps on youth employment trends and causes, and to provide specific policy framework.

Western Balkans AIDS Study, 2004. Proposes an emphasis on investing in youth and specifically on the prevention of their risky behaviors as a way to avert an HIV/AIDS epidemic.

Human Trafficking in South Eastern Europe: Beyond Crime Control, an Agenda for Social Inclusion and Development, 2004. To assess how trafficking issues relate to inclusive poverty-reduction strategies, and how the Bank's efforts in poverty reduction could be beneficial to the reduction of human trafficking.

Young People in South Eastern Europe: From Risk to Empowerment, 2004. Comprehensive sub-regional analysis of key social, economic, demographic, gender, risk factors affecting youth (See box C.20).

Highlights of Outreach

Youth Consultation Groups. launched in Bosnia-Herzegovina, Georgia, Kosovo, Moldova, Macedonia, and Turkey. Channel youth perspectives and priorities into World Bank programming, and at the same time afford hands-on experience in development for the youth participants. (See boxes C.14 and C.3)

Conferences. Youth Development and Peace 2004 Forum (YDP) in Sarajevo as a global youth dialogue with participants from every continent, and Europe and Central Asia Youth Conference on region-specific youth issues (planned for the end of FY05).

Source: World Bank Regional Youth Focused Activities FY 04/05 Report.

Contact: Gloria La Cava.

Box C.5. Youth in Bank Operations in the Latin America and the Caribbean Region

Youth initiatives are at the top of the developmental agenda in the Latin America and Caribbean Region. With dozens of projects ongoing, ranging from small-scale pilots to national programs, the region offers a wealth of experience on which to base interventions and from which to learn.

Highlights of Operations

Many of the youth-related projects in LCR are multisectoral in nature and generally focus on preparing youth to be productive members of their communities. Examples include supporting quality education systems, providing incentives to stay in school, supporting programs encouraging healthy behaviors, and preparing youth for the labor market:

- **Secondary and tertiary education projects** in Belize, Brazil, Mexico, Colombia, the Caribbean, and Argentina totaling more than **\$600 million** in FY 2005.
- **Conditional Cash Transfers** in Mexico, Colombia, Brazil, and Jamaica based on secondary **school attendance**
- **Social Investment Funds** in Nicaragua, Honduras, and St Lucia featuring a Youth in Action component such as supporting a center for young girls with delinquency problems
- **Colombia Youth Development** Project that **tested alternative multisectoral approaches** to delivering services to low-income youth, and improving educational and employment opportunities (See box C.21)
- **Lifelong Learning Project in Mexico** that equips youth with competencies for the labor force and extends their possibilities of continuing their education at secondary and tertiary levels
- **Nutrition and Social Protection project** in Honduras, including a component enhancing **youth employability**
- **Youth development component** in secondary education operations in Pernambuco, Brazil and St Lucia, using school spaces for after-school programs, in conjunction with urban development project in Recife
- **Dominican Republic Country Assistance Strategy:** integration of youth as one of key development challenges and as part of future portfolio, including a Social Protection Loan with a youth component (See box C.24).

Highlights of Knowledge Products

LCR has pioneered much of the youth knowledge development in the Bank, particularly with relation to risky behavior, and integrating youth issues into. A Youth Thematic Group was created in 2003 to enable a cross-sectoral approach to understanding youth developmental issues. The partial list below features some of the studies and other activities underway:

- **Youth at Risk in Brazil ESW:** a study describing the key harmful behaviors that youth are engaging in, and outlining successful programs worldwide that have addressed these issues
- **Caribbean Youth Report:** Outlines issues, conceptual framework and actions for the subregion, including pioneering work on costs of not investing in youth (see box C.27)
- **Support to Colombia's new national youth policy draft:** Support includes the identification of promising in-country youth development initiatives and agreements on continued support
- **Best Practices in Youth Development Programs:** This study identifies international best practices on evaluated youth development programs in the key areas of youth development
- **Youth in Numbers--Latin America and the Caribbean:** Collection of data/statistics on issues affecting youth in Latin America and the Caribbean, including list of data sources and publications

Highlights of Outreach

- The "**Voces Nuevas**" program first started in **Peru** and has served as a catalyst for similar programs around the world (See Box C.14).
- In **Brazil**, 30 young people participated in the **CAS consultation process**, and have built an informal advisory committee to CAS implementation. A similar mechanism is being set up in the Dominican Republic.
- In **Argentina, Paraguay, Uruguay, and Chile**, calls for proposals have been sent out to youth groups in the area of **civic commitment**, empowerment, and values.
- Ecuador and Venezuela's **Small Grants** Programs have also focused on children and youth issues and have launched **Youth Advisory Groups**.

Source: World Bank Regional Youth Focused Activities FY 04/05 Report.

Contact: *Helena Ribe, Wendy Cunningham, or Andrea Vermehren.*

Box C.6. Youth in Bank Operations in the Africa Region

The Africa Region had the largest increase in operations with components directly related to youth over the past decade (from \$18 million in fiscal year 1995 to \$774 million in fiscal year 2004). These interventions are strongly integrated into sectoral work in education, health, social protection, and social development. They are also being incorporated into infrastructure, urban, and rural development sectors. The Africa Region has also pioneered several important multisectoral initiatives, including youth and HIV/AIDS. It has established a Thematic Group on orphans and vulnerable children to strengthen the knowledge, data, fundraising, training, donor coordination, and country support for targeting the most vulnerable of young people. This has spurred the creation of orphans and vulnerable children work in other regions.

Highlights of Operations

- **Education:** Nine projects in FY04 with a secondary and/or tertiary education component. **Non-formal education** is an important part of the portfolio, with special emphasis on vocational training and basic adult literacy training. The successful **Pilot Female Literacy Project in Senegal** emphasizes partnership with local NGOs for service delivery in what is called the *faire-faire* approach.
- **Orphans and vulnerable children—related country support:** Mauritania, Benin, Guinea, Senegal, Swaziland and Chad.
- **Regional Strategies to Strengthen the Reproductive Health Capacities of African Youth NGOs:** A grant supporting activities of youth NGOs in several pilot countries.
- **Rwanda Youth Employment Promotion Action Plan:** Rwanda is in the process of developing a Youth Employment Action Plan in the framework of the Youth Employment Network (YEN).
- **Comoros Post-Conflict Fund Project for the Re-integration of Ex-Militia Youth.**
- **Nigeria: Urban Rehabilitation and Maintenance Project** targeting youth participation in urban renewal.
- **Social Funds** targeting youth in Chad, Rwanda, Burundi, Sierra Leone, and Liberia.
- **Ethiopia: Support to National Youth Policy and Strategy and Civil Society Capacity Building**
- **Chad Small Grants Program**
- **Cape Peninsula Biodiversity Conservation Project**

Highlights Knowledge Products

- **Reaching Africa's Young (RAY):** Regional strategic framework and action plan (see box A.1)
- **Orphans and Vulnerable Children Toolkit** (web-based) has been developed to guide staff, consultants and member countries on specific data, policies and interventions to improve outcomes for the most vulnerable young people. A French version is under preparation.
- **Youth in Numbers Series:** Key indicators for assessing the situation of youth across the region.
- **Reducing Risky Behaviors among Youth:** an overview of youth programs and approaches.
- **Youth in Africa—Poverty and Labor (AFRHD under preparation)**
- **Youth and Development in SSA (AFRSD under preparation)**
- **Skills Development in Sub-Saharan Africa** (Adams & Johanson)
- **Youth dimension of HIV/AIDS and MAP:** An evaluation of the youth component in countries currently receiving MAP funding to gauge how well the MAP is addressing the youth dimension of the pandemic.
- **Child Soldiers: Preventing, Demobilizing and Reintegrating** (Verhey)
- **When Governments Get Creative: Adult Literacy in Senegal** (Nordtveit)
- **Nigeria Youth and Urban Violence** (draft)

Highlights of Outreach

- **Capacity building on orphans and vulnerable children issues:** October 2004 (Anglophone) and Spring 2005 (Francophone).
- **Pan-Africa Youth Forum on HIV/AIDS,** Launch of the **HIV/AIDS and youth media kit; Tools for effective youth involvement in HIV/AIDS-related policies**
- **Youth Consultation Groups** established in Benin, Chad, Ethiopia and Mozambique

Source: World Bank Regional Youth Focused Activities FY 04/05 Report.

Contacts: Pia Peeters (*youth-related issues*), Maurizia Tovo and Marito Garcia (*orphans and vulnerable children related issues*).

Box C.7. Youth in Bank Operations in the Middle East and North Africa Region

An increasingly large portfolio of youth ESW and interventions is being supported by MNA. The highlights below reveal a shift in approach toward addressing youth issues in a more diversified and multisectoral way, even though lending remains concentrated in the education sector (see box C.25). Cumulative youth investments in the region amounted to **\$199 million in fiscal 2004, up from \$83 million in fiscal 2003**. Secondary and tertiary education received \$174 million in 2004, up from \$70 million in fiscal 2003. The figures reflect a growing demand from clients as well as a growing institutional priority placed on addressing the needs of youth in the region.

Highlights of Operations

- **Tertiary Education Project, West Bank and Gaza, 2005:** The objective is to increase efficiency and quality of the higher education system by promoting regulatory and institutional reform
- **Morocco Basic Education Reform Support Program:** The objective is to increase access to and quality of lower secondary education.
- **Vocational Training Strategy and Project, Yemen:** Includes support to vulnerable youth through provision of adequate training to facilitate youth entry into the labor market.
- **Social Fund for Development III, Yemen:** Includes pioneering pilot projects for youth-at-risk rehabilitation and integration into mainstream society.
- **Social Protection Initiative Project, Egypt:** Supports selected interventions for youth-at-risk, children and youth with disabilities and their families.
- **Community Development Project, Lebanon:** Provided specialized services for youth-at-risk.
- **Youth Employability Project, Small Grants Program, Egypt, 2005:** Employment enhancing activities implemented by youth for youth, targeting marginalized districts.

Highlights of Knowledge Products

A MNA Youth Thematic Group was created in 2004 to enable a cross-sectoral approach to understanding youth developmental issues.

- **“Securing a Future for All” MNA Social Development Strategy:** Includes a major youth component. Advocates the inclusion of youth as agents of social change.
- **“Arab Adolescent Girl: Reality and Prospects”:** Aimed at increasing the understanding of the cross-cutting issues that affect girls and young women in the region.
- **Country Social Analysis, Morocco (Planned for fiscal 05–06):** The CSA will focus on issues of youth exclusion, and will produce a policy note on Government efforts to define a national social development strategy and to better develop its focus on youth.
- **Yemen National Strategy for Children and Youth, and West Bank and Gaza Vulnerable Children and Youth Assessment:** Captures the country-specific risks, policy and programmatic gaps and needs (see box A.2).

Highlights of Outreach

- **Youth Consultation Groups:** In Egypt and Yemen youth are providing input into the Bank’s work while gaining knowledge about key development issues facing their countries, and the Bank’s role in addressing those issues.
- **Women’s Virtual Entrepreneurs Internship:** Female youth interns will obtain new knowledge about women entrepreneurship around the world and specifically within their own countries.
- **Urban Children and Youth in the MNA region: Addressing priorities in Education, May 2005:** Conference to discuss problems and possible solutions for children and youth in urban areas of the MNA region, especially in the field of education and to raise the awareness of high ranking municipal officials to the needs of children and youth
- **MNA Vulnerable Children and Youth Workshop, 2004:** Two-day workshop with internal and external partners from several MNA country governments and NGOs.

Source: World Bank Regional Youth Focused Activities fiscal 04/05 Report.

Contact: *Setareh Razmarra or Christina Djemmal.*

Box C.8. Youth in Bank Operations in the East Asia and the Pacific Region (EAP)

The growth in spending on youth components in EAP has been concentrated primarily in the education sector. In the 1990s, EAP had the greatest share of investment in youth of all the regions, due primarily to the focus on secondary and tertiary education. Between fiscal years 2000 and 2005, education lending grew 54 percent, and it now accounts for a significant share of Bank lending in the EAP region.

Highlights of Operations

- **Secondary and tertiary education projects** in Cambodia, Indonesia, Vietnam and Tonga count for \$155M dollars committed for youth components in FY05, up from three projects in FY04 with \$57M for youth components
- **Indonesia** has the largest proposed lending project for youth: “*Higher education*” (\$100M)
- **The Philippines: Second Women’s Health and Safe Motherhood Project** includes a component targeting services for adolescents on sexuality and high-risk behavior
- **Indonesia: Coral Reef Rehabilitation and Management Project**—engages young people in coral reef conservation, small and medium size enterprise development, and educational opportunities

Highlights of Knowledge Products

- **What Will Youth Develop Toward: A Hand book:** Compiles two types of knowledge on youth interventions, including developmental research and descriptive case studies of effective youth development programs.
- **Education Policy Reforms in Action, Philippines:** Sector study reviewing progress made on technical and vocational education and training, as well as educational enrollment.
- **Managing the Transition to Decentralization, Indonesia:** A working paper surveying the challenges of moving to a decentralized education management.
- **Unemployment-Poverty Trade-offs:** A regional research working paper looking at youth, labor markets, and unemployment.
- **Out of school children and youth in the Philippines, 2004:** A working paper being produced by East Asia and the Pacific HD.
- **Meeting the Challenges of Secondary Education in East Asian and Latin American Countries: Quality, Relevance, and Resource Mobilization:** A comparative study of the EAP and LCR regions, using the experiences, analytical findings, and data from countries in both regions to address overarching questions about secondary education (forthcoming).

Highlights of Outreach

- **Youth Consultation Groups:** Timor-Leste youth are providing input into the Bank’s work, while improving their own knowledge of development. The project’s success has prompted Papua New Guinea, Philippines, China, and Cambodia to launch similar programs.
- **Innovation Days:** In May/June 2005, the Bank’s Vietnam office hosted a country innovation day, inviting several youth NGOs to participate with a focus on HIV/AIDS prevention. In Thailand, the Bank is working with youth groups who were winners of the 2001 Country Innovation Day to expand their programs.
- **In Indonesia,** the Bank is conducting field consultations with poor youth and using their input to help design project components.
- **Youth Open House** events were held in Cambodia, Vietnam, Mongolia, the Philippines.

Source: World Bank Regional Youth Focused Activities FY 04/05 Report.

Contact: Caroline Giffon, EAPVP.

Box C.9. Youth in Bank Operations in the South Asia Region (SAR)

The youth strategy in the SAR focuses on employment and youth participation. Lending targeting youth includes health, education, post-conflict recovery, and rural development.

Highlights of Operations

- Between 2000 and 2005, spending for youth components in the education sector rose by 39 percent. **Secondary and tertiary education** and vocational training projects include Improving Relevance and Quality of Undergraduate Education in Sri Lanka; Reaching Out of School Children and Female Secondary School Assistance in Bangladesh; the Technical/Engineering Education Quality Improvement Project in India and the Third Education and Training Project in the Maldives.
- Secondary and tertiary education projects in Bhutan, Nepal, and Pakistan, totaled more than \$113M in FY04. Further, Bangladesh begins another (\$180 million) in FY05.
- Bangladesh is the country with the biggest **nonformal education portfolio** in FY 2004—\$100 million. One of the prominent projects focusing on this is the Female Secondary School Assistance Program.
- E-Sri Lanka Development project includes a component targeting **school to employment transition** (forthcoming in FY2005).
- Additionally, many projects have specific components which focus on **health and nutrition** of youth. These include the Health Sector Emergency Reconstruction and Development Project in Afghanistan; the Health, Nutrition and Population Sector Program in Bangladesh; the India Immunization Strengthening Project Supplement and the Women and Child Development Project; the Partnership for Polio Eradication, the Northern Health Program Project and the Family Health Project in Pakistan; and the Health Services Project in Sri Lanka.
- **HIV/AIDS** among youth is addressed in the HIV/AIDS and STI Prevention and Control Project in Bhutan and the National HIV/AIDS Prevention Project in Sri Lanka.

Highlights of Knowledge Products

- Increasing concern among policymakers about youth unemployment is reflected in the demand for **VET programs across South Asia** and a number of **labor market studies** are being conducted focusing on job creation and skills improvement.
- In Afghanistan ESW includes an Education Policy Note and studies on Skills Development and Vocational Training.
- In Bangladesh, a wide range of ESW addresses youth education issues including successful programs to improve equity of access to secondary education and the quality of teacher training.
- In India, ESW includes Benefits of Investing in Youth: Employment, Reproductive Health and Education, which addresses the challenges of enabling poor youth who lack sufficient skills or education to develop more productive and healthy livelihoods; and AAA on Child Development, Nutrition Programs, Secondary Education, State Education Strategies as well as Vocational Education and Training.
- In Pakistan, AAA is focused on public-private partnerships in education in Punjab.
- In Sri Lanka, ESW includes the Education Sector Report, and because Sri Lanka is a pilot country in the **Youth Employment Network (YEN)**, it is also working on a **National Action Plan** on youth employment based on a series of analytical work.

Highlights of Outreach

A **South Asian Conference of Youth Organizations**, organized jointly by the Indian Committee of Youth Organizations and the World Bank was held in New Delhi in March 2005. All South Asia country offices will also participate in the **Young Adult Intern Program** whereby young professionals will work in Country Offices and be provided mentor support. **Nepal Development Forum**: Youth Perspectives on the Development of Nepal—six workshops and a national conference, brought together youth from various sectors and strata of Nepali society to get their perspectives on Nepal's development.

Source: World Bank Regional Youth Focused Activities FY 04/05 Report.

Contact: Ursula Jung, SASHD.

Box C.10. Developing and Implementing Employment Strategies: The Youth Employment Network

Created under the impetus of the Millennium Declaration, the Youth Employment Network (YEN) seeks to “develop and implement strategies that give young people everywhere a real chance to find decent and productive work.” Operating as a multiagency initiative, with the United Nations, the International Labour Organisation and the World Bank (HDNSP and Regions), the YEN has selected 11 countries to act as leads in the development and implementation of national action plans for youth employment. Examples of the YEN’s activities include the following:

- In **Azerbaijan** Youth NGOs, led by the National Youth Council for Azerbaijan (NAYORA), have formed a Youth Employment Coalition, which will work closely with the government to provide youth inputs into the development of Azerbaijan’s national action plan.
- In **Brazil** the YEN is providing technical support for the government’s Primeiro Emprego (First Employment) program, Brazil’s de facto national action plan, with a focus on youth in marginalized communities.
- In **Egypt** the YEN, through the International Labour Organisation, is assisting the government with the development of its National Youth Employment Program, Egypt’s de facto national action plan, by offering technical support and expertise on youth employment policy.
- In **Indonesia**, under the direction of the Indonesia YEN steering committee, a National Youth Employment Action Plan has been drafted. The plan, launched by Indonesian Vice President H.E. Hamzah Hazin on International Youth Day, will move into the implementation phase in 2005.
- In **Iran** the government, through the Iran National Youth Organisation (NYOIR), recently formulated a national strategy on youth employment and information and communication technology. The YEN will work with Iran to integrate this strategy into other youth employment policy plans, in order to develop a holistic national action plan during 2005.
- In **Namibia** the Ministry of Higher Education, Training and Employment Creation has asked the Namibian National Youth Council (NYC) to identify a multistakeholder task team that will develop a national action plan.
- In **Sri Lanka** a YEN taskforce, housed within Ministry of Skills Development, Vocational and Technical Education (MOSDVTE), has been set up to oversee the national action plan development process, which will include a focus on reintegrating young ex-combatants into the workforce.

The YEN is working to gather country experiences and evidence to develop knowledge on what interventions work to reduce youth unemployment. To do so, it manages an extensive database on best practices for youth employment, subdivided into four components: employability, employment creation, equal opportunities, and entrepreneurship.

Source: www.youthemploymentgateway.org.

Contact: *Jean Fares, HDNSP.*

Box C.11. Youth and the Environment in Indonesia

The Bank-funded Coral Reef Management and Protection (COREMAP) Project aims to rehabilitate and protect the coral reefs off the coast of Indonesia. Costing more than \$100 million, it is the largest project of its kind in the world. The project was conceived for environmental and economic reasons, but youth development has emerged as a key contributor to its success.

Fishers bomb the reefs in order to drive fish into the open waters and increase fishing yields, a practice that destroys habitat for short-term gains. COREMAP has identified education and community reform as the best ways to stop the devastation. By understanding that reefs are the spawning grounds for fish, villagers learn to use sustainable fishing methods, close off reefs during critical spawning periods, and patrol the reefs against outsiders who continue to use bombs. The education process involves children performing plays about the livelihood of coral reefs; labeling sports equipment (such as soccer balls) with “No coral, no fish” slogans; and using formal curriculum on sustainable use of fishing resources.

Where youth come in. Communities receive legal decisionmaking rights over the reefs near their village. The project hires about 1,000 facilitators under the age of 25 to guide the empowerment process. The college-educated facilitators are enthusiastic about assisting Indonesia’s poor fishers. After training, they live in a village for two to four years, facilitating village meetings. In the process, these young people gain transferable skills and increase their chances of employment in the private sector and in other development projects. The project also offers scholarships to children and young people to cover primary, secondary, and university tuition. Once they have completed their education, they receive work opportunities through the project. A group of the most promising young people from remote villages comes to Jakarta for a two-week training as Youth Coral Reef Ambassadors. Many of them have never left their villages. They learn about the project, visit Sea World, and meet with officials. They return to spread the word to their communities about the need to conserve the reefs.

There is a growing realization that lack of economic opportunities in rural coastal communities, especially for youth, is contributing to the depletion of the coastal resource base. Young people are not only the most economically marginalized, they are engaged in harmful fishing techniques that damage the ecosystem. In order to protect marine resources, youth—tomorrow’s fishers—need livelihood opportunities outside of a dwindling fisheries resource base. Thus one of the key objectives of the Marginal Fishing Communities Development Project (MFCDP) is to provide means of income diversification for youth and increase their employability. The project will help create a new generation of successful young entrepreneurs in coastal areas by providing them with the educational opportunities, targeted financial resources, skills, training, and business development services necessary to start youth-led microenterprises and small businesses. These businesses will serve as engines of growth and job creation in their communities, reducing pressure on coastal ecosystems.

Source: Indonesia Coral Reef Management and Protection (COREMAP) and the Marginal Fishing Communities Development Project (MFCDP).

Contact: Pawan Patil, EASRD.

Box C.12. The World Programme of Action for Youth and the UN World Youth Report 2005

In 2005 it will be ten years since the General Assembly adopted the **World Programme of Action for Youth to the Year 2000 and Beyond**. On this occasion the Secretary General will present the **World Youth Report 2005**, which calls on member states to renew their commitments to the goals of the World Programme for Action.

This report, along with the previous **World Youth Report 2003**, provides:

- an extensive overview of the global situation of young people aged 15-24
- an outline of major youth challenges, opportunities, and priorities
- information on progress toward select global priorities for youth
- a discussion of obstacles to be overcome

The reports reflect ten particular areas of concern as adopted by the General Assembly in 1995. These include:

1. Youth and Education
2. Youth Employment
3. Youth in Extreme Poverty: Dimensions and Country Responses
4. Youth and Health Issues
5. Youth and the Environment
6. Youth and Drugs
7. Juvenile Delinquency
8. Rethinking Leisure Time: Expanding Opportunities for Young People and Communities
9. The Situation of Young Girls and Young Women
10. Youth Participation in Decision-Making

In addition to these, the reports address newer issues adopted by the UN Commission for Social Development in 2003:

1. Young People in a Globalizing World
2. Youth and ICT (Information and Communication Technologies)
3. HIV/AIDS and Young People
4. Youth and Conflict
5. Intergenerational Relations

The UN Programme for Youth has also created "**Making Commitments Matter: A Toolkit for Young People to Evaluate National Youth Policy,**" a resource that enables young people to evaluate action on the fifteen priority areas for themselves.

Source: World Youth Report 2003: The Global Situation of Young People, United Nations Secretariat Department of Economic and Social Affairs 2003. World Youth Report 2005: Report of the Secretary-General, United Nations Secretariat 2005.

Box C.13. The Youth Agenda in Brazil: Working across Sectors

Most of Brazil's youth successfully navigate adolescence and become healthy, productive adults. As in every country, however, many youth grow up overexposed to a range of risk factors that result in negative outcome. Violence has had a particularly negative effect on young people, with 39 percent of youth deaths caused by homicide.

Given the inherently multisectoral nature of these challenges, the Bank has been supporting a range of government youth interventions at both the federal and state levels. Most are in the education and health sectors, but some are **multisectoral instruments**:

- **Bolsa Familia:** This multibillion dollar conditional cash transfer program provides incentives for families to keep their children in school through eighth grade and bring them for regular visits to clinics.
- **Programmatic Human Development Sector Reform:** This macro-level intervention was successful in improving the quality and efficiency of public spending in health, education, and social assistance. The Programmatic Sector Reform Loan is an inherently multisectoral instrument, lending itself well to addressing youth issues, which are multisectoral. It ensured a smooth transition for the new administration in January 2003 to continue sound human development policies affecting youth.
- **Fundescola:** First approved in 1998, this three-phase program helps schools attain minimum operating standards in order to raise school quality. The project has promoted public engagement by families and communities by making funds available to local school councils for school improvement. It helps schools develop and finance their own school improvement plans. The result has been the provision of integrated instructional models and technical assistance to local secretariats, two critical steps toward increasing school effectiveness.
- **AIDS and Sexually Transmitted Infection Project:** This project provides free antiretroviral therapy (as mandated by federal law) and supports interventions through municipally managed HIV/AIDS prevention and treatment activities. NGOs working on HIV/AIDS prevention and care receive training and technical assistance to improve their sustainability.
- **Urban Upgrading Project:** This municipal renewal project features a preventive, multisectoral approach, supporting activities that are complementary to and coordinated with those of the police, though they go beyond traditional law enforcement. The project emphasizes the synergies between infrastructure upgrading and situational prevention and community-based social prevention.
- **State Secondary Education Projects:** In the states of Bahia, Ceara, and Pernambuco, the Bank is working with state governments to help expand the network of schools. Examples of activities supported include training of principals, school management projects, and some school infrastructure costs.
- **Family Health Extension Program:** This comprehensive program features home visits by an integrated team of health professionals. This outreach model aims to be more efficient by emphasizing prevention and early treatment. It is a gateway to higher level services.

Working through schools and families, these interventions are able to reach most Brazilian youth. Other initiatives underway include the Vozes Jovens program, which offers young people a voice in the development process, and two forthcoming studies, a study on violence and a report on at-risk youth that identifies the challenges facing the most disadvantaged youth, makes recommendations, and proposes interventions.

Source: World Bank Portfolio, Latin America and the Caribbean.

Contact: Alberto Rodriguez, LCSHE or Zeze Weiss, LCC5C.

Box C.14. Peru's Voces Nuevas Program

Voces Nuevas (Youth Voices) is an innovative program begun in the World Bank's office in Peru in 2002. The program invites socially active young people to serve as part of a **consultative body** for country offices to learn about, research, advise on, and comment on a wide range of development issues and Bank projects, particularly as they relate to youth. This program has been expanded into a subregional program including Ecuador, Venezuela, and four provinces in Peru (Cajamarca, Cusco, Iquitos, and Piura). Similar youth consultative groups had been established in over 30 Bank offices worldwide by early 2005, with many others projected for coming years.

Voces Nuevas has been a **mutually beneficial** endeavor. Young social activists gain hands-on experience in development, while the Bank receives the youth perspective on its work. As of the end of 2004, more than 100 young people in Ecuador, Peru, and Venezuela have participated as strategic partners with the Bank, providing insights and recommendations on development processes while gaining new knowledge and tools to make their contribution more effective.

The initiative includes the allocation of a meeting room in the Bank Office, where a rotating group of young professionals or university students meet regularly with staff and among themselves. Participants are selected by local organizations that work with youth groups, including religious and secular youth groups, municipalities, and NGOs. In Lima the **main concerns** raised by this group have included job opportunities, training in information technology, access to credit and financial resources to implement youth projects, environmental issues, rural telecommunications investments, and opportunities for political participation.

The program has had the following outcomes:

- **Knowledge has been exchanged between** youth and Bank staff on key issues in education, poverty reduction, property rights, environment, natural resources, indigenous peoples, Afro-Latino culture, basic health, social development, and social accountability.
- Youth have gained access to **local and international experts** (through brown bag lunch discussions, for example), who present issues and strategies on key areas of youth concern and solicit recommendations from participants on effective strategies for reaching youth.
- **Working papers** have been produced on education, reproductive health, youth and violence, Afro and indigenous youth, and building bridges with government and civil society organizations.
- Outreach and mobilization have reached **youth outside Lima**.
- Projects have benefited from the program through involvement of Voces Nuevas in **supervision missions, field visits, and other project activities** in rural infrastructure, rural roads, rural education, water and forestry.
- Inputs have been provided into **environment and poverty assessments**.

Source: World Bank News and Broadcast (February 2004).

Contact: Elizabeth Dasso, LCSES.

Box C.15. Skills Development in Sub-Saharan Africa

The development of the African workforce is at a critical moment. Wage employment in the formal sector is largely stagnant, with those unable to find jobs there forced to pursue self-employment or work in the informal sector. Unemployment among urban youth is high and increasing. Much of the impact of HIV/AIDS has fallen on the educated and the skilled. What can African governments do to ensure that the workplace skills needed for growth and equity are taught and developed in a cost-effective way?

A World Bank study, *Skills Development in Sub-Saharan Africa*, provides relevant and useful knowledge that should help African leaders and donor agencies find answers to this question. The review assesses a decade's progress on technical and vocational education and training (TVET) development and reform. The study puts into an African context the Bank's earlier work on TVET, explores issues and recent developments, and reviews recent literature and policy studies. Without being prescriptive, the book provides a comprehensive review of the challenges facing skills development in Africa today and the lessons learned over the past decade.

Based on 14 thematic studies covering 20 countries and 70 case studies, this volume provides a good starting point for developing country policies and programs, including a strategic role for governments. The wealth of information specific to training in Africa should be of value not only to African leaders but also to countries in other regions facing similar challenges. *Skills Development in Sub-Saharan Africa* will be of great interest to policymakers, leaders, and international donors with a stake in skills development.

The studies included in the review cover the following themes:

- the nature and extent of employment problems in Sub-Saharan Africa
- regional response to the Bank's TVET policy in the 1990s
- financing vocational training to meet policy objectives in Sub-Saharan Africa
- an update on trends, innovations, and challenges to TVET in Sub-Saharan Africa
- private technical and vocational education and training provision, patterns, and policy issues
- practices and trends in formal sector, enterprise-based training
- labor markets and enterprise training in African enterprises
- training for work in the informal sector
- distance learning for TVET
- vocationalized secondary education
- integrated entrepreneurship education in formal schools and training institutions
- strengthening livelihoods with literacy

Source: World Bank (2004) *Skills Development in Sub-Saharan Africa*, Johanson and Adams.

Contact: AFRED.

Box C.16. Bangladesh's Female Secondary School Assistance Program

Bangladesh's **Female Secondary School Assistance Program** was launched in 1993, with the objective of improving rural girls' enrollment and retention rates of in secondary education. The \$88.4 million program supported a package of interventions to increase the prospects that rural girls enroll and remain in secondary school. A central component was the provision of cash stipends, which are transferred to individual bank accounts held in each girl's name. The program also transfers tuition and examination fees directly to schools. Complementary efforts were made to increase the proportion of female teachers, provide water and sanitation facilities, improve community engagement, and provide occupational skills, in an effort to make schools more attractive to girls and their families.

All unmarried girls of secondary school age who reside in rural areas were eligible to participate in the program. Continuance in the program, however, required that girls attend school at least 75 percent of the days in the school year, maintain their academic performance above a set minimum, and remain unmarried.

The program has been very successful in increasing enrollment and retention. The number of stipend beneficiaries increased from 187,320 in 1994 to almost 900,000 in 2000. Girls now account for 54 percent of secondary enrollments in areas covered by the project. Girls' attendance rates improved significantly to 91 percent and now exceed boys' (86 percent). The proportion of girls achieving passing marks in school examinations rose to 89 percent—higher than the rate for boys (81 percent). Dropout rates from the program for noncompliance are low.

Source: Global MDG Monitoring Report 2004.

Contact: Amit Dar, SASHD.

Box C.17. World Links: Changing the Lives of Youth



World Links is a **global education technology program** whose mission is to improve educational outcomes, economic opportunities, and global understanding for youth in developing countries through the use of technology, including the Internet. World Links began in mid-1997 as a World Bank initiative under the World Bank Institute. In 1999 it became the first independent nonprofit organization to be spun off from the Bank. Its core activity is to link students and teachers around the world via the Internet in order to improve the quality of education and promote youth development through collaborative projects.

World Links has worked in more than **30 countries**. It currently has active programs in 16 countries, many with direct links to World Bank education projects. To date, World Links has provided professional development for more than 22,000 teachers and has reached more than 500,000 students.

Youth Development: Livelihood Skills, Empowerment, Participation

An independent evaluation conducted by SRI International in 2003 found that a majority of World Links teachers reported that their students had significantly improved key **livelihood skills** and attitudes as a result of their participation in the program. Student knowledge of using computers (72 percent), knowledge of current events (66 percent), skill at communicating (69 percent), skill at collaborating (59 percent), and knowledge of other cultures, countries, or schools (62 percent) were high.

All World Links teachers and students participate in **collaborative projects** over the Internet with schools around the world. The projects provide an opportunity to gain knowledge on important **development topics** as well as a global understanding of the world. Topics include HIV/AIDS (including the development of community action plans for prevention in Africa), postconflict resolution, the environment (including community action plans for environmental protection), and cultural understanding.

Youth and Employment

World Links Internet Learning Centers are converted into dual-use telecenters that provide community access. World Links has more than 80 school-based telecenters in six countries. The model allows for youth to play a role in managing the centers and creates a space for in-school and out-of-school youth to gain skills and information on employment opportunities that will provide a stepping stone to their future employment. In Mumbai, India, young people from the surrounding communities serve as telecenter managers. They also provide resources for youth looking for jobs. "I could say that it is the best cafe-cum-classes for people like us, who cannot afford to go to expensive classes," notes one student.

Tracer studies undertaken to measure the impact of World Links on participants' educational and career choices suggest that World Links has influenced many students to pursue degrees and careers related to information and communication technology and increased the numbers of students pursuing higher level degrees and careers in business, the sciences, and development studies. Nearly 95 percent of World Links respondents are currently enrolled in a degree-granting program. Nearly one-third of respondents indicated that World Links had influenced their choice of field in higher education in some way, with more than 36 percent specializing in information technology or related field.

For more information, visit www.world-links.org.

Source: World Links web www.world-links.org.

Box C.18. Improving the Health of Youth

Young people account for 15 percent of the disease and injury burden worldwide, and more than 1 million die every year, mainly from preventable causes. Roughly 70 percent of premature deaths among adults can be linked to behavior initiated during adolescence, such as tobacco use, poor eating habits, and risky sex. Young people face serious health challenges:

- About half of all HIV infections are in people under 25, with girls disproportionately affected.
- On average one-third of women in developing countries give birth before age 20, with a large proportion of these pregnancies unplanned.
- Every year 2–4 million adolescents undergo unsafe abortions.
- Teen mothers are twice as likely as older women to die of pregnancy-related causes, and their children are at higher risk of illness and death.
- Nutritional deficiencies, such as anemia, are widespread in both young men and young women. They increase the risks that girls and young women face during pregnancy and childbirth.
- Millions of youth die or suffer because of other preventable health hazards, such as road accidents, substance abuse, suicide, and infectious diseases, such as malaria and tuberculosis.

Youth health and development contribute to economic prosperity. Investing in the health and development of young people is not only the right thing to do, it is the smart thing to do. Reducing HIV infection in young people would reduce the devastating economic impact of HIV/AIDS. Encouraging young people to postpone marriage and childbearing reduces family size and slows population growth. Combined with investments in health and education, these changes contribute to higher economic growth and incomes. Investments to head off negative behaviors, such as tobacco use and drug abuse, pay off later for individuals and for society.

Investments in the health and development of young people build on and compound the benefits of past government expenditures on child survival and education and enhance future economic and social development. By contrast, risky or unwanted sex and other unhealthy behaviors are tied to individual, family, and community factors that influence youth behavior. They are closely related to economic and educational prospects. Too many youth who lack opportunities to make a positive contribution to society turn to crime and violence and feed existing civil unrest.

Investing in youth helps break the cycle of poverty. Poverty and inadequate health systems compound vulnerability to sickness and early death.

- When a young person becomes infected with HIV or has an unsafe abortion to terminate an unplanned pregnancy, poverty is often the root cause.
- A poor teenager is more than three times as likely to give birth as one that is not wealthy
- Poor health exacerbates poverty, by disrupting and cutting short school opportunities, weakening or killing young people in the prime of their working lives, and placing heavy financial and social burdens on families.
- Poor youth are particularly vulnerable to sexual violence and exploitation. Girls in many countries report having sex in exchange for money or gifts.
- Youth from AIDS-affected homes, including 13 million children under 15 orphaned by the disease, often have to forgo schooling. This diminishes their livelihood prospects, pushes them deeper into poverty, and increases their own chances of contracting HIV.

Youth health is related to the MDGs. Most of the MDGs are highly relevant to the health and welfare of youth. Better youth health directly contributes to achieving five of the eight goals: reversing the spread of HIV/AIDS, reducing maternal deaths, reducing infant and child deaths, developing and implementing strategies for decent and productive work for youth, and reducing poverty.

Actions to promote youth health and development. The key strategies to improve youth health and development have overlapping and synergistic goals. To emphasize the interrelatedness of these strategies, the table combines intermediate and final outcome indicators for a range of desired adolescent health outcomes.

Healthy Behaviors Strategy for Youth

Objective: Improve knowledge and healthy behaviors of young people		
Life skills and health and sexuality education in schools	In-school youth, ideally starting before young people become sexually active	Intermediate outcome indicators <ul style="list-style-type: none"> ■ Percentage of sexually active youth using contraception, especially condoms, for prevention of pregnancy, HIV/AIDS, and other sexually transmitted infections ■ Percentage of young mothers receiving prenatal care and trained delivery assistance ■ Percentage of youth having high-risk sex ■ Percentage of youth with anemia ■ Percentage of youth who use tobacco ■ Age of marriage ■ Age at sexual debut Final outcome indicators <ul style="list-style-type: none"> ■ Rates of maternal death and disability for young mothers ■ Rates of HIV and other sexually transmitted infections for youth ■ Rates of teen pregnancy (wanted and unwanted) ■ Rates of unsafe abortion for youth ■ Percentage of youth who report having been sexually abused or forced to have sex ■ Rates of youth suicide and depression
Peer educators deployed in a wide range of formal and informal settings, such as schools and workplaces, to provide role models for other youth, provide information on health, and refer peers to health services	Out-of-school youth; youth in hard to reach groups (sex workers, street kids)	
Campaigns on TV, radio, and other mass media, including popular theater and other culturally appropriate means that appeal to youth	All young people, especially those at highest risk of unhealthy behaviors	
Subsidized social marketing of condoms and other reproductive health products	Sexually active young people	
Programs that reach young people at their places of work and through private channels, such as pharmacies and for-profit medical services, where many youth prefer to seek care	Employed youth; youth who use private, for-profit health services	
Comprehensive adolescent health services through the public sector and NGOs	All young people, especially poor and rural youth	
Community-based programs, such as those that distribute condoms and other contraceptives	All youth, but especially out-of-school youth; poor youth	
Voluntary counseling and testing for HIV/AIDS	Youth engaging in high-risk behaviors	
Expanding school and livelihoods opportunities for poor youth affected by AIDS, including orphans	Poor youth infected with or affected by HIV/AIDS; orphans	

Box C.18. Improving the Health of Youth (cont'd)

Healthy Behaviors Strategy for Youth (cont'd)

Core interventions	Beneficiaries/target groups	Indicators (*)
<i>Objective: Create a positive context for youth health programs</i>		
<p>Engage in policy dialogue and advocacy</p> <p>Develop national Adolescent Health (AH) policies and service guidelines</p> <p>Create a supportive legal framework</p> <p>Promote anti-smoking policies, such as taxes and advertising bans</p>	Decisionmakers, legislators, community, religious and business leaders, civil society	<ul style="list-style-type: none"> ■ Level of political support for AH ■ Existence of a national AH policy ■ Adequate budget for AH ■ Existence of program guidelines and regulations that support provision of AH care ■ Existence and enforcement of positive legal framework (minimum age at marriage, legality of contraceptive sales to youth, ban on tobacco promotion)
<p>Change social norms</p> <p>Mass media and community mobilization efforts</p>	Parents; teachers; religious leaders; other influential adults	<ul style="list-style-type: none"> ■ Degree of family and community support for Adolescent Health policies and programs
<p>Address related youth needs through multisectoral interventions</p> <p>Improve education opportunities, especially for girls</p> <p>Link Adolescent Health with other youth activities, including education and youth development programs that give young people broadly applicable skills</p> <p>Provide job training and other livelihoods programs</p>	All youth, particularly those at risk	<ul style="list-style-type: none"> ■ Primary and secondary school enrollment for girls and boys ■ Youth unemployment rate

a. Indicator corresponds directly to MDG.

How to Promote Youth Health and Development

The range of adolescent health interventions is broad. All approaches are more effective when they provide youth with information and services, and create a positive context that allows young people to practice key health-promoting, interrelated behaviors. These behaviors include:

- delaying sexual debut and practicing abstinence, and, for sexually active youth, safer sex and increased contraceptive use
- postponing marriage and childbearing
- using safe delivery care
- avoiding tobacco use and substance abuse
- better nutrition.

Provide Information and Services to Young People. A number of approaches effectively give young people the information they need to make the right life choices. Where school enrollment is high, it

is cost-effective and important to reach students through schools. For many young people, peers are a primary source of information on sexuality and health. Peer education programs are especially appropriate for young people not in school and for hard-to-reach, at-risk subsets of the youth population, including sex workers and street children. The mass media have enormous influence on youth in most societies, and can help to normalize positive adolescent behaviors and gender roles, and to direct young people to appropriate health services. Access to high-quality health services is as important for youth as it is for older clients. Although some young people seek care through the formal health system, many others are deterred by the often judgmental attitudes of health care providers, particularly when seeking care and advice on sexuality-related matters. The most effective efforts to reach youth are tailored to address their specific needs and reach young people where they live, work, and play. Subsidized sale of condoms and other health products and services through social marketing programs brings products and services to places in the community that young people frequent, such as shops, kiosks, and pharmacies.

Create a Positive Context for Improvements in Youth Health. Successful Youth health efforts also address the political and social context in which young people make decisions that affect their health and development.

Global commitment to meeting adolescent health needs has never been higher. The 1994 International Conference on Population and Development and the 2001 UN Special Session on AIDS affirmed the rights of young people to high-quality sexual and reproductive health information and services. Similarly, the Framework Convention on Tobacco Control recognizes the youth dimension of the smoking epidemic. Translating this international commitment into national policies, a supportive legal framework, and adequate budgetary support is a priority. Improving adolescent health also requires changing the social norms that promote negative health outcomes, for example, gender discrimination, norms that promote early sexual activity or that stigmatize using condoms, cultural expectations to marry and bear children early in adolescence, tolerance of substance abuse, and poor eating habits. Mass media and community mobilization efforts that engage influential adults such as parents, teachers, community and religious leaders, and pop and sports stars can positively affect these norms. Multisectoral programs that meet the job and schooling needs of young people also can positively influence the factors that put young people at risk.

Do's and don'ts

DON'T underestimate the diversity of the youth age group. A sexually inexperienced 11 year-old has vastly different needs than a married 20 year-old. Programs should apply different strategies to reach youth who vary in age, sex, employment, schooling, and marital status.

DO involve young people. Policies and programs are more effective when young people are involved in all aspects of design, implementation, and evaluation. Involvement must go beyond tokenism and be real, meaningful, and sustained.

DO make health services appealing to youth. A key to rapidly expanding access for young people is to make existing health services more “youth-friendly” by using specially-trained health workers and by bolstering the privacy, confidentiality, and accessibility of care.

DO address gender inequality. Gender inequalities expose young girls to coerced sex, HIV infection, unwanted pregnancy, and poor nutrition. Efforts should focus on changing the social norms that perpetuate gender inequalities.

DON'T forget about boys. Adolescence presents a unique opportunity to help boys form positive notions of gender relations and to raise awareness of health issues. Program design should take into account the specific needs of boys and young men.

DO design comprehensive programs. Comprehensive programs that provide information and services while addressing the social and political context are more effective than narrowly-focused interventions.

Box C.18. Improving the Health of Youth (cont'd)

Can we improve adolescent health and development? Yes. Despite the challenges, when supported by their families, schools and communities, young people can (and do) make the right life choices:

- In Tanzania, Uganda, and Zambia, HIV prevalence among young people has recently declined by half or more, primarily because of changes in behavior such as delayed first sexual experience and increased condom use.
- Adolescent fertility rates have declined in many countries, with large increases in girls' education, rising age at marriage, and increased use of effective contraception.
- With the exception of sub-Saharan Africa, school enrollments are increasing and the gender gap in education is decreasing.
- Cigarette smoking and injecting drug use among adolescents are decreasing in some industrial countries.

For more information...

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Useful Websites

WHO Child and Adolescent Health: <http://www.who.int/child-adolescent-health/>

FRESH Initiative on School Health: <http://www.schoolsandhealth.org>

Reproductive Health Outlook: <http://www.rho.org/html/adolescent.htm>

YouthNet: <http://www.fhi.org/en/youth/youthnet/yindex.html>

UNFPA: <http://www.unfpa.org/adolescents/index.htm>

Documents and Data:

Programming for Adolescent Health and Development: Report of a WHO/UNFPA/UNICEF Study Group on Programming for Adolescent Health, WHO Technical Report Series 886, World Health Organization, 1999, Geneva. <http://www.who.int/child-adolescent-health/publications/publist.htm>

Advancing Young Adult Reproductive Health: Actions for the Next Decade, Pathfinder International, FOCUS on Young Adults, 2001, Washington DC. http://www.pathfind.org/site/Server?pagename=Publications_FOCUS_Publications

Monitoring and Evaluating Adolescent Reproductive Health Programs, Adamchak, Susan et al. 2000, Washington: FOCUS on Young Adults. <http://www.pathfind.org/guides-tools.htm>

Population Reference Bureau: The World's Youth 2000. http://www.prb.org/Content/NavigationMenu/Other_reports/2000-2002/The_Worlds_Youth_2000_Data_Sheet.htm

Box C.19. Sharpening the Youth Focus of HIV/AIDS Programs through Multi-Country AIDS Programs (MAPs)

Young people are central in the battle against HIV/AIDS. Half of the 14,000 people infected every day are 15- to 24-year olds, with young women disproportionately affected. In the Sub-Saharan Africa Region, 75 percent of young people infected are female. Many countries recognize the need for youth-focused HIV programming and the need to work with local partners with experience in reaching youth. Of the 143 health operations the Bank approved between 1999 and 2004, 62 (43 percent) include an HIV and youth component.^a However, many countries continue to struggle with the lack of capacity among Civil Society Organizations (CSOs) working with youth in expanding their outreach, which remains a significant obstacle to scaling up.

The **World Bank's Multicountry AIDS Program (MAP)** was created in 2000 to facilitate a rapid response to HIV/AIDS in Africa. Recognizing the emergency nature of the epidemic, the Bank elevated it to the highest levels both internally and throughout Africa. As of the end of 2004, more than \$1 billion of IDA's \$1.7 billion in global commitments to HIV/AIDS prevention, care, support, and treatment had been committed through the MAP to 28 African countries, \$472 million of it in the form of grants. A similar program is also in place in the Caribbean Region, where \$155 million has been provided.

One of the most important features of the MAP is the participation of communities and associations of people affected by HIV/AIDS in the design and implementation of activities at the local level. Nearly 40 percent of funds are channeled directly through civil society organizations, which include NGOs, faith-based organizations, professional associations, trade unions, community-based organizations, and vulnerable groups (commercial sex workers, people living with HIV/AIDS).

MAP efforts are providing unique opportunities for civil society organizations to strengthen their capacity to scale up youth-focused HIV/AIDS interventions. To support these efforts, the Bank is carrying out (in 2005) three complementary activities: i) an **evaluation** of how well the MAP is addressing the youth dimension of the HIV/AIDS epidemic, including recommendations on areas for improvement; ii) the establishment of a **grant fund** to strengthen the HIV activities of youth-focused civil society organizations; and iii) the preparation of **guidelines** for Bank staff and their counterparts on best practices for youth in MAPs. The evaluation of MAP youth components will take place in three to four countries. It will feed into the development of guidelines for Bank staff on best practices in addressing youth affected by the HIV epidemic and strengthen the inclusion and implementation of youth-focused MAP components.

The Japanese Social Development Fund has awarded a seed grant to fund preparation of a full proposal aimed at strengthening the capacity of civil society organizations working with youth to tap into and effectively use MAP funding for youth-focused HIV efforts. Initially piloted in four countries, the project is expected to yield lessons that will benefit all MAP countries.

a. This figure may be an underestimate, as it includes only projects managed by the HNP Sector Board rather than all MAPs or HIV/AIDS projects managed by other sectors.

Contact: *Debrework Zewdie, HDNGA; Keith Hansen, AFTHV; Elizabeth Lule, James Rosen, HDNHE; or Pia Peeters AFTS2.*

Box C.20. Young People in South Eastern Europe: From Risk to Empowerment

South Eastern European youth who came of age during the years of transition were strongly affected by increased poverty and neglect amidst the policy vacuum created by the collapse of the Communist Party and its youth policies. At a time when prospects for youth should be improving, youth indicators are declining. Youth unemployment in South Eastern Europe is 2.5 times that of EU youth. Secondary school enrollment rates have declined and are lower than those of comparable countries in Southern Europe. In the Yugoslav successor states, young people have been directly or indirectly affected by conflict, through violence, displacement, and interrupted or inadequate education.

The ECA Social Development Team conducted a study to provide a **roadmap for youth development in South Eastern Europe**. As part of its objectives, it was designed to assist governments, donors, and the World Bank align public expenditures and investments with youth needs and priorities in the region. The study adopts a multidimensional framework that integrates social, economic, demographic, gender, and risk analyses of quantitative and qualitative data. To analyze youth labor market issues, it constructed indicators from Labor Force Surveys (LFS) and Living Standard Measurement Surveys (LSMS) in 10 South Eastern Europe economies.

The study identifies **four pillars for building youth empowerment** from the bottom up:

1. **Nonformal education;**
2. Well-organized, articulate, and sustainable **youth organizations;**
3. **Youth participation and representation** at different levels of governance; and
4. Establishment of **national youth policies** that include co-management mechanisms with umbrella youth organizations or national youth councils.

It underlines the importance of mainstreaming youth in World Bank macro policies by increasing youth roles in Poverty Reduction Strategy Papers and Country Assistance Strategies and setting up youth advisory groups, known as *Youth Voices*, in country offices. The policy dialogue the Bank has established with governments can be an entry point for focusing efforts on youth issues.

Source: Young People in South Eastern Europe: From Risk to Empowerment (January 2005).

Contact: Gloria La Cava, ECSSD; Alexandre Kolev, MNSHD; and Paula Lytle, ECSSD.

Box C.21. Youth Development in Colombia, 1999–2003

Objective: To test and evaluate alternative multisector and participatory approaches to developing and delivering services and providing activities for low-income youth.

Components: Institutional strengthening, including technical assistance for the design and implementation of services, establishment of a learning network and a monitoring and evaluation system; municipal component, including local network establishment, and provision of integrated services and youth activities.

Achievement of relevant objectives: The project achieved its participation goals by involving Municipal Committees, forming interinstitutional networks in municipalities to support sub-project activities, securing the participation of major service sectors pertinent to the goals; the project also met its goal of testing multisector approaches by supporting integrated sub-projects covering education, health, employment generation, social development, and so forth and involving multiple stakeholders. The number of beneficiaries of the project (13,558 youth) was almost twice the initial coverage target; 9,807 youth were directly involved by receiving training, conducting projects, and so forth

Significant outcomes/impacts: Five models of integrated youth services were tested and refined with the following objectives:

- **employment promotion**
- **lowering school drop-out rates**
- **promoting civic participation/reducing youth violence**
- **preventing domestic violence**
- **promoting rural employment through sustainable environmental management**

An effective monitoring and evaluation system was established at the national level, operating well, with decentralized data collection. This system has been adopted by the Presidential Office on Youth Affairs (Colombia Joven), including training and hiring of relevant staff, helping it to adjust its youth policy in view of the results of the projects and assisting in the operationalization of the national policy. The project elicited significant interest at the local level among municipalities,—which covered 24 percent of the total cost of the sub-projects.

Challenges and lessons learned: i) **difficulties dealing with multisector approaches:** at the outset, the project overestimated the capacity of the municipalities to implement integrated actions for youth; this caused delays and forced some changes in the project components (reduced role for municipalities) and in the governance structure (lead responsibility transferred from the Youth Vice-Ministry to a special program in the President's office); ii) **difficulties operating in the midst of other national development priorities** dictated by a very tight fiscal situation and the focus on solving Colombia's conflict; thus, national counter-part funds were scarce during most of the project's life; iii) **project targeting was based on geographic criteria**—low income areas—and not on specific quantifiable low income youth populations

Source: ICR Review, Operations Evaluations Department, World Bank Group, 2004.

Contact: Sandra Rosenhouse.

Box C.22. The Education-Employment Nexus

Client countries are implementing a wide range of actions to address what they define as an urgent developmental challenge: youth unemployment. As the ‘youth bulge’ in population mounts pressure on policymakers in many countries, they are increasingly **turning to the World Bank for strategies** that will facilitate the entry of young people into the labor market through productive and gainful employment. Better employment prospects for youth is thus a global concern. In every region of the world, **youth unemployment exceeds adult employment**, with ratios as high as 6:1 in South Asia.

Guiding Principles: Investment climate and investing in people

This generation of youth is the largest cohort ever to enter adulthood; the larger this unproductive group, the more costly to the economy. Improving labor market outcomes for this generation is therefore a central component to the World Bank’s mission to fight poverty. The two pillars for development can serve as a catalyst to achieving this goal: **the investment climate, and investing in people**. Together, these guiding principles can facilitate job creation and improve young men and women’s preparedness for the labor market.

Understanding youth employment: Aggregate demand conditions, demographic changes, supply-side effects

Not unlike adult unemployment, out-of-work youth is a reflection of a poorly functioning labor market. Supply-side forces include important demographic shifts and an increase in school enrollment. The demand is a reflection of not only the aggregate cyclical fluctuations, but underlying systemic long-term shifts in the industrial structure of the economy as well as technological change.

Differentiating between youth & adult unemployment

There are two arguments that account for the differences in youth and adult employment:

■ *Some of the supply and demand shifts can be age-specific*

The above-mentioned demographic transition is an example of an age-specific supply side shock. On the demand side, there is growing evidence that skill-bias accounts for differentials in pay (in the United States). Given that skills are a product of education and experience—yet with low substitutability between them—those entering the labor force without any experience are at a disadvantage, despite their educational attainment.

■ *General shocks could have differential effects on youth employment*

In the case of an age-neutral demand shocks, firms could find it easier to shed junior jobs as compared to more experienced older workers.

■ *Some consequences: Path dependence, delayed family formation, and youth idleness & risky behaviors*

Despite a scarcity of longitudinal data, there seems to be evidence of a ‘scare effect’ of unemployment, resulting in path dependence. In addition, evidence from Canada and the US indicate that unfavorable labor market conditions are associated with delayed family formation and living with parents. What is more, a correlation has been found between youth idleness and youth engaging in risky behavior, which carries a great societal cost.

Responding to youth employment: Schooling and workforce development (Supply-side)

Properly addressing the complexities surrounding the youth unemployment question requires a thorough diagnostic of the problem and determining an adequate sequencing of interventions. Those interventions are multi-fold and range from national macro-level policies to community-level informal education projects. Specifically, schooling and workforce development approaches include:

- *Improving the quality and relevance* of secondary schools
- *Linking employers to work-based training programs* so that they are better tailored to the job market
- *Introducing career counseling* to help youth becomes more aware of life options

Responding to youth employment: Labor market strategies, regulations and incentives (Demand-side)

Examples of demand-side activities addressing the problem are:

- *Introducing active labor market strategies* such as a youth minimum wage or wage subsidies
- *Financing public works projects* that favor the recruitment of young people
- *Offering incentives to private sector* to create and maintain training programs
- *Reducing legal barriers* to enterprise creation and creating and enforcing anti-discrimination laws

Source: Youth Employment Concept Note, HDNSP (Draft), World Bank 2005

Contact: Jean Fares & Stefano Scarpetta.

Box C.23. Including Youth in the Poverty Reduction Strategy Paper (PRSP) Process in Moldova

Concerned with the lack of adequate attention to youth issues in the PRSP process, the Moldovan government requested the assistance of the World Bank and UNICEF in early 2003. As part of the technical assistance and policy dialogue initiated in 2002, the Bank team used an award from the **Multisectoral Team Learning (MTL) program** to support joint Bank-client learning in integrated approaches to youth inclusion and to assist its main counterpart, the Youth and Sports Department, in raising the profile of and mainstreaming the youth agenda in the PRSP. The MTL award helped finance learning tools, such as coaching for the Youth and Sports Department team, multisector learning and strategy events, and stakeholder consultations.

In the process of preparing the PRSP, youth issues were initially addressed explicitly only under the education section of the government's strategy paper. Recognizing that youth inclusion raised broader policy implications, the government created an intersectoral group to further develop and **incorporate a national youth strategy into the PRSP** as a priority for sustainable poverty reduction. This group, chaired by the Youth and Sports Department, includes the Department of Labor, the Ministries of Education and Health, the National Youth Council and UNICEF. Its youth development priorities form part of the human development chapter of the government's overall strategy. These priorities refer to actions leading to full economic social and political participation of youth, especially for the poorest and most isolated, such as rural youth.

As part of this process, the Bank supported the preparation of the **Moldova Japanese Social Development Fund Youth Inclusion Grant**, which tests whether beneficiary youth (16–25) from vulnerable rural and periurban households can engage in positive economic and social practices in response to an integrated package of youth-oriented services and opportunities. This package:

- establishes enabling conditions for facilitating youth access to skills and assets leading to better **economic participation** (business skills, pilot microcredit outreach)
- supports youth-serving spaces and local civic initiatives for **delivering youth-friendly services** (such as skill-building activities, access to and courses on information and communication technology, foreign language courses, and guidance on professional orientation) in strong collaboration with UNICEF-Moldova
- develops the capacity of a network of government and civil society partners to address **youth exclusion** in an integrated manner.

The case shows that it is possible to incorporate youth as a component in a PRSP, to work closely with UNICEF to support client demand for youth focus, and to strengthen client and Bank capacity to use a cross-sectoral approach to develop a national youth strategy and to support lending.

Source: Moldova JSDF Grant and the Moldova PRSP.

Contact: Carine Clert, ECSSD.

Box C.24. Incorporating Youth in the Dominican Republic’s Country Assistance Strategy

In recent years the challenges confronting youth have become an increasing concern for the Dominican Republic. As in many other countries in the Caribbean, school drop-out, gangs, violence, substance (especially alcohol) abuse, unemployment, early pregnancy, and domestic violence are prevalent in this age group, particularly in poor areas, where prospects are few.

In response to government demand for assistance in this area, the Dominican Republic Country Office made youth an integral theme in its 2005 CAS. It consulted with youth representatives from several local NGOs with strong youth programs as well as with the national youth network to begin defining priority issues. It identified a number of key partners within the donor community with specific sectoral programs targeting youth (IDB, UNICEF, USAID, GTZ, among others) to begin identifying gaps and possible areas for collaboration. What emerged from these discussions were three priority concerns for youth across the country, each related to lack of opportunities: poor skills, unemployment, and early pregnancy. Other priorities were more region specific, particularly as they affected the most disadvantaged youth. In **rural areas**, for example, youth concerns revolve around access to secondary schools (and the cost of transport) and the plight of the undocumented (nearly one out of every nine people has no official birth certificate, leaving them without access to health and education services). In **urban areas** the principal youth concerns are related to gangs, violence, substance abuse, and sexually transmitted infections. In **tourist areas** youth concerns center on prostitution and sexually transmitted infections.

Using the CAS as a basis, the Country Team incorporated youth as a thematic priority in its lowest case AAA and lending scenarios, thereby ensuring its importance in the coming years. The first new operation to focus on youth will be a **Social Protection Investment Loan**. Youth consultants were named by the National Youth Network and three leading youth-serving NGOs to help prepare the project and to provide feedback on the CAS. They prepared background papers, participated in missions, contributed their own field experience working with disadvantaged youth, and provided a means of communicating back to much larger youth networks.

The country team also reviewed ongoing lending and ESW portfolio as well as the different scenarios for the period covered by the CAS to assess how youth issues could be monitored and addressed more effectively. As a first step, the team focused on the existing portfolio, the bulk of which is in the Human Development sectors (early childhood development, HIV/AIDS, global distance learning, health sector reform). Many of these sectors have the potential to sharpen the focus on youth, and some are being restructured, presenting an opportunity for incorporating specific youth interventions. A second step is to carry out a youth diagnostic based on new household survey data and a national poverty map. A third step is to assess future ESW and operations to see how youth concerns—and participation—could be addressed across a broader range of sectors.

Source: Dominican Republic CAS, 2005 and Country Team.

Contact: Dominican Republic Country Office.

Box C.25. Increasing Youth Inclusion in the Middle East and North Africa

A very high percentage of the population of the Middle East and North Africa (59 percent) is under the age of 24, a much higher percentage than in the world as a whole (48 percent). The profile of youth has changed significantly during the past two decades. The youth of today are far better educated than their parents. Through inclusionary policies and programs, these youth could become agents of social change and engines of transformation to a knowledge-based economy, which could reap the benefits presented by globalization.

Challenges faced by youth include **unemployment, poverty, rapid urbanization, and geopolitical instability**. Fifteen to forty percent of youth in the region are unemployed, and 40–75 percent of the unemployed are youth. More than 30 percent of the population lives on less than \$2 a day, and 70 percent will live in cities by 2020. **Geopolitical instability** is great, and violent conflict is having an enormous effect on youth. The region generates and hosts the world's largest refugee population, most of them children and youth. Despite progress, gender indicators for women's literacy, employment, and political participation continue to be weak, and gender-based inequalities are contributing to women's social, economic, and political exclusion. Not investing in youth in the Middle East and North Africa means missing opportunities for sustainable socioeconomic development and stability in the region.

Youth inclusion is one of the most daunting challenges faced by the Middle East and North Africa Region. It includes six main areas of concern: limited access to good-quality education, lack of economic opportunities, exclusion from political participation and voice, insufficient space for recreation, a widening cultural gap between youth and older generations, and gender disparities.

Education: Progress has been made in recent years, with primary school completion rates rising. But gaps remain, especially as they relate to the *quality* of education. Education needs to become less teacher centered and provide greater space for critical enquiry and creativity. The challenge lies in improving the quality of public education and more strongly connecting it to the skill requirements of the labor market so that the education system becomes a means of social mobility rather than a mechanism that reinforces social divisions.

Employment: The burden of unemployment is borne predominantly by youth, who shoulder a disproportionate share of the costs of economic shocks. Women's labor participation is increasing, but it remains the lowest of all the regions. As more women seek employment, employment will be harder to find. Unemployment constitutes the main cause for youth emigration—both legal and illegal—depriving the countries of origin of valuable assets and creating substantial challenges for host countries. Every year thousands of North African youth risk their lives trying to reach Europe in hope of a better future. Others cope with the situation by resorting to dysfunctional survival or escape mechanisms (crime, drugs, violent political movements).

Political integration: Despite some positive trends and initiatives, political systems in many countries still offer too few opportunities for youth participation in political dialogue and decisionmaking. Youth, particularly young women, must be included in political processes. Young people, who for much of the past 80 years drove sociopolitical change in the region, rarely participate in elections. The pressing challenge is how to develop social and political institutions to increase their inclusion.

Recreation: Most governments in the region recognize the importance of investing in recreation and sports for youth. But because the infrastructure cannot keep up with population growth, youth often spend their time in unproductive activities, such as hanging around public spaces, as thousands of *Hittissts* (Arabic for “supporting the wall”) do throughout the region. The very limited means of channeling energies gives way to frustration and hopelessness.

Cultural divide: One of the greatest cultural divides between youth and the older generation lies in literacy. Eighty percent of the region’s illiterate population are more than 24 years old. Youth today are much more likely to be literate and more educated than their elders. They have different views about gender roles, are more inclined to postpone marriage to pursue education or a career, and are more in tune with the global mass culture of their peers through satellite television and the Internet. This cultural divide is a source of tension, given the lack of integration into the economy or political systems.

Female inclusion: Young Arab women today are more assertive and knowledgeable than their mothers and more willing for change, but they face double exclusion, as women and as youth. Despite improvement in many countries in the region, women’s inclusion, fueled by rising expectations, still poses a challenge to the region. Despite significant progress made in the past decade, more than half the region’s women are illiterate. Despite gains in health and education, women face exclusion from the job market. Gender bias in policies and lack of accountable institutions perpetuate women’s exclusion. More needs to be done to protect women from different forms of violence, which restrict women’s inclusion and security and prevent the region from harnessing women’s contributions to development.

It is important to recognize the sociocultural dimensions of defining “youth” in the Middle East and North Africa. A person is considered “young” if he or she is not financially independent enough to build or support a family. Employment and family building are therefore key to the concept of transitioning from youth to adulthood, particularly manhood. Both definitions are important to addressing the principal challenges for youth in the region.

Sources: World Bank, 2004, the Middle East and North Africa Social Development Strategy, UNDP 2002, Arab Human Development Report.

Contact: El Houcine Haichour or Dina El-Naggar.

Box C.26. Youth & the Environment: ESSD Operational Highlights

Youth & the Environment: Engaging Youth to Improve Operational Effectiveness

During ESSD week in April of 2005, the Youth and the Environment Team organized a session entitled “Engaging youth to improve operational effectiveness, a platform for exchanging knowledge on the inclusion of youth in the Bank’s environmental work. It showcased experiences of young environmentalists and Bank environmental project leaders in raising the spectra of youth in this sector in the developing world. The event focused on two sub-sectors: environmental pollution and biodiversity conservation. Environmental pollution in both rural and urban areas is a growing problem in the developing world, where the poor, especially women and children, are disproportionately affected. Similarly, biodiversity conservation can and should be undertaken with the engagement of young people, who ultimately will feel the repercussions of present mismanagement of common natural resources. These issues are not only crucial to convince decisionmakers of the relevance of youth involvement in project development, but are also opportunities for learning from experiences and developing more effective methods in the field. Some examples were:

- **Clean Air Initiative (CAI):** The CAI in Asia, Latin America, and Africa, involves youth in three ways: i) through its capacity building and awareness raising events such as the Better Air Quality conference and Car Free Days; ii) through efforts like the Sustainable Transport and Air Quality project in Latin America and the DIESEL project in Bangkok; and ii) through the staff structure of the regional initiatives, such as the CAI Secretariat at the ADB office being composed primarily of young consultants.
- **Bogota Urban Services:** The “Entre Nubes” (“Between Clouds”) park is a natural reserve located in the low-income neighborhoods on the outskirts of Bogota. This demand driven project promoted the community’s ownership of the park and advanced the agenda for including youth. The project included the construction of an environmental classroom where young people can learn about the species located in the park. In addition, youth are hired as “park rangers” and provide guided tours, which also foster a sense of ownership of the park and link environmental issues with violence prevention.
- **Lima Bikeways:** This awareness raising program trained youth as educators in schools, having youth convey messages to their parents such as on air pollution and the need to have cars maintained and inspected. Other campaigns delivered were the Safe Routes to School programs (to encourage kids to ride to school as a group, accompanied by adults), traffic safety, and environment-related awareness campaigns.

- **Marikina Bikeways (Philippines):** Initiated by the Marikina City Bikeways office the program purchased a set of bikes for kids and provided regular fun training days on how to ride a bike, road safety, and bike maintenance. Activities take place in the stadium adjacent to the Bikeways Office, where big events for bikes and rides are organized and prizes are awarded.
- **Youth and Renewable Energy program:** The emerging “clean energy” sector offers opportunities for young people with the vision and drive to champion the renewable energy agenda. The group noticed that the voice and perspective of young “social entrepreneurs” was missing from the global policy dialogue on how to promote renewable energy and energy access to the poor. In response, young renewable energy entrepreneurs and young World Bank professionals hosted a video conference (chaired by Jamal Saghir) for the Y2Y group to build a “network” of renewable energy entrepreneurs and concerned citizens.
- **Northern Savannah project (Nigeria):** The project develops policy frameworks and supports the restoration of degraded areas, conservation and sustainable utilization of plant medicines, establishment of faunal corridors and building local capacity in conservation and best practices in resource use. Recognizing youth as key stakeholders in the communities, community meetings (called “durbars”) were held on the areas of developmental focus during inception and preparation of the project to visit, listen, and share thoughts with young people. As agents of change, the youth are actively engaged in designing and implementing environmental awareness education and outreach programs in and around their localities.
- **The Cape Peninsula Biodiversity Conservation Project:** The project components provided an opportunity to involve youth in project design and implementation, and as beneficiaries of outreach programs to support on-the-ground conservation actions. At the project design level, youth were involved through a mentoring program. Each year a number of youth undergo training as guides on Table Mountain in order to develop fine young leaders who care about the environment

Source: Youth and Environment Team, The World Bank.

Contact: [David Bonnardeaux, YET](#).

Box C.27. Caribbean Youth Development

At the request of its clients, in 2002–03 the Caribbean Region undertook a comprehensive and pioneering study on the challenges of youth, using a life-cycle framework. The study is the first of its kind to present quantitative evidence that investing in youth is an economically sound approach. It underscores that youth development is often a complex and uncomfortable issue to address, as many of the possible solutions entail behavioral changes that challenge long-established and accepted norms.

The Caribbean Region—where two-thirds of the population is under 30—has witnessed a worrisome upward trend in youth-associated issues, including drug trafficking, HIV/AIDs, and teen pregnancies. The backdrop of regional and international instability and the urgency of grappling with this vital component of society have pushed the Bank to explore innovative measures to address and include youth as an integral part of its work. The report identifies **risk and protective factors** and determinants of youth behaviors and outcomes, demonstrates that **negative behaviors of youth are costly to youth and society** as a whole, and identifies **key intervention points** for youth development.

The report finds that key factors determining youth outcomes are schools, families, poverty, and gender, with **school connectedness the single most important protective factor**. It shows that the factors that predispose risky behavior and outcomes are highly interconnected but that changing any one of them improves outcomes. It notes that many youth programs exist but that little is known about their effectiveness and real costs.

The **main risks** facing Caribbean youth are similar to those in other developing countries: teenage pregnancy, school leaving, unemployment, crime and violence, substance and drug abuse, and social exclusion. However, other risk outcomes are **particular to Caribbean youth**:

- Sexual and physical abuse is high and socially acceptable (corporal punishment)
- Onset of sexual initiation is earliest in the world
- Highest incidence of HIV/AIDs in the world outside Africa
- Incidence of rage is extremely high
- Among highest rates of youth unemployment

Estimates show that losses to society from risky youth behaviors in terms of both direct expenditures and forgone productivity reach into the billions of dollars.

Some of the **specific recommended actions for youth development**:

- Reform the **education system** and maximize protective effects of schools
- Upgrade **public health system** to address specific needs of youth
- Reform and strengthen the **legal, judicial and policing systems** to respond more effectively to youth crime and violence
- Institutionalize a national level **adolescent mentoring system**
- Use **media and social marketing** to address key risk areas (for example, Early sexual practice, alcohol and drug abuse, physical abuse, and so forth)
- Make **family and fathers** a top public policy issue
- Strengthen **community and neighborhood supports** for youth

Source: Caribbean Youth Development: Issues and Policy Directions, World Bank 2003.

Contact: [Wendy Cunningham, LCSHS](#).



Appendix D

Addressing the Most Vulnerable

Table D.1. Child Protection Indicators, by Country, 1999–2003

Countries and territories	Child labour (5-14 years) 1999-2003*			Child marriage 1986-2003*			Birth registration 1999-2003*			Female genital mutilation/cutting 1998-2003*			
	total	urban	rural	total	urban	total	rural	female	male	women ^a (15-49 years)			daughters ^b
										total	urban	rural	total
Afghanistan	8	11	5	-	-	-	10	-	-	-	-	-	-
Albania	23	26	19	-	-	-	99	99	99	-	-	-	-
Angola	22	21	23	-	-	-	29	34	19	-	-	-	-
Armenia	-	-	-	12	31	19	-	-	-	-	-	-	-
Azerbaijan	8	9	7	-	-	-	97	98	96	-	-	-	-
Bahrain	5	6	3	-	-	-	-	-	-	-	-	-	-
Bangladesh	8y	10y	5y	48	70	65	7	9	7	-	-	-	-
Benin	26y	23y	29y	25	45	37	62	71	58	17	13	20	6
Bolivia	21	22	20	17	35	21	82	83	79	-	-	-	-
Bosnia and Herzegovina	11	12	10	-	-	-	98	98	99	-	-	-	-
Botswana	-	-	-	13	9	10	58	66	52	-	-	-	-
Brazil	7y	9y	4y	22	30	24	76	-	-	-	-	-	-
Burkina Faso	57y	-	-	32	70	62	-	-	-	72	82	70	40
Burundi	24	26	23	36y	17y	17y	75	71	75	-	-	-	-
Cambodia	-	-	-	19	26	25	22	30	21	-	-	-	-
Cameroon	51	52	50	30	51	43	79	94	72	-	-	-	-
Central African Republic	56	54	57	54y	59y	57y	73	88	63	36	29	41	-
Chad	57	60	55	65	74	71	25	53	18	45	43	46	-
Colombia	5	7	4	18	34	21	91	95	84	-	-	-	-
Comoros	27	27	28	23	33	30	83	87	83	-	-	-	-
Congo, Democratic Republic of the	28y	26y	29y	-	-	-	34	30	37	-	-	-	-
Costa Rica	50y	71y	29y	-	-	-	-	-	-	-	-	-	-
Côte d'Ivoire	35	34	36	24	43	33	72	88	60	45	39	48	24
Cuba	-	-	-	-	-	-	100	100	100	-	-	-	-
Dominican Republic	9	11	6	37	51	41	75	82	66	-	-	-	-
Ecuador	6y	9y	4y	21y	34y	26y	-	-	-	-	-	-	-
Egypt	6	6	5	11	26	20	-	-	-	97	95	99	50
El Salvador	-	-	-	32y	46y	38y	-	-	-	-	-	-	-
Equatorial Guinea	27	27	27	-	-	-	32	43	24	-	-	-	-
Eritrea	-	-	-	24	59	47	-	-	-	89	86	91	63
Ethiopia	43y	47y	37y	-	-	-	-	-	-	80	80	80	48
Gabon	-	-	-	30	49	34	89	90	87	-	-	-	-
Gambia	22	23	22	-	-	-	32	37	29	-	-	-	-
Georgia	-	-	-	-	-	-	95	97	92	-	-	-	-
Ghana	57y	57y	58y	25	42	36	21	-	-	5	4	7	-
Guatemala	24y	-	-	26	45	35	-	-	-	-	-	-	-
Guinea	-	-	-	-	-	-	67	88	56	99	98	99	54
Guinea-Bissau	54	54	54	-	-	-	42	32	47	-	-	-	-
Guyana	19	21	17	-	-	-	97	99	96	-	-	-	-
Haiti	-	-	-	-	-	-	70	78	66	-	-	-	-
India	14	14	15	26	54	46	35	54	29	-	-	-	-
Indonesia	4y	5y	4y	14	35	24	62	79	51	-	-	-	-
Iraq	8	11	5	-	-	-	98	98	98	-	-	-	-
Jamaica	-	-	-	-	-	-	96	95	96	-	-	-	-
Jordan	-	-	-	11	12	11	-	-	-	-	-	-	-
Kazakhstan	-	-	-	12	17	14	-	-	-	-	-	-	-

Table D.1. Child Protection Indicators, by Country, 1999–2003 (cont'd)

Countries and territories	Child labour (5-14 years) 1999-2003*			Child marriage 1986-2003*			Birth registration 1999-2003*			Female genital mutilation/cutting 1998-2003*			
	total	urban	rural	total	urban	total	rural	female	male	women ^a (15-49 years)			daughters ^b
										total	urban	rural	total
Kenya	25	26	24	21	26	25	63	82	56	38	23	42	11
Korea, Democratic People's Republic of	-	-	-	-	-	-	99	99	99	-	-	-	-
Kyrgyzstan	-	-	-	19	22	21	-	-	-	-	-	-	-
Lao People's Democratic Republic	24	23	25	-	-	-	59	71	56	-	-	-	-
Lebanon	6	8	4	-	-	11	-	-	-	-	-	-	-
Lesotho	17	19	14	-	-	-	51	41	53	-	-	-	-
Liberia	-	-	-	38y	58y	48y	-	-	-	-	-	-	-
Madagascar	30	35	26	32	44	40	75	88	72	-	-	-	-
Malawi	17	18	16	32	50	47	-	-	-	-	-	-	-
Maldives	-	-	-	-	-	-	73	-	-	-	-	-	-
Mali	30	33	28	46	74	65	48	71	41	92	90	93	73
Mauritania	10y	-	-	32	42	37	55	72	42	71	65	77	66
Mexico	16y	15y	16y	31y	21y	28y	-	-	-	-	-	-	-
Moldova, Republic of	28	29	28	-	-	-	98	98	98	-	-	-	-
Mongolia	30	30	30	-	-	-	98	98	97	-	-	-	-
Morocco	-	-	-	13y	24y	18y	-	-	-	-	-	-	-
Mozambique	-	-	-	47	60	57	-	-	-	-	-	-	-
Myanmar	-	-	-	-	-	-	39	65	31	-	-	-	-
Namibia	-	-	-	9	10	10	71	82	64	-	-	-	-
Nepal	-	-	-	38	59	56	34	37	34	-	-	-	-
Nicaragua	10y	-	-	36	55	43	-	-	-	-	-	-	-
Niger	65	68	62	46	86	77	46	85	40	5	2	5	4
Nigeria	39y	-	-	27	52	43	68	82	56	19	28	14	10
Occupied Palestinian Territory	-	-	-	-	-	-	100	100	99	-	-	-	-
Pakistan	-	-	-	21y	37y	32y	-	-	-	-	-	-	-
Paraguay	8y	10y	6y	18y	32y	24y	-	-	-	-	-	-	-
Peru	-	-	-	12	35	19	-	-	-	-	-	-	-
Philippines	11	12	10	-	11	20	15	83	87	78	-	-	--
Romania	1y	-	-	-	-	-	-	-	-	-	-	-	-
Rwanda	31	31	30	21	19	20	65	61	66	-	-	-	-
Sao Tome and Principe	14	15	13	-	-	-	70	73	67	-	-	-	-
Senegal	33	36	30	15	53	36	62	82	51	-	-	-	-
Sierra Leone	57	57	57	-	-	-	46	66	40	-	-	-	-
Somalia	32	29	36	-	-	-	-	-	-	-	-	-	-
South Africa	-	-	-	5	12	8	-	-	-	-	-	-	-
Sri Lanka	-	-	-	10y	15y	14y	-	-	-	-	-	-	-
Sudan	13	14	12	19y	34y	27y	64	82	46	90	92	88	58
Suriname	-	-	-	-	-	-	95	94	94	-	-	-	-
Swaziland	8	8	8	-	-	-	53	72	50	-	-	-	-
Syrian Arab Republic	8y	10y	6y	-	-	-	-	-	-	-	-	-	-
Tajikistan	18	19	17	-	-	-	75	77	74	-	-	-	-
Tanzania, United Republic of	32	34	30	23	48	39	6	22	3	18	10	20	7
Thailand	-	-	-	13y	23y	21y	-	-	-	-	-	-	-
Timor-Leste	-	-	-	-	-	-	22	32	20	-	-	-	-
Togo	60	62	59	17	41	31	82	93	78	-	-	-	-
Trinidad and Tobago	2	3	2	37y	32y	34y	95	-	-	-	-	-	-
Tunisia	-	-	-	7y	14y	10y	-	-	-	-	-	-	-
Turkey	-	-	-	19	30	23	-	-	-	-	-	-	-
Turkmenistan	-	-	-	12	7	9	-	-	-	-	-	-	-
Uganda	34	34	33	34	59	54	4	11	3	-	-	-	-
Uzbekistan	15	18	12	14	16	15	100	100	100	-	-	-	-
Venezuela	7	9	5	-	-	-	92	-	-	-	-	-	-
Viet Nam	23	23	22	5	14	12	72	91	68	-	-	-	-
Yemen	-	-	-	41	52	48	-	-	-	23	26	22	20
Zambia	11	10	11	32	49	42	10	16	6	-	-	-	-
Zimbabwe	26y	-	-	21	36	29	40	54	33	-	-	-	-

Source: UNICEF (2005).

Box D.1. Supporting AIDS Orphans in Uganda

The Ugandan government has been instrumental in supporting interventions by local authorities to facilitate the implementation of the National Strategy against HIV/AIDS Framework. In the Tororo and Luwero Districts, local authorities and communities have partnered with Plan International, an NGO, to implement the Circle of Hope Methodology. The child is at the center of concentric circles of support (other circles are the family, the community, and society at large). The approach tackles HIV/AIDS at each level simultaneously by focusing on four strategic objectives: i) building prevention awareness and reducing the stigma surrounding HIV/AIDS; ii) extending, where possible, the life of the parent-child relationship; iii) preparing families for succession planning; and iv) ensuring children's future.

The Circle of Hope's activities range from basic orphan support through shelter and food to ensuring child counseling, access to education, payment of school fees, vocational training, and funding to start income-generating activities. Central to the interventions is helping parents prepare the best possible future for their children by addressing economic, legal, emotional, and practical aspects of leaving behind children orphaned by AIDS.

Among the lessons learned is that these types of local initiatives must be:

- **community driven and** coupled with the participation and involvement of children and household members;
- provide communities with access to **voluntary counseling and HIV/AIDS testing centers** as well as a consistent flow of information, care, and treatment; and
- enhance the capacity of **local government authorities** to manage cross-sectoral multi-institutional partnerships.

Sources: Plan International 2002, HIV/AIDS Interventions: Orphan Support and Succession Planning, UK.

Table D.2. UNICEF OVC Indicators by Strategic Approach and Tools for Measurement

Strategic approach	Age	Key domains	Tools for measurement
<i>Strengthen the capacity of families to protect and care for orphans and other children made vulnerable by HIV/AIDS</i>			
<i>Core indicators</i>			
Indicator 1: Basic material needs	5–17	Family capacity	Population-based survey
Indicator 2: Malnutrition (underweight prevalence)	0–4	Food security and nutrition	Population-based survey
Indicator 3: Sex before the age of 15	15–17	Health	
<i>Additional indicators</i>			
Indicator A1: Food security	10–17	Food security and nutrition	Population-based survey
Indicator A2: Psychosocial well-being	10–17	Psychosocial	Population-based survey
Indicator A3: Connectedness to an adult caregiver	10–17	Psychosocial	Population-based survey
Indicator A4: Succession planning	18+ (household head)	Protection	Household survey
<i>Mobilize and strengthen community-based responses</i>			
<i>Core indicators</i>			
Indicator 4: Children outside of family care	0–17	Institutional care, shelter	Population-based survey
Indicator 5: External support for households with orphans and vulnerable children	0–17	Community capacity	Household survey
<i>Additional indicators</i>			
Indicator A5: Orphans living with siblings	0–17	Community, family capacity	Household survey
<i>Ensure access to essential services for orphans and vulnerable children</i>			
<i>Core indicators</i>			
Indicator 6: Ratio of school attendance by orphans to non-orphans 10–14	10–14	Education	Population-based survey
Indicator 7: Proportion of orphans and vulnerable children that receive appropriate psychosocial support	10–17	Psychosocial support	Key informant interviews, population-based survey
Indicator 8: Birth registration	0–4	Protection	Population-based survey
<i>Ensure that governments protect the most vulnerable children</i>			
<i>Core indicators</i>			
Indicator 9: Orphans and vulnerable children program effort index		Policies/strategies Resources and resource mobilization	Key informant interviews
<i>Additional indicators</i>			
Indicator A6: Property transfer	15–49	Protection	Household survey
Indicator A7: Quality of institutional care		Institutional care, shelter	Survey of institutions
<i>Raise awareness to create a supportive environment for children affected by HIV/AIDS</i>			
<i>Core indicators</i>			
Indicator 10: Percent of children who are orphans	0–17	Key	Population-based survey
<i>Additional indicators</i>			
Indicator A8: Stigma and discrimination	15–49	Protection	Household survey

Source: UNICEF 2004 State of the World's Children.

Box D.2. Social Funds for Children and Youth in Postconflict Countries in Africa

Experience with World Bank-supported projects in Burundi, Chad, Liberia, Rwanda, and Sierra Leone shows how social funds can provide a flexible instrument to promote development among children and youth in postconflict countries. The aim of these funds is to build social capital that includes youth.

As part of community mobilization, social fund projects create or strengthen institutions that can deliver social services at the decentralized level. For example, school management committees and parent-teacher associations can make sure that teachers are present and deliver good-quality instruction. They can supplement teacher salaries, provide housing to attract and motivate good teachers, and relationship build with the Ministry of Education to request books and teacher training.

Reasons for launching a social fund in a post-conflict environment

- Central and local government services break down during conflicts. Social funds are an efficient way to channel money to community groups that deliver basic services.
- The rehabilitation of basic community infrastructure motivates the populations to return to their communities rather than remain in refugee camps.
- The inflow of funds jump-starts local economies.
- Projects mobilize everyone in the community, including people from all social classes and age groups, around a shared vision of how to go forward after a period of turmoil. They build trust, respect, and optimism.

How social funds in post-conflict areas serve children

- Communities usually choose to rehabilitate schools, health centers, and water supply. Schools deliver primary and the first cycle of secondary education. Health centers deliver pre- and post-natal care, immunizations, nutrition monitoring, and curative services. The water supply prevents diarrheal disease among children.
- The social fund in Burundi mobilizes groups of mothers to deliver preventive health, nutrition, and preschool education to infants and young children.

How social funds in post-conflict areas serve youth

- Social funds target ex-combatants and other unemployed youth, key groups for stabilizing society. They engage them in positive work and integrate them into the decisionmaking process in their communities, even though they are often from the lowest echelons of the community.

Contact: Eileen Murray, AFTH2 or Menachem Prywes, AFTH3.

Table D.3. OVC: A Multisectoral Approach

Type of Project Type of OVC	Transportation	Energy	Urban Development	Rural Development	Environment	Health Population and Nutrition	Education	Social Protection
Street children	YES		YES	YES	YES	YES	YES	YES
Abused children				YES	YES	YES	YES	YES
Orphans				YES	YES	YES	YES	YES
AIDS affected children	YES					YES	YES	YES
Child labor	YES	YES	YES	YES			YES	YES
Child soldiers				YES	YES		YES	YES
Children with disability	YES		YES	YES	YES	YES	YES	YES

Source: World Bank OVC Toolkit, 2004.

Box D.3. Integrating Youth with Disabilities into the Mainstream Development Agenda

The more than 50 million young people in the world with disabilities are often victims of violence and disease. They are also excluded from the mainstream developmental process. The main factor that contributes to their segregation is inadequate policies and social awareness, especially in developing countries. Stigmas, stereotypes, and low expectations also contribute to social isolation.

Youth with disabilities have needs and rights similar to those of all other young people, as stated in Article 23 of the United Nations' Convention on the Rights of the Child (UNICEF 2000- see box B.1). They have the right to live in a safe and supportive environment and have access to education, employment, housing, transportation, voting, health services, and recreation. They have the right to develop skills that will serve them well in their community and workplace.

Disabled youth have been integrated into the Bank's operations in Yemen. In 1997 the government of Yemen started developing a strategy for mainstreaming youth with disabilities into national policies. This initiative was a component of the Social Fund for Development project, which is affiliated with the government's social safety net program. The strategy has been achieving remarkable progress at different levels. It has involved children and youth with disabilities in the disabled people's organizations. It has included inclusive education and early intervention policy in the Education for all Strategy. It has mainstreamed youth with disabilities within the local job market by providing appropriate training and vocational rehabilitation programs.

The needs of disabled youth are being addressed in knowledge products. In 2003 the National Union of Disabled Persons of Uganda (NUDIPU) conducted a study to assess the level of knowledge of HIV/AIDS, access to HIV/AIDS services, and vulnerabilities of young people with disabilities. Based on the research findings, NUDIPU was able to develop concrete and practical recommendations and a practical plan of intervention.

Youth with disabilities need to be included in the Bank's outreach activities. In Bosnia Herzegovina, Macedonia, and Vietnam, the Bank has been facilitating the involvement of youth with disabilities in the New Voices program, one of the main initiatives conducted by the Bank's Country Offices. Through these committees, youth with disabilities are given the opportunity to participate in the development of youth-related national policies.

Youth with disabilities have been involved in several World Bank global activities, including the Youth, Development, and Peace Conferences (held in Paris in 2003 and Sarajevo in 2004) and the Global Conference on Poverty Reduction (held in Shanghai in 2004). This is an important first step in fully integrating the youth with disabilities agenda into the Bank's work.

Source: World Bank Disability Unit.

Contact: Janet Heumann, HDNSP or Mohammed Loutfy, HDNSP.





Appendix E

Next Steps: Applying a Children and Youth Lens

Box E.1. Mission and Services of the World Bank's Children and Youth Unit

The **Children and Youth Unit** was established in 2002 within the Human Development Network to guide and foster coordination and partnerships that contribute to more effective children and youth development work at the World Bank. The Unit provides the following services to client countries and Bank staff:

Knowledge management

- Improves knowledge of youth issues and interventions, through the preparation of economic and sector work focused on education, employment, risky behaviors, conflict and peace, participation and empowerment, and other issues.
- Promotes learning, disseminates lessons learned from pilot countries, and better integrates the concerns of children and youth into Bank operations.

Operations

- Supports development and implementation of regional operational plans for children and youth.
- Provides policy advice and technical assistance for formulating and implementing cross-sectoral national children and youth policies and programs.
- Enhances specific Bank's instruments, providing a children and youth perspective, for example, in Comprehensive Development Frameworks, Poverty Reduction Strategy Papers, Country Assistance Strategies, Poverty Assessments, Public Expenditure Reviews, and Risk and Vulnerability Assessments.
- Supports lending and grant operations that respond to the needs of children and youth.
- Provides technical assistance to build the capacity of staff and clients, through a bank of youth specialist consultants.
- Provides guidance on financial resources to support the development of youth strategies, dialogues, and operations.

Monitoring and evaluation

- Supports the development of children and youth-focused global monitoring and evaluation systems, including corresponding indicators.
- Helps prepare databases on children and youth issues.

Collaborations and dialogues

- Fosters coordination and partnerships with various internal and external stakeholders, including young people themselves.
- Supports regional efforts to integrate young people more fully into country operations.
- Supports global and regional dialogues with the young.

For more information, visit www.worldbank.org/childrenandyouth.

Contact: *Viviana Mangiaterra, Children and Youth Advisor, HDNCY.*

Box E.2. Children and Youth Knowledge Products Supported by the President's Contingency Fund (2003–04)

The Children and Youth Unit of the HD Network used financing from the PCF serve as an “incubation fund” to assist regional sector staff in producing relevant knowledge products on children and youth. These products responded to expressed needs from clients and staff for financial and technical assistance to address knowledge gaps in Bank ESW and project work. Recent products are described below.

Published Discussion Papers

- “Working with the Private Sector for Child Health” (HNP Discussion Paper, May 2003)
- “Reaching Out to African Orphans: A Framework for Public Action” (AFR Human Development Series, June 2004)
- “Young People in SEE: From Risk to Empowerment” (November 2004)
- “The Economic Returns to Investing in Youth in Developing Countries” (HNP Discussion Paper, January 2005)

Background Papers/Technical Notes

Children

- “Scaling Up ECD HIV/AIDS Components in MAP Projects” (March 2004, published with UNICEF and UNAIDS)
- “Child Survival” (input to article published in *The Lancet*, September 2003)
- “MDGs for Child Health” (input to *The MDGs for Health: Rising to the Challenges*, 2004)

Orphans and vulnerable children

- “OVC Toolkit for TTLs” (Web-based) (regularly updated)
- “Orphans in Sub-Saharan Africa: A Framework for Public Action” (June 2003)
- “Four Country Briefs on Child Labor and Schooling in Africa” (June 2004)
- “Determinants of Child Labor and Its Contribution to Family Income: Evidence from Kyrgyz Micro Data” (June 2003)
- “Does Biological Relatedness Determine Household Resource Allocation?” (2003)
- “Impact of Parent Death on Child Outcomes in Western Kenya” (2004)

Youth

- “Data Sets for Age-Specific Labor Market Indicators in Sub-Saharan Africa” (June 2003)
- “Data Sets for Youth Indicators in Sub-Saharan Africa” (June 2004)
- “Youth Substance Abuse and Development” (November 2003)
- “Benefits of Investing in Youth: Employment, Reproductive Health, and Education in India” (2004)
- “Youth Policy in Caucasus Countries” (ongoing)
- “Assessment of Youth Organizations” (five countries in Latin America and the Caribbean 2005)
- “Gender, Youth, and Employment in the Arab World” (2005)

Children and youth

- “Investing in Children and Youth for Poverty Reduction” (2003)
- “Securing Sustainable and Equitable Health Financing for Children and Youth” (June 2003)
- Beyond Economic Growth (WBI training materials for youth, 2nd ed., June 2004)

In addition, the Children and Youth Unit has produced its own knowledge products to help define a strategy for strengthening Bank interventions for children and youth and addressing key cross-sectoral linkages:

- “Investing in Children and Youth: A Strategy to Fight Poverty, Reduce Inequity, and Promote Human Development” (Background Paper, June 2003)
- *Children and Youth: A Framework for Action* (April 2005)
- *Children and Youth Resource Guide* (and accompanying case studies) (June 2005)
- “Children and Youth Portfolio Review” (2005)
- Children and Youth Web site (launched December 2004)
- “Comprehensive Tools for Labor Market Studies” (website and CD-rom, 2005)
- “Child Labor and Health: Evidence from Cross-Sectional Data” (*American Journal of Public Health*, September 2004)
- “Child Labor in Latin America and the Caribbean: Regional and Country Profiles” (2005)

Contact: HDN Children and Youth Unit.

Box E.3. The Alliance of Youth CEOs (of the world's largest youth-serving organizations)

The Alliance of Youth CEOs is **an informal group made up of the leaders of the world's largest youth-serving movements and organizations**. Since 1996 the group has worked on policy and advocacy for the development of young people. The group includes the chief executive officers of the International Awards Association, the International Federation of Red Cross and Red Crescent Societies, the International Youth Foundation, the World Association of Girl Guides and Girl Scouts, the World Organization of Scouts Movement, the Young Men's Christian Association, and the Young Women's Christian Association. Collectively, these **organizations reach more than 100 million young people** in more than 200 countries and territories. The group maintains an informal structure, with no statutes or chairperson. It meets twice a year.

The group's original objective was to address issues related to **youth development and education** collectively and with one voice. In 1997 the group produced a booklet entitled *The Education of Young People: A Statement at the Dawn of the 21st Century*, published in four languages. It outlined the educational challenges facing the world on the eve of the twenty-first century and possible solutions that the nonformal education offered by their respective movements could provide. The positive response, especially from international bodies such as UNESCO and other NGOs, encouraged the group to broaden the debate to **national youth policies** in 1999 and to the special **challenges faced by girls and young women** in 2001. It published booklets on both topics.

In 2002 the "Big Seven" launched their first coordinated field initiative, "Empowering Africa's Young People: A Holistic Approach to Counter the HIV/AIDS Pandemic." The goal of the initiative is to reduce HIV/AIDS transmission among people 10–25 over 5–15 years in selected Sub-Saharan African countries through intergenerational, multisectoral approaches to prevention, care, and access to treatment and support. The program began with five pilot projects, in Ghana, Kenya, Tanzania, Uganda, and Zambia. Grant funding came from the Department for International Development (United Kingdom), USAID, the World Bank, and other donors. The Alliance believes the initiative has the potential to be replicated in other countries severely affected by the AIDS pandemic.

The seven members of the Alliance offer different programs:

- **The International Awards Association (IAA)**, founded in the United Kingdom in 1956, offers a self-development program to people 14–25 worldwide, equipping them with life skills that help them make a difference to themselves, their communities, and the world. The IAA is a program, not an organization. It is used by many organizations concerned with young people. More than 5 million young people from more than 100 countries have participated in voluntary activities sponsored by IAA.
- The **International Federation of Red Cross and Red Crescent Societies** is the world's largest organization providing humanitarian assistance without discrimination based on nationality, race, religious beliefs, class, or political affiliation. Founded in 1919, the Federation comprises 181 member societies throughout the world. Its mission is to improve the lives of vulnerable people by mobilizing the power of humanity. Activities, funded by appeals, focus on health, disaster response and preparedness, and the promotion of humanitarian principles and values. Recognizing that young people are an important target group for its services and play a key role in providing its services, leadership, and management, the Federation adopted a youth policy in 1991.

- **The International Youth Foundation (IYF)** was founded in 1990. Its mission is to identify and support programs that work, strengthen their impact, and expand their reach so that more young people may benefit from them. Focusing on young people 5–25, IYF supports holistic programs that are preventive in nature and focus on education, employability, workplace environment, leadership and civic engagement, and healthy behaviors. The goal is to build young people’s confidence in their abilities, develop competence and self-sufficiency, and instill a sense of connectedness with the communities in which they live. IYF works collaboratively with a global network of independent organizations—the **IYF Partner Network**—each widely recognized as a leader and innovator in youth development. The network addresses youth issues at the local level. In addition, IYF works to raise global awareness of children and youth issues, strengthen the organizational skills of youth program leaders, and promote knowledge and application of best practices in youth development.
- The **World Association of Girl Guides and Girl Scouts** is one of the largest international voluntary organizations for girls and young women in the world. It provides girls and young women with opportunities for self-training and development of character as well as responsible citizenship and service through nonformal education methods, such as learning by doing, peer group education, teamwork, youth-adult cooperation, and community service. Worldwide there are 10 million Girl Guides and Girl Scouts and more than 100,000 volunteers in 144 countries. More than 30 other countries are working toward membership.
- **The World Organization of the Scout Movement** is an international NGO providing nonformal education for more than 28 million scouts—boys and girls—in 216 countries and territories. The scout movement, founded in 1907, is voluntary and nonpolitical. It has doubled its membership over the last twenty years, with most of the growth coming from developing countries. Among the many community issues that scouts are involved in are child health, clean water and sanitation, low-cost housing, peace education, drug abuse prevention, reforestation, and education about development issues.
- Founded in 1855, the **World Alliance of Young Men’s Christian Associations (YMCA)** is a worldwide Christian, ecumenical, voluntary movement for women and men, with special emphasis on young people. The World Alliance is a confederation of National Councils of YMCAs, which in turn are composed of local associations in the 128 countries represented in the Alliance. In addition to recreation, sports, education activities, and services to refugees and displaced people, the YMCA is engaged in movements for social change, at-risk youth, and unemployment in many countries.
- The **World Young Women’s Christian Associations (World YWCA)** is a global volunteer movement that develops the leadership and collective power of women and girls to work for human rights, health, security, justice, and peace for all people. Founded in 1894, it is made up of 100 autonomous affiliated national associations that work with more than 25 million women and girls in more than 122 countries. Each local YWCA is an autonomous community-based NGO run by and for women and girls in the community and their families. While programs and services vary according to local needs, the World YWCA places programmatic priority on youth, emphasizing leadership training, advocacy for social and economic justice, and people-centered and women-led development.

Contact: Leigh Ellen Sontheimer, HDN.

Box E.4. The World Bank Youth to Youth Community: Y2Y

The Youth to Youth Community (Y2Y) is a network within the World Bank whose mission is to engage and empower young people, both within and outside the institution. Y2Y is a professional and social network for young people working in development that enhances opportunities for them to get involved in Bank operations and partner with clients. Its mission is to channel the ideas of young Bank staff and youth from outside the Bank to senior management and to build partnerships between young people inside and outside the Bank. An elected steering committee, comprised of 10 young Bank employees, ensures accountability. An advisory board, consisting of senior World Bank staff, provides strategic guidance and feedback.

Y2Y activities and products include the following:

- the Youth Innovation Fund, designed to leverage the strengths of young Bank employees and increase the impact of youth-related projects. The fund is being piloted in collaboration with Y2Y and the Latin America and the Caribbean VPU, with a focus on Latin America and the Caribbean. Applications may be submitted by young employees from any part of the Bank.
- initiatives tied to the Bank's thematic and operational work (for example, renewable energy, children and youth)
- the Y2Y Seminar Series, which focuses on thematic issues and features both internal and external experts
- the Y2Y Speak Out Series, which brings together senior management and young employees to create opportunities for direct communication
- social and networking events, which create opportunities for young employees to meet peers from the Bank as well as from other development, governmental, and civil society organizations in Washington
- youth-related publications (such as "A Young Person's Guide to the World Bank," with HDNCY).

For more information about Y2Y, go to <http://y2ycommunity.worldbank.org>

Contact: youthcommunity@worldbank.org.

Box E.5. National Youth Policies in the Caribbean

Youth policies can be an effective tool for putting youth issues on the agenda of policymakers and creating ownership of youth development, particularly if they are approved by the legislative body in addition to the cabinet. As countries begin to involve youth as active participants in development, policies and programs with systems in place and the analytical rigor to identify priority needs of youth and the flexibility to tailor programs will become more effective. As always with cross-cutting issues, finding the right balance between coordination and implementation in a multisectoral institutional setting is critical.

Youth policy responses in Caribbean countries have varied considerably. The Bahamas, Belize, the Dominican Republic, and Guyana have youth-specific policies. Jamaica and St. Lucia are in the process of revising their policies. Other countries have draft policies underway. Institutional arrangements, which influence the thematic thrust and effective implementation of policies with other government agencies, also vary. Most Caribbean countries have placed their youth focal point in education ministries, though some have specific youth ministries linked to sports and culture.

The Dominican Republic is the only country with a youth secretariat. The country's youth policy has been lauded within Latin America for its substance as well as the program implementation processes it establishes. In 2000 the country approved its General Youth Law, based on which the Secretariat of State for Youth was created. The government allocated 1 percent of the national budget to the youth secretariat. A local Youth Initiatives Fund was covered by 4 percent of municipal budgets. Since 2000 the budget has increased significantly, but the youth secretariat is also facing problems trying to implement its own programs, which compete with those of other private and public institutions.

Barbados has no youth-specific policy, but it has the reputation of having the most effective public program on youth. This is due in part to the political will and commitment of policymakers but also to its well-designed, well-functioning program. The work of the Youth Affairs Division is grounded in youth status surveys conducted every five years, a school leavers tracking system, and research on youth in other thematic areas. The division also has autonomy to tailor its programs.

Although lack of data and capacity to monitor impact make it difficult to assess the impact of youth programs globally over time, analysis of youth policies and programs points to the need to:

- Ensure the political commitment of policymakers, in both the executive and legislative branches of government.
- Develop reliable information systems that help identify and prioritize key vulnerabilities for youth and monitor impact over time.
- Undertake rigorous analysis of program costs, benefits, and impact.
- Provide for youth participation in the development and implementation of youth policies and programs.
- Institute flexible institutional arrangements that permit tailoring of programs and promote collaboration among multiple ministries.
- Confront tough choices in terms of targeting and prioritizing issues, with a focus on preventive actions.
- Define the age ranges of services.
- Provide longer term services.
- Create incentives for private-public sector collaboration.

Source: Caribbean Youth Development: Issues and Policy Directions (World Bank 2003).

Box E.6. World Bank Institute (WBI) Training Programs for Children and Youth

The World Bank Institute has developed two types of capacity building programs for addressing children and youth. The first target youth as direct beneficiaries of programs and learning materials. The second incorporate issues related to children and youth into existing capacity-building programs so that the issues can be addressed in the context of planning, designing, and executing broader development policies, programs, and projects. The following training workshops and learning materials are designed for World Bank clients, staff and partners alike:

The Development Education Program offers learning materials on sustainable development aimed at young people (15–21) and those who work with them. The materials include online learning modules exploring social, economic, and environmental indicators of development, an edu-tainment site on sustainable development, and an electronic version of the book *Beyond Economic Growth*. The program collaborated closely with the British Council's Connect Youth Program, training 120 Nigerian younger leaders representing 60 organizations on the MDGs, poverty reduction strategy, and other development issues. The young people are now offering their self-developed extension programs to other youth in their communities. Replication of the Nigerian Debate to Action program in other African countries is being explored (<http://www.worldbank.org/wbi/developmenteducation/>).

The Youth for Governance Program aims to empower youth as agents of change in the process of development. It offers various learning modules for young people on topics related to good governance. Youth participants with the Network of African Youth Against Corruption (NAYAC) Zambia chapter, in cooperation with the World Bank Institute, are currently completing nine active learning and youth activism programs, including student newsletters, a course on good governance, a radio student call-in program, and the Civic Education Public Awareness Program. While the World Bank continues to support NAYAC's work, NAYAC is seeking funds from other organizations and building government partnerships for expansion of their work to include more young people in Zambia.

The Children and Youth in Urban Settings Training Module provides city officials with a platform from which to learn and explore issues concerning children and youth in urban environments. The training module developed by the program in collaboration with the HDN Children and Youth Unit is a workbook entitled *Investing in Children and Youth*. It is used primarily for distance learning events aimed at mayors and city officials. The workbook includes activities and case studies from experiences from around the world. It can be used in different regions as support information on city development strategies that include children and youth issues.

The Orphans and Vulnerable Children Toolkit is a Web-based resource guide on how to support orphans and other vulnerable children in Sub-Saharan Africa. It was developed by the members of the World Bank OVC Thematic Group, consisting of staff from the Africa Region, WBI, and the HDN Children and Youth Unit. The toolkit was developed primarily to support World Bank project designers from different sectors, but it could also prove useful practitioners from outside the Bank. Face-to-face and distance learning workshops are held to facilitate deeper understanding and team-based learning by World Bank staff, clients, and partners and to link the results of learning to actions to incorporate the concerns of orphans and vulnerable children in on-going and planned projects. The Web site for the toolkit is <http://info.worldbank.org/etools/docs/library/108875/toolkit/index.htm>.

The Youth Component of Corporate Governance and Corporate Social Responsibility Program has produced training components for working with youth on issues related to corporate social responsibility. In February 2005 an on-line course on corporate social responsibility was delivered jointly with the International Association of Students in Economics and Management (AIESEC) Turkey to about 190 participants. The course presents corporate social responsibility as a framework for multistakeholder dialogue. The online discussion component of the course is moderated by local youth and former AIESEC members. It is framed by the question “What can youth do to facilitate Turkey’s accession to the European Union, and how can corporate social responsibility frameworks help youth become more engaged in the process?” The program has also started a video-conference series with the Wharton School and business schools in Bosnia and Herzegovina, Mexico, the Russian Federation, and Turkey to support curriculum development. The series consist of six video-conferences, connecting a business ethics classroom at Wharton with peers in client countries. The sessions will be based on select case studies, including those from the Shanghai Learning Process.

An **Adolescent Reproductive Health Component** was recently added to the global and regional course “Achieving the MDGs: Poverty Reduction, Reproductive Health, and Health Sector Reform.” Depending on the region, the sessions on adolescent reproductive health have slightly different emphases.

Contact: Egbe Osifo, Azedine Ouerghi, or Junko Saito.

Box E.7. World Bank Partners in Children and Youth Work

This list describes partner organizations with which the Bank is currently working or has just established relations. It indicates **areas of expertise** and provides a sample of **key initiatives** or **publications** by each organization. While by no means exhaustive, the list provides an indication of the richness of experience and complementarity of approach among the Bank's partners.

1. UN System

■ **International Labour Organization—ILO** (youth employment, child labor)

The ILO is the principal UN agency addressing issues of employment and labor markets, including the promotion of social justice, human and labour rights. The ILO partners with the Bank on child labor (within the framework of the Understanding Children Work project) and youth employment (in the Youth Employment Network). Key publications include *Every Child Counts* (IPEC-ILO 2002), *Investing in Every Child: An Economic Study of the Costs and Benefits of Eliminating Child Labor* (IPEC-ILO 2003), and *Understanding Children's Work Project: Global Employment Trends for Youth* (ILO 2004).

■ **United Nations Food and Agriculture Organization—FAO** (rural youth)

FAO has longstanding expertise in working with rural youth. In its Rural Youth Development Program the agency focuses on strengthening and expanding young people's capacities, knowledge and skills through education and training enabling them to become productive and contributing citizens of their local communities.

■ **Joint United Nations Programme on HIV/AIDS—UNAIDS** (children and youth affected by HIV/AIDS)

UNAIDS is the main advocate and supporter of a joint global action on the HIV/AIDS epidemic. Together with its co-sponsors it is monitoring the movement towards the targets set in the 2001 Declaration of Commitment on HIV/AIDS which fixes clear targets for preventing mother-to-child transmission, providing care for children affected by AIDS, and protecting young people. The Bank is one of the founding co-sponsors of UNAIDS and acts as trustee of the Global Fund to Fight AIDS, Tuberculosis and Malaria.

■ **United Nations Environment Programme—UNEP**

UNEP adopted a long-term strategy (the "Tunza" strategy) for engaging young people in environmental activities and in the work of UNEP. Tunza develops activities in the areas of capacity building, environmental awareness, and information exchange, with a vision to foster a generation of environmentally conscious citizens, capable of positive action.

■ **UN Educational, Scientific and Cultural Organization—UNESCO** (child and youth education)

UNESCO is the leading UN agency for education analysis and data, both formal and non-formal. The most important joint initiative is Education for All. UNESCO also hosts an exchange platform on non-formal education.

■ **United Nations Children's Fund—UNICEF** (children and youth)

As the leading UN agency on children and youth, UNICEF provides expertise on a range of issues, including child protection, early child development, orphans and vulnerable children, HIV/AIDS, and gender. Partnerships with the Bank go across all levels of interaction and have a varied content, ranging from joint advocacy to the provision of direct grants by the Bank. Cooperation on the global level includes the Global Partners Forum on Orphans and Vulnerable Children and the Multi-country Demobilization and Reintegration Program for Africa. Key publications include *State of the World Children Report* and *Children on the Brink* (annual).

■ **United Nations Office on Drugs and Crime—UNODC** (youth at risk)

The agency runs a Global Youth Network to increase youth involvement with the international community in developing drug abuse prevention policies and programs. The network has three main objectives: increase communication between youth groups and UNODC, collect and disseminate information on good practices and build the capacity of youth groups across the world to successfully conceptualize and implement drug abuse prevention projects.

■ **United Nations Development Program—UNDP** (children and youth policies)

The UNDP is the global development network for all UN agencies at the country level, seeking to ensure the most effective use of UN and international aid resources. UNDP commissions a global annual Human Development Report, and corresponding regional, national and local Human Development Reports. UNDP is working with the Bank in many countries to build institutional capacity to formulate children and youth policies and to promote intersectoral collaboration.

■ **United Nations Human Settlements Programme—UN Habitat** (urban issues)

UN Habitat is the UN agency for human settlements, promoting socially and environmentally sustainable towns and cities. A joint UN-HABITAT/World Bank slum upgrading initiative called the *Cities Alliance*, promotes effective housing development policies and strategies and the Bank collaborates with UN Habitat in the framework of the Child-Friendly Cities Initiative.

■ **United Nations Population Fund—UNFPA** (child immunization, adolescent reproductive and sexual health programs)

UNFPA is the world's largest international source of funding for population and reproductive health programs, and a key source for demographic data. Current partnerships include the Global Alliance on Vaccines and Immunization (GAVI) and the International AIDS Vaccine Initiative (IAVI). The UNPF has launched a Global Youth Partners Preventing HIV Initiative, which established a network of young people dedicated to fighting the HIV/AIDS pandemic.

■ **UN Secretariat: Department of Economic and Social Affairs** (youth)

The Youth unit at the Secretariat coordinates the UN youth agenda. It focuses on strengthening youth participation mechanisms inside and outside the UN as well as on providing regular diagnostics and policy directions. Key publications include *World Youth Report 2005*, *Toolkit for Young People to Evaluate National Youth Policy*. (see box)

■ **World Health Organization—WHO** (child and youth health and nutrition, HIV/AIDS, healthy environments)

The WHO is the leading UN partner on health issues. Partnership initiatives include the Healthy Environments for Children Alliance (Europe and Central Asia), the Safe Motherhood Initiative, the Special Program of Research Development, and Research Training in Human Reproduction.

■ **Joint World Bank/UN Initiatives**

- UNICEF/ILO/World Bank: The **Understanding Children Work Project** conducts research on various aspects of child labor and provides data sets and statistical resources.
- UN Secretariat/ILO/World Bank/youth civil society organizations: The **Youth Employment Network** was convened by the UN Secretary-General. A high-level panel advises pilot countries on crafting and implementing youth employment strategies.
- UNICEF/WHO/USAID/PAHO/UNESCO/WFP/Education International/The Partnership for Child Development/World Bank: **Focusing Resources on Effective School Health (FRESH)**
- UNESCO/UNICEF/UNDP/World Bank: **Education for All**
- UNAIDS/USAID/DFID: **Interagency Task Team on Education**
- UNICEF/DFID/UNESCO/UNAIDS/World Bank: **Accelerating the Education Sector Response to HIV/AIDS Partnership.**
- UNAIDS/UNICEF/World Bank: **Global Partners Forum on Orphans and Vulnerable Children Living in a World with HIV and AIDS**

2. Regional Development Banks

■ **African Development Bank** (education and health)

The AfDB increases significantly the proportion of its total resources going to basic education and primary health care (AfDB 2002, Strategic Plan). In Education particular emphasis is on the

Box E.7. World Bank Partners in Children and Youth Work (cont'd)

enrollment and retention of girls, enhancing youth/adult employability through literacy, vocational and basic skills training, and enhancement of education systems through policy and curriculum development, supply of teachers etc. In Health, the AfDB places emphasis on primary health care, reproductive health, maternal and child health care and the control of communicable diseases, HIV/AIDS, malaria and tuberculosis.

■ **Asian Development Bank** (education, early child development, at-risk children and youth)

The ADB has increased its focus on child protection and children's initiatives in recent years (ADB, 2001, Social Protection in Asia and the Pacific). Key areas are education, where the ADB and the World Bank are the largest external sources of finance in Asia and the Pacific. ADB and World Bank supported programs in Asia, include major primary and secondary education projects, interventions concerning child labor in South Asia, and support to the government back-to-school program in Indonesia. ADB's child protection portfolio 1997–2003 focuses mainly on early childhood development interventions and on fighting discrimination against girls. Issues concerning street children are in a focus, and on youth, unemployment, gender issues and HIV/AIDS.

■ **Inter-American Development Bank** (children and youth development)

The IADB has a large youth development, health, and education portfolio throughout Latin America and the Caribbean. It was the first international financial institution to establish a youth development and outreach program (IDB Youth). Since 1995 this program has been promoting active youth engagement and leadership in regional development through a network of youth civil society organizations in IDB member countries. The network has provided youth leaders with a forum in which to exchange ideas, establish partnerships, and engage in a mutual learning process.

3. Bilateral Development Institutions

■ **CIDA** (child protection, education, HIV/AIDS, health and nutrition and youth development)

The Canadian International Development Agency emphasizes basic human needs in its projects and programs by focusing on four social development priorities with a child focus: basic education, HIV/AIDS, health and nutrition, and child protection. Child protection focuses exclusively on the most marginalized children using a rights-based approach based on the Convention on the Rights of the Child. CIDA's Youth Participation Pilot Projects seek to integrate the participation of young people in all phases of the projects.

■ **DANIDA** (children's rights, education, health, conflict management)

Danish development coordination places particular emphasis on children and youth development in the context of children's rights by providing related technical assistance and capacity building to developing countries. It gives priority to basic education and health as well as to conflict management, and gives substantial aid for projects aimed at C&Y through multilateral organizations and NGOs.

■ **DFID** (education reform, healthy behaviors)

The British development agency has collaborated with the Bank in researching reform models for secondary education and training systems, including the impact and use of new information and communication technologies. It is also working with partner agencies to develop a Youth Development Index.

■ **Finnish Development Cooperation** (children's rights, vulnerable groups)

Finnish development cooperation places particular emphasis on the promotion of the status of women and girls, and of the rights of marginalized groups, especially children, the disabled, indigenous peoples and ethnic minorities.

■ **GTZ** (youth employment, youth participation, health, education, and violence and conflict)

The German agency has made children—and particularly youth—one of its program priorities at both the global and local levels. Through a special trust fund program by the German ministry of

Development Cooperation, GTZ collaborates directly with the Bank on youth-specific thematic areas by facilitating the global youth consultation process (the YDP Network), seconding technical staff, conducting joint research, and by devising monitoring and evaluation methods to better measure policy effectiveness.

■ **Italian Development Cooperation** (orphans and vulnerable children, child labor, youth)

The Italian Development Cooperation has engaged in an ambitious partnership with the Bank that will support children and youth initiatives across all regions, with a particular focus on Sub-Saharan Africa. Specifically it provides a trust fund dedicated to children and youth issues. (see box E.8)

■ **JICA** (youth civil society organizations, education)

Japan International Cooperation Agency places particular emphasis on supporting universal primary education, HIV/AIDS prevention, malnutrition prevention, and empowering youth through civil society organizations, among others, at both the global and local levels through project financing. JICA has a Youth Invitation Program, which brings talented young people from developing countries to Japan for training.

■ **SIDA** (youth, children's rights)

Swedish Development Cooperation is an important partner in both designing and implementing adolescent sexual and reproductive health interventions. It is an advocate of children's rights issues.

■ **USAID** (emphasis on HIV/AIDS, community-based life skills, training for at-risk youth, parenting programs) USAID is the largest bilateral agency in HIV/AIDS programming. It plays an important role in funding programs devoted to orphans and vulnerable children, as well as for youth reproductive health and life skills, and youth citizenship and democracy.

4. Youth Membership Civil Society Organizations

■ **Local grassroots youth civil society organizations**

Grassroots youth civil society organizations are beginning to work with the World Bank through social funds, multicountry AIDS programs, and youth voices initiatives to identify youth issues and implement youth-oriented programs. Involving local grassroots youth civil society organizations has an empowering effect on youth and civil society.

■ **National youth organizations and platforms**

Many governments have established national youth councils, with the aim of giving youth organizations an avenue of communication. The composition and relevance of national youth councils vary greatly, depending on the level of independence, inclusiveness of membership at the national level, and the volume of resources available.

■ **Regional platforms**

The main platforms are the Arab Youth Union, the Asian Students Association, the Asian Youth Council, the Caribbean Federation of Youth, the European Youth Forum, the Foro Latinoamericano de la Juventud, the Pan-African Youth Movement, and the Réseau Africain de la Jeunesse. The European Youth Forum, which includes many Europe-based nongovernmental youth organizations and all European national youth councils, was a key partner at the Youth, Development, and Peace Conferences in Paris and Sarajevo and is a vocal counterpart in other partnership initiatives, such as the Youth Employment Network.

■ **Global platforms**

- The Big 7 is an informal group of the leaders of some of the world's largest youth-serving organizations. Since 1996 the group has worked on policy and advocacy for youth development. Collectively, these organizations reach more than 100 million young people in more than 200 countries and territories (see box E.3).
- The International Association for National Youth Service (IANYS)
- The International Council on National Youth Policy (ICNYP)
- Global Youth Action Network
- Taking IT Global Platform

Box E.7. World Bank Partners in Children and Youth Work (cont'd)

5. International NGOs with children and youth focus

■ **CARE** (education, health and nutrition)

CARE International is one of the world's largest independent global relief and development organizations. It designs and manages community-based projects in areas such as education, health care, nutrition and economic development in Asia, Africa, Latin America, the Middle East and Eastern Europe.

■ **Global Forum** (city partnerships)

The Bank partners with this Rome-based NGO in setting up city-to-city partnerships promoting youth development, with a focus on countries emerging from conflict.

■ **Global Movement for Children** (policy dialogue)

An alliance of UNICEF and many civil society organizations working on a global level, the Global Movement for Children fosters policy dialogue about children's issues.

■ **International Youth Foundation** (children and youth)

Programs are clustered around five core areas (education, employability, worker/workplace environment, leadership, and engagement) and health education.

■ **Junior Achievement International** (youth employment)

In partnership with the private sector, the organization offers business education programs worldwide to strengthen young people's entrepreneurial skills.

■ **Plan International** (education, health, safe water and sanitation, children and youth participation and empowerment, microfinance and income generation, urban/rural community-based cross-sector programs) Plan International focuses on children and youth in more than 45 developing countries, where it has local representation.

■ **Save the Children** (child protection, vulnerable children, youth policies and participation)

This decentralized organization has vast experience in advocating for children's rights and implementing child-related projects. It publishes research on a range of children and youth-related subjects.

■ **World Education** (non-formal education)

World Education provides training and technical assistance in non-formal education across a wide array of sectors in Asia, Africa, and Latin America, as well as in the United States.

■ **World Links** (information and communication technology and youth)

Reaching more than 200,000 teachers and students in 22 developing countries, World Links provides solutions for mobilizing the equipment, training, educational resources, school-to-school educational collaboration, and NGO and public-private sector partnerships required to bring students in developing countries online and into the global community with improved education and employment opportunities (see box C.17.)

■ **World Vision** (children and communities)

World Vision International is a Christian relief and development organization specialized in children. Its programs span from emergency relief, education, health care, and economic development to promotion of justice, emphasizing community participation and development.

Box E.8. Financial, Technical, and Capacity Building Support to World Bank Staff

Staff seeking financial, technical, or capacity building support in their children and youth work can draw on a broad set of resources.

1. **Financial Support:** Depending on the scope and nature of the product or program, the following financial resources may be of interest to Bank staff, youth, and youth-serving organizations:
 - **Trust funds**, which are accounted for separately from the Bank's own resources, are financial and administrative arrangements with an external donor that lead to grant funding of high-priority development needs. Among the trust funds focusing on children and youth are the following:
 - **Italian Children and Youth Trust Fund (CHYAO):** This fund has both global and regional components. It is supervised by the Children and Youth Unit at HDN but administered by the regions themselves. Project applications are considered biannually.
 - **German Children and Youth Trust Fund:** This fund is dedicated to fostering the Youth, Development and Peace (YDP) global dialogue and to strengthening monitoring and evaluation components in children and youth operations. It is administered by the Children and Youth Unit.
 - **Trust Fund for Environmentally and Socially Sustainable Development (TFESSD):** This fund provides grant resources for Bank activities that mainstream environmental, social, and poverty reducing dimensions of sustainable development. Replenished by the Finnish and Norwegian governments, the fund is administered by the Social Development Department. Calls for proposals are generally issued once a year.
 - **Education Program Development Fund and the Norwegian Education Trust Fund (NETF):** These trust funds are devoted exclusively to education. They aim primarily at increasing the number of countries with sustainable national education policies in the context of the Fast Track Initiative. Norway and the United Kingdom have pledged \$5.5 million for 2005 to this Bank-managed multidonor trust fund. NETF focuses on Africa; the Education Program Development Fund will be available to other regions.
 - **Japanese Social Development Fund:** A wide range of activities can be financed with assistance from this fund. For information, go to <http://www.worldbank.org/rmc/jsdf/index.htm>.
 - **Policy and Human Resources Development (PHRD) Fund:** This fund has supported technical assistance activities in more than 140 countries. It is one of the Bank's largest sources of grant funds to developing countries. The fund seeks to reduce poverty in developing countries through technical assistance, institutional strengthening, and support of the design and implementation of Bank-financed projects.
 - **Poverty Reduction Strategies Trust Fund (PRSTF):** This fund supports any activity that is a country priority for strengthening the formulation or implementation of poverty reduction strategies. Funding is available to all IDA-eligible countries that are at some stage of preparing or implementing a poverty reduction strategy, based on the principles of the Comprehensive Development Framework.
 - **Norwegian Trust Fund for Disability and Development:** This fund covers the cost of hiring consultants to help build a disability dimension into a project. Projects need not have a disability-specific component; consultants may also be hired to advise on how to address the concerns of people with disabilities in projects that would likely affect them, such as transport or infrastructure projects. The focus is on project preparation. Grants are limited to one per project.
 - **Bank Netherlands Partnership Program:** Current priorities include environment, water resource management, renewable energy, gender, governance, poverty, urban development, health, water and sanitation programs, education and culture, and development and rural development, as well as other initiatives related to the World Trade Organization and the United Nations.

Box E.8. Financial, Technical, and Capacity Building Support to World Bank Staff (cont'd)

- **GENFUND:** The governments of the Netherlands and Norway support Bank gender and development initiatives through this fund.

■ **Development Marketplace**

The Development Marketplace is a way for the Bank to directly support innovative bottom-up development ideas that deliver results, which can then be expanded or replicated elsewhere. Held both globally and nationally, development marketplaces are open to individuals, NGOs, academic organizations, faith-based groups, local governments, private sector companies, official aid agencies, and grassroots organizations. Private sector companies are asked to partner with an NGO or other public agency. In 2005 four country development marketplaces had an explicit youth focus.

■ **Development Grant Facility**

The Development Grant Facility funds global and regional initiatives that cannot be supported through the Bank's regular country assistance operations. All grant applications must be sponsored by a unit within the Bank on behalf of an external recipient to ensure consistency with Bank priorities. The Big 7, an alliance of global youth organizations comprising the Scouts, the YMCA, and other youth organizations, has been supported by a Development Grant Facility grant to carry out youth-focused HIV-prevention activities in Africa. The grant was administered by HNP. Child labor research has received funding through the social protection window.

■ **Small Grants Program**

The small grants program funds activities that enhance partnerships and promote dialogue and dissemination of information on development. It focuses on civic engagement for the empowerment of marginalized groups. Funding is usually less than \$15,000 and requires co-funding. The program is administered by Country Offices.

■ **Post-Conflict Fund**

This fund supports activities in countries vulnerable to or emerging from conflict. Activities include capacity building of diminished state and civil society for socioeconomic development.

■ **Multicountry AIDS Program (MAP)**

MAPs provide a unique opportunity to involve youth and other civil society organizations in implementing and benefiting from HIV/AIDS initiatives. Several MAP projects will be piloting specific youth interventions. As the example of the Empowering Africa's Young Initiative shows, youth can be vital partners in the war against HIV/AIDS (see boxes C.19 and E.3).

■ **Child Protection Initiative**

This Middle East and North Africa-specific fund is dedicated to projects that focus on vulnerable children in urban environments.

2. **Technical Support**

- **Regional children and youth teams:** Children and youth teams have been formed to assist in developing and monitoring regional strategies, as well as to provide cross-sectoral support to country teams and task team leaders in developing children and youth operations and sector work.

- **Children and Youth Unit (HDN)** In response to staff demand, this unit provides technical and financial support at the strategic and operational levels, including peer reviews, cross-support, recommendations on external expertise, and guidance on effective tools and resources (see box E.1).

- **HDN Chief Economist Office support for children and youth evaluation:** The Chief Economist in the Human Development Network provides individualized workshops to project teams interested in including rigorous impact evaluations systems in ongoing or future operations
- **Cross-support network:** Interdisciplinary teams of operational staff from the regions and networks can be organized to assist task team leaders or country teams requesting advice in developing children and youth operations or sector work (contact HDNCY).
- **Database of external children and youth consultants:** The Children and Youth Unit maintains a database of experts that have worked with the World Bank on children and youth issues. The database is available to staff.
- **Framework for Action and Resource Guide:** Information on the Bank's conceptual framework and strategic priorities by age group, is available online, with links to key sector strategies within the building blocks. Complementary operational tools are available to help staff and clients develop children and youth interventions.
- **Global, regional, and country-level statistics on children and youth:** The Youth in Numbers Series provides demographic, health, education, crime and violence, and labor indicators on youth.
- **Knowledge products inventory:** The inventory lists completed World Bank analytical documents on children and youth, organized by region, sector, and building block. The Children and Youth Unit has already funded a wide range of additional knowledge products on children and youth across all regions (see *box E.1*).
- **Bankwide children and youth portfolio monitoring:** The portfolio review/inventory captures all approved IDA and IBRD grants and credits for youth since 1995 by building block, sector, and region to help staff learn from other experiences and assess trends over time. It will be expanded to include children in fiscal 2006.
- **Youth Working Paper Series:** This publication series will feature research on selected cross-sectoral topics.

3. Capacity Building

■ World Bank Institute

Several WBI training programs are relevant for staff and clients interested in learning about youth-related issues (see *box E.6*).

■ Children and Youth Brown Bag Lunches

Upcoming events are posted on the Children and Youth Web page <http://www.worldbank.org/childrenandyouth>.

■ Multisectoral Team Learning Grants (MTL)

MTL grants are sponsored by the Learning Board. The program's objectives are to help Bank teams build their own and client capacity to address key multisectoral challenges. An MTL grant was accessed to allow for youth participation in the Moldovan PRSP (see *box C.23*).





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