If the World Bank wants to be true to its commitment of scaling up investment in children and youth, it must not only work for them but also work with them. More and more, World Bank clients and donors are recognizing the potential of young people as development actors. Given a chance, young people can contribute significantly to the Bank’s mission of alleviating poverty through economic, social, and political development. Youth Advisory Groups are a promising, new Bank initiative that links youth and decision makers in effecting changes in their communities that benefit all. This report captures the experiences and lessons learned from this initiative and outlines the variety of approaches and activities possible within the Youth Advisory Group framework. The report also highlights the benefits to the World Bank of including youth in Bank projects and analytic work while the youth, in turn, gain competencies and leadership skills that can change their lives and make them agents of change in their communities.
Youth Advisory Groups:
New Allies in the World Bank's Work

Akiko Ishii
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74 Diagram D-1: Monitoring the Process of Youth Participation and the Effectiveness of YAGs in the World Bank’s Work
Youth Advisory Groups (YAGs) represent a relatively new initiative in the World Bank’s ongoing effort to broaden youth participation in Bank development work worldwide. This report stems from the desire of country office staff involved in that initiative, as well as YAG members themselves, to learn more about YAG activities taking place in other countries. Many of them also expressed an eagerness to share information and lessons learned from their own experiences. In response, the Children and Youth Unit prepared this report summarizing the different types of YAG models, activities, and outcomes between 2002 and 2007.

This information may be useful not only to Bank staff already directly involved with YAGs but also to Bank Regional teams and staffs in country offices that have not yet considered or supported YAGs as a strategic tool to aid the World Bank’s work. The experiences and lessons learned are equally relevant to the Bank’s informal approaches to youth participation. The Children and Youth Unit plans to update the report periodically with new, practical information for World Bank staff and stakeholders.
Acknowledgments

The knowledge and information presented in this report were gathered from 17 country offices that have supported Youth Advisory Groups (YAGs). Many thanks to the staff in 12 country offices—Bosnia and Herzegovina, Brazil, the Dominican Republic, Ecuador, Egypt, Ethiopia, Georgia, Macedonia, Moldova, Peru, Turkey, and Yemen—who provided detailed information for the case studies and subsequently commented on the draft report. Special thanks to the YAG focal points in those offices—Mariam Sayed Ahmed, Jamal Al-Kibbi, Shimekit Wolde Aregay, Samuel Carlson, Maria Magdalena Colmenares, Elizabeth Dasso, Haddas Wolde Giorgis, John Innes, Pilar Larreamendy, Inga Paichadez, Ala Pinzari, Dina Mohamed Samir El Nagger, Samra Shaibani, Zeze Weiss, and Bekim Ymeri.

Many thanks to the youth who provided input and dedication as members of Youth Voices in Egypt, Georgia, Macedonia, Turkey, and Yemen; New Voices in Ecuador, Peru, and Venezuela; and the YAG in Ethiopia. Special thanks to all coordinators and facilitators who continue to work tirelessly, in collaboration with the Bank’s focal points, to engage youth in Bank projects. Thanks also to the government officials and youth organizations that provided valuable perspectives on the status of youth in their country.

Additional thanks to Viviana Mangiaterra, Linda McGinnis, Juan Felipe Sanchez, Gerold Vollmer, Silvia Paruzzoro, and Peter Holland of the Children and Youth Unit, Human Development Network, and to Gloria La Cava, Eastern Europe and Central Asia Region, Social Development Team, for expert advice on the Bank’s youth agenda and approach to youth participation. Thanks to peer reviewers for their comments on the report. And special thanks to Dianne Snyder for editing this document and to Linda Richardson-Lawson for providing editorial assistance.
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
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<tr>
<td>AFR</td>
<td>Africa Region</td>
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<tr>
<td>CAS</td>
<td>country assistance strategy</td>
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<td>CMV</td>
<td>Country Management Unit</td>
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<tr>
<td>CPS</td>
<td>country partnership strategy</td>
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<tr>
<td>CSO</td>
<td>civil society organization</td>
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<tr>
<td>EAP</td>
<td>East Asia and Pacific Region</td>
</tr>
<tr>
<td>ECA</td>
<td>Eastern Europe and Central Asia Region</td>
</tr>
<tr>
<td>ESW</td>
<td>Economic and Sector Work</td>
</tr>
<tr>
<td>EMP</td>
<td>Education Modernization Project</td>
</tr>
<tr>
<td>EXT</td>
<td>World Bank external</td>
</tr>
<tr>
<td>FY</td>
<td>fiscal year (July 1 to June 30)</td>
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<tr>
<td>GEF</td>
<td>Global Environment Facility</td>
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<tr>
<td>HDN</td>
<td>Human Development Network</td>
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<tr>
<td>IFC</td>
<td>International Finance Corporation</td>
</tr>
<tr>
<td>JSDF</td>
<td>Japan Social Development Fund</td>
</tr>
<tr>
<td>LAC</td>
<td>Latin America and Caribbean Region</td>
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<tr>
<td>MAP</td>
<td>Multi-country HIV/AIDS Program</td>
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<tr>
<td>MDG</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>MENA</td>
<td>Middle East and North Africa Region</td>
</tr>
<tr>
<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
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<tr>
<td>NGO</td>
<td>nongovernmental organization</td>
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<tr>
<td>NV</td>
<td>New Voices (Voces Nuevas)</td>
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<tr>
<td>PAD</td>
<td>Project Appraisal Document</td>
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<tr>
<td>PCF</td>
<td>President’s Contingency Fund</td>
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<tr>
<td>PIC</td>
<td>Public Information Center</td>
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<tr>
<td>PRSC</td>
<td>Poverty Reduction Support Credits</td>
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<td>PRSP</td>
<td>Poverty Reduction Strategy Process</td>
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<tr>
<td>RENAJU</td>
<td>Rede Nacional de Organizações de Juventude</td>
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<tr>
<td>SAR</td>
<td>South Asia Region</td>
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<tr>
<td>SDV</td>
<td>Social Development Division</td>
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<tr>
<td>TOT</td>
<td>training of trainers</td>
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<tr>
<td>TTL</td>
<td>task team leader</td>
</tr>
<tr>
<td>Acronym</td>
<td>Full Form</td>
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<tr>
<td>WB</td>
<td>World Bank</td>
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<tr>
<td>WDR</td>
<td>World Development Report</td>
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<tr>
<td>YAG</td>
<td>Youth Advisory Group</td>
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<tr>
<td>YDP</td>
<td>Youth Development and Peace Network</td>
</tr>
<tr>
<td>YO</td>
<td>youth organization</td>
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<tr>
<td>YVG</td>
<td>Youth Voices Group</td>
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The first Youth Advisory Group (YAG) started in the World Bank’s Lima office in 2002 as a new approach to bringing the “real voices” of youth directly into the work of the Bank. This approach engages youth in community development projects and involves them in consultations affecting their communities. From the start, it generated a tremendously positive response from Bank staff, and by 2007 the effort had expanded to 20 country offices across four Regions worldwide. Although the full effect of YAGs has yet to be studied or documented in detail, this new approach to youth participation is already being recognized as a major stride forward in development efforts. Youth who have participated in these groups are seen as agents of positive change in their communities.

This report is the first effort to compile and present information on the YAGs and to look more closely at their contribution to improving the effectiveness of Bank work in developing countries. Prominent findings from the study are summarized below.

**Benefits of Youth Advisory Groups for the World Bank**

- **Lead to better decisions and outcomes.** Young people bring with them a body of experience unique to their situations. They are social actors and have skills and capacities for devising constructive solutions to their problems.
- **Promote World Bank’s mission and commitment for Millennium Development Goals.** Young people have access to local communities and hard-to-reach groups of people. Thus, they are well positioned to help raise awareness of the Bank’s services and projects and improve community buy-in of World Bank projects and goals.

**Benefits for Young People and NGOs**

- **Promote the well-being and development of young people.** By questioning, expressing themselves, and having their opinions taken seriously, young people develop skills, build competencies, acquire confidence, and form aspirations—all aspects of a virtual cycle of development.
- **Empower young people.** Well-informed and knowledgeable young people engaging in peer-to-peer activities are central to the promotion of democratic societies. In the YAG program, young people are encouraged and given a formal venue to voice their concerns and ideas on the development agenda, while nongovernmental organizations (NGOs) or youth organizations can also provide their expert advice and suggestions on development topics that directly affect young people’s livelihood.

**Lessons Learned from Working with Youth Advisory Groups**

- Unless youth participation is embedded in the country assistance strategy (CAS) or country partnership strategy (CPS), staff time and money spent on youth activities are not recognized by the World Bank management.
- Youth can contribute most meaningfully in World Bank projects during the design, implementation, and monitoring and evaluation stages of the project cycle. Consultation with youth is also found to be very helpful in analytical work (i.e., 2007 World Development Report.)
- The World Bank needs to offer incentives for task team leaders to work with young people.
- Youth perform best when specific assignments (2–3 projects per term) and guidelines are given.
- Staff should provide a youth-friendly environment within the Bank—allocate a meeting space, allow
time to ask questions, and consider young people's opinions and suggestions seriously.
- Local political, historical, socio-political, and cultural environments can greatly affect the degree of
youth participation.
- Youth need information and appropriate training to effectively participate in YAG activities.
- Youth should be compensated or rewarded for their time and effort.

The YAG effort to date has shown that YAGs can be effective allies in the World Bank's development
work. And, because their participants are our clients as well as partners, they bring to their engagement a
passion and energy to make change that can be vital tools in the Bank's mission if properly challenged and
channeled. The rapid spread of YAGs to disparate Regions and their multiplication within single countries
testify to the adaptability of YAG models in widely differing country circumstances and to the dedication
of country office staff as well as YAG participants.

Despite this very promising start, the future of Youth Advisory Groups remains tenuous. Efforts to intro-
duce YAGs in Africa, for example, have failed for lack of adequate financial resources. Many YAGs have
struggled for survival because of the demands they make on staff members' personal time and the lack of
incentives for staff who work with them. Others lack sufficient commitment from country managers or
directors.

Our challenge today is to deepen our support for YAGs and extend our efforts to more young people.
We need to provide more opportunities for them to participate in Bank projects and get the training they
need. We must ensure that Bank staff working with YAGs have adequate technical support and financial
resources and are compensated for their work. And, we must more actively promote youth participation
in Bank work and share information among country offices that support YAGs. In sum, as an institution
dedicated to alleviating poverty, the Bank should recognize that young people can be major allies in fulfill-
ing its mission. By helping them develop their potential—through YAGs or other Bank-supported forms of
youth participation—the Bank stands to benefit as much as the young people themselves. The YAG should
be promoted as an important tool for advancing the Bank's development priorities worldwide.
Introduction

The World Development Report 2007: Development and the Next Generation proposes a three-lens approach (expanding opportunities, enhancing capabilities, and providing second chances) to help young people successfully make the transition into adulthood. This approach notes that young people are not only beneficiaries of public services. They can also be significant contributors to economic, social, and political development—if they are afforded appropriate opportunities.

As the World Bank broadly addresses the life transition issues facing youth today, staff have noted the importance of actively listening to and engaging young people, who are one of the Bank's essential allies in global development. Commonly, young people's voices are discounted because of cultural bias against their age group. By expanding opportunities for young people to develop their capabilities, the World Bank can help to modify this bias and empower young people to participate in society as responsible citizens.

In recent years, the World Bank has increased its efforts to include youth in development work. In many countries, World Bank country offices involve youth in consultations (for example, about the World Development Report or a CAS) and Bank initiatives, such as the Small Grants Program and Development Marketplace. In addition, the Bank has organized programs specifically for youth, such as Youth Innovation Funds, conferences, summer camps, youth open houses, and the Youth Development and Peace Network. The variety and range of these activities reflect the Bank's emphasis on involving young people of all countries in socioeconomic development. The expansion of many of these activities by the country offices that initiated them is testimony to their positive effect on Bank operations.

Despite the growing involvement of youth in Bank programs, no detailed study of this activity has been carried out to date; this report attempts to partially fill that gap by presenting information about Youth Advisory Groups (YAGs), a relatively new form of youth participation initiated by the World Bank. A YAG is a forum of young people that meets regularly and provides input on World Bank projects and strategies. YAGs are an increasingly popular option for accessing the diverse insights of young people and engaging them in the Bank's development work.

YAGs offer three main advantages:

1. They are a proven option for involving youth in development work.
YAG members have provided valuable inputs for World Bank projects by offering comments during the identification and preparation stages of projects, such as the Youth Development Project in the Dominican Republic, or actively taking a part in the monitoring and evaluation stage of World Bank lending projects. Their input has improved the projects' design and outcomes.

2. They are strong development partners.
Because of their ties and access to the local community (both youth and adult), youth can disseminate information to a wide range of audiences through YAG activities. Because youth are also directly affected by local development projects, their input and advice are valuable.
3. They build leadership capacity and capability within communities.
YAGs emphasize youth empowerment as one of their objectives. Because most YAG members are representatives of NGOs and youth organizations, the skills and knowledge development training they receive are transferred to their local constituencies.

In sum, the outcomes of youth participation reflect the commitment and resources of the country offices involved: meaningful participation must be viewed as a process, rather than a series of isolated events and activities, for the participation to bear fruit.

This report provides background and basic information on Youth Advisory Groups worldwide. It gives an overview of the groups and how they are organized; it reviews the experience of different country offices in involving youth in development projects; and it details the lessons learned. In concluding, it outlines the steps to take to expand youth participation in YAGs in future. More detailed information on setting up a YAG and case studies on the experience of YAGs in 12 countries are presented in Appendixes B and C.
The Children and Youth Unit developed this report based on field research, telephone interviews, desk readings, and discussions with World Bank staff who are working in youth participation. The aim of these efforts was to learn about the effectiveness and experiences of Bank-supported YAG programs. Between January and November 2006, a Bank consultant conducted on-site, in-country interviews with YAG staff and youth in 8 of the 17 country offices that had initiated a YAG. For countries not visited, the consultant read materials and spoke by telephone with key YAG staff. Despite these efforts to be inclusive, the information presented in this report may not reflect all YAG projects or activities supported by the World Bank in a particular country. The information in this report was collected from the following:

- Site visits—eight World Bank offices (Brazil, Egypt, Ethiopia, Georgia, Macedonia, Peru, Turkey, and Yemen)
- Interviews—country and regional Bank staff from 17 countries, including 7 country directors/managers, 10 YAG focal points, 5 YAG facilitators/coordinators, 20 NGO/youth organizations, 5 foreign government agencies, and 45 YAG members
- Desk readings—of academic and independent research and country offices’ YAG project reports
- Discussions—with the Bank's Children and Youth Team in the Human Development Network, the Civil Society and Social Development Teams, external teams, and regional and country office staff.
Overview of Youth Advisory Groups

In their short history, Youth Advisory Groups (YAGs) have already distinguished themselves in the number and range of their activities and in the different ways they have evolved as organizations. This section reviews the basic features of YAGs: how they evolved, how they operate, what their objectives are, who participates in them, and how they differ from other forms of youth participation.

A Brief History

In 2002, the World Bank country office in Lima, Peru, invited local youth to participate in the Bank’s work by offering their perspectives on the work and on issues affecting young people in Peru. This initial effort led to the organization of a youth group called Voces Nuevas (New Voices), which continues today in expanded form throughout the country.

Map: World Bank YAGs by Region—As of June 2006

Note: * indicates discontinuation of YAG (but does not mean there is no youth participation)
** Brazil and Ethiopia YAGs became independent from the WB.
+ Venezuela Country Office ceased its operations.
# Albania, Serbia and Bolivia WB Country Offices began YAGs in FY07.

Source: World Bank data.
Youth Advisory Groups: New Allies in the World Bank's Work

Realizing the substantive contribution of Voces Nuevas, the World Bank encouraged other Regions to organize YAGs. By 2007, 20 country offices across four Regions had initiated a YAG. Today, 12 country offices continue to support an in-country YAG, and in two countries the YAG has become an independent youth network.\(^1\) Since 2002, more than a thousand youth have participated as World Bank YAG members, and these youth have reached several thousand more through their YAG activities.

In the next several years, the Bank hopes to scale up and expand the YAG opportunity to other countries and Regions. The Children and Youth Unit encourages Bank staff to organize and develop in-country YAGs and to expand youth participation in general.

**What Is a YAG?**

A YAG is a forum of young people, organized by a World Bank country office, that meets regularly and is supported to give input on World Bank projects and strategies (see Box 1, YAG at a Glance). YAGs are known under various names, for example, New Voices, Youth Voices, Youth Consultation Group, Youth Advisory, or Youth Consultants. Likewise the roles and responsibilities of a YAG and its members may differ, according to the country context or the Bank’s portfolio. What is common, however, is that a group of young people engage in continual dialogue with Bank staff and participate in different stages of the Bank’s project cycle with the dual aim of enhancing the effectiveness of Bank operations and improving their own prospects for earning a livelihood.

*The YAG initiative leads to empowerment of individuals as well as the community because things youth members learn in the YAG, they can give back to the community.*

—WB youth focal point

**What are the Objectives of a YAG?**

The YAG was developed to promote mutual learning for the World Bank and young people. YAGs share two general objectives:

1. to establish mutual learning opportunities for youth stakeholders and for Bank staff; and

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\(^1\) Nine YAG country offices from previous years plus three new YAGs established in the ECA and LAC Regions.
2. to empower youth and local communities by engaging youth in the decision-making process.

Related objectives that some YAGs have specified are

- to incorporate youth perspectives into Bank operations and programs and to act as a consultative body in the World Bank for youth-related issues;
- to create broader support for youth issues among multilateral organizations in association with development of government policy; and
- to strengthen the relationship with young people in civil society organizations and NGOs, including providing information to youth organizations and helping them design and implement their ideas and projects.

Ultimately, the YAG, used appropriately, should advance the Bank’s work.

How Does a YAG Function?

A YAG has two components—youth perspective and capacity building—that allow it to function in a number of capacities to fulfill its objectives. For example, it may function as a stakeholder in consultations for strategic World Bank documents, adding a youth perspective to the World Development Report or a CAS. Or it may function as a capacity-building opportunity for young people, giving them training and hands-on experience through their participation in WB projects. Or it may combine the two by having Bank staff and youth work in partnership on community initiatives. Diagram 1 illustrates the various ways a YAG program may function to incorporate the perspectives and ideas of youth into World Bank operations while also building youths’ capacity to become effective community leaders.

The dialogue and initiatives offered by the two YAG components benefit both the Bank and YAG participants in ways that directly advance the Bank’s work. The consultations and youth open houses give Bank staff regular opportunities to hear the views of young people on development issues and projects affecting them. Bank staff then use that input to improve the quality of the projects, particularly as they affect the lives of young people. At the same time, the capacity-building component affords youths an opportunity to develop their individual skills and knowledge by giving them training and experience as they work on Bank projects. Combining the two components, for example, by conducting joint monitoring and evaluation of certain projects, benefits both sides. In addition, youths share the skills and information they acquire with their communities and youth organizations, creating a ripple effect that helps strengthen civil society in the long run.
Who Participates in a YAG?

Although the YAG itself consists entirely of youth members, its organization and management depend on a network of participants from the World Bank country office, the government, and the community.

**World Bank participants.** A team of World Bank staff at country offices helps ensure meaningful integration of young people in Bank operations. With the commitment of the country director or manager, a Bank focal point provides the necessary leadership and management with the support of task team leaders and a YAG coordinator and/or facilitator.

- Country director/manager—sets direction and entry point for the YAG
- Focal point (a social development/civil society specialist, communications officer, operation officer, etc.)—coordinates day-to-day operations of the YAG
- Task team leaders and staff—offer advice and receive inputs from the YAG

**Government participants.** All levels of government agencies—municipal, state/regional, and national—are encouraged to engage in dialogue with young people.

**Community participants.** Working with young people directly and with youth organizations or NGOs serving youth can provide staff with better access to hard-to-reach populations. It can also give them realistic, practical ideas for improving the Bank’s work. For the community, it creates channels for youth to receive skills training and hands-on experience. Community resources include NGOs, civil society organizations, and youth organizations (including representatives of minorities and the disabled); and young people (youth leaders in NGOs and youth organizations), preferably with some knowledge of development work.

In all cases where the Bank has entered into partnerships or alliances, its partners have been local youth organizations, NGOs, or international organizations. See Box 2 for a list of the benefits to the Bank from these collaborations.

<table>
<thead>
<tr>
<th>Box 2: Benefits of Collaborating with Local Organizations</th>
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<tbody>
<tr>
<td>- Gain access to a larger youth audience</td>
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<tr>
<td>- Develop creative approaches to addressing development issues</td>
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<tr>
<td>- Build capacity of NGOs to address youth issues with government</td>
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<tr>
<td>- Gain trust and support for Bank work</td>
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<tr>
<td>- Mobilize youth and community leaders</td>
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What Are the Models for a YAG?

The data from the 17 country offices studied revealed five different approaches or models for YAGs: a Knowledge Intern, Community Agent, Task Advisor, Independent Youth Network, and Outsourced Partnership with a youth organization.
1. Knowledge Intern (Peru)
This is a 6-month, non-fee program, and generally only one is funded per fiscal year. YAG members participate in the design, implementation, and monitoring and evaluation (M&E) stages of a project. This model of YAG has been implemented in 6 cities (Lima, Piura, Ayacucho, Arequipa, Ica, and Cusco) in partnership with local NGOs. The local NGOs sponsor the YAG at each site except Lima. Every two years, the sites are changed to open the YAG experience to young people in other areas.

**YAG Objectives**
- Obtain technical skills training
- Foster dialogue and knowledge sharing between youth (community) and the World Bank
- Receive advice on Bank activities and projects

2. Community Agent (Moldova, Macedonia, Turkey, Bosnia-Herzegovina, Albania, Serbia, Georgia, Ecuador, Venezuela, Bolivia, and Yemen)
The youth members selected for the YAGs represent different youth organizations. Until recently, they have been involved mainly in promoting the YAGs and planning and carrying out independent YAG activities with support from the WB. The YAGs are now shifting their activities to Bank lending projects and taking part in the implementation and M&E stages of a project cycle.

**YAG Objectives**
- To establish mutual learning opportunities between youth and the World Bank
- To empower local young people and strengthen youth networks

3. Task Advisor (Dominican Republic and Yemen)
Young consultants are hired for a fee to work as advisors to the project preparation team of the Youth Development Project. The consultants are a combination of youth experienced in youth issues and local students. Partner NGOs select the young consultants, based on World Bank criteria.

**YAG Objectives**
- To improve the Bank project by incorporating youth perspectives and needs in the project design
4. Youth Network (Brazil and Ethiopia)

This model functions as an independent social network originated by the World Bank after workshops and dialogues with civil society organizations and government. The WB assists youth in establishing an independent network of youth organizations by providing financial and/or technical support. This model has worked best in countries that have strong civil society organizations (CSOs) and whose governments endorse youth issues and youth participation in decision making at various levels.

**YAG Objectives**
- Voice their concerns as participating members of the government’s process for formulating youth policy
- Contribute to the documentation of development activities for and by youth
- Establish partnership with the National Youth Secretariat or similar government agency for youth

5. Outsourced Partnership (Egypt)

Under this model, the country office establishes a partnership with youth organizations (multinational or local) and outsources YAG consultations and participation to them on an as needed basis. The partner youth organizations select their participants based on World Bank selection criteria.

**YAG Objective**
- To provide an opportunity for youth to voice their ideas and perspectives

For more detailed information on the characteristics and resources of the different models see Table A in Appendix A.

Each country may have unique functions that require it to customize its approach. Indeed, most WB country offices that have created YAGs mentioned how critical it is for each office to develop its own approach—one that suits its capacity and the local cultural and political environment. In other words, there is no one-size-fits-all model when implementing a YAG. Each country office should remain flexible and allow time to determine the model best suited to its relationship with the local community and other institutions.

**How Are Young People Selected to Participate?**

When selecting young people to participate as YAG members, it is important for staff to keep in mind the specific objectives of the YAG. In addition to the general objectives common to all YAGs—namely, to establish a mutual learning opportunity between stakeholders and the WB and to empower youth and their local communities—each YAG has its own distinctive purpose. For example, the Knowledge Intern model looks for university students with a specific educational background and an interest in certain aspects of development work. Other models require input from people with varied backgrounds (rural, poor, disabled,
etc.) to reflect their life styles and needs in analytical or strategic development work (e.g., CAS/CPS, WDR, or policy analysis). Thus, the selection process should be flexible and attuned to the activities and specific objectives of each YAG. At the same time, it should seek to enlist a wide range of young people from different walks of life to participate in the WB’s work. Appendix B provides a detailed description of the selection process and the specific criteria used.
Young People as Development Partners

We often hear that youth is the hope of the future, but we really are the present that is building the future. The rationale of the World Bank for the implementation of New Voices was to train the young people to be the engine of change for society.

—Peru Voces Nuevas member, 2006

The reasons for adopting the YAG approach vary: some country offices started a YAG because the client government requested that youth be involved in development projects; others understood the benefit of working with young people; and some were skeptical but tried it anyway. (Box 3 describes the struggle to start the Bank’s first YAG.) This section examines the activities that young people engaged in, the contributions they made to improving Bank operations, and the benefits they received.

Activities of Youth Advisory Groups

Since their inception, Youth Advisory Groups have participated in a variety of sectorial projects at various stages of the project cycle. For example, they participated in the project preparation stage of the Youth Development Project in the Dominican Republic and in the monitoring and evaluation stage of the Water Sanitation Pilot Program in Peru and the Education Modernization Project in Macedonia.

WB Country Offices claim that there are many benefits to involving young people in different stages of Bank projects. Most World Bank staff who have worked with YAGs commented on the value of the information that young people provided. The task team leader for the Water Sanitation Pilot Program in the Lima World Bank office, January 2006, noted, “Youth have a relationship with the local community, they are able to engage in in-depth dialogue to find out the effectiveness of the program.”

Box 3: Peru’s Early Experience with a YAG

When the Bank’s country office in Lima, Peru, started the first YAG in 2002, there were no clear guidelines or directions on how to involve young people in Bank projects and get their input on youth issues. In addition, there was no structure within the World Bank to support YAGs or channels to engage youth in World Bank work. Most of the staff struggled to find ways to involve young people in their work. During the following three years, the YAG members worked with the Bank’s focal point and country manager to create a YAG promotional kit and to organize an Open House and other opportunities that would promote youth participation in development issues. One by one, the Bank’s task managers and staff began to recognize the young people’s potential and the value of listening to them. As the task team leader for a water sanitation project noted, because “youth have a relationship with the local community, [they] are able to engage in in-depth dialogue to find [out] the effectiveness of the program.”

2. See Case Study, Dominican Republic, in Appendix C.
3. Interview with the task team leader for the Water Sanitation Pilot Program in the Lima World Bank office, January 2006.
people collected during the M&E stage as well as the recommendations they made for improving the program. Some of those ideas and recommendations were reflected in the next round of the project cycle.\textsuperscript{4}

Table 1 summarizes the primary projects each YAG participated in, in each country office. Case studies of individual YAGs are attached in Appendix C for further information.

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Table 1: Summary of Activities/Projects in Which YAGs Participated, by Country

<table>
<thead>
<tr>
<th>Region</th>
<th>Country</th>
<th>Year started</th>
<th>WB Activities/Projects</th>
<th>Status of YAG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern Europe and Central Asia (ECA)</td>
<td>Bosnia-Herzegovina</td>
<td>2004</td>
<td>PRSP; education; employment; health care; and youth policy development</td>
<td>On-going</td>
</tr>
<tr>
<td></td>
<td>Georgia</td>
<td>2004</td>
<td>Local self-government research; Development Marketplace; Youth Open House; research on school-to-work transition; and Youth Development Strategy</td>
<td>On-going</td>
</tr>
<tr>
<td></td>
<td>Macedonia</td>
<td>2004</td>
<td>Education Modernization Project; Children and Youth Development Project; Community Development Project; Community Development and Culture Project; and Health and HIV/AIDS Project</td>
<td>On-going</td>
</tr>
<tr>
<td></td>
<td>Moldova</td>
<td>2004</td>
<td>Youth Caravan; HIV/AIDS and TB program; CAS discussion; General Education Project; Social Investment Fund; Reconciliation through General Secondary Education in the Transdnistrian Region.</td>
<td>On-going</td>
</tr>
<tr>
<td></td>
<td>Turkey</td>
<td>2004</td>
<td>Youth employment; rural and urban development; education; environment; and local governance; youth policy; and CPS consultation process.</td>
<td>On-going</td>
</tr>
<tr>
<td>Latin America and Caribbean (LAC)</td>
<td>Brazil</td>
<td>2004</td>
<td>CAS Consultation Process</td>
<td>Became an independent social network</td>
</tr>
<tr>
<td></td>
<td>Ecuador</td>
<td>2004</td>
<td>Discussion on intercultural approach (with WB)</td>
<td>On-going</td>
</tr>
<tr>
<td></td>
<td>Venezuela</td>
<td>2004</td>
<td>Discussion on conflict resolution (with WB).</td>
<td>On-going</td>
</tr>
<tr>
<td></td>
<td>Peru</td>
<td>2002</td>
<td>Civic engagement: employment; environment; IT training; credits and financial resources for youth projects; rural telecom investments; political participation; Rural Road Development Project; and Water Sanitation Pilot Project.</td>
<td>On-going</td>
</tr>
<tr>
<td></td>
<td>Dominican Republic</td>
<td>2004</td>
<td>CAS consultations and Youth Employment Project (SP Project/Second Chance Education Program).</td>
<td>Ad-hoc</td>
</tr>
<tr>
<td>Middle East and Northern Africa (MENA)</td>
<td>Egypt</td>
<td>2004</td>
<td>Dialogue on education/national policies targeting youth, and WDR consultations.</td>
<td>Discontinued</td>
</tr>
<tr>
<td></td>
<td>Yemen</td>
<td>2004</td>
<td>National strategies for children and youth; vocational training strategy; and MENA youth conferences.</td>
<td>Ad-hoc</td>
</tr>
<tr>
<td></td>
<td>Ethiopia</td>
<td>2004</td>
<td>Multi-country AIDS Program (planning/implementation/evaluation)</td>
<td>Became an independent youth organization</td>
</tr>
</tbody>
</table>

Source: World Bank data.
How YAGs Can Benefit World Bank Operations

Country office staff who have successfully worked with youth activity groups stress that the experience benefits the Bank as well as the youth participants. Staff comments tend to note three broad areas in which youth have an advantage over staff members and other stakeholders in Bank projects or interventions. First, because of their close connection with their local communities and the trust it engenders, young people can collect information and feedback that outsiders would find hard to obtain. For example, they can help identify challenges confronting the beneficiaries that surveys might miss because those challenges are difficult to measure quantitatively. Second, because young people can communicate better with their peers than staff can, they are a valuable and trusted means of disseminating information. Third, because they too are beneficiaries—indeed, on initiatives such as education and health, they may constitute the largest group of beneficiaries—young people are well worth consulting. No one can express their opinions and ideas as well as they can. In sum, the advantages that youth participants bring to the project team increase the extent of community buy-in to the project.

We felt it was important from the very beginning to incorporate the perspective of youth in all stages of project preparation, from analysis/diagnosis to conceptualization of project investments to consultations with government to drafting of project documents. Bottom line: They kept us honest and kept the reality of youth at the forefront of our thinking and planning throughout the process.

—World Bank senior economist

To maximize these advantages, Bank staff have sought youthful participants from diverse backgrounds—rather than just those from advantaged or urban settings—and have engaged them in WB operations encompassing a wide range of sectors and topics, as shown in Table 2. Staff have also recognized that the WB can increase the benefit from young people's input by involving youth in different stages of a project and in the Bank's analytical work. That input is especially valuable during the project’s identification and monitoring and evaluation stages and in consultations on strategy and analytic documents, such as the CAS, World Development Report, and PRSP. Highlights of such experiences from country offices are presented below.
Table 2: YAGs—Areas and Sectors of Involvement and Specific Activities

<table>
<thead>
<tr>
<th>Area/Sector of YAG Involvement</th>
<th>YAG Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Bank documents: country assistance strategy/country partnership strategy, poverty reduction strategy process, Poverty Reduction Support Credits, economic and sector work, analytical and advisory activities, flagship report, National Youth Strategy</td>
<td>Provide stakeholder consultations&lt;br&gt;Conduct research on youth issues&lt;br&gt;Organize focus groups&lt;br&gt;Prepare reports on analytical Bank work</td>
</tr>
<tr>
<td>Multi-country HIV/AIDS Program</td>
<td>Implement HIV/AIDS activities</td>
</tr>
<tr>
<td>Education/learning</td>
<td>Monitor and evaluate the quality and outcomes of formal and informal education projects</td>
</tr>
<tr>
<td>Health</td>
<td>Conduct peer-to-peer education in nutrition, sanitation, post-conflict rehabilitation, HIV/AIDS, and substance abuse</td>
</tr>
<tr>
<td>Economy</td>
<td>Study employment and rural/urban development issues</td>
</tr>
<tr>
<td>Transportation</td>
<td>Address access to schooling and work</td>
</tr>
<tr>
<td>Energy</td>
<td>Deliver energy products to earn income</td>
</tr>
<tr>
<td>Social development</td>
<td>Participate in activities to prevent crime and violence and to reintegrate groups post-conflict</td>
</tr>
<tr>
<td>Environment</td>
<td>Consult on the need for sanitation and quality housing</td>
</tr>
<tr>
<td>Legal/judicial system</td>
<td>Provide advice to the Justice Services Improvement Project, which is a loan given to the Government of Peru.</td>
</tr>
<tr>
<td>Conditional cash transfers</td>
<td>Consult on the need for and effectiveness of transfers</td>
</tr>
<tr>
<td>Youth development projects</td>
<td>Assist in formal and informal education and in employment and job training programs</td>
</tr>
<tr>
<td>Grants programs</td>
<td>Participate as initiators, organizers, and beneficiaries of small grants; submit proposals to project contests; participate in country-based Development Marketplace, globally and nationally, and in other grant programs</td>
</tr>
<tr>
<td>Monitoring and evaluation</td>
<td>Conduct quantitative and qualitative surveys for project evaluation and situational analyses.</td>
</tr>
</tbody>
</table>

Source: World Bank data.

Contributions of Four YAGs to World Bank Work

In Peru (YAG Model: Intern) one of the insights the New Voices members provided about Bank operations was that the many information resources available from the World Bank are not very accessible to the general public. In fact, many New Voices members held negative perceptions about the World Bank before they joined the Youth Advisory Group Program. As they learned about the World Bank’s work and resources, they recognized the importance of making this information available to the public. New Voices members proposed setting up a Public Information Center (PIC) at the Bank’s country office in Lima to give the public easy access to Bank information resources. The members visited national libraries and other institutions to study the design of information centers and proposed a customized design to the Lima office. Drawing on New Voices’ recommendations, the office established the PIC in the National Library. In FY07 the Lima office added two PICs, in Piura and Cusco.
Besides setting up the PIC, New Voices groups took part in supervisory missions and in the monitoring and evaluation of ongoing projects to learn the concerns and situations of beneficiaries. They participated in rural road and rural education projects, the Water and Sanitation Pilot Project, the Global Environment Facility (GEF) Participatory Management of Protected Areas Project, the Health Reform Program, and IFC’s social extension program with a mining company in Yanacocha, among others. Many of the project teams gained valuable insights and information from New Voices members. As an outcome of the youths’ contributions, a number of adjustments were made in the projects.5

In the Dominican Republic (YAG Modal: Task Advisor), the need for youth development programs was addressed during the CAS consultations (which included young people). The government sought support from the World Bank to expand opportunities for poor youth, in particular, by increasing their employability through second-chance programs that offered education and training to improve their job skills. In response, the Bank’s Youth Development Project established a YAG and involved it in every step of the project’s design to ensure that the project addressed young people’s needs. Box 4 illustrates some of the institutional challenges the Dominican Republic experienced when organizing a YAG for its project.

**Box 4: Dominican Republic—Overcoming Administrative Challenges (YAG Model: Task Advisor)**

During project identification, the task team leader (TTL) met with several Dominican youth groups, after which the TTL requested each group to identify a representative to serve as a full-fledged member of the Youth Development Project preparation team. Given their ages and limited formal education, it was very difficult to hire them as individual consultants using the Bank’s normal procedures, so the TTL asked one of the youth organizations to serve as an “umbrella organization.” This organization would be responsible for providing the Bank team with youth representatives from a variety of organizations and handling payment to the youths and their organizations. The TTL drafted a single set of terms of reference (see Appendix E) for the youth organization, helped the organization register as a Bank vendor, and drafted the contract. For the next nine months the youths worked both during and between project preparation missions to improve project design.

(—Peru New Voices member)

In my country, many people don’t have a good impression about the World Bank. Those who know of it think that the World Bank has no faces, [only] suit-wearing bureaucrats who are trying to change our country.

—Peru New Voices member

Youth from Hatun O’ero community participate in the preparation stage of a community development project, 2007.

In Macedonia (YAG Model: Community Agent), Youth Voices Group (YVG) members received training and background information while working with the Education Modernization Project (EMP) team. They then joined the supervisory mission and participated in monitoring and evaluating the EMP, getting beneficiaries’ feedback on the project. The findings from the YVG interviews were discussed and used later in the project to improve the quality of the project design.

In Georgia (YAG Model: Community Agent), a YVG also provided assistance in preparing a qualitative study on school-to-work transition. Under the guidance of a research company, IPM, the YVG conducted a series of focus groups to identify key indicators of the school-to-work transition with a focus on school dropout patterns and incidence among various youth groups. The research also examined existing policy responses and the gaps between policy and outcome. The YVG provided policy recommendations to the Ministry of Labor, Health and Social Affairs and the Youth Department of the Ministry of Culture and Sports. The study also provided inputs to the World Bank education team working on the reform of higher education in Georgia.

YAGs can contribute the most when involved from the very beginning of the project cycle. This way, YAGs can provide information that can help shape the overall design of the project.

—Macedonia Youth Voices Group member

How YAGs Can Benefit Young People

Just as the YAG experience has benefited the Bank, it has benefited its young participants and, indirectly, all youth affected by its development projects. The most telling measure of YAG success is how the youth participants, building on the skills and training from their YAG experience, have been empowered to continue working in youth organizations and activities on their own.

In Ethiopia, for example, the WB office established a Youth Advisory Group and involved its members in the Bank’s HIV/AIDS project. The YAG worked on establishing a support network among local NGOs that improves the flow of information and mobilizes young people against the spread of HIV/AIDS in Ethiopia. It also published a resource guidebook and an information book on HIV/AIDS and distributed

Young people were instrumental to second stages of the project design. They collected information that we couldn’t have obtained. Beneficiaries are more open to discussing their opinions with youth than the Bank staff whom they have never met before.

—WB EMP team staff

Ethiopia YAG members, 2005
them to high schools and youth organizations in 11 regions of Ethiopia. Today, the group, now called the Youth Action for Development Association, functions as an independent youth organization that addresses issues confronting youth in Ethiopia.

*When I first heard about [the Youth Advisory Group], I thought it is an opportunity for us, the World Bank, to understand the thoughts of young people on development issues in [this country] and how we, the World Bank, could act upon those. Over time, [my opinion] changed. [The] important thing for this country is to develop youth policy and try to solve the problems of youth. YAGs can contribute to it. I've seen people in the World Bank who don't want to be influenced [by youth]. However, if YAGs didn't exist, I wouldn't have learned about the problems of young people.*

—WB YAG focal point

In Brazil, the youth social network, Rede Nacional de Organizações de Juventude (RENAJU), an outgrowth of the World Bank initiative Young Voices, created a pathway for youth to engage with regional governments on development projects. For example, youth leaders worked with the government of the Ceará region on budget setting and rural development projects. RENAJU also provides input to the World Bank, on request, for publications such as the World Development Report 2007.

In Georgia, YVG members participated in a training-of-trainers program covering proposal writing, project analysis, lobbying, and training skills. They then visited five regions of Georgia to give youth representatives from various youth organizations the same training they had received.

In Moldova, YVG members recruited several young volunteers to host and train local youth and youth organizations on HIV/AIDS issues. The volunteers and YVG members organized seven seminars in different villages to raise awareness about HIV/AIDS prevention. The activities included a drawing competition, a discussion forum, and information sharing among youth participants. These seminars reached more than 730 youth in just one day.

*The cooperation between the World Bank and NGOs is not as strong as the cooperation between the WB and government institutions. I'm convinced that not only in Georgia but also in some other countries, in regard to youth development issues, government bodies are not taking any action. There should be some kind of mechanisms to involve youth organizations and NGOs in working on youth problems.*

—Georgia Youth Voices member
For most countries in MENA and the Africa Region, a YAG has not proven to be a viable model for involving youth in Bank development work—mainly because of financial constraints (see Appendix A). Many of these country offices have found other ways to include local youth in community development. For example, in Africa, colleagues involve youth in informal ways, such as through small grant programs, youth conferences, annual summer youth camps or the Youth Development and Peace Network. These activities, like YAGs, depend on the personal engagement of individual WB staff who volunteer their time. For further details of YAG activities, see the case studies attached in Appendix C.

6. Youth Development and Peace chapters have been formed in eight countries. Each YDP chapter brings together youth organizations working along the lines of the YAG Community Agent and Youth Network models. The anchor on the Bank side for these networks is the communications officer or the Public Information Centre officer. The objectives of the YDP chapters are (1) to establish mutual learning opportunities between youth and the World Bank; (2) to empower local young people and strengthen youth networks; (3) to voice their concerns as participating members of the government’s process for formulating youth policy; (4) to contribute to the documentation of development activities for and by youth; and (5) to establish a partnership with the National Youth Secretariat or similar government agency for youth.
The beginning of a new program is always a challenge, especially, when there are no models or outlines to follow. In many country offices, Youth Advisory Groups are still in the pilot stage and, as the study found, there is no standardized, comprehensive process in place to monitor and evaluate their activities. Therefore, in many countries, it is difficult to assess how these activities are impacting the World Bank’s work and what their outcomes are. Certainly, youth participation in the form of YAGs should be further assessed by each country office once a systematic evaluation process is in place. (The monitoring and evaluation of YAGs is further discussed in Appendix D.) In the meantime, a number of preliminary conclusions can already be drawn from the YAG experience. Table 3 summarizes common successes achieved and barriers faced by YAG members, focal points, and other World Bank staff.

**Table 3: YAG Successes and Barriers**

<table>
<thead>
<tr>
<th>For WB staff/focal point</th>
<th>Successes</th>
<th>Barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Better access to information on beneficiaries (youth can obtain more information than staff can)</td>
<td>• Limited resources, especially funding, for YAG activities</td>
</tr>
<tr>
<td></td>
<td>• More insights on youth issues/perspectives</td>
<td>• Insufficient awareness among staff/community of youth’s potential and YAG initiative</td>
</tr>
<tr>
<td></td>
<td>• Increased community involvement in a project</td>
<td>• Limited support from sector managers and task managers</td>
</tr>
<tr>
<td></td>
<td>• More effective outreach through peer-to-peer dissemination of information</td>
<td>• Limited training among staff/youth to work together</td>
</tr>
<tr>
<td></td>
<td>• Too few YAG activities—too little involvement in Bank projects</td>
<td>• Too few YAG activities—too little involvement in Bank projects</td>
</tr>
<tr>
<td></td>
<td>• Low recognition from the WB for focal point and YAGs’ accomplishments</td>
<td>• Low recognition from the WB for focal point and YAGs’ accomplishments</td>
</tr>
<tr>
<td></td>
<td>• Limited access to/nonexistence of a Ministry of Youth</td>
<td>• Limited access to/nonexistence of a Ministry of Youth</td>
</tr>
<tr>
<td>For YAG members</td>
<td>• Gains in knowledge and skills</td>
<td>• Little time to learn about WB’s work</td>
</tr>
<tr>
<td></td>
<td>• Added recognition for youth’s capability within community</td>
<td>• Limited recognition and support by government and WB staff</td>
</tr>
<tr>
<td></td>
<td>• Higher self-esteem/sense of responsibility in society</td>
<td>• Limited available resources for YAG activities</td>
</tr>
<tr>
<td></td>
<td>• Opportunity to express and address youth concerns</td>
<td>• Uncertainty about YAG’s continuation</td>
</tr>
<tr>
<td></td>
<td>• Opportunity to meet with youth from different backgrounds</td>
<td>• Unwillingness of adults to listen</td>
</tr>
<tr>
<td></td>
<td>• Opportunity to learning about own country</td>
<td>• Management of time between YAG and personal commitments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reluctance of government and youth to engage with each other due to historical conflicts or cultural and political factors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Little opportunity to engage directly in dialogue with government officials</td>
</tr>
</tbody>
</table>

*Source: World Bank data.*
Financial Resources

Finding sufficient resources for YAG activities has been challenging. The most common problem country offices cited was a scarcity of resources, particularly the limited funding available within the country unit. Initially, each country office starting a YAG was supported by the President's Contingency Fund (PCF). However, most offices, particularly in African countries, had difficulty continuing the initiative once the funds ran out.

Another challenge has been the lack of recognition and compensation for staff who work with YAGs. The staff’s time is not paid for by the Bank and is not subject to an Overall Performance Evaluation (OPE) despite the tremendous effort invested. Many of the youth focal points continue to use large amounts of their personal time to support YAG activities.

YAGs That Were Discontinued

Six of the twenty YAGs established by 2007 discontinued their activities. Four of those, all in African countries, ceased to operate because of lack of financial commitment within the country office or from headquarters. (Box 5 discusses two additional reasons for their failure.) Two other YAGs, in Brazil and Ethiopia, found a better entry point within their country/community for integrating youth in the development process, and went on to form independent social networks (see the Youth Network model). In addition, Venezuela ceased all its operations Bankwide.

Box 5: Why Some YAGs Were Discontinued

Those countries that discontinued their YAG programs typically did so for one or both of the following reasons, in addition to financial constraints:

1) Limited Institutional Capacity
   The capacity of the World Bank to accommodate a YAG initiative had not been correctly assessed in the planning stage of the YAG program. For example, staff underestimated staff time, available resources, or the project portfolio as it involves young people. A poor cultural/political environment in the country also limits the level or entry point for involving youth in decision-making processes or in development issues.

2) Low Priority Placed on Youth
   Youth issues and youth participation were given low priority by client governments and/or by the World Bank country offices, thereby limiting young people's involvement in a project (either as stakeholders or as active agents of development). As a result, the progress of youth development was further deemphasized.
Lessons Learned

It is extremely important that both staff and youth have a mutual understanding and expectation of what “working together” will mean at the very beginning of the initiative.

—WB youth focal point

YAG members and Bank staff noted many lessons they had learned from the YAG experience and provided valuable tips about working with young people (see Box 6). Key lessons about the Bank’s commitment to youth participation, the work of country office staff involved with YAGs, and collaboration with local organizations are summarized below.

Institutional commitment—The Bank needs to actively affirm its commitment by

- Creating an institutional framework within the Bank that allows youth to participate in the mainstream of WB development work and ensures that all staff understand the importance of involving youth from the early stages of the project cycle, especially the identification and design stages. Sector managers and senior management should encourage country office staff to include youth.
- Providing incentives (recognition, resources, support, etc.) for WB staff to work on youth programs and youth specific issues. For example, include staff efforts in the Overall Performance Evaluation.
- Establishing official guidelines or procedures for hiring young people. Current WB hiring requirements are not suitable for young people’s experience and education. A specific hiring process should be developed that focuses on young people’s contributions.
- Promoting youth agenda and priority areas in CAS.
- Including systematic M&E components in the YAG program with sets of key indicators to measure its effectiveness and to support scaling-up the program.
- Providing adequate funding for YAG and Country Offices to complete proposed assignments and projects.
- Offering seed money and technical support for YAG pilot activities.
- Ensuring that youth have access to meeting facilities, computers, information (in their primary language), and to WB staff (focal point and project team).

Country office staff—Bank staff directly involved in setting up/working with YAGs need to

- select members for the YAG using criteria that meet the objectives set by the country office. Members should be youths from varied backgrounds who are in a position to share the knowledge and skills they acquire in the YAG with other local youths and their communities. (See Appendix B for detailed information on the selection process and criteria.)
- thoroughly discuss with YAG members at the outset the objectives and expected outcomes of YAG activities to eliminate any false expectations. For example, most YAG youth had expected that the World Bank would propose youth policies to their governments.
- have a committed focal point, as well as the support and understanding of the general staff. In addition, sector managers must be convinced about the value of youth participation.
- solicit young people's views at the beginning of the project cycle. In the past, youth were consulted after the strategy or project was designed and thus their perspectives were not reflected in the projects.
- have facilitators to help the focal points organize YAG activities. The focal point and the facilitator should meet regularly with the country manager to review the operation and the achievements of the youth group. Keeping country office staff informed is the best way to ensure their cooperation.
- have training on how to work with young people.

**Collaboration with local organizations**—Bank staff should
- take time to identify and build relationships with youth organizations that best represent the youth population of the country (including within minority groups, marginalized groups, gender groups, and the disabled community);
- create a clear linkage or communication strategy between NGOs and YAGs to enhance empowerment of local organizations and widen youth outreach; and
- take advantage of what local groups have to offer. For example, NGOs often provide capacity-building training that is available to and appropriate for YAG members.

**Box 6: Tips for Working with Young People**

- keep them well informed and provide guidance and a framework for their work
- give them regular feedback
- give them specific assignments, preferably ones that assign them an active role (e.g., M&E discussion) rather than a passive one (e.g., report writing)
- remember that they are not specialists
- provide an unthreatening, comfortable place where they can speak out
- have them work in small group settings
- ensure that the adults they interact with do not treat them in token fashion.
- help them develop realistic expectations
- consider giving them some type of compensation for their time and effort

**How to Create a Successful YAG**

The ten steps listed below provide a framework for creating a successful Youth Advisory Group. Following these steps in sequence should help country office staff determine the level of youth participation the World Bank can accommodate at the country level. Additional information is provided in Appendix B. Sample forms and documents useful for starting a YAG are included in Appendix E.
Step 1. Assess the supportiveness of the environment toward youth.
- Assess local cultural and political attitudes as they affect young people.
- Identify and consult NGOs and youth organizations.
- Secure a firm commitment from country directors/country managers/TTLs.
- Locate sufficient funds for YAG activities.

Step 2. Define the framework for youth participation.
- Define “meaningful youth participation” for a country office.
- Define expectations for a YAG and identify an approach/model suited to youth participation.
- Offer incentives to staff to include youth in their work.

Step 3. Review the portfolio of Bank projects and identify an entry point for YAG activities.

Step 4. Select and recruit youth participants for the YAG.

Step 5. Define objectives, desired outcomes, and expectations of staff and youth.

Step 6. Create and implement an action plan; include focal points, YAG facilitators, and YAG members in creating the plan.

Step 7. Organize workshops and training for staff and youth in collaboration with local NGOs and youth organizations.

Step 8. Monitor the YAG effort (see Appendixes D and E for more explanation and sample indicators).

Step 9. Give feedback to YAG participants and share experiences.

Step 10. Offer incentives/rewards to youth participants.
- Offer financial rewards.
- Issue Certificates of Completion and letters of recommendation.
- Express appreciation.

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7. See Appendix B.
Conclusion

When young people are empowered, trained, and offered opportunities, they have the potential to become development actors rather than just “receivers” of interventions. The YAG approach, by combining empowerment, training, and opportunities, helps young people develop their skills at the same time they help the Bank improve the effectiveness of its operations.

In the limited time they have existed, YAGs have already proven they can be effective partners in development. For example, as members of the preparation team for the Youth Development Project, in the Dominican Republic, they provided information about local young people that was essential to develop an effective project design. Their collaboration enabled World Bank staff to address the gap between theory and practice, ensuring that the project’s objectives aligned with the realities of young beneficiaries’ daily lives. In Macedonia and Peru, YAG members working in the monitoring and evaluation stage of projects engaged in a series of dialogues and surveys with local beneficiaries to identify problems and challenges people faced in their community. Their feedback and recommendations improved the quality of the projects’ design and implementation.

The experiences of country offices working with young people provide important messages about youth participation. We have learned that for youth to make a meaningful contribution to the World Bank’s work, the Bank must provide an environment that is open to their ideas and opinions. We must identify and develop their strengths, rather than focus on their weaknesses. We must offer them regular channels for participation in development work within the organization. And, to benefit the greatest number of people, we must include youth who are representative of the diversity of people in their communities.

The World Bank’s core mission is to combat poverty; the magnitude of this challenge requires new allies in the field. For years, the World Bank collaborated with civil society organizations and leaders, but now the Bank is broadening its definition of civil society to include youth organizations as well. Increasingly, YAGs are playing a strategic role in development outcomes at the country level. Inclusion and empowerment of young people, as exemplified in the YAGs, not only improves the effectiveness of interventions for all youth, it helps recruit new allies to the Bank’s mission worldwide. As our experience in the various countries shows, many young people are eager to participate in the World Bank’s work. And why not? At the end of the day, they are the ones who must shoulder the responsibilities of today and the future. The question is: How ready are we to work with young people?
Appendixes

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71     Appendix D:       Monitoring and Evaluation Process
75     Appendix E:       Sample Forms and Documents
## Appendix A

### Features of YAG Models

<table>
<thead>
<tr>
<th>Table A: Features of YAG Models</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Model Typology</strong></td>
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<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Structure</td>
</tr>
<tr>
<td>Rotation Period</td>
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<tr>
<td>Selection Process</td>
</tr>
<tr>
<td>Entry Points</td>
</tr>
<tr>
<td>Frequency of Meetingsa</td>
</tr>
<tr>
<td>Focal Pointb (hour)</td>
</tr>
<tr>
<td>Facilitator/Coordinator. (hour)</td>
</tr>
<tr>
<td>Task Team Leader (hour)</td>
</tr>
</tbody>
</table>

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a. The YAG usually meets once or twice a week depending on assignments.

b. Usually, time used for a YAG is not billable because YAG activities are not included in the budget line in the PRSP/CAS. Thus, most focal points work on their personal time.
<table>
<thead>
<tr>
<th>Model Typology</th>
<th>Knowledge Intern</th>
<th>Community Agent</th>
<th>Task Advisor</th>
<th>Youth Network</th>
<th>Outsourced Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Constraints within the WB</strong></td>
<td>Staff time and budget; recognition of FP's work</td>
<td>Staff time; budget; facility/equipment; limited support from WB staff; recognition of FP's work</td>
<td>Budget; WB's hiring guideline for youth consultants</td>
<td>Limited understanding of benefits and importance of youth participation</td>
<td>Limited understanding of benefits and importance of youth participation</td>
</tr>
<tr>
<td><strong>Resources: budget, equipment, and facilities</strong></td>
<td>$35k&lt;sup&gt;c&lt;/sup&gt; Meeting room, computer, internet, telephone, web camera</td>
<td>$10k&lt;sup&gt;d&lt;/sup&gt; Meeting room, computer, internet, telephone</td>
<td>No annual budget. Youth consultants' fee and transportation</td>
<td>No annual budget. Transportation/meal costs</td>
<td>No annual budget. Transportation/meal costs</td>
</tr>
<tr>
<td><strong>Funding Source</strong></td>
<td>Country Management Unit (CMU)/Social Development Division (2 countries)</td>
<td>Region VP/CMU</td>
<td>Project budget</td>
<td>CMU</td>
<td>CMU</td>
</tr>
<tr>
<td><strong>Pros</strong></td>
<td>Solid feedback from beneficiaries reflected; direct impact on development; youth empowerment</td>
<td>Solid feedback from beneficiaries reflected; youth empowerment; better access to community</td>
<td>Educated input from youth consultants; Youth already have knowledge of WB's work; no maintenance cost</td>
<td>Low cost; good representation from community; direct impact on national policy/development</td>
<td>Low cost</td>
</tr>
<tr>
<td><strong>Cons</strong></td>
<td>Annual budgeting; limited staff time; still most PADs are in English</td>
<td>Demands on staffs' time; questionable sustainability, if not funded by CMU</td>
<td>Limited youth empowerment; may not be able to include variety of voices, esp. disadvantaged youth</td>
<td>Limited direct impact on WB's work</td>
<td>Limited variety of youth; limited impact on development or WB's work</td>
</tr>
<tr>
<td><strong>Countries</strong></td>
<td>Peru</td>
<td>Bosnia-Herzegovina, Ecuador, Georgia, Macedonia, Moldova, Turkey, Venezuela, Yemen (Albania, Bolivia, Serbia)&lt;sup&gt;e&lt;/sup&gt;</td>
<td>Dominican Republic, Republic of Yemen</td>
<td>Brazil, Ethiopia</td>
<td>Egypt</td>
</tr>
</tbody>
</table>

c. Annual budget includes cost for videoconferencing, coordinator's fee, food/transportation costs, and materials.

d. Annual budget includes cost for facilitator's fee, food/transportation costs, and materials.

e. New YAGs established in 2007.

Source: World Bank data.
Appendix B

Process and Criteria Used in Selecting YAG Participants

This appendix details the process that country offices followed to organize a YAG and the criteria they used for selecting their youth participants. The process and selection criteria were similar across the case studies (presented in Appendix C).

Process

First, the country office focal point and country manager or director, sometimes in coordination with the Bank’s regional team, assessed the demand for youth participation and “mapped out” the civil, nongovernmental, and youth organizations working with and for youth and on youth issues. The focal point and manager then reviewed the Bank’s portfolio of projects and discussed with the task team leaders how youth could be involved in Bank projects.

Second, the focal point identified youth organizations and NGOs working in areas relevant to the Bank’s work and invited them to submit recommendations for youth to participate in a YAG. Some country offices disseminated a call for applications through the mass media (e.g., newspapers, youth websites), and one country office invited youth attending a World Bank summer camp. The aim was to engage youth who had qualifications and skills compatible with opportunities available in the particular country office.

Next, the focal point evaluated the curriculum vitae and references of the recommended applicants based on selection criteria (described below). In one case, Ecuador, an NGO and municipal staff member participated in the review of applications. The focal point gave the applicants guidelines for a group interview and asked them to complete a self-evaluation questionnaire. Based on this questionnaire, the focal point selected applicants for a group interview.

Last, the focal point, along with the task team leader and country manager, conducted group interviews. In some cases these included role-playing exercises to evaluate the youths’ ability and skill in working and getting along with others. The finalists selected, based on the group interviews, were invited to attend an introductory workshop.

Screening Criteria

The country offices studied applied similar criteria to screen prospective participants. In some cases (e.g., ECA and LAC), the Bank’s regional office also provided a general framework for screening. The country offices sought youth who were

- between 17 and 25 years of age,
- enrolled (preferably) in an institution of higher learning,
- experienced in working with or among young people,
- members of a youth group or an NGO that works with youth,
- able to use basic English, and
- familiar with basic use of the computer and Internet.
To assure relevance to the Bank’s work, the country offices specifically sought youth who had the following attributes:

- Basic knowledge of methods and techniques used in social development projects
- Interest in social development topics
- Analytical abilities, openness to new ideas, and creativity
- Teamwork skills
- Capacity to work under pressure and a sense of responsibility
- Availability to participate in project activities
- A commitment to social development
- A commitment to replicate their lessons learned within their own organizations.

Additional criteria were sometimes used to accommodate particular needs and situations. For example, some country offices sought youth who

- came from rural or urban areas,
- represented diverse ethnic backgrounds,
- had not previously had opportunities to participate in youth forums (avoiding well-known youth professionals),
- did not work in or for NGOs and political parties or did not have decision-making responsibility in an NGO or political group (important in regions of high corruption).
Appendix C

Case Studies of 12 Youth Advisory Groups

Page 38  The Arab Republic of Egypt
40  Bosnia–Herzegovina
43  Brazil
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48  Ecuador
50  Ethiopia
52  The Former Yugoslav Republic of Macedonia
55  Georgia
58  Moldova
61  Peru
65  The Republic of Yemen
67  Turkey

The 12 case studies that follow were developed in fiscal 2006 from one-on-one interviews with country office staff responsible for each YAG (country managers, focal points, and task team leaders), YAG members, and headquarters’ staff at the World Bank. In addition, reference and resource documents available at the Bank were used. The interviewees described the activities, outputs, and outcomes of their respective YAGs and the lessons they drew from their experience. The type and amount of information available varied, and some case studies are considerably more detailed than others. The studies

• are presented alphabetically;
• encompass all YAGs ongoing in 2006–2007 as well as several from previous years;
• describe experiences across four regions (Africa, Europe and Central Asia, Latin America and the Caribbean, and the Middle East and North Africa);
• reflect five YAG models (Knowledge Intern, Community Agent, Task Advisor, Youth Network, and Outsourced Partnership);
• detail the context, participation, activities, and outcomes of each YAG; and
• give contact information, funding sources, and references.
The Arab Republic of Egypt

YAG Model: Outsourced Partnership

Context

Egypt has a huge youth population—approximately 60 percent of the total population is below the age of 25—and the government places high priority on addressing issues concerning youth, especially unemployment. However, opportunities for youth to voice their ideas and concerns are greatly limited because of social and cultural practices. Youth are most likely to be heard if they channel their concerns through local NGOs and/or institutions (public, private, academic).

In 2004, the country office established a Youth Voices Group to advise the World Bank on youth perspectives, but the arrangement ended in 2006 because of limited resources. To continue to provide a venue for youth concerns, the staff decided to outsource Youth Voices to one of the local youth organizations on an as-needed basis. A youth organization selected by the country office would set up a Youth Voices Group upon request from the country office staff and engage youth in consultations and youth conferences on development issues affecting their communities.

YAG Particulars

Established in 2004, ended in 2006
Number of youths: 16
Gender: 9 females; 7 males
Ethnicity: N/A
Average age: 18–26, all students
Membership term: N/A. One-off consultations; participate in youth conferences by invitation.

YAG Activities

Since 2004, Youth Voices members have participated in the following forums and consultations organized by the World Bank:
- Regional Flagship Report consultations in Egypt, 2004
- Regional Small Grant Program workshop in Egypt, 2005
- WDR consultations in Egypt, 2006
- Promoting Innovation and Entrepreneurship Forum, Morocco, 2006

Lessons Learned

- Young people need help getting their voices heard because their society has no tradition of listening to youth’s concerns.
- Youth need to voice their opinions through established channels, such as academic institutions, NGOs, CSOs, and youth organizations.
**Focal Point**

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**Funding**

Youth's transportation costs to attend forums and consultations are paid for by the WB country budget.

**Partners**

Two major youth organizations are partners of the World Bank: the Institute of Cultural Affairs and the Youth Association for Population and Development.
Bosnia-Herzegovina (BiH)

YAG Model: Community Agent

Context
Since the end of the Yugoslav war in 1995, Bosnia-Herzegovina has focused on nation building, post-conflict reconciliation, and social integration. With 45–60 percent of youth ages 14 to 29 unemployed (OIA, 2005), one of the major challenges the country faces is the emigration of young people to other countries. To cope with this and other growing concerns for young people, the federal government established the Commission for the Coordination of Youth Issues in 2005. The commission consists of representatives from state and youth organizations at the federal level. Various youth agencies and committees also address youth issues at the regional and municipal levels. However, the government does not have an adequate infrastructure for implementing the proposals and action plans that it receives.

Bosnia-Herzegovina has more than 250 youth organizations, which play a pivotal role in breaking down barriers among ethnic groups. In cooperation with youth organizations and international agencies, the Government of Bosnia has hosted several major international youth conferences in recent years. These include the World Bank’s second Youth Development and Peace conference, held in Sarajevo in September 2004. The conference attracted youth representatives, including YAG members, from more than 80 countries worldwide.

YAG Particulars
Established in 2004 as Youth Voices
Number of youths: 18
Gender: 9 females; 9 males
Ethnicity: Various, reflecting Bosnia’s ethnically diverse population
Average age: 22 years
Membership term: open (10 youth were replaced in FY 2006)

YAG Activities
The basic activities are the following:
- Learn about World Bank operations
- Provide comments or input on Bank projects assigned by the WB country office
- Organize discussion roundtables on selected youth issues in collaboration with Bank staff and government officials
- Attend youth conferences and events organized by the World Bank
- Participate in regional videoconferences concerning youth

Projects and Tasks
Even before Youth Voices was established, the government consulted youth in developing its Poverty Reduction Strategy Paper (PRSP). From these consultations, the government identified five focus areas for
youth: education, employment, youth policy, health, and information technology. The Bank’s country assistance strategy (CAS) for fiscal years 2005–07 included the same focus areas for youth as in the PRSP.

2004–05

When Youth Voices was established in 2004 (subsequent to completion of the CAS), Bank staff and YAG members selected three areas for focus:

- Education and employment
- Health care
- Youth policy

Based on their interest and experience, the members divided into three working groups addressing these topics. During FY 2005, Youth Voices contributed input and feedback on Bank projects, and most were involved in exploring aspects of youth issues in Bosnia. Bank staff provided information and technical knowledge.

CAS FY05–07. YAG members provided comments on the CAS, based on consultations with others in their respective regions. They also continued working with Bank teams on education and employment, health care, and youth policy.

Education and Employment. This working group emphasized promotion of the importance of non-formal education. The group

- provided comments on the document and advice to the team on the project appraisal for the Education Restructuring Project, as advised by the Bank’s education team;
- presented discussion points and input from youth organizations to the Bank’s education team; and
- recommended ways to improve and support informal education in Bosnia.

In addition, the working group explored restructuring of the country’s higher education system, conducting interviews with students, professors, and university deans.

Health Care. This working group researched the priorities of youth associations dealing with health issues. The group also worked on environmental issues and created a petition, Cista BiH—Zdrav Zivot (Clean BiH—Healthy Life), to raise awareness about the impact of environmental pollution on health. In addition, the group created a database of health organizations and reported to the Bank’s Health Sector Enhancement Project Team.

Youth Policy. This working group created a database of youth associations active in creating youth policy in Bosnia and met with several of the associations to exchange ideas. The group also met several times with government officials before the establishment of the Commission for the Coordination of Youth Issues to offer recommendations on the selection of youth representatives and future activities of the commission.

2006

The country office expanded Youth Voices’ scope of work in Bank projects to include, for example, participation in the Bank’s Education Project and Labor Market Reform Project.

Key Outputs

- Conducted a survey and wrote a report on youth associations dealing with health issues
- Started a petition to raise awareness about pollution, collecting almost 1,000 signatures
• Organized a roundtable discussion with representatives of organizations active in informal education
• Participated in a field visit with an NGO working on HIV/AIDS prevention and protection.

Outcomes
Not Available

Lessons Learned
• The YAG is an adequate vehicle for ensuring that youth priorities are mainstreamed into Bank-financed operations.
• YAG members have limited capacity to participate in M&E without proper training.
• The Bank’s staff should pay more attention to inputs from Youth Voices.
• YAG activities should be better linked to Bank operations and more closely aligned with the CAS objectives.
• YAG members can focus better on specific projects or programs if they address fewer topics (one or two).
• YAG activities are not always linked to the Bank’s operations, though they should be.

Focal Point
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Funding
YAG activities were funded in FY 2005 through the VP Regional Fund for US$15,000 and, in FY 2006, by the country office.
Brazil

YAG Model: Youth Network

Context

In 2003, the Government of Brazil began to discuss the creation of a National Youth Policy. The government realized the benefits of asking youth to participate in policy discussions and communicate their concerns and issues. Also in 2003, for the first time, the World Bank decided to involve youth community leaders as stakeholders in the development of Brazil’s Country Assistance Strategy (CAS) for 2004–07. The other CAS stakeholders included local civil society and nongovernmental organizations, which historically in Brazil have held negative views of the World Bank’s strategies and policies. When the Bank decided to involve young people in the CAS process, the Bank’s country office first had to confront this negativity. Through a series of dialogues, the staff and local youth organizations were able to form partnerships, agree on consultation processes, establish common goals, and define expected outcomes.

Initially, the Bank anticipated having a one-time consultation with youth during the CAS process; however, all of the parties soon recognized the value of extending the dialogue beyond the CAS. The consultations between youth leaders and Bank staff continued and developed into a broader discussion of youth issues beyond those addressed in the CAS. Subsequent to the second consultation, the Government of Brazil and the World Bank acknowledged the value of intensifying the dialogue with youth groups in formulating Brazil’s National Youth Policy, which is currently in the development stage. Following a third consultation, Young Voices was born.

Through Young Voices, the World Bank created a pathway for youth to engage in a continual dialogue with the government to further their objectives. The specific objectives of the Young Voices in Brazil were (1) to create broader support for youth issues among multilateral organizations, in association with the government’s participatory process for developing a youth policy; (2) to document the substantive output of youth-oriented government activities, including the National Youth Policy; and (3) to establish a partnership with the National Youth Secretariat (a newly established government unit for youth policy).

At the end of a Young Voices event in 2005, the youth network reinvented itself as Rede Nacional de Organizações de Juventude (RENAJU), (National Network of Youth Organizations). RENAJU consists of 35 NGOs and was created to deal with issues related to youth policies and young people’s interests. RENAJU is supported by civil society and nongovernmental organizations and is operated by and dedicated to young people. The participating NGOs represent various segments of the youth movement, ranging from hip-hop groups to indigenous people, from political parties to religious institutions. RENAJU is actively involved in community development at the state level and in discussions of youth policy at the national level. The network connects and informs young people from various backgrounds and organizations, shares their input, and presents their concerns and issues to government at all levels. Establishment of the network has helped to empower youth in Brazil.

After Young Voices became RENAJU, its roles evolved into consolidating and expressing the views of youth to government and serving as an organizing body to ensure that young people’s voices are reflected in government policymaking. The RENAJU network is no longer affiliated with the Brazil Country Office.
YAG Particulars
Established as a CSO consultation group in 2003
Member organizations: 35

YAG Activities

Consultations
Young Voices was not formed early enough to participate as a stakeholder during the development of Brazil’s Country Assistance Strategy for 2004–07. Therefore, the group’s objective was to create a forum that allows various stakeholders to discuss youth development and to establish a youth strategy. The group organized three consultations as follows:
• First consultation (July 2003): Young Voices participants provided their perspectives on youth issues and identified three priority areas as key concerns for youth in Brazil: education, income generation, and violence.
• Second consultation (February 2004): Young Voices made suggestions and recommendations for youth participation in discussions of Brazil’s National Youth Policy.
• Third consultation (April 2004): Young Voices discussed and proposed hosting a Young Voices event at which nongovernmental, youth, and civil society organizations, as well as the World Bank and the Government of Brazil, would be invited to discuss the concerns and priorities of young people. The objective was to promote inclusion of youth as a stakeholder in decision making on issues concerning youth.

Youth Events
Young Voices hosted two events to bring youth representatives together to address national youth issues. The first, Young Voices 1, was held in Brasília in May 2004 and involved more than 100 youth organizations and youth social movements from all over the country. The World Bank also invited other multilateral and bilateral agencies, including the United Nations, to participate. During the event, the young people discussed youth-related issues and identified opportunities for all stakeholders, including youth, to work together in formulating Brazil’s National Youth Policy.

The second event, Young Voices 2, was again held in Brasilia, in March 2005. The objective of this event was to discuss the National Youth Policy, the Millennium Development Goals, and youth development proposals put forward by young people. During the event, the participants focused on establishing priorities for action based on their evaluation of youth policies and the willingness of organizations to respond to young people’s needs and concerns. At the end of this event, the members of Young Voices agreed to establish RENAJU, the independent youth network.

Outputs
• Published the book Vozes Jovens, which summarizes the discussion points and data on young people from Young Voices 1 (World Bank publication, in English and Portuguese).
• Outlined an action plan for creating the National Youth Policy based on the discussion that took place in the second Young Voices event. The action plan was submitted to the government.
Outcomes

- Young Voices re-established itself as a youth network RENAJU, independent from the World Bank.
- Young Voices established a system for dialogue with government and youth organizations.
- The government established a National Youth Council with more than half of the council members coming from civil society organizations.
- More than 100 youth and civil society organizations are working together to help develop the National Youth Policy.
- The World Bank developed a better relationship and trust with local nongovernmental, civil society, and youth organizations.

Lessons Learned

- The discussion of participants’ goals, expectations, and values can take many hours, particularly when youth organizations are related to political parties.
- Any initiatives, such as youth consultations or youth movements, must be “owned” by youth from the beginning to the end to be effective.
- Objectives, rules for the consultation process, and expected outcomes of youth consultations and participation must be clearly understood and agreed upon by all participants from the beginning.
- The coordinating person or agency must be reliable and apolitical for the organization to maintain fairness.
- Youth consultations and discussions, to be recognized as legitimate, must involve stakeholders from different backgrounds.

Focal Point

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Funding

Transportation and snacks were paid for by the WB country budget.
The Dominican Republic

YAG Model: Task Advisor

Context
In the 1990s, the Dominican Republic was one of the fastest growing economies in Latin America, but this growth was impeded in 2003 by a banking crisis and subsequent economic stagnation. Youth unemployment increased to 35 percent, double the national average for unemployment overall. Poor education coupled with insufficient job skills left many youth out of school and jobless. The government established a Ministry of Youth and articulated a substantive Youth Development Policy, which called for the Ministry of Education to collaborate with other ministries in designing sectorial strategies to foster the development of youth. The policy also guaranteed the active participation of young people in both formal and informal education processes.8

The Bank’s 2005 Country Assistance Strategy (CAS) consultation reconfirmed the need for youth development programs to be based on discussions with stakeholders including youth, government agencies, neighborhood associations, employer associations, and community representatives. The government sought support from the World Bank to expand opportunities for poor youth, in particular, by increasing their employability through second-chance programs that would improve their job skills and education.

In order to develop and deliver programs that cater to young people’s needs, the Bank loaned US$25 million in 2006 for a Youth Development Project to enhance two programs (Youth and Employment and Second-Chance Education). The Dominican Republic Country Office created a Youth Advisory Group in 2006, which has had a central role on the Bank task team preparing for this project.

YAG Particulars
Established in 2006
Number of participants: four
Gender: N/A
Fees: US$9,000 for all consultants
Age range: 17–27
Membership term: preparation and supervision phases of the project
Education: secondary and tertiary education; experience working with youth organizations/NGOs
Ethnicity: N/A

YAG Activities (all activities specifically for the Youth Development Project)

- Participate in all meetings related to the project
- Review proposals
- Provide “reality-check” or youth perspectives
- Help write aide-memoires and notes/minutes/summaries of meetings
- Disseminate information/experience to youth networks and NGOs

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**Outputs**

- Strengthened project preparation documents with youth “reality check” incorporated

**Outcomes**

- Improved the project design
- Counterparts recognized value of listening to youth

**Lessons Learned**

- Youth members can provide valuable insights into project design.
- Four members is too many for a project of this size; two would be sufficient.

**Focal Point**

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**Funding**

Youth Development Project preparation budget—US$9,000 for four consultant fees and administrative costs for 1 month
Ecuador

YAG Model: Knowledge Intern

Context

Of the total population of 13 million, 1 out of 4 Ecuadorians are between ages 15 and 29. To enlist the ideas and energies of this large youth population, the World Bank office in Ecuador initiated New Voices in 2003. A group of young people recruited from local organizations, New Voices works on development initiatives that last two months. During this period, New Voices members learn about the World Bank's portfolio and activities with the Government of Ecuador; participate in workshops and training courses, explore areas of interest; and learn about the design and organization of development projects.

In FY06, the Bank collaborated with an existing program called Muchacho Trabajador that is supported by Derechos del Nino (a private foundation) and the Municipality of Ibarra. The program targets Carchi and Imbabura provinces, border zones with Colombia where many Colombian immigrants reside. Both areas are increasingly exposed to social violence because of conflicts from drug dealing and guerrillas.

YAG Particulars

Established in 2003
Number of youth: 13 (FY06)
Gender: 7 females; 6 males
Average age: N/A
Membership term: 2 months
Education: N/A

YAG Activities

- Participated in workshops/training courses
- Participated in field visits to project implementation sites
- Developed and presented a report to the WB country office on situation of youth in Carchi and Imbabura

All YAG members participated in a series of workshops and training courses given by the World Bank and NGOs on various development issues. Topics included Social Assessment of Youth in Ecuador; Concepts and Development Theories; General Information on the New Voices Program and the World Bank; Design, Follow-up and Evaluation of Projects; Citizen Participation and Public Policies; Cross-cultural Perspectives; and Border and Youth. Building on the tools and knowledge gained in these workshops, youth learn how to conduct field studies during site visits and to design their program proposals.

Between the workshops, the YAG visited the World Bank country office to learn about the Bank's project portfolio and identify areas of interest and ideas for youth programs. They also participated in field visits, explored their areas of their interest in development issues, and wrote essays on topics they selected:

- Youth situation of the Angochagua Parish
- Today’s young generation
• Youth cultures from Ecuadorian music
• Youth migration in Carchi
• Condition of education in populations of the Mira River basin
• Causes of death among young people in Ibarrenos
• Information and communication among young people
• Environment and youth in the Mira River basin
• Participation forms of Imbabura youth

**Outputs**

• Essays on youth issues mentioned above
• Proposals for integrating youth into Bank projects

At the end of the term, the YAG presented copies of the essays and proposals to the World Bank country office, municipal officials, and youth organizations.

**Outcomes**

• Developed skills in writing reports and conducting research

**Lessons Learned**

• It takes time for Bank country staff to update the list of youth organizations and NGOs.
• Contacting youth organizations and NGOs is often difficult due to their lack of access to computer, Internet, fax, and direct phone.
• The field visits to project sites allowed young people to address questions and collect information on their essay project.
• In addition to the workshops and essay writing, youths need practical training on how to conduct evaluation and research.
• It is important to have the YAG work with youth organizations and present project ideas and proposals to the World Bank at the end of the initiative.

**Focal Point**

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**Funding**

Country Unit and SDN Fund: US$17,000 (annually).
Ethiopia

YAG Model: Youth Network

Context
In the past 3–5 years, the Government of Ethiopia has been developing a National Youth Strategy, but progress has been slow because of structural changes in ministries and in the central government. As a result of the changes, the Ministry of Youth no longer exists, and youth policy now falls under the Ministry of Culture and Tourism. The government has identified four areas for youth intervention: youth social development, education, economic empowerment, and HIV/AIDS reproductive health.

In 2003, the Ethiopia WB office supported a WB EXT-initiated regional youth initiative, Youth Summer Camp in Ethiopia. During the Summer Camp, several youth expressed interest in working on HIV/AIDS issues with the World Bank. Soon after the Summer Camp ended, the country office established the YAG and got its members involved in WB HIV/AIDS projects.

In 2005, the YAG became a youth organization called the Youth Action for Development Association, which is independent from the Bank and is registered under the Ministry of Justice. The World Bank provided financial and technical support in the group's launching phase and continues to work with it on youth-related activities, such as the Youth Economic Empowerment Forum organized by the Bank in 2006.

YAG Particulars
Established in 2004
Number of youth: 19
Gender: N/A
Average age: 18
Education: secondary and/or tertiary
Membership term: open

YAG Activities:
Most YAG activities were related to HIV/AIDS education:
- Assess the status of youth participation and representation in the fight against the HIV/AIDS epidemic.
- Identify areas of intervention that will strengthen HIV/AIDS clubs, which are organized by local youth organizations and NGOs to inform youth about HIV/AIDS.
- Disseminate educational materials on HIV/AIDS to increase awareness among young Ethiopians.
- Network and collaborate with other organizations engaged in youth and HIV/AIDS activities.

Youth Workshop
The World Bank and YAG hosted an HIV/AIDS prevention workshop in Addis Ababa, inviting government, young people, and NGOs. The discussion focused on youth participation in HIV/AIDS clubs and identified major challenges to youth involvement in HIV/AIDS development issues—for example, the dearth of individuals with appropriate skills for designing and implementing projects.
Guidebook for Youth Organizations and HIV/AIDS Information Book

Under the sponsorship and guidance of the World Bank and the Swedish International Development Cooperation Agency, the YAG compiled two books for youth organizations and young people: the Guidebook for Youth Organizations (35,000 copies) and an HIV/AIDS information book (10,000 copies). The guidebook offers practical information on how to write proposals, design projects, find funding, and implement a project. The HIV/AIDS information book contains educational material and winning essays by young people on HIV/AIDS. Both books were distributed by schools and youth organizations in 11 regions in Ethiopia.

**Outputs**

- Organized a youth workshop
- Developed and distributed guidebooks and information books on HIV/AIDS

**Outcomes**

- Became the Youth Action for Development Association, an independent youth organization registered under the Ministry of Justice in 2005
- Continues to work with the Bank on youth-related initiatives, such as the Bank's Youth Economic Empowerment Forum (FY06) held in Addis Ababa October 2006.

**Lessons Learned**

- Youth organizations are often underdeveloped due to lack of information or access to resources; therefore, it is important to establish communication mechanisms and resource guides for local organizations.
- It is important that young people develop close relationships with local organizations or communities. This helps them to collect information and assess the situation in their communities, providing valuable feedback that can benefit Bank projects.
- Capacity building for young people and youth organizations is important and necessary.
- Finding a way within the political system is challenging but necessary for youth to voice their concerns/ideas in the country.

**Focal Point**

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**Funding**

Transportation costs for YAG members are paid for by the World Bank country office budget.
The Former Yugoslav Republic of Macedonia

YAG Model: Community Agent

Context

The proportion of young people in Macedonia is relatively small compared with that of other developing countries in the ECA Region; hence, the challenges facing Macedonian youth may not be among the top priorities of the current government. Some of the major challenges affecting Macedonian youth are ethnic reconciliation, education, sexual and reproductive health, employment, trafficking in human beings, organized crime, and rural development.

Youth Voices in Macedonia, which the Bank established in 2004, focuses on these concerns in the context of development challenges. Given that only a small percentage of young people are associated with local NGOs and youth organizations, the Youth Advisory Group initiative provides an opportunity for the World Bank to develop the leadership and professional skills of selected youth leaders in the community. Youth who receive this training will be empowered to help develop the skills and capacity of other local youth and communities.

YAG Particulars

Established in 2004
Number of youths: 12 regular members (FY06)
Gender: 3 females; 9 males
Average age: 22
Membership term: open

YAG Activities

- Participate in capacity building workshops and training courses provided by the World Bank
- Develop an action plan for the YAG, and create website and newspapers for local youth
- Attend youth forums and other relevant events hosted by the Agency of Youth and Sports in the Government
- Attend World Bank youth conferences (i.e., Youth Development and Peace Forum in Sarajevo)
- Participate in discussion forum of the National Youth Strategy, which is being developed by the government with external agencies such as the British Council for Youth.
- Participate in World Bank work—see below

Education Modernization Project (implementation and evaluation)

Members engaged in the following activities: learned basic information/background on the Bank's projects; participated in a Bank-provided training course on gender in education; and organized a presentation of the Young Voices initiative and the Education Modernization Project for youth representatives from the National Union Secondary School Students of Macedonia. In FY06, the Youth Voices conducted an evaluation of the Education Modernization Project, as piloted in 14 secondary schools, and presented its findings and recommendations to the task team leader.
Children and Youth Development Project (Implementation phase)

Members visited the Babylon Youth Centers and met with youth at the centers to discuss topics concerning youth; help prepared a plan promoting arts and culture for youth at the local level; and created and launched a radio program that informs youth about the Youth Voices initiative and the World Bank’s work.

School Dropouts’ Project (part of Education Modernization Project)

Youth Voices members created a 15-minute film on why education is important and presented it to Roma youth, who have one of the highest dropout rates in Macedonia.

Creation of Local Youth Strategy

Youth Voices members attended seminars offered by the country office on how to create youth strategies and later facilitated the process of creating a local youth strategy in the municipality of Veles.

Outputs

- Radio Program
- “School Dropouts” project—promotional film
- Youth Voices consultation on the Bank’s WDR
- Report on the outcomes of Youth Voices’ evaluation of the pilot Education Modernization Project
- Youth Voices website
- Youth Voices Action Plan FY06
- Draft of the local youth strategy, which adopted concepts from the National Youth Strategy and created a youth strategy that can be implemented at the local level

Outcomes

- Youth established channels for effectively reaching out to other youth in the community through dialogue and other creative means, e.g., films and radio programs.
- Young people demonstrated impressive potential and skills in their work evaluating the Education Mobilization Project.

Lessons Learned

- It may be a good idea to bring in new people and limit their term instead of leaving it open. That way the World Bank keeps hearing fresh ideas and views.
- The culture and procedures of the World Bank are not always youth friendly. Some revision in the Bank’s work procedures may be necessary when working with youth.
- The action plan created at the beginning of the fiscal year needs to remain flexible as many changes occur during implementation and discussion with the country office.
- It is important that youth and the World Bank staff discuss and agree on the goals and expectations they have for the YAG initiative at the very beginning.
- Having a supportive country director and focal point is important for the initiative to be successful.

9. The Babylon Youth Centers were established in 1991 by an Italian foundation (CESVi) as an original network of eight children and youth centers to develop a direct contact with young people in Macedonia. Using the World Bank Post-Conflict Grant executed by UNICEF, the centers were expanded to a network of 26 centers in 2001. Smilevski, Blasko, 2002.
• Lack of adequate funding limits the implementation of the YAG website and production of informational materials on YAG initiatives.
• Diverse representation of young people is important.
• The YAG facilitator and focal point must be experienced and patient when working with youth.
• Working with a YAG demands extra hours from the focal point outside of the regular work program since most activities take place on evenings and weekends.
• Though this is a country-led initiative, it requires more support from HQ in promoting youth participation in Bank work across all sectors.

**Focal Point**

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**Funding**

ECA VP Regional Fund US$10,000 (FY06)
Georgia

YAG Model: Community Agent

Context

Georgia is an ethnically diverse, lower-middle-income country with a population of 5 million, of which about 50 percent are young people between the ages of 14 and 26. Since achieving independence in 1991, the Government of Georgia has had difficulty making structural changes and asserting its authority. The government established a youth strategy for 2005–2010 and a national youth council. However, there is a growing demand by young people for a government-wide youth policy and for the youth council to involve young people in policymaking and address major issues such as youth unemployment and human trafficking. The Ministry of Education is keen to develop a better education system for young people and has initiated several projects to address problems in the education system. In addition, the Ministry of Youth, Sports, and Culture has initiated four national programs for children and young people.

In 2004, the World Bank established a youth initiative called Youth Voices to give hope and opportunity to Georgian youth. Through Youth Voices, the Bank is bringing youth from different regions into development issues and providing training to build young people’s capacity and skills in development work.

YAG Particulars

Established in 2004
Number of youth: 8–12
Gender: 5 females/7 males
Average age: 21
Education: secondary and/or tertiary, with experience working in NGOs/youth organizations
Membership term: open

YAG Activities

• Meet twice a week depending on the tasks
• Participate in capacity building workshops and seminars for youth hosted by the Bank, including TOT seminars
• Attend videoconferences with HQ ECA Regional Team and other YAGs in the region
• Participate in a youth conference in Sarajevo—the Bank’s second Youth Development and Peace Conference in 2004.

Local Self-Government Research

YAG members, working as a group, conducted research, field visits to rural areas, interviews, and focus groups with young people to discuss their involvement in and awareness of local government activities. The members presented the findings to the HQ staff.
Youth Advisory Groups: New Allies in the World Bank's Work

School-to-Work Transition Research
Youth worked with a local research company to (1) conduct focus groups and other research on school dropout patterns among various youth groups; (2) analyze existing policy and gaps and provide policy recommendations to the government; and (3) provide input to the World Bank education team working on the reform of the higher education system.

Small Grants Program
The YAG was involved in all aspects of planning and implementation of the program. Youth Voices members plan to conduct on-site monitoring of the organizations that are successful in obtaining small grants from the Bank and prepare a report.

Development Marketplace
Young Voices members participated in organizing the Development Marketplace and promoted the event widely to local youth organizations.

Outputs
- A written report on school-to-work transition presented to the World Bank ECA Region Social Development Division (SDV) team
- A written report on local self-government research presented to the World Bank ECA Region SDV team
- A regional training course developed and conducted by Youth Voices targeting youth leaders in local organizations in rural areas.

Outcomes
- Created a national network of youth organizations and NGOs
- Raised awareness of the Youth Voices initiative inside the World Bank and in the community of NGOs/ youth organizations

Lessons Learned
- The YAG’s participation in the Bank’s Development Marketplace helps to expand the Bank’s connections with youth-related nongovernmental and other organizations.
- YAG members need to have sufficient resources, such as access to computers and the Internet, an administrative budget, and a meeting place.
- More specific direction from the World Bank is necessary to continue with the Youth Voices activities.
- Knowledge of English is necessary to work with the World Bank as most documents are written in English.
- The Bank’s sector managers need to encourage in-country Bank staff to work with youth on Bank projects.
- It is important that Youth Voices members have some background on specific areas of Bank projects in order to make a meaningful contribution.
- It is important to establish clear objectives and roles for the Youth Voices members before starting activities.
• It would be beneficial for the country offices if HQ could provide grants or funding for YAG activities.
• Report writing is not the most effective way for young people to participate. Youth need interactive, hands-on experience
• Some type of follow-up is essential after youth participants present their research or report; otherwise, it produces no outcomes and discourages them.

**Focal Point**

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**Funding**

Country Office Unit Budget US$25,000 (FY06) for YAG activities
Moldova

YAG Model: Community Agent

Context
Attending to the concerns and ideas of youth is accomplished more realistically and effectively in Moldova through local government than through the national government. In 2003, the Ministry of Education and the Department of Youth and Sports collaborated with the United Nations Children's Fund and drafted a youth strategy, but it has not been implemented because of lack of funding. Although the national government has shown some interest in youth issues, the parliament declined to support a youth inclusion project proposed in 2004.

The Moldova Country Office started a Young Voices Group (YVG) in 2004. Since then, the YVG focal point has worked to identify youth and nongovernmental organizations that could support the participation of youth in World Bank projects. The Bank wants to provide an opportunity for youth to participate in the decision making of donors, the National Youth Council, and nongovernmental, civil society, and youth organizations on youth-related issues so that young people's voices are heard and youth are empowered to help foster positive changes in Moldova. Through YVG members' connection with local communities, the members can effectively disseminate information, knowledge, and skills to the people. In turn, communities develop a sense of ownership in Bank development projects in which the youth participate.

YAG Particulars
Established in 2004
Number of youth: 13 (in 2005, the country office received 250 applications, from which the country office selected only 13 youths to participate in the YVG)
Gender: equal representation of males and females when possible; depends on applicants' qualifications
Average age: 20 (range: 16–22)
Education: secondary and/or tertiary
Membership term: one year with option to stay for another

YAG Activities
- Participate in Bank-organized workshops on World Bank organization
- Organize workshops for training on various topics, such as approaches for sharing information on HIV/AIDS, communication methods, becoming an effective trainer, project writing, fundraising methods, and lobbying and advocacy
- Participate in teleconferences with ECA region SDV office and other YVGs in the region to discuss the activities and achievements of Youth Voices
- Plan a Youth Open House to which NGOs, young people, and government representatives are invited to meet and engage in dialogue on youth issues
- Created local YV Radio Program
- Created YVG movie to introduce the YVG's activities and mission
Appendix C: Case Studies of Youth Advisory Groups

General Education Project for Rural Area (preparation phase)
Under the task team leader’s supervision, the YVG administered (delivered and evaluated) 1,750 questionnaires about the education system to students in more than 30 high schools.

Social Investment Fund 2 (implementation phase)
The YVG participated in field visits and in the project advisory boards to observe and share their perspectives on the Social Investment Fund Project. Youth Voices members created the Social Investment Fund volunteer network and trained the volunteers in team-building and efficient communication.

HIV/AIDS Project (implementation)
The YVG organized seven seminars throughout the country to distribute and discuss information on HIV/AIDS with youth volunteers. A YVG member trained six local volunteers from different regions of the country on HIV/AIDS issues, including how to initiate an HIV/AIDS awareness-raising and education movement in their own communities, create an action plan, budget activities, and write a report. Each volunteer then trained two or more local volunteers in the community, who then hosted seminars in their respective communities.

HIV/AIDS and TB Project (monitoring/evaluation)
The YVG monitored and evaluated the quality of services provided by youth-friendly health centers.

Outputs
- Drafted a report based on comments and suggestions provided by the beneficiaries of Bank education projects in various regions
- Administered the GEP questionnaires and presented the results to the Bank's project team

Outcomes
- The youths’ ideas and information about the education system and young people’s needs will be reflected in the Bank’s next project cycle of education projects.
- The series of seminars and peer-to-peer training-of-trainers on HIV/AIDS that the YVG organized helped young people obtain accurate information and provided an opportunity for youth to openly discuss sexual health concerns with peers.
- Local young people who participated in the training gained self-discipline and an understanding of the lack of information on HIV/AIDS in the countryside.
- Each youth volunteer who received training conducted three seminars in different communities, extending the reach of the training to a total of more than 1,000 youth.

Lessons Learned
- In the seminars and training, youth need to have hands-on, interactive activities.
- Each training session should include a practical exercise to reinforce the knowledge and skills learned.
- Having a diverse group of youth in the YAG is important for obtaining better understanding of young people's situation.
- It is best to familiarize YAG members with all WB projects and invite Project Implementation Unit managers so that they can share information about their projects.
• It is important to discuss with the government how youth can participate in development in the long run.
• The role of the focal point is key in the country office’s decision to involve youth in Bank projects.
• Having youth participate in monitoring and evaluation is a good way to develop the sustainability of a project and the community’s understanding of the project.

**Focal Point**
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**Funding**
ECA VP Regional Fund US$15,000 (annual)
Peru

YAG Model: Knowledge Intern

Context

In Latin America, the public’s perception of the World Bank has not always been positive, and most people do not know what the World Bank is or does. Making allies in Latin American communities is therefore important to the Bank. In working with young people, the Bank’s country office in Peru saw that the passion of youth for development could be transmitted through them to their communities to help address development issues.

In February 2002, the Peru Country Office established the World Bank’s first YAG. Named New Voices (Voces Nuevas), the inspiration for the group came from the Bank’s “Voices of the Poor” program in Peru. For the YAG, the country office selected 23 young people representing different youth and civil society organizations and invited them to share their voices on development issues and to participate in local Bank projects. In this capacity, the YAG collaborated with the Bank on a wide range of youth-related issues as a strategic ally, not a passive observer.

When the World Bank’s president, James D. Wolfensohn, visited the Bank’s Peru office in November 2002, he met with the youth participants and agreed to expand the initiative. The president invited them to propose a project for replicating the YAG outside of Lima and in other countries. After three months of hard work and long consultations with other youth networks in and outside Peru, the participants finally submitted their proposal to the President’s Contingency Budget, requesting US$120,000. They were successful. The project was called Peru New Voices Advisory Group—Building Partnership for Development Between Youth and the World Bank. The first sites outside Lima were Cajamarca, Piura, Iquitos, and Cusco, in Peru, and Quito (Ecuador) and Caracas (Venezuela). Local nongovernmental organizations agreed to partner the program and sponsor the YAGs by providing nonmonetary resources to the groups, such as an office or conference room with basic furniture, PC equipment and Internet access, and office supplies. They also agreed to appoint a youth coordinator to work with the YAGs and coordinate with the task manager of the YAG program in the Bank’s Lima office.

Since 2002 approximately a thousand young people have been involved in New Voices in six cities, and soon more will join them. To extend the opportunities for youth involvement, the Bank’s country office decided in FY07 to change sites every two years. The sites scheduled in FY08 include three new sites—Ica, Arequipa, and Ayacucho—along with Cusco, Lima, and Piura. NGOs, such as CARE (in Piura), CEPRODEP (in Ayacucho), CEDER (in Arequipa), and COINCIDE in Cusco and Ica, will sponsor the implementation of New Voices activities at all locations outside of Lima in 2008.

Although the main role of New Voices is still to provide fresh ideas and points of view on Bank operations, the groups’ activities have evolved from promoting and establishing New Voices groups in Peru, Venezuela, and Ecuador to contributing their ideas for improving or complementing Bank projects. New Voices has become an integral partner of the Bank’s operations in Lima, teaming up with the task team leader on specific projects based on the participants’ qualifications.
YAG Particulars

First YAG established in 2002
Number of youths: 6 to 10 at a time in each location
Gender: On average, 8 females and 2 males at each site.
Average age: 21
Education: tertiary
Membership term: 6 months
Cities: Lima, Piura, Ayacucho, Arequipa and Cusco.

YAG Activities

- Undergo one-month induction process and training, including workshops on World Bank activities and the project cycle; training in designing, implementing, monitoring and evaluating development projects; and training in Internet-based research on development topics.
- Meet as a group once a week in the Lima country office YAG room. Other YAGs in remote cities meet weekly in facilities provided by local NGOs.
- Share views and information with local authorities and other youth organizations; organize youth-to-youth workshops.
- Select WB publications for presentation and discuss them with local authorities, experts, and staff.

World Bank Projects That YAGs Participated in, in FY05

<table>
<thead>
<tr>
<th>City</th>
<th>Project</th>
<th>Project Cycle</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cajamarca</td>
<td>IFC Social Extension Program with Yanacocha</td>
<td>Implementation</td>
<td>Write a proposal for environmental education for local community</td>
</tr>
<tr>
<td></td>
<td>Decentralization Project</td>
<td>Implementation</td>
<td></td>
</tr>
<tr>
<td>Cusco</td>
<td>Heath Reform Program Project</td>
<td>Preparation or Evaluation</td>
<td>Research satisfaction levels of beneficiaries in heath centers and facilities</td>
</tr>
<tr>
<td></td>
<td>Justice Service Improvement Project</td>
<td>Preparation or Evaluation</td>
<td>Perception of young people and former direct users of legal services</td>
</tr>
<tr>
<td></td>
<td>Rural Education Project</td>
<td>Preparation or Evaluation</td>
<td>Research people's perception on access and coverage of an alternative Pre-School Program</td>
</tr>
<tr>
<td></td>
<td>Vilcanota Valley Rehabilitation and Management Project</td>
<td>Preparation</td>
<td>Bring youth perspectives and ideas to the project missions and to the development of marketplace in 6 municipalities.</td>
</tr>
<tr>
<td>Iquitos</td>
<td>GEF Indigenous Management of Protected Areas in the Peruvian Amazon</td>
<td>Evaluation</td>
<td>Site visits. Organized workshops for the beneficiaries and collected beneficiaries’ expectations of the project. Made recommendations for the project.</td>
</tr>
<tr>
<td>City</td>
<td>Project</td>
<td>Project Cycle</td>
<td>Tasks</td>
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<tr>
<td>Lima</td>
<td>Rural Roads II Project</td>
<td>Implementation</td>
<td>Visited sites</td>
</tr>
<tr>
<td></td>
<td>Health Reform Program</td>
<td>Implementation</td>
<td>Compared opinions of beneficiaries</td>
</tr>
<tr>
<td></td>
<td>Justice Improvement Project</td>
<td>Evaluation</td>
<td>Collected feedback/expectation from young beneficiaries</td>
</tr>
<tr>
<td></td>
<td>GEF Participatory Management of Protected Area</td>
<td>Preparation or Evaluation</td>
<td>Recommended a structure/system for local community participation</td>
</tr>
<tr>
<td></td>
<td>Public Information Center</td>
<td>Preparation</td>
<td>Recommended how to set up information center at the Peru office.</td>
</tr>
<tr>
<td>Piura</td>
<td>National Rural Water Supply and Sanitation Project</td>
<td>Evaluation</td>
<td>Collected feedback from local beneficiaries</td>
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<tr>
<td></td>
<td>Rural Education Project</td>
<td>N/A</td>
<td>Analyzed an innovative practice of community participation in education</td>
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<tr>
<td></td>
<td>Small Cities Planning on Water</td>
<td>Not available</td>
<td>Not available</td>
</tr>
</tbody>
</table>

Source: Data provided by the Peru Country Office in Lima.

Outputs

- A report of findings and recommendations based on site visits to Bank projects and interviews with the projects’ beneficiaries
- Four papers written and produced collectively by the YAG members in Lima and other cities. The papers—“Youth in Development”; “Citizen Participation and Social Development”; “Youth and Anticorruption”; and “Youth and Corporate Social Responsibility”—were submitted to the World Bank’s Lima Office.

Outcomes

- The Lima office is developing a public information center based on New Voices’ recommendations and suggestions.
- New Voices’ findings and recommendations are being incorporated into several Bank-supported projects, including Rural Roads II, Vilcanota Valley, Rural Education, Rural Water, Decentralization of Social Programs, and the Judicial System.
- The relationship between the World Bank and civil society organizations was strengthened through information sharing and skills training.
- New Voices opened a dialogue between government agencies and youth groups.
- In FY06, YAGs helped prepare the CPS, and YAG inputs were included in the PAD annexes of the CPS.

Lessons Learned

- Young people perform better when they are involved in interviews and/or surveys with beneficiaries rather than in office work only.
- Having local NGOs or Youth Organizations as partners is important in making youth participation successful in cities outside of Lima.
- The YAG experience helped youth to develop a positive attitude and learn how to develop constructive criticism.
• Communication between task team leaders and youth members is very important.
• Having information available for youth to learn about the project is critical to the contribution they make.
• Clear objectives and expected outcomes must be agreed on by the staff and youth participants before they start working together.

**Focal Point**

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**Funding**

Peru Country Office and SDN Fund: US$85,000 (annually) for four Andean countries. Peru has an allocation of US$35,000. Peru’s budget includes coordination and follow-up for the four countries. Each site in Peru receives US$5,000.
The Republic of Yemen

YAG Model: Task Advisor/Community Agent

Context
The Republic of Yemen is the largest development challenge in the Middle East and North Africa (MENA) Region. Nearly 50 percent of the population is below age 15, and it is growing rapidly. During a conference in February 2006, the Government of Yemen launched the Children and Youth Strategy. Both the strategy and the conference were the result of a three-year collaboration between the Government of Yemen, the World Bank, and UNICEF. The launch of this strategy makes Yemen the first country in the MENA Region to prepare its national strategy by drawing on the Bank’s children and youth life-cycle framework and multi-sectorial approach.10

The World Bank country office in Yemen introduced the Yemen Youth Voices program in 2003. The program focuses on training youth and giving them opportunities to participate in policy and program development.11 A wide diversity of youth, both rural and urban, are represented, including students, youth from local NGOs, disabled youth, and youth from marginalized communities. The YAG was cancelled in 2005 but restarted in 2006 specifically so that youth leaders could take a part in developing a National Plan for Children and Youth.

YAG Particulars
Established in 2003
Number of youths: 5 in the beginning and 8 in recent years
Gender: 4 females and 4 males
Average age: not known
Membership term: not applicable
Education: not known

YAG Activities:
• Participate in international youth conferences—YDP Conferences in Sarajevo and Paris; Small Grants Workshop in Cairo; and Voices of Youth in Dubai.
• Participate in training workshops on knowledge development (transparency and accountability), confidence-building, etc.

Lessons Learned

- The YAG is the first forum adopted by any institution in Yemen that allows youth to express their ideas and concerns.
- More funds are necessary to support YAG activities.
- It is important to have clear roles defined for the YAG.
- It is difficult to gain support from local NGOs because the image of the World Bank is negative in Yemen.
- A feedback system is needed after youth participate in conferences.
- Youth need training in proposal writing, the implementation process, and strategy development.
- Disabled youth need more opportunities to participate fully.

Focal Point

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Funding

Country Unit Fund: $ Not Available
Turkey

YAG Model: Community Agent

Context
More than half of Turkey’s population is under the age of 25, yet youth are largely excluded from policy development. A military coup in 1980 led to the government’s abolishing the National Youth Council for fear that young people’s frustrations and energies could threaten the authority of the government. The government and public continue to be reluctant to support youth activities. Turkey’s young people still do not have a systematic way to convey their views to the government, and nongovernmental and civil society organizations do not have the capacity to collaborate with youth organizations.

Currently, Turkey is in the pre-accession stage to membership in the European Union, and the government recognizes that having a National Youth Policy that addresses youth issues (particularly education, empowerment, and unemployment) is an important element in the accession to membership. Numerous international agencies, including the World Bank, are working closely with the Government of Turkey to provide the support it needs to address youth issues. In recent years, UN agencies, the EU, and the World Bank have collaborated to establish in Turkey a United Nations Thematic Group on Youth to provide a forum for addressing youth issues and to open dialogue with the government. The World Bank started a Youth Voices Group in 2004. The Bank also used the Japan Social Development Fund (JSDF) to implement the Youth Development and Social Inclusion Project, which consists of capacity building and empowerment for rural and urban youth in Turkey.

YAG Particulars
Established in 2004
Number of youths: 12 members (FY06/FY07)
Gender: 6 females/6 males
Average age: 23.6
Education: Most are university students, with or without experience in working with youth/NGOs
Membership term: open 9 months with option to stay longer

YAG Activities
- Meet as a group once every two months in two locations, Ankara and Istanbul, as most members live near the two major cities (FY06). In FY07, the World Bank recruited youth from other regions of the country.
- Participate in external non-World Bank meetings/conferences as suggested by the focal point.
- Attend capacity-building workshops for youth organized by the World Bank.
- Participate in video conferences with Bank staff in Washington.
Youth Development and Social Inclusion JSDF Fund Project
Youth Voices met with the Bank project team and provided a youth perspective. During a Bank-supported workshop on youth development, Youth Voices members presented their activities at the Bank to government officials and NGOs.

Small Grants Program
Two Youth Voices members participated in the evaluation and scoring of proposal applications and shared their points of view.

Education Project
Youth Voices members joined a meeting to discuss youth issues in Turkey with government officials and the Bank’s project team; youth prepared minutes of the meeting and took part in the discussion.

Outputs
- Organized Youth Open House—a Bank sponsored forum to inform youth, NGOs and government about youth issues and Youth Voices activities. The event was held in Ankara.
- Wrote and presented to the WB staff a final report on working group projects in four areas: Youth and Employment, Youth and Education, Youth and Governance, and Youth and Rural Development (FY05).
- Organized workshops on youth employment and entrepreneurship in 13 provinces, with more than 800 youth participating, in collaboration with the Turkey Employment Agency and the Small- and Medium-Size Industry Development Organization (FY07).
- Organized a Local Dialogue Meeting in three provinces. The meeting aimed at bringing youth volunteers and decision-makers at the local level to discuss ways to enhance youth involvement in decision-making and increase opportunities to support youth-led activities.

Outcomes
- Increased awareness about the YAG among government agencies and nongovernmental organizations
- Attracted more than 40 representatives from youth organizations, government, international organizations, and the Bank to the Youth Open House
- Increased awareness among youth and provincial authorities about youth unemployment in Turkey

Lessons Learned
- In collaborative efforts, a smaller number of youth, 10 to 13, works best.
- Activity-oriented work is more suitable for youth than desk-oriented work.
- Youth can contribute in positive ways at all stages of Bank projects—from planning and design, to supervision and management, to monitoring and evaluation.
- It is important to have a Terms of Reference (a sample is available and could be adapted by the focal point) or have each sector team outline how youth can be part of the project.
- Youth can communicate better with other youth than adults can. This advantage can be particularly useful in agriculture and rural development where young people can help introduce new technology and skills if they are trained properly.
• Youth who are connected to NGOs and youth organizations naturally tend to reach out to other youth and share knowledge and training they received.
• Hearing Youth Voices members’ views and the issues they are grappling with was a valuable learning experience for Bank staff.

**Focal Point**

E-mail: jhentschel@worldbank.org

**Funding**

ECA VP Regional Fund US$10,000–$15,000 FY06
Monitoring and evaluation (M&E) should be one of the key components of a YAG initiative, applied systematically to assess each program’s effectiveness. Because the YAG started as a country-led, country-owned program, there is currently no standardized measurement to assess how well it achieved its goals: empowerment and participation of young people. The lack of this key component makes it difficult for Bank staff to determine the sustainability of a program and whether to scale it up or down. Today, in most country offices that have YAGs, the focal points and YAG facilitator or coordinator collaboratively prepare informal assessments. Although these assessments report useful insights and experience working with young people, they provide limited evidence for outcomes measured against specific objectives. To gain support from donors and governments, as well as to expand and develop the initiative globally, there is a great need for evidence and replicable tools that can substantiate the effectiveness of youth participation. Ultimately, the M&E should measure (1) how the youth voices have contributed to Bank projects; (2) how YAG activities have empowered the community and how participants are doing after graduating from the program, and (3) what the frustrations and limitations of the program are. The M&E process outlined in this toolkit applies to the first objective; further development of the process is needed to cover the other two objectives as well. M&E for measuring empowerment is highly controversial because of the difficulty of defining empowerment, its complexity, the costly methods of monitoring it, and its very subjective nature. M&E for measuring empowerment will be a future area of development.

Before assessing the impact of youth participation, each country needs to define specific outcomes to measure against its effectiveness. According to Kusek and Rist, “Setting up outcomes is essential in building a results-based M&E system. Building the system is basically a deductive process in which inputs, activities, and outputs are all derived and flow from the setting of outcomes. Indicators, baselines, and targets—all crucial elements of the performance framework—are derived from and based on the setting of outcomes.”

It is essential to involve stakeholders in deciding the outcomes for monitoring and evaluation. This means including focal points, YAG members, youth organizations, and task team leaders. When outcomes are set in isolation, they produce a lack of ownership. In addition, the M&E should provide a framework that can be applied globally yet leaves room for each country to adapt it to its own circumstances.

13. Ibid., p. 58.
Developing the M&E Process

Following are seven essential steps to developing effective monitoring and evaluation.14

A. **Identify participants in the M&E process**
   To evaluate the program from different perspectives, it is important to involve the stakeholders in the process:
   a. Young people
   b. Focal point
   c. Task team leader (when applicable)
   d. Partnering youth organization and NGOs
   e. Participating government agencies

B. **Define outcomes**
   Outcomes should be specific to each country since the type of YAG model a country adopts determines the objectives of the projects or the level of youth participation. During the discussion with key stakeholders, identify the challenges to or concerns about youth participation and translate those statements into possible areas of improvement as outcomes.

C. **Select the key indicators to monitor outcomes**
   Establish a list of measurements/indicators that are realistic and measurable against the objectives of the YAG at the beginning of the program. (See Table D-1: Sample Indicators by YAG Model.)

D. **Collect baseline data on today’s situation**
   What is the current level of youth participation? How well are youth voices and perspectives represented in World Bank work?

E. **Identify desired level of improvement and target performance**
   Desired level of improvement and target performance must be identified at the beginning of each YAG term (e.g., 6 months or 1 year) and/or at the end of each YAG activity. In other words, desired actions, outputs, and outcomes must be clearly defined in order to achieve the target or objectives within the specified time period. The target must be realistic, based on the current situation as indicated by the baseline information/data.

F. **Monitor results**
   Monitoring means and tools, in addition to results, is integral to successful evaluation of a program since these means and tools (e.g., budget, training) contribute to the achievement of goals (target performance).15

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15. Ibid., pp. 98–100.

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Examples of Outcomes—General

- The Bank’s work is more effective because young people’s ideas and voices are heard and reflected in its work.
- Young people have access to information that enables them to make meaningful contributions.
- Young people receive appropriate training for capacity building.
- Youth organizations and youth in the community are better informed about issues that affect them.
- The voices of disadvantaged or marginalized youth are heard.
- Community ownership of development projects increases.
<table>
<thead>
<tr>
<th>Model</th>
<th>Resources</th>
<th>Criteria</th>
<th>Activities</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Intern</td>
<td>• Access to and availability of resources (internet, computer, financial, staff, etc.)</td>
<td>• No. of youth who participated in YAG</td>
<td>• No. of youth who participated in YAG activities (by activity)</td>
<td>• How many projects/assignments are given to youth (per term/year)?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• No. of youth-serving and/or youth-led organizations represented in YAG</td>
<td>• Frequency of meetings among YAG members and with WB staff (focal point, sr. managers and TTL)</td>
<td>• In what capacity (consultants, M&amp;E, etc.) have youths been involved in Bank projects or assigned tasks?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Representation by gender</td>
<td>• Cost ($ amount) incurred for each activity (including food and transportation)</td>
<td>• How many World Bank staff worked with youth per project?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Level of education among selected YAG members</td>
<td>• No. of times decision-making authorities attended YAG activities</td>
<td>• How many times does YAG meet for each activity/project?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Areas and years of work experience</td>
<td>• Communication methods among YAGs and with local youth</td>
<td>• How many times does YAG meet with TTL and/or focal point?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Age of participants</td>
<td>• No. of youth in community who mobilized or participated in a project/event due to YAG initiatives</td>
<td>• Do YAG members have decision-making responsibility within a project?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• No. of minority groups represented</td>
<td>• No. of World Bank staff who worked with youth per activity</td>
<td>• What are the required skills for youth to participate meaningfully?</td>
</tr>
<tr>
<td>Community Agent</td>
<td>• Cost for transport and meals</td>
<td>• No. of youth who participated in YAG</td>
<td>• Measurable outcomes youth produced and % of inputs shared/utilized in project or strategy documents</td>
<td>• How many recommendations or findings made by youth are reflected in a project/assignment?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Level of education among selected YAG members</td>
<td>• In what capacity (consultant, M&amp;E, etc.) have youths been involved in Bank projects or assigned tasks?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Representation by gender</td>
<td>• No. of decision-making authorities who attended YAG activities</td>
<td>• How many times does YAG meet for each activity/project?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Age of participants</td>
<td>• What measurable outcomes have youths produced and what % of their inputs were shared/utilized in project or strategy documents?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• No. of minority groups represented</td>
<td>• How many recommendations or findings made by youth were reflected in a project or assignment?</td>
<td></td>
</tr>
<tr>
<td>Task Advisor</td>
<td>• Cost for transport and meals</td>
<td>• No. of youth who participated in YAG</td>
<td>• In what capacity (consultants, M&amp;E, etc.) have youths been involved in Bank projects or assigned tasks?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Level of education among selected YAG members</td>
<td>• No. of youth in community who mobilized or participated in a project/event due to YAG initiative/activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Representation by gender</td>
<td>• No. of decision-making authorities who attended YAG activities</td>
<td>• How many times does YAG meet for each activity/project?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Age of participants</td>
<td>• What measurable outcomes have youths produced and what % of their inputs were shared/utilized in project or strategy documents?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• No. of minority groups represented</td>
<td>• How many recommendations or findings made by youths were reflected in a project or assignment?</td>
<td></td>
</tr>
</tbody>
</table>

Source: World Bank data.
G. Evaluate

In this stage, all information obtained from monitoring and all other data collected are assessed to
determine the effectiveness of a program and its activities. This process should help in improving the
program by pointing out lessons learned. The evaluation should include the YAG, Bank focal point,
country manager or director, and task team leader.

As mentioned earlier in the section, each outcome must be tailored to and specifically defined by the situa-
tions that are most suitable to a country office. A country office can begin by defining desirable outcomes,
existing indicators, baselines, and targets (see Table D-2), then, calculate what kind of input, activity, and
output will achieve the expected outcomes (see Diagram D-1).

Table D-2: Monitoring linkage to achieve a target

Sample Concern: Young people's concerns and perspectives are not reflected in education projects.

<table>
<thead>
<tr>
<th>Desirable Outcomes</th>
<th>Indicators</th>
<th>Baselines</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young people's perspectives are incorporated in a project design</td>
<td>Number of recommendations proposed by youth reflected in education project design</td>
<td>None of recommendations proposed by youth are reflected in education projects</td>
<td>One of recommendations proposed by youth will be reflected in a project.</td>
</tr>
</tbody>
</table>

This exercise also applies to measuring the effectiveness of YAGs in World Bank work. The country office
should replicate this exercise to measure both the level of youth participation and the contributions of a
YAG to the World Bank’s work.

Diagram D-1: Monitoring the Process of Youth Participation and the Effectiveness of YAGs in the World
Bank's Work

This exercise also applies to measuring the effectiveness of YAGs in World Bank work. The country office
should replicate this exercise to measure both the level of youth participation and the contributions of a
YAG to the World Bank’s work.

Appendix E: Sample Forms and Documents

Page 76 1) Sample forms and documents from Peru
   (a) Concept Note: Building Partnerships for Development
   (b) Youth Profile and Terms of Reference
   (c) Self-evaluation for Youth Candidates
   (d) Progress Report and Terms of Reference for Youth Organization Partners
   (e) Certificate of Completion

88 2) Sample documents from the Dominican Republic
   (a) TOR
   (b) Contract

91 3) Sample training program for Youth Voices Groups in the ECA Region
1 (a) Concept Note

"Building Partnerships for Development between Youth and The World Bank"
Concept for Action in the cities of Arequipa, Ayacucho, Cusco, Ica, Lima and Piura

I. Objective
The New Voices program in Peru focuses on strengthening youth organizations and disseminating The World Bank country development portfolio. This will continue achieving through:

- Facilitating technical skill building for promoting global development among youth organizations, fostering dialogue and knowledge sharing in projects between staff and youth, and receiving advice from young people.

The New Voices Program is based on an empowerment approach where young people are the leading actors as they expand their abilities and freedoms. This fiscal year 2008 the program will improve communication and knowledge sharing between the six sites by the technology for information and communication (TICs) and by the Videoconferencing through the GDLN network.

II. Methodology

Selection of youth candidates
The Lima Office has recruited about 60 young people, 10 in each site for FY 08. The selection include four elements: (i) letter of reference from the youth organization or a local NGO, (ii) revision of CVs of candidates, (iii) self questionnaire and interview by a panel, and (iv) evaluation of attitudes performance in dynamic sessions. The call for new candidates included a profile of the candidates (see Annex 1). The call for proposals is on line though web site http://www.bancomundial.org.pe

Sites of New Voices
Every two years the sites will be changed to facilitate access to the youth program in other cities. This year the program works in the cities of Arequipa, Ayacucho, Cusco, Ica, Lima and Piura. The Lima Office offers a meeting room for work sessions of the youth group. The Office is well equipped with PCs, Internet access, and supplies. In the sites where the WB does not have offices, local NGOs well equipped are invited for a short list and selection process. The selection of NGOs follows bidden processes according to bank’s procurement rules.

Youth 2 Youth Mentoring
The program implement Y2Y mentoring in New Voices. The program invite a list of best practices of the former group of New Voices to mentor the new group. The mentoring tackle those issues, topics and projects of common interest. The Y2Y Mentoring focus mainly on the advisory role and provide assistance face to face, tips for a rapid induction of the new group in the WB’s information and portfolio access.
Monitoring and Evaluation

The Implementing Unit visits the sites to monitor the process and results of the implementation of New Voices. The local coordinators of New Voices in the sites report to the TTL at the Lima Office. Also the young people are asked to prepare a report on lessons learned at the end of each advisory job. At the end of each FY a general report on lessons learned is submitted to managers.

III. Activities

In order to implement the “New Voices” YAG in Peru, the following activities are performed simultaneously in the cities. These activities are described below:

- One-month induction process, including workshops on World Bank culture and knowledge.
- Training workshops in Designing, Implementing, Monitoring and Evaluating Development Projects.
- Training on the use of Internet-based searches regarding development topics.
- Audio conferences between members of “New Voices” teams from Lima and sites, and with TTLs.
- One or two supervision visits to provide point of view and suggestions.
- Collective Action to influence in policy making at the municipality level and based on WB’s studies and projects.
- Joint document for advocacy activities in each city.

IV. Expected Results/products

At the end of the process, the following outcomes will be achieved:

a) Providing a forum for debate with representatives of young people’s organizations. Its mission would be to contribute with fresh and innovative ideas to enhance the WB’s Project Portfolio and its endeavors to mitigate poverty and achieve social development.

b) About 60 young people during six months will learn about WB’s portfolio and program activities in Peru and they in return will provide their points of view in community development.

c) Young people trained in project implementation development with new tools for their community job.

d) About 100 youth organizations in the sites well informed on WB’s work in Peru. They will have a new perception of the World Bank and will share knowledge for development. It is expected that these organizations will be more effective as they will develop new theoretical-practical skills, spaces and mechanisms for advocacy.

e) Number of project profiles prepared by New Voices YAG participants during their training as a contribution to their organizations.
V. BUDGET
Implementing the “New Voices” Youth Advisory Group in the five sites cost about USD 35,000. A cost breakdown follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. DIRECT EXPENSES</strong></td>
<td></td>
</tr>
<tr>
<td>1.1. Activity-Related Expenses.</td>
<td></td>
</tr>
<tr>
<td>Outreach—youth organizations (publications, dissemination)</td>
<td>500</td>
</tr>
<tr>
<td>Specific events with staff (Brown Bag Lunch, Workshops, and sharing knowledge in Lima Office)</td>
<td>400</td>
</tr>
<tr>
<td>1.2. Current Expenses</td>
<td></td>
</tr>
<tr>
<td>Consultant local NGO in Arequipa (field visits, refreshments, transportation, office supplies, coordination expenses, TICs &lt;web camera, digital camera, IT support&gt; and access to internet)</td>
<td>5,150</td>
</tr>
<tr>
<td>Consultant local NGO in Ayacucho, (field visits, refreshments, transportation, office supplies, coordination expenses, TICs &lt;web camera, digital camera, IT support&gt; and access to internet)</td>
<td>5,150</td>
</tr>
<tr>
<td>Consultant local NGO in Cusco, (field visits, refreshments, transportation, office supplies, coordination expenses, TICs &lt;web camera, digital camera, IT support&gt; and access to internet)</td>
<td>5,150</td>
</tr>
<tr>
<td>Consultant local NGO in Ica, (field visits, refreshments, transportation, office supplies, coordination expenses, TICs &lt;web camera, digital camera, IT support&gt; and access to internet)</td>
<td>5,150</td>
</tr>
<tr>
<td>Consultants and Facilitator in Lima, (field visits, refreshments, transportation, office supplies, coordination expenses, TICs &lt;web camera, digital camera, IT support&gt; and access to internet)</td>
<td>5,150</td>
</tr>
<tr>
<td>Consultant local NGO in Piura, (field visits, refreshments, transportation, office supplies, coordination expenses, TICs &lt;web camera, digital camera, IT support&gt; and access to internet)</td>
<td>5,150</td>
</tr>
<tr>
<td>1.4 Monitoring and Evaluation</td>
<td></td>
</tr>
<tr>
<td>Supervision and field visits; workshops for local youth coordinators)</td>
<td>2,500</td>
</tr>
<tr>
<td><strong>2. INDIRECT EXPENSES</strong></td>
<td></td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>700</td>
</tr>
<tr>
<td><strong>TOTAL (US$)</strong></td>
<td><strong>US $ 35,000</strong></td>
</tr>
</tbody>
</table>
1 (b) TOR for Youth

Youth Profile and Terms of Reference

1. Participants in the New Voices YAG must be 18 to 25 years old, male or female. Participants will include members of indigenous and African-descent communities, young people of limited financial resources and training opportunities. They will also fill the following minimum criteria:
   - Residents in cities identified for this initiative.
   - Preferably enrolled in higher learning institutions.
   - Experience in working with and among young people.
   - Members of a young people’s group or non-governmental organization involved in youth-oriented development issues.
   - Basic knowledge of English.
   - Basic computer and Internet skills.
   - Basic knowledge of methods and techniques for social project drafting.
   - Interest in social development topics.
   - Analytical and open attitude.
   - Teamwork skills.
   - Average capacity to work under stress.
   - Availability to take part in project activities.
   - Commitment and a sense of responsibility.
   - Commitment to replicate the initiative’s lessons within their organizations.

2. Young people who are also members of civil society organizations with the following profile:
   - At least one year in operation, with an Action Plan of activities.
   - Involvement in community outreach projects.
   - At least two-community outreach projects undertaken in the last twelve months.

3. Successful applicants will be responsible for the following results:
   1) Prepare one thematic paper referring to a WB’s financed project
   2) Cooperate in implementing a collective action in one municipality;
   3) Attend four workshops;
   4) Attend four round table discussions with WB’s TTL / Staff.
   5) Participate in four audio/video conferences
   6) Participate in virtual discussion on line or by e-mail.
   7) Accompany at least one project supervision mission.
   8) Cooperate in maintenance of the web site and disseminating publications.

4. Diploma certificating, after six months of participation in the YAG “New Voices” and based on results and performance, the young people will receive a Diploma certificating their participation.
1 (c) Self-evaluation Form
Self-evaluation for youth candidates

The information provided below will help us to know more about you and the work you do within your organization. Please take some time to provide a candid response to the following questions. Let us know as soon as you finish answering the questions. We will then proceed with your interview. Refreshments and cookies are available on the table. Help yourself. Thank you.

I. General Data

Name: ________________________________________________________________

Organization: ______________________________________________________________________

Time in Organization: ___________________________________________________________________

Number of personnel in your Organization: _____________________________________________

Birth Date: _______________________________________________________________________

II. Interpersonal Skills

1. What is your best quality, and how do you think this quality helps you in working with your team and/or within your organization? Please explain.

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

2. What do you consider to be your worse defect and how does it disturb your work, both within the team as well as in the relationships with the young people’s organization as a whole? Please explain.

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

III. Experience in the Organization

1. Share with us what work your organization does and which are your responsibilities within the organization. Please explain.

_____________________________________________________________________________

_____________________________________________________________________________
2. Which would you consider to be your group’s most successful experience so far and what was your contribution? Please explain.

_____________________________________________________________________________
_____________________________________________________________________________

3. Is there a written document that you would share with us? Please explain why.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

4. What do you know about The World Bank?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

5. Have you heard about The World Bank’s “New Voices” Youth Advisory Group? Please tell us what you know and how you learned about it.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

6. What are your personal plans for the next five years? What do you think you may be doing?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Thank you for your help.
1 (d) Progress Report and TOR for Youth Organizations Partners

New Voices, a Youth Advisory Group FY 2008
Building Partnerships for Development between Youth and The World Bank

1. Background

Youth Overview –
Peru has a population of 26.7 million inhabitants, and young people represent about 30%. In urban areas, 70% of the population is between 15 and 25 years old. The main concerns of young people are job opportunities, training in information technology, access to credits / financial resources to implement their projects, and opportunities for political and civic participation.

The New Voices Program in the Andean Countries and specifically in the Peru Country Office continued its decentralization to the provinces of Arequipa, Ayacucho, Cusco, Ica, and Piura. In the provinces the bank continued partnered with local NGOs that provide adequate infrastructure and meeting rooms for the young entrepreneurs. During FY 2007 about 55 young people after a process of competition were selected to participate in New Voices. The 58% of the group study and work, 5% has a permanent job, and 37% only study.

The youth group learned about the bank’s work in Peru. After revision of the bank’s portfolio, they selected topics and projects to do follow-up and organized visits to the communities. As part of the work plan of the youth they prepared reports to Task managers providing their points of view on the projects and their perception of the beneficiaries.

Among other activities the youth organized dissemination activities to share with youth organizations The Peru Policy Notes, standards for reading, the promotion of a culture for water, shared their findings on their field visits; and attended discussions with the DMT, bringing their points of view in the implementation of projects.

Reconstruction and Recovery in the Southern of Peru—
On August 15th, a powerful earthquake measuring 7.9 on the Richter scale struck the Peruvian Pacific coast, significantly affecting the departments of Lima, Ica, Ayacucho, and Huancavelica. Over 500 hundred people were killed and more than 250,000 houses have been destroyed or severely damaged. The economic and productive infrastructure has been practically destroyed in these departments given that small and medium scale producers and businesses have been forced to stop or severely limit their economic activity. In terms of social affects, the population in these areas is still recuperating from the psychological shock caused by this event and a significant number of children and youth are still out of school. According to community and local organizations, the loss of homes, economic activities, and community ties have led to an increase in reported cases of crime, domestic violence, and rape.

16. This concept note is based on a document prepared by New Voices of Lima: Construyendo Alianzas para el Desarrollo: Jóvenes y Banco Mundial. Propuesta de Réplica del Proyecto Voces Nuevas en Perú, Ecuador y Venezuela. The Lima Office appreciates and is grateful to the young people’s contribution at the pilot stage of New Voices.
The government of Peru together with private sector institutions and international organizations is providing post-emergency support; specifically shelter, water, sanitation and electricity. The government has also created the Fund for the Reconstruction of the South (FORSUR) and has charged this new agency with leading the recovery, transition and reconstruction of the south. FORSUR is working in coordination with the Civil Defense National Institute (INDECI), the national disaster management agency, as well as the ministers of education, housing, health and production. Three months after the disaster, the greatest challenge is to move from post-emergency support to a recovery and reconstruction phase. Reconstruction includes helping to restore basic education, health and social services through recovery of economic activities, employment generation and restoring the capacity of local institutions, particularly municipalities, to work together with central government institutions to plan and implement medium-term recovery and reconstruction plans for the affected areas.

The World Bank consider that the youth in Ica can play an important role as an ally on development. The youth will be critical for the reconstruction effort.

Outcomes of the Youth Program—
In FY 2007 the youth program was implemented in the cities of Ayacucho, Arequipa, Cusco, Cajamarca, Piura and Lima. The youth group has produced 17 reports on project's portfolio, organized a community action in their sites, and presented results to the Lima office.

New Voices in Cajamarca—The sponsor institution in Cajamarca was the NGO CARE. The youth group in Cajamarca selected two projects to visit and follow-up:
- IFC's social extension program with the mining company Yanacocha, and
- TAL—Social Decentralization project

The group developed a participatory methodology tested with rural youth to promote education.

New Voices in Cusco—The sponsor institution was the NGO Center for Research, Development and Education Coordination (COINCIDE), that works in social inclusion, promoting human development, democracy and citizenship, and maximizing human opportunity in the region, mainly through leadership training program. The youth group in Cusco selected the following projects:
- TAL—Decentralization of the social programs project
- Rural Education Project to learn about the population's perception regarding access and covering of an alternative Pre-school Program.
- Vilcanota Valley Rehabilitation and Management Project to bring a youth perspective to the project missions and to the development marketplace in six municipalities.

New Voices in Ayacucho—The partner in Iquitos was the NGO Ceprodep. The youth group visited projects, organized workshops with the beneficiaries and collected the people's expectation. The youth group selected the following projects:
- Rural Education Project to learn about the population's perception regarding access and covering of an alternative Pre-school Program.
- Decentralization of the MEF’s Office in Ayacucho.
- Incagro agriculture extension project.
**New Voices in Arequipa**—The partner in Iquitos was the NGO Ceder. The youth group visited projects, organized workshops with the beneficiaries and collected the people's expectation. The youth group selected the following projects:

- Rural Education Project to learn about the population's perception regarding access and covering of an alternative Pre-school Program.
- TAL fiscal decentralization.
- PSI sub sector irrigation project.
- TAL—Decentralization of the social programs project

**New Voices Lima**—In Lima the program works in the Lima Office where the group has their own meeting room. They carried out their advisory role on the following projects

- Pronasar—water and rural sanitation in Huanuco.
- Rural Education Project to learn about the population's perception regarding access and covering of an alternative Pre-school Program.
- Justice Improvement Project, collecting attitudes and expectations from youth users of the sector.
- GEF Participatory Management Protected Areas, to recommend a mechanism for local community participation.

**New Voices in Piura**—The partner institution was the NGO Care. The youth group reviewed the following projects:

- National Rural Water Supply and Sanitation, collecting the beneficiaries’ perceptions and the attitude of the people toward the project.
- Rural Education, where they analyzed an innovative practice of community participation in education; and
- TAL—Decentralization of the social programs project

**Lessons Learned:**

- The Program has been a space for dialogue with and among youth. This year the youth group developed a better performance in their sites because of their involvement in local communities and the promotion of “Acciones Colectivas” (collective action to promote local development).
- The partnerships with local NGOs with the Program, has provided a significant support with offices full furnished and TIC’s equipment, technical assistance and also accompanying the group in their activities.
- The field visits to the projects brought an opportunity to the young people, that for most of them this was the first time to visit rural communities. This experience allowed them to know the situation and living conditions of the poor, beneficiaries of the projects financed by the WB, and made them more comprehensive with the Government’s work. The early to start with field visits in the program the better for youth’s involvement.
- The program has allowed the youth to develop a positive attitude and to learn how to submit more constructive criticisms.
- The program has improved gradually and it will consolidate and strengthen the New Voices model for future replication in other sites of Peru.
2. Development Objective

The objective of the New Voices Youth Advisory Group initiative during FY 08:

- To bring a youth perspective to the World Bank's operational work through a selected group of young leaders. In exchange for their contributions, the group members will receive training and skills development through a variety of activities and guided access to the Bank's extensive information resources.

The program focuses on the young people not as a passive recipient of knowledge, but as strategic allies who provide insights and recommendations while acquiring new knowledge and tools to make their contributions more effective and gain a new perspective on the World Bank. On return to their organizations, they would become agents of change by sharing their knowledge and skills within the organization.

3. Consultancy:

For implementing the program in Cusco and Ica, the local NGO was identified after an evaluation of its performance during year 2007. The NGO contracted will be responsible for the administration of resources, coordinating the activities locally in both cities and delivering products based on a work action plan.

Activities:

1. Actively participate in the installation of New Voices in Cusco and Ica and in the selection process of youth participants.

2. Implement and develop the capacity-building program along with its materials. The capacity building program will have the following elements:
   (a) General information on New Voices, objectives and expected products;
   (b) Development terms and concepts, empowerment, security nets, sustained development, social inclusion, gender and Corporate Social Responsibility;
   (c) Analysis of the environment and analysis of best scenarios to improve the process of decentralization;
   (d) Bank project cycle, project development (methodologies to collect information, methods of social evaluation), project implementation and evaluation; social and cultural indicators; design of project profile in consultation with a youth group.
   (e) World Bank culture, mission and vision, objectives and organization, the World Bank in the region and country portfolio; strategies of intervention, Country Partnership Strategy, Identity, Youth Culture and Civic Engagement (including the role of youth in development.)

3. Provide support and guidance in a Collective Action Plan to promote local development in coordination with Municipalities/local governments.

4. Provide infrastructure and PC equipment to develop the capacity-building program so that the group has a permanent meeting room for working sessions and training.

5. Select and adjusted equipment (web cam) and supplies for a friendly access to internet, and working with group conference.

6. Establish the replication of the training program to the youth organizations to which the youth belong.
7. Reimburse mobilization expenses based on the amounts expressed by participants and the Bank.
8. Reports for the systematization of the experience.
9. Develop a final report of the results of the program.
10. Present a financial report of the program with the necessary documentation (receipts, invoices, etc.)

**Outputs:**

At the end of the process

- A set of reports related to the projects financed by the Bank and elaborated by the Consultative Groups.
- A capacity-building program with all the material it involves
- A documentation of the project and its results.
- An evaluation of the replication activity.
- Ten project profiles developed by the group.
- A financial report.

**Duration of Consultancy**

The consultancy will initiate activities in Cusco and Ica on November 5th, 2007 and will end activities on June 15th, 2008.

**Remuneration, Supervision and Timetable**

Fees for implementation of New Voices in Cusco and Ica are based on an Action Plan and the Budget elaborated by the consultancy firm. The payments of consultancy to be made by the World Bank will be under the agreed Action Plan and Budget.

The consultant will receive a total of S/. 30,300.00 (in new soles) for implementing the youth Program in both cities of Cusco and Ica, which will be disbursed as follows:

- 10 % upon the contract’s signature.
- 45% before January 16, 2008
- 35% before May 2, 2008
- 10% before June 12, 2008

The consultancy will begin once the contract is signed and the products will be submitted by June 15, 2008. The consultant will maintain direct coordination with the project TTL, Elizabeth Dasso, Senior Social Development and Civil Society Specialist from the Lima Office.
1 (e). The Certificate of Completion

Sample Certificate of Completion PERU—New Voices Youth Advisory Group

Se otorga el presente certificado a Don

Stanislao Maldonado Zambrano

por su destacada participación en el Grupo de Jóvenes “Voces Nuevas”
que promueve el Banco Mundial en Lima.

Mención especial se otorga por la elaboración de su trabajo
“Desarrollo es Equidad: Hacia un Enfoque de Justicia Distributiva por el Desarrollo”

Elizabeth Dasso Zamalloa
Especialista en Sociedad Civil y Desarrollo Social
Banco Mundial

Mercia Guajardo
Directora Sub-regional para Bolivia, Ecuador, Perú y Venezuela
Banco Mundial

Lima: 15 de Noviembre de 2018
2 (a). TOR

Dominican Republic
Social Protection Investment Loan
Terms of Reference
Strengthening of Youth Training, Empowerment and Social Assistance Programs

The services of a Dominican non-governmental organization (NGO) with extensive experience in the area of youth training, empowerment and social assistance are required as part of the preparation of the Dominican Republic Social Protection Investment Loan (SPIL). Specifically, the NGO would agree to provide four youth representatives to the World Bank project preparation team: José Beltré, Rhaybelis Roa, Vladimir Encarnacion and Wellington Martinez.

The NGO representatives would work with the Bank team, including other consultants, to:

(i) Organize youth consultation workshops to discuss project proposals with youth to validate concepts and obtain youth stakeholder recommendations for improving project design;
(ii) Assist in modification of the Government’s Youth Training and Employment Program (“Juventud y Empleo”), to reflect lessons learned from the first phase of this project;
(iii) Evaluate the Government’s proposals with respect to strengthening of its Youth Training and Employment program and possible establishment of a Youth Development Fund;
(iv) Work with Municipalities and the Federation of Dominican Municipalities (FEDOMU) to assess the feasibility of matching Youth Development Fund resources with earmarked funds transferred to municipalities for youth development activities; and
(v) Assist the World Bank in preparation of the Youth Training and Empowerment component for the Staff Appraisal Report for the loan.

In particular, the NGO would assist the Government in its efforts to improve youth training program targeting, effectiveness and impact evaluation, and to catalyze financial resources transferred to municipalities for youth development activities.

Specific responsibilities would include:

- Evaluate Government proposals regarding strengthening of the Juventud y Empleo project, implemented by the Ministry of Labor (with funding from the Inter-American Development Bank), including modification of eligibility requirements, expansion of coverage, targeting mechanisms, inclusion of entrepreneurship training modules, and improved tracking and evaluation of program graduates. Incorporation of lessons learned from the first phase of the project would be essential in this regard;
- Evaluate the feasibility of establishing a Youth Development Fund, which would finance proposals for youth development activities submitted by municipalities.
(and prepared with local youth organizations), building on the existing Fondos Concursables, established by the Ministry of Education for innovations in early childhood development and basic education. Assist in development of an Operational Manual for the Youth Development Fund, specifying types of activities which could be financed, eligibility criteria for proposals, evaluation rubrics, range of proposal financing, counterpart funding requirements, proposal templates, staff requirements, etc.; and;

- Assist the Government in translating its proposals into financial needs (both investment and recurrent) which could be addressed by the SPIIL and through the Government’s national budget;
- Assist the Government to quantify the expected number of beneficiaries of the youth training and development programs to be strengthened by the SPIIL;
- Assist the Government and the Bank to design impact evaluation sub-components for the Youth Training and Employment activity and for the Youth Development Fund.

Products

Representatives of the NGO would be expected to participate in project preparation missions in July, September and November 2005, including preparation of Ayuda Memorias and annexes as appropriate. The NGO would also contribute to preparation of cost tables and an annex on Youth Training and Development for the Staff Appraisal Report.

Time

It is estimated that 30 days of work will be required to complete this work.

Compensation

The NGO will be paid at a daily rate of US$300 per day for a total of US$9000.

Payment terms:
10% upon signing of contract
90% based on days worked.
# Contract

## The World Bank Group
**INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT**
**MULTILATERAL INVESTMENT GUARANTEE AGENCY**
**INTERNATIONAL FINANCE CORPORATION**

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## Terms
**Within 30 days Due net**

### Instituto Dominicano De Desarrollo
**Integral, Inc. IDDI**
- EPS No. A-425
- PO BOX 25256
- Miami FL 33102-5256

**Attn:**
- Vendor # 31764
- Fax #: 809-514-1080

**Period of Performance:**
- From: July 15, 2005
- To: December 30, 2005

**TAX EXEMPTION**
- DC Sales tax exemption No. 1199 7766 07
- MD Sales tax exemption No. 20444624
- VA Sales tax exemption by the Dept. of Taxation ruling 32578

**INVOICES**
- Submit all invoices to the Accounts Payable Unit, Administrative Expenses Division, World Bank, 1818 H Street, N.W., Washington, DC 20433, USA. For help, call 202-523-3557.
- PO/Contract number, Bank/IFC Project Manager’s name and description of service.
- Date, quantity, unit price, and total price.

## The attached Terms & Conditions for Purchase of Services (December, 2004) apply. Terms of Reference attached hereto as Annex A apply.

**Accepted/Signed**: Dated: **Aug. 2, 2005**

Forward original signed contract to: The World Bank; 1818 H Street, N.W.; Washington, D.C. 20433 USA.
Attn: Corporate Procurement; Mailstop: MSN 12-200. Forward a copy of same to the designated Project Manager listed below.

<table>
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<th>ITEM</th>
<th>CATALOG # / DESCRIPTION</th>
<th>QUANTITY</th>
<th>UNIT</th>
<th>UNIT PRICE</th>
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<td>9,000.00</td>
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The item covers the following services:
- 10 Fees for 4 Consultants

**To Provide the services of Instituto Dominicano De Desarrollo.**

**Payment Terms:** Daily at a rate of $300.00 per day for the 4 consultants not to exceed 30 days. Payable as follows:
- 900.00 USD Upon receipt of invoices for actual days worked.
- 8,100.00 USD Upon receipt of invoices for actual days worked.

**Invoices for processing/payment should be sent to the Accounts Payable Unit, The World Bank, 1818 H Street, N.W., Mailstop M05-513, Washington, D.C. 20433**

**and should contain the following information:**
- PO/Contract number, Bank/IFC Project Manager’s name and description of service.
- CC: Ms. Jocelyn Hoyo; MSN 17-700

For additional information, contact: Mr. Luis F. M. Mascarenhas

**Bid No.**
- **Currency USD**

**Signature**
- **Date Signed**
  - 18-July-2005
  - Name of Authorized Representative: Mr. Luis F. M. Mascarenhas

**Contract**
- 7135098

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## 3. Training Program

### “The World Bank and Youth”

Training Program for Youth Voices Groups in Bosnia, Georgia, Macedonia, and Moldova

June 4, 2004

<table>
<thead>
<tr>
<th>Topics</th>
<th>Key Points</th>
<th>Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1: The World Bank, Basics of Development and Bank Instruments</strong>&lt;br&gt;9:00am–12:00pm</td>
<td></td>
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</tbody>
</table>
| Welcome (10 min) | Objectives  
Running Order  
Rules for group interaction | Danielle Carbonneau |
| Introductions of all Youth Voices Groups and the rest of the World Bank team (30 min) | Quick presentations of each YV group and its top three activities (up to 8 min each) | YV groups in:  
• Georgia  
• Macedonia  
• Bosnia  
• Moldova |
| About the Bank (30 min) | History and mandate of the World Bank  
Quick overview of other international organizations.  
Spotlight on the International monetary Fund, and differences/similarities when compared to the WB. | Danielle Carbonneau |
| Questions and Answers (15 min) | | All teams |
| **Break (15 min)** | | |
| Key Social and Economic Development Indicators (30 min) | Presentation of traditional indicators as well as some youth-specific indicators:  
• Gross Domestic Product (GDP)  
• Poverty measurements  
• Gini index  
• Millennium Development Goals (MDGs)—focusing on youth-specific indicators | Alexandre Kolev |
| | Discussion with the group on adequacy and usefulness of these indicators; suggestions on other indicators that better capture youth dynamics (30 min) | All teams |
| Wrap up (5 min) | | Danielle Carbonneau |

Lunch 1 hour (12:00–1:00pm)

* Conducted by videoconference from the World Bank office in Paris, connecting to World Bank offices in Skopje, Tbilisi, Chisinau, and Washington. The training schedule is based on Paris time.
# Session 2: The World Bank and Youth

**1:00–4:00pm**

<table>
<thead>
<tr>
<th>Topics</th>
<th>Key Points</th>
<th>Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Back (5 min)</td>
<td>Objectives</td>
<td>Danielle Carbonneau</td>
</tr>
<tr>
<td></td>
<td>Running Order</td>
<td></td>
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<tr>
<td>Key Bank Instruments (60 min)</td>
<td>Poverty Reduction Strategy Papers (PRSPs) and Country Assistance Strategies (CASes) Presentation on CASes and PRSPs focusing on participation and consultation, the role of youth and implications for Bank Lending (25 min)</td>
<td>Alexandre Marc</td>
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<tr>
<td></td>
<td>ESWs—variety of ESWs, purpose, rationale—using the Bosnia youth study as an example (15 min)</td>
<td>Paula Lytle</td>
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<tr>
<td>Q&amp;A (20 min)</td>
<td></td>
<td>All teams</td>
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</tbody>
</table>

**Break (10 min)**

<table>
<thead>
<tr>
<th>The World Bank and Youth (65 min)</th>
<th>Why invest in Youth? Highlights of World Bank Children and Youth Strategy (15 min)</th>
<th>Gloria La Cava</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Why the Youth Voices? Objectives of the initiative and how it fits into the WB strategy on youth; contribution to youth development in ECA (10 min)</td>
<td>Diana Marginean</td>
</tr>
<tr>
<td></td>
<td>Current activities of the Moldovan Youth Voices group and suggested activities for the group's action plan for next year (15 min)</td>
<td>Ala Pinzari, Igor Casapu</td>
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<td></td>
<td>The economic costs of not investing in youth—case study on the March uprising in Kosovo (15 min)</td>
<td>Kai Leonhardt</td>
</tr>
<tr>
<td></td>
<td>Highlights, especially in respect to groups represented and new tools for measuring youth development (10 min)</td>
<td>Danielle Carbonneau</td>
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<tr>
<td>Q&amp;A (30 min)</td>
<td></td>
<td>All teams</td>
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</tbody>
</table>

**Break (10 min)**

# Session 3: The World Bank in Action: Macedonian Youth Project Case Study

**4:00–6:00pm**

<table>
<thead>
<tr>
<th>Welcome Back (5 min)</th>
<th>Objectives</th>
<th>Danielle Carbonneau</th>
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<tbody>
<tr>
<td></td>
<td>Running Order</td>
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<tr>
<td>The Project Cycle: Case Study on the Macedonia Youth Project (90 min)</td>
<td>What is the Project Cycle? Who is responsible for which stage? What is the basis of a good cooperation between the World Bank and the counterpart? (60 min)</td>
<td>Gloria La Cava</td>
</tr>
<tr>
<td>Summary of Day &amp; Suggestions on How to Increase Youth Participation in Bank-Work and Public Policy (20 min)</td>
<td></td>
<td>Gloria La Cava, All teams</td>
</tr>
<tr>
<td>Goodbye (5 min)</td>
<td></td>
<td>All teams</td>
</tr>
</tbody>
</table>
Note: World Bank internal documents related to specific Youth Advisory Groups, listed in the references below, can be obtained from the respective country offices.


**Recommended Readings, Tools, and Websites**


**Tools:**


**World Bank Websites:**

Blog developed by ECA Region Youth Voices Groups. http://yvginternational.wordpress.com/

New Voices, Peru

Youth Advisory Group, Ethiopia

**Other Websites:**

Council of Europe http://www.coe.int/T/E/Cultural_Co-operation/Youth.

If the World Bank wants to be true to its commitment of scaling up investment in children and youth, it must not only work for them but also work with them. More and more, World Bank clients and donors are recognizing the potential of young people as development actors. Given a chance, young people can contribute significantly to the Bank’s mission of alleviating poverty through economic, social, and political development. Youth Advisory Groups are a promising, new Bank initiative that links youth and decision makers in effecting changes in their communities that benefit all. This report captures the experiences and lessons learned from this initiative and outlines the variety of approaches and activities possible within the Youth Advisory Group framework. The report also highlights the benefits to the World Bank of including youth in Bank projects and analytic work while the youth, in turn, gain competencies and leadership skills that can change their lives and make them agents of change in their communities.

Youth Advisory Groups: New Allies in the World Bank’s Work

Akiko Ishii