UNIT 11 YOUTH PARTICIPATION IN DEVELOPMENT

Structure

11.1 INTRODUCTION

There are only two lasting bequests we can hope to give our young people. One of these is roots; the other is wings (**Hodding Carter**).

There is a widespread destruction and degradation of the environment and there has been a global call for the integration of environmental protection and development. The people who are concerned about environmental protection find a ray of hope in sustainable development. By now, you must have understood the concept of sustainable development and importance of participation of different sectors and different people in environmental management. In the previous unit, you have studied about the role of women in environment and development. In the present unit, you will get acquainted to the participation of youth in development. The youth has a major role to play because it possesses energy, creativity and insights, which should be tapped in an effort to promote sustainable development. Moreover, involving youth in sustainable development activities will raise their level of awareness of important environmental issues and ensure their active participation in the conservation and the protection of environment. It will lay the foundation for more widespread interest in sustainable development over time.

In the present unit you will study about the role of youth in development work, different models and approaches of development work, some important organisations that enable young people to participate in sustainable development projects and various participatory approaches.

Objectives

After studying this unit, you should be able to:

*   appreciate the need for participation of youth in sustainable development,
*   discuss the role of youth in development work,

53

- explain the skills needed by the youth when adopting the models in development work,
- discuss the role of youth in community development, and
- appreciate the activities of various organisations towards youth development.

11.2 NEED FOR YOUTH PARTICIPATION IN SUSTAINABLE DEVELOPMENT

"The day will come when the progress of nations will be judged not by their military or economic strength, nor by the splendor of their capital cities and public buildings, but by the well being of their peoples; by their levels of health, nutrition and education; by their opportunities to earn a fair reward for their labours; by their ability to participate in the decisions that affect their lives; by the respect that is shown for their civil and political liberties; by the provision that is made for those who are vulnerable and disadvantaged; and by the protection that is afforded to the growing minds and bodies of their children." (Jim Grant, Former Director, UNICEF)

Young people have been a fundamental force for change throughout history: they speak the truth, they act with passion on the things they believe in and they take risks. It was in this spirit that many youth activists from around the world became involved in the United Nations Conference on Environment and Development (UNCED). They were at the UNCED in unprecedented numbers to demand action on the part of the world community in answering the world's social, economic and environmental crisis. The process leading up to the Earth Summit was marked with a sense of urgency among youth activists who came together to discuss the environment and development issues throughout the world. Youth felt that, not only did they have something to contribute, but also that their failure to contribute would result in the failure of what the Earth Summit has set out to achieve. They came to Rio demanding and exercising their right to participate in determining their future and that of the planet, and they came with a sense of responsibility to act in search for solutions.

All of the youth NGO statements since the Earth Summit have called for social and economic justice, sustainable development that includes the fair distribution of resources, equal participation in decision-making, peace and respect for human rights, access to education, among many other issues. A common theme for all the global conferences has been a call for the inclusion of youth and their perspectives in decision-making. This is reflected in Chapter 25 of Agenda 21 titled 'Strengthening the Role of Children and Youth in Sustainable Development', which states that:

It is imperative that youth from all parts of the world participate actively in all relevant levels of decision-making process because it affects their lives today and has implications for their futures. In addition to their intellectual contribution and their ability to mobilise support, they bring unique perspectives that need to be taken into account (Woods, Z. 1997).

Chapter 25 of agenda 21 recognises that youth comprises 30% of the world's population. It also indicates that their involvement in decision-making about the environment and development, and the implementation of programmes for sustainable development, is critical to the long-term success of agenda 21.

SAQ 1

Explain why it is important for youth to participate in the process of sustainable development.

11.3   WHAT CONCERNS YOUNG PEOPLE?

At World Youth Environmental Meeting, *Juventud (Youth) 92*, held in Costa Rica, young people from all over the world discussed the following issues related to environment.

- Poverty and the environment
- External debt
- Population growth
- Natural resource degradation.

As you explore some of these complex and inter-related issues, try to ponder on an important questions i.e. how can young people bring about a change? We hope, you will get a satisfactory answer to this question after going through the following.

i)   **Poverty and the environment**

Poverty is an environmental pollutant, and lessens people's capacity to use natural resources rationally. Therefore, poverty intensifies the pressure on the environment. Poor people, who are unable to meet their needs, are forced to exploit natural resources for income, or for their own use. In countries with large populations of poor people, to which category most of the South Asian countries belong this can be devastating to the environment.

Now, what can young people do in this direction?

Young people can do lobbying with international and government institutions to encourage economic growth in the spirit of the current GATT agreement on the terms of trade. If industrialised countries reduce trade barriers against goods from developing countries, specially on agricultural produce, then it would be especially beneficial. Further, National Youth Division, with support from national government, can create special financial initiatives that will provide seed money and training for youth to become self-employed so that they can generate their own income.

The bottom line is that the poor have become both the agents and victims of environmental degradation, although not the cause. The cause seems to lie with international trade agreements, the free market approach to development and external debt.

ii)   **External debt**

External debt is the part of a country's debt owed to creditors outside the country. This includes debt owed to private commercial banks, government or international financial institutions such as the IMF and the World Bank.

At *Juventud* '92, young people expressed their fears and concerns about:

1. The cause and impact of external debt
2. Their dissatisfaction with the approach of developed countries towards the issue of development. Young people are concerned that financial institutions such as the World Bank and International Monetary Fund (IMF) give priority to transnational companies which have contributed, in part, to the depletion of the resources of developing countries.

At *the Juventud* meeting, it was observed that the heaviest burden in international economic adjustments has been carried by the world's poorest people in Latin America, the Caribbean, Africa and Asia.

Now we would dwell on the causes of external debt and direction in which young people can contribute.

Causes of external debt

The young people at *Juventud* '92 felt that a combination of factors has contributed to the rapidly growing debt that confronts many developing countries:

- gaining political independence without corresponding economic independence
- local autocrats
- corruption
- flawed development strategies
- the fact that poor countries are encouraged to imitate the free market development model of industrialised nations.

What can young people do?

1. Lobby for debt forgiveness.
2. Begin to search and discuss with peer group about the possibility of creating alternative models of development, which take into consideration the cultural, social, economic and political values of the people. Basically youth have to search for a model that respects and nurtures the environment while delivering economic benefits to the people.

iii) **Population growth**

One of the factors that adds to the problem of poverty, external debt and their effect on the environment, is that poor countries tend to have large, rapidly growing populations of people who are competing for limited resources. Approximately 80% of the world's population lives in poorer and developing countries. The growth rate in these countries is much faster than in developed countries. It is estimated that it will double in the next few years. This will put an immense strain on countries that are already finding it difficult to support their people. Youth can create awareness in the context of cause and effect of over population among general masses by blanching campaigns.

iv) **Natural resource degradation**

One of the most devastating forms of natural resource degradation is deforestation. Combined with air and water pollution caused by industrial waste, deforestation compounds the problem of ozone depletion and global warming. It results in soil erosion i.e. the loss of topsoil that is vital for agriculture. Further, it has many environmentally harmful effects.

What can young people do to protect forests?

1. Support local organisations concerned with protecting forests and planting trees.
2. Plant a tree whenever an opportunity arises.
3. Lobby with the government and local authority to protect the forests in the country.
4. Involve in various awareness campaigns about the need to protect the forests.

SAQ 2

Why are young people concerned about external debt and what steps can they take to reduce this?

11.4 YOUTH IN DEVELOPMENT WORK-HISTORY AND TRADITIONS

A lot of emphasis is being laid on the participation of youth in development. Due to this continual change, impact on the global economy as well as social and economic

life of every part of the work, small or large is being observed. However, the practices of youth in development work are deeply influenced by a long history.

There are five main international traditions of youth in development work. They are:

i)   Youth in development in families and communities
ii) Youth work as social and leisure provision
iii) Pastoral work and out-of-school education
iv) Youth work for development
v)   Youth welfare work.

i) **Youth in development in families and communities**

The earliest traditions of youth in development work are related to changes in the role of adult family members and community elders who traditionally cared for, supported, educated and controlled young people.

With the recent increase in family breakdown and the erosion of traditions, community structures have changed. Traditional methods have become less and less effective in helping young people make the transition to adult life; they have been supplemented by professional advice and help, and in many wealthy countries, replaced by these.

Rapid social change often poses difficulties for the youth in development work who have to be ultra-sensitive to the feelings and expectations of the family and community while working in a close relationship with them.

ii) **Youth work as social and leisure provision**

The work that includes social and leisure provision for young people is one of the oldest traditions of youth work in developed countries such as Australia, Britain and Canada. It developed there strongly because rapid industrialisation and urbanisation created a lot of free time for those not yet in work, and who were, if poor, without the means and knowledge to use that free time productively. Rising crime rates, mental illness, and use of drugs tend to be associated with this condition.

For those from a reasonably prosperous rural area, this will probably seem strange but global economics is beginning to create these conditions in many formerly settled and harmonious communities.

Youth work as social and leisure provision developed due to the following reasons:

1. help young people meet and enjoy themselves
2. allow young people to have a space of their own
3. protect young people from the dangers of society, and
4. protect society from troublesome young people.

The types of programmes offered through this tradition may include:

- informal social gatherings
- clubs offering structured activities such as photography, fishing and sports, and
- powerful social organisations such as Malawi's Young Pioneers which ran businesses, organised festivals, educated illiterate people and so on.

The emphasis in this area usually focuses on instilling a sense of proper character in young people, rather than on competitiveness. Values such as loyalty, fair play, social and national responsibility are promoted through various activities of groups such as the Scouts and the Boys' Brigade, although more covert political values might also be consciously or unconsciously transmitted.

iii) **Pastoral work and out-of-school education**

Pastoral work and out-of-school education are superficially similar to and overlap the leisure tradition. However, they may be deeply committed to ideologies and agenda of a social and spiritual nature.

Religious, sporting and international organisations have established extensive structures and activities for youth in development work in many developing and developed countries throughout the world. These organisations include scouts, girl guides, missionaries, benevolent groups and churches. In many cases, these organisations had clear educational and /or religious goals, and distinct ways of working with young people.

iv) **Youth work for development**

Youth work for development has played an important role in official national development efforts. It has been used to promote national fitness, military training, political mobilisation, democracy struggles, community development and citizenship education.

The major concerns usually include the development of young people's:

- political knowledge
- political skills
- abilities to create an identity with a particular social movement.

Some examples of youth work for development are organisations such as the Co-operative Youth Movement, Young Socialists, Bangladeshi Youth Leagues, and Malawi's Young Pioneers.

Some part of youth work for development is centred on working alongside government in a supportive role, while other part of youth work for development has focused on directly tackling the broader structural problems in society, such as working to help women in rural areas, gain access to credit and to technical expertise.

The main focus of youth work for development has been helping young people to understand the entrenched nature of oppression as a force built into the structure of society and of the economy, as well as being personal and political. As a consequence, it has generally aimed to help young people take an active role in the political arena through community activity, political parties and organisations, unions and national and international movements.

v) **Youth welfare work**

Welfare means to support the people who have been put into a situation where they find it very hard to get what we now consider to be the basic requirements to live in an acceptable way. This might be because of structural poverty such as inequities in the distribution of resources (handling the resources of education, health, land and so on), or personal problems due to community or family breakup, or illness.

The tradition of youth welfare work varies significantly across the Commonwealth. In most countries, youth welfare work relies on the sponsorship of philanthropic non-governmental organisations, as in developed countries such as New Zealand, Australia, Britain, Canada, USA. In some European countries such as Norway and Germany the youth welfare work is sponsored by the government.

The welfare tradition has its roots in the Victorian era of 19th century in England, with the notion of rescuing. This approach saw young people as required to be saved from the dangers of society, and in need of moral and religious instruction. In many cases, this approach was adopted by volunteers guided by their own personal values,

evangelistic Christian or other moral codes. These values have an influence on how effective the work will be if the values are not acceptable to the recipients. Many organisations play down their own value systems so that they do not interfere with the work itself.

As the welfare approach became professionalised, certain young people were identified as being 'at risk', 'in trouble' or 'deprived'. Professionals were employed to provide counselling, material relief, accommodation and/or training. Welfare workers within a pluralist tradition assist young people to identify their problems and then to act on them within the framework of law.

For example, the 'Hare Krishna Hindu' religious sect has organised welfare accommodation and education for homeless street children in Nairobi. 'Save the Children Fund' organises welfare work for and with children throughout the world.

A further development of the welfare tradition has been the emergence of organisations that provide information to young people and also act as advocates, with legal know-how, on their behalf. It is important to try and understand the economic environment in which welfare work takes place.

SAQ 3

There will be a variety of welfare activities in your country that are concerned with young people. Find out.

11.5 ROLE OF YOUTH IN DEVELOPMENT WORK

For your country,
If you plan for a year-sow paddy
If you plan for a decade-plant trees
If you plan for a future-nurture youth

(Proverb quoted in National Youth Policy of India)

The central purpose of youth in development work is to empower young people to play an assertive and constructive role in the regeneration of their communities.

A youth in development work has three distinct roles:

1. working face to face with young people in a variety of settings including clubs and projects
2. managing and supporting paid and volunteer workers
3. formulating and developing policies on governmental and non-governmental organisations (NGOs).

Youth workers undertake their roles across a wide range of settings. The type of work they engage in will differ depending on the:

- organisation they work for
- country they work and live in
- type of young people they work for
- philosophical approach; and
- resources they have to work with young people

Role of youth in development work is increasing the participation of young people in national development and decision-making or promoting youth empowerment. Like human rights and democracy, there are ways of interacting with young people.

Fundamentally, participation and empowerment are both about letting young people have more control over their personal development and the directions of their lives.

11.5.1 Participation and Young People

Participation in democracy, employment, education, cultural development – are enshrined as individual rights in the Universal Declaration of Human Rights. They are also included in the Harare Declaration as priorities of the Commonwealth.

Traditionally, young people have been excluded from active participation in many of the decisions that affect their lives. When we are very young, our parents, family members and other adults regularly make decisions on our behalf. Ideally, they are genuinely concerned with our interests. But as we grow into adolescence i.e. the period of transition from childhood to adulthood, we usually begin to develop our own sense of what our 'best interests are', and we may not have the same perspective as the adults do. But adults do not always want to relinquish their role as decision - makers as well as they do not always recognise when young people are able to begin to make their own decisions, and take responsibility for the consequences of those decisions. This struggle for greater influence and autonomy takes place not just within our families, but also at school and in community contexts, where adults may be reluctant to give up some of their traditional power.

As a youth and development worker, your role is to create an *enabling and empowering environment for young people*. At the same time as you are trying to do this, there are likely to be other forces working in the other direction, such as troubled home environment, negative mass media images (particularly affecting young women), or shrinking employment markets. It is also more difficult for you to create an enabling environment for others if you do not feel empowered in your own personal or professional life.

11.5.2 Functions of Youth in Development Work

The Common Wealth Youth Programme (CYP) has defined three main functions that are central to the practice of all youth in development work. They are the *enabling*, *ensuring* and *empowering* functions.

i) Enabling

Enabling is about creating the conditions in which youth can act on their own behalf, and on their own terms, rather than relying on other people and professionals to do things for them.

The enabling approach assists youth in development works to ensure that young people:

- understand and appreciate the cultural values and traditions of their group, society and country.
- are themselves valued as a key part of their country's national, social, economic and political life.

A youth worker using the enabling approach would encourage young people to:

- develop new skills
- develop self-confidence
- raise their aspirations
- speak for themselves
- take the initiative in making a creative contribution to their communities.

They might work in a team with other youth workers to:

- address young people's needs
- analyse and evaluate different ways in which this could be done
- design and develop new ways of implementing policy.

If they are experienced and have given a lot of thinking about this, they might work with other organisations in the following directions:

- involve young people in policy formulation and implementation
- always keep young people in the forefront of thought process to ensure delivery of programmes that are relevant to young people.

ii) **Ensuring**

Ensuring is about working in harmony with the core Commonwealth values and principles (democracy, liberty, justice and equity) because these are the systems, which give a sense of meaning, and moral and social purpose to the ways in which young people can use their skills and knowledge.

The ensuring approach is meant to assist youth in development works to:

- maintain the principle of equity as the essential underpinning of all youth programmes, activities and outcomes.
- develop an awareness and moral commitment to the ideals of the Commonwealth and in the tradition of the groups that founded it.

An ensuring approach could include helping young people, no matter from what social background, to:

- secure the opportunity of redeveloping their learning abilities
- acquire ways of making themselves into valuable and contributing members of the community
- express their needs and ideas to those with power.

It might involve the learning of youth worker to network with other development workers to:

- develop collective understanding and skills in this work
- learn together how best to mainstream youth policy and particular issues of equity
- work collaboratively and share technology to optimise the efficiency of the work.

If she/he is very experienced, the youth worker might be involved in collaborative work with other organisations, to encourage:

- awareness and sensitivity to young people's issues
- allocation of resources to young people
- to run programmes for young people.

iii) **Empowering**

Empowering is about putting the democratic principles (*i.e. pluralism/diversity, citizenship and respect for human rights)* into action with young people so that they can play an assertive and constructive part in the decision-making that affects them at all levels of society.

The empowering approach assists youth in development works to ensure that young people:

- understand deeply and internalise democratic principles and practices
- have the insight and skills to influence the decisions that affect them and their communities.

A youth working towards development process tries to empower young people and aims that young people should:

- develop much more of their open-ended potential as thinkers, interactors and doers
- become involved creatively in social change
- gain access to resources
- play a full and active part in social and economic development
- organise self sustaining initiatives
- assert their and others human rights
- practice Commonwealth values and principles
- participate fully and actively in democratic processes

They might work with other youth workers to practise advocacy with and for young people. With more experience they might also work with other organisations to improve youth related social policy and its implementation.

SAQ 4

In your own words, write what you consider to be the key elements of the three approaches we have discussed:

enabling approach
ensuring approach
empowering approach

11.6 YOUTH IN DEVELOPMENT WORK AS A PROFESSION

In the above section we have discussed about role of youth in welfare and development. It is to be highlighted that partly because of their integration into activities funded by government, aid agencies or NGOs, **youth welfare** work and **youth work for development** tend to be largely professionalised. This is not to say that there are no professionals in the other traditions, but the origin of these traditions are in voluntary movements within families, communities, churches, missionary groups and other philanthropic groups, which are low budget, and largely low paid organisations.

Youth in development work and youth welfare work have a longer professional history with the work usually practised by occupational groups such as youth workers, welfare workers and social workers. In more recent times, the other traditions such as pastoral and out-of-school education, leisure and community work have increasingly employed professionals to undertake work with young people.

Developing Professionalism in Youth in Development Work

If field training, education and vocational training are imparted to youth engaged in development, they can make the difference between:

- a worker who analyses the problems and has the skills to improve things significantly, and
- a worker whose approach is memorised from a book or simply applied common sense, and whose influence on problems is very poor.

There are of course situations where common-sense is appropriate, but these situations do not require a professional to deal with them. There are some things that are common to have a professional approach in youth towards development work. These include:

- seeing ourselves as knowledgeable **partners** rather than mere experts in our work with young people
- distinguishing between the necessary **professional detachment** of objectivity and sheer indifference
- **avoiding** the **control** of access to information and control of people by specialist language (jargon)
- **working cooperatively** with other professionals and other agents rather than competing with them.

To ensure credibility, we must treat our jobs, our own on-going learning and our staff's development professionally. One way of achieving this is through a commitment to life long learning. Another important way is to take on the role of an active and reflective practitioner.

An active, reflective practitioner is a professional who:

- is in control of her or his thinking and learning
- analyses circumstances and situations
- applies problem solving skills
- recognises the social context in which individuals operate and respond to these
- has a thorough grasp of a range of youth work models and skills, and deploys them flexibly and appropriately

SAQ 5

Briefly describe the key features of a youth worker who has a professional approach.

11.7 MODELS OF YOUTH IN DEVELOPMENT WORK

In this section you will be acquainted with models of youth in development work and specific skills required by youth workers in these models. There are four models of youth in development work are:

1. The treatment model
2. The reform model
3. The advocacy model
4. The conscientisation model

Now, let us discuss these models in the following paras:

i) **The treatment model**

The treatment model defines the problems of social groups as normal, human and reasonably healthy social reactions to the necessary constraints that living in society imposes. Those who work within the treatment model framework say that we must recognise these problems as useful indicators of the need to make social adjustments, not as evidence of something deeply wrong with society. In the treatment model young people who do not conform are seen as a threat to the stabilit y of society.

What skills do youth workers need in a treatment model?

Youth workers need the following skills in the treatment model of youth in development work:

- controlling young people
- demonstrating high standards of personal conduct
- planning and des igning programmes
- establishing and setting rules and limits
- presentation skills
- counselling

- group or team building skills.

ii) **The reform model**

The reform model of youth in development work looks at young people as disadvantaged by their social environment or family upbringing. If young people have had a poor or unhappy upbringing, this causes them to act in negative way. The reform model argues that if young people are disadvantaged by their family upbringing or their social environment, then it is difficult for them to make the changes necessary to fit into society.

What skills do youth workers need in a reform model?

The role of youth workers employing a reform model tends to be that of person - centred experts who have become professional youth workers because they feel they can help young people to:

- make the best out of opportunities available to them
- build positive relationships with older generations and the social system
- identify their life goals, and
- change themselves to achieve those goals

iii) **The advocacy model**

The advocacy model of youth in development work sees that many of young people's problems are a result of their social rights not being respected, because either young people are not aware of their rights and/or do not have the skills to use them or society has failed to protect their rights.

What skills do youth workers need in an advocacy model?

The skills a youth worker needs to implement in an advocacy model of youth in development work include:

- ability to use the legal and bureaucratic system
- networking with bureaucratic system
- case work skills
- campaigning skills
- media skills
- motivational skills
- negotiation skills
- lobbying skills.

iv) **The conscientisation model**

The majority of young people in the world are structurally disadvantaged by rich and powerful people through the organisation of social institutions such as banking, ownership of business and property, and the structure of education. This is fundamentally unjust and contrary to the notion of human rights.

What skills do youth workers need in a conscientisation model?

The skills a youth worker needs when adopting a conscientisation model include:

- community education skills
- community development skills
- negotiating skills
- social research skills
- the ability to help young people overcome apathy, low self-esteem and fear of authority
- a practical understanding of the implications of social analysis
- campaigning skills.

11.8 APPLYING FREIRE'S IDEAS TO YOUTH IN DEVELOPMENT WORK

Paulo Freire was born in Brazil in 1921. He was a Christian who was committed to fight poverty in his country. He worked with poor people and taught them to read and write. Freire offers one way for youth in development workers to achieve change with young people and help us to identify the ways in which we can avoid acting as oppressors of young people.

Some of the dominant class … *talks about the people but they do not trust them; and trusting people is the indispensable precondition for revolutionary change. A real humanist can be identified more by his trust in people, which engages him in their struggle, than by a thousand actions in their favour, without that trust (Freire, P. 1993).*

There are two ways in which his ideas can apply. The first is for us to be aware of our own unconscious capacity to oppress young people by the ways we relate to them. We have to trust young people and have confidence in their ability to think creatively and evaluatively, and to make their own decisions and act on them. The second is to apply work with young people in the following steps as directed by Freire:

1. The first step is to **listen**. Spend time getting to know young people and learn about their culture and values. Learn to see things from their perspective and identify those themes that are important to their lives. Learn to decode what they say to grasp the real underlying quality of their ideas, as they are often at first unable to articulate them.
2. The second step is to enter into **dialogue** with young people. Ask young people to share experiences through telling stories, drawings and using photographs. Encourage young people to share their problems and identify a need for change.
3. The final step is to engage young people in **action**. Work with young people, transform their situation by deciding on particular courses of action, help them act on tier decisions and then reflect on their actions.

Some strategies such as community development and social planning are most likely to bring about change for groups at a local level for youth in development work.

11.9 YOUTH-OUR GOALS IN WORKING WITH THEM

The Faculty of Human and Social Development at the University of Victoria and The Social Planning and Research Council of British Columbia conduct Social Development Research Programme (SDRP). The project was concerned with developing a conceptual framework for the well-being of youth and also included developing indicators of youth well-being.

11.9.1 Indicators of Youth Well Being

SDRP researcher grouped nine recurring themes related to youth well being into two main categories i.e. "The interpersonal aspects of youth well-being" and "The institutional aspects or changes needed for youth well-being."

The themes related to the first category i.e. the interpersonal aspects of youth well-being were:

Theme 1: More independence and autonomy.
Theme 2: Better relationships/More interaction between youth and several groups including their parents, teachers, law enforcement officers and other young people.
Theme 3: Better communication.
Theme 4: More community involvement.

Theme 5:   Ending discrimination and barriers to equality.

The themes related to the second category i.e. the institutional aspects of changes needed for youth well-being were:

Theme 1:   More places for youth.
Theme 2:   More youth services and activities.
Theme 3:   More job creation/skill training for youth.
Theme 4:   Improve the educational system.

Organising the ideas in this way is useful for community development workers. It reduces the tendency in many youth development programmes to focus on the delivery of services to young people (doing for rather than doing with). The approach highlighted the empowerment issues in the forefront. Services for youth are important but every effort should be made to include young people in designing and operating them.

11.9.2 Goals

The perspective on youth well-being developed by the SDRP team also brings to light two important community work concepts – the idea that there are *process goals* and *product goals*. Knowing that there are two different types of goals will help you set out the goals to be accomplished.

Process goals

According to Twelvetrees 1991, Process goals are to do with changes in people's confidence, knowledge, technical skills and attitudes. Therefore they have to do with enabling people to take control over events, and to make sound decisions. The theme of more independence and autonomy for youth or better relationships is linked to some of the process goals of working with young women and men.

Product goals

Product goals are to do with the changed material situation[1] like the establishment of youth-run drop in centres or a revised curriculum in schools, which are services designed to meet some of the practical needs youth have.

Both types of goals are important for youth in community work, although some workers tend to emphasise one or the other depending on their particular interest and context. Let us explain it through an example, a youth worker in a remote rural community may be of the view that services and activities for youth, as well as job creation and skill training (product goals) are most important in order to tackle the problem of rural-urban migration. However, another worker in exactly the same situation could well argue that the promotion of youth organisations (a process goal) through which young people can advocate for these services themselves is the most appropriate goal. Obviously these goals are not mutually exclusive and there is usually a process element in most of the product goals.

11.9.3 Youth Participation

The best community work highlights the importance of working with and through community organisation. It emphasises the importance of involving the intended 'beneficiaries' in the following steps:

The best community work highlights the importance of working with and through community organisation. It emphasises the importance of involving the intended 'beneficiaries' in the following steps:

- the definition of the problem

---

[1] Twelvetrees, Ibid., p.11.

- the identification of possible solutions
- the choice of the final approach to be taken
- its implementation
- the monitoring and evaluation of its progress and success or failure.

Henderson and Thomas describe several of the roles played by youth workers and suggest that the following factors may influence the choice of role:

- the type of work to be done.
- the phase or stage of development of the work.
- the goals the worker has
- the worker's own personal preferences and competence
- the host agency's views about appropriate worker roles.

The role of the community youth worker as enabler, facilitator, broker, advocate and teacher is given in Table 11.1.

Table 11.1: Role of community youth worker

Worker Role	Description
Enabler	Asking questions to clarify a situation, and/or deepen participants' understanding of issues; actively listening; giving encouragement; providing a model for others.
Facilitator	Similar to enabling: can involve putting people in touch with agencies and resource people; creating environments for learning and action.
Broker	Sometimes called mediator. A moderately active role where the worker secures resources or concessions for the group. Engages in resolving disagreement within and between the community (group) and the agency and other external bodies.
Advocate	Can be an activist role involving making representation usually to secure policy or institutional change for the benefit of the client system. Involves research analysis, negotiation, bargaining and sometimes more coercive measures such as demonstrations and strikes.
Teacher	Involves the structured development of skills (interpersonal and organisational).

11.9.4 Participation

As a youth and community development worker, you know that you need to be responsive to your clients' needs and perspectives. It is also important to try to engage the active participation of your clients. You need to understand that participations and consultation are about sharing power, often giving it up completely.

You will appreciate that those who have been accustomed to taking decisions (having a monopoly on power) may be reluctant to relinquish it. This in fact is often the source of the rationalisations we make or hear for a lack of participation as people not really know what they want; they do not have the knowledge or skills required to participate effectively: participation and consultation are too time consuming and costly.

Forms of participation

Let us now look at the many forms that participation can take. You will find these examples relevant to your work.

- Beneficiaries are seen to participate because they receive some material benefit from the programme.
- Beneficiaries are informed about the programme after it has been designed, and they are mobilised to contribute voluntary labour, and possibly materials.

- A selected group of beneficiaries is invited to participate in monitoring programme implementation, but have no delegated authority, i.e. can only recommend but not authorise change.
- The policy frame is established, intended beneficiaries are invited to make comments about the proposed programme-but there is no guarantee that their comments will be taken into account.
- The policy framework is established, comments are invited, but this time a guarantee is given (and honoured) that beneficiary comments will be taken into account.
- Intended beneficiaries are invited to give advice on policy frame-work, while the actual programme design is done by experts.
- Intended beneficiaries also have delegated authority in monitoring evaluation.

There are many different ways people can participate, sometimes we are tempted to think that only programmes showing the last three or four characteristics (faces) are truly participatory. But it is important to bear in mind that beneficiaries are not the only stakeholders in any policy and programming context. So it is not always possible to delegate full authority to them.

Normally, the degree of participation should follow the principle that decisions be taken at the lowest level that is feasible, i.e. at the level closest to the people and most directly affected by them. But this is more easily said than done.

Moreover, to stress the importance of participation and inclusion does not mean you may not take a directive approach in particular situations. Some community groups, particularly of very young or inexperienced may lack any idea of how to proceed and be in danger of losing a valuable opportunity if the worker fails to intervene. He or she may offer expert advice or suggest a possible solution.

11.9.5 Promoting Participatio n

You have already studied about Freire's ideas in Sec.11.6. Now let us discuss about techniques practised by Freire in the participatory process.

Participation Principle 1: Understand human behaviour

Good participatory methods rely on an understanding of individual human behavior and group dynamics.

Basic human needs

We have basic human needs for food, clothing and shelter; in addition, each of us wants to:

- Feel safe
- Have a sense of belonging
- Be treated with respect
- Have a sense of dignity
- Experience growth.

These are essential elements of the **Ladder of Human Needs** developed by Abraham Maslow (1957) in his theory of *Human Motivation.* It is now acknowledged, however, that these needs do not fall as neatly into place as Maslow had originally thought.

Admittedly, our physical needs are important, and their satisfaction cannot be postponed. But even as we pursue the satisfaction of our physical needs, the remaining higher order needs also demand attention. An essential principle of participatory methodology, therefore, is that it should respect the needs which people have. In fact, you could use Maslow's hierarchy of higher order needs (the ones beyond food, shelter and clothing) as a checklist against which to measure your participatory techniques.

Participation Principle 2: Take into account the stage of the group

Participatory methods should also take into consideration the stage of development of the particular group. A group may not always be able to or want to participate at the planned level; this lack of interest could have several causes. It should be ensured that a seeming lack of interest may not actually be cynicism based on prior experience, or simply a lack of familiarity with participatory processes.

The five stages to group development

Grouping goes through different stages of development (Table 11.2). Here is a well-known and very simple method for describing the different stages in the development of a group. Groups do not necessarily go through all stages in a perfect sequence. They may progress through the first two stages and then start all over again. There are also wide variations in the amount of time a group will take to negotiate a particular stage of its development.

Table 11.2: Stages in the development of a group

1.	**Storming** The potential members of group are just coming together. You may find here that people drop in and drop out. This is not the time to begin making long range plans.
2.	**Forming** Some cohesion and identity begin to emerge. Membership and participation become more stable. People are getting to know each other.
3.	**Norming** A group now exists. It has arrived at some consensus above what its purpose is and is establishing a culture – its own way of doing things. This is a good time to elect leaders and make plans.
4.	**Performing** This is the stage where the action begins. Whether it is a sports club or an environmental action group, the group gets on with it.
5.	**Adjourning** Something interesting occurs at this final stage. Some people think that groups should last forever and are very unhappy when members start to drift away. If the group's purpose has been served (or is no longer being satisfactorily met), then the group needs to come to closure. A challenge for a worker is to help the group to adjourn in a positive and productive way.

Participatory Principle 3: Use small group work – if appropriate

In addition to understanding the different stages in the development of groups, the worker also needs to understand the ways in which small groups can be used at various stages of thinking, learning, planning and acting.

The small group is a popular instrument in the participatory process. Among other purposes, it can create a place of safety where those who have been silenced or silent up to this time are able to express themselves. However the thinking and inappropriate use of the small group can infact prove to be counter-productive.

SAQ 6

i) Find out about youth organisations that are involved in environmental and/or sustainable development activities in your country.

ii) Describe two approaches that the youth groups have adopted in an effort to promote sustainable development.

iii) Discuss two ways in which you (and/or your group of young people) can become involved in the activities of any of the organisations.

11.10   YOUTH AS INITIATORS AND ACTIVISTS

What can young people do to participate in the process of sustainable development? They can become initiators as well as activists. It is important to explore the role of youth as initiators on the larger national stage. For youth to function in this role the government must have a sympathetic approach and realise that using the idealism, energy and new thinking of the youth is one of the few ways in which developing countries can make that qualitative jump essential for sustainable development. Here are a few ideas gathered from international reporting on this matter.

- Make your voices heard by ensuring that you are consulted and integrally involved in your country's decision-making processes, which relate to environmental protection, natural resource management, and development.
- Encourage policy makers at both regional and national levels to adopt the strategies, which are recommended by international, regional and local youth conferences that offer perspectives on sustainable development.
- Get involved in educational and training efforts, which are designed to increase environmental awareness. (The knowledge and skills, which you gain, will empower you to contribute positively to sustainable development.)
- In addition, lobby your government to make sustainable development a compulsory aspect of school curricula and vocational training programmes.
- Get directly involved in project identification, design, implementation and follow-up.
- Organise fund-raising activities such as eco-fairs, that would produce seed funding for some of your own environmental/sustainable development projects.
- Agitate and collaborate to prevent more environmental degradation in your community and country.
- Enhance your ability to activate, organise and mobilise by seizing opportunities for education and employment. As Agenda 21 states, *Education is critical for promoting sustainable development.* It is a prerequisite for participation in decision-making and for improving the capacity of people to address environment and development issues.
- Lobby your leaders for a continuous flow of information on the environment so that you can keep abreast with environmental issues and problems.
- Network with youth in your community and country to exchange information and to strengthen your environmental activities at the local level. Networking will lessen the degree of duplication and save the much-needed resources.
- Form yourselves into groups and discuss each of the 27 principles of sustainable development. Pay special attention to their implications for the youth in your country.
- Share, with other youth, your knowledge of and skills in environmental protection at summer camps, school, public fora and youth organisations.

SAQ 7

Can you suggest any other ideas, not mentioned above, that may be more relevant to your country or community?

As an initial foray into the area of social action:

i)   Discuss with your group of young people, which of these strategies are most relevant to your situation.

ii) Together, start to plan a project that you can put into operation over the next few weeks.

In your plan, you will need to include:

- a brief description of the problem you want to address

- your objective (what you want to achieve)
- a timeframe (planned start and duration)
- the strategies you want to use (how you want to achieve your objectives)
- an action plan (the tasks or steps you need to do or take).

It is probably best to take a small project to begin with; it might grow into something bigger later as you and your group become more experienced.

11.11 ORGANISATIONS PROVIDING OPPORTUNITIES FOR YOUNG PEOPLE

The foundation for the inclusion of youth in decision-making has been established and endorsed by nations around the world through different conventions, including the Convention on the Rights of the Child. In addition, the International Conference on Population and Development, the World Summit for Social Development, the fourth World Conference on Women and the Habitat Conference, highlighted the importance of youth participation in the implementation of their plans of action:

Each country should, in consultation with its youth communities, establish a process to promote dialogue between the youth community and government at all levels and to establish mechanisms that permit youth access to information and provide them with the opportunity to present their perspectives on government decisions, including the implementation of Agenda 21.

There are numerous organisations that provide opportunities for young people to become involved in environmental activities, either directly or indirectly. Some of them are discussed as below:

i) **International Youth Federation (IYF)**

The International Youth Federation for nature studies and conservation was founded in Salzbrug, Austria in 1956. It is the advocate for the interests of youth environmental groups.

According to its statutes, IYF shall: … *seek to organise and encourage all that might increase the knowledge, understanding and appreciation of nature and the awareness of environmental problems among young people throughout the world. This is in order to promote the commitment of youth to the principles of environmental conservation and to stimulate young people to voluntary action for the protection and enhancement of the environment and for the natural use of the Earth's resources.*

IYF operates in Asia and the Pacific; Africa; Latin America and the Caribbean; and Europe. It involves over 15 million young environmentalists in some 150 to 200 environmental organisations. The work programmes vary from environmental education to strategy and action. The focus over the years has been on appropriate technology, technology transfer, energy, tropical forests and the use of pesticides, in industrial countries and developing countries. The organisation has held a number of youth exchange programmes and meetings around the world and has a number of publications.

ii) **The Caribbean Youth Environment Network (CYEN)**

The Caribbean Youth Environment Network (CYEN) is a non-profit making youth organisation dedicated to the promotion of appropriate development through education, regional integration and community development. These are aimed at changing the attitudes and behaviour of young people in order to popularise the conservation and protection of human and natural resources within the wider Caribbean. The goal of the organisation is to promote meaningful youth involvement

in the conservation and protection of resources through education for awareness, integration and community action. Some of the concerns of the Caribbean Youth Environment Network are solid waste management, sewage disposal, coastal zone degradation, the depletion of biological resources, and the agro-chemical pollution of ground and surface water resources.

At the community and national levels, CYEN members work with young people to address some of these issues. An established focal point in each country is responsible for coordinating activities at the national level and reporting to the executive boards. CYEN members have also been engaged in, among other things, public awareness campaigns on the protection of the leather back turtles, tourism development and its impact, and solid waste management using the 3 Rs (Reduce, Reuse, Recycle). The organisation strives to meet bi-annually to share ideas, knowledge and experiences on a particular theme (Bynoe, P. 1998).

iii) **The Commonwealth Youth Programme (CYP)**

One of the overarching principles that the Commonwealth Youth Programme has adopted to guide its work is to *'promote the Commonwealth values of social justice, democracy and human rights amongst the young people of the Commonwealth'*. Since its foundation in 1974, CYP has worked to promote youth empowerment through education and training, expanding employment opportunities and increased participation in decision-making. As some of the early discussions leading to the formation of CYP took place at the Singapore in 1971, it was quite natural for the Commonwealth Principles to be proposed as a key focus for the youth programme.

CYP's Mission

The Commonwealth Youth Programme's vision and mission statement is as follows:

CYP works towards a society where young women and men are empowered to:

- *develop their potential, creativity and skills as productive and dynamic members of their societies and*
- *participate fully at every level of decision-making and development, both individually and collectively, successfully promoting Commonwealth values.*

In addition, the Commonwealth Youth Programme:

1. Supports the efforts of member governments in the formulation of policies and development of programmes, which effectively address the issues, and concerns of young women and men.
2. Assists member governments in establishing and strengthening youth ministries and independent youth networks to support policy and programme development based on the active participation of both young women and men.
3. Enhances the involvement of young women and men in all CYP's planning and decision-making processes.
4. Supports the efforts of youth non-governmental organisations (NGOs) and collaborates with international organisations in the promotion of youth development activities.
5. Enables young women and men to participate effectively in the planning and decision-making processes of their own countries, and in regional and international fora.
6. Supports and recognises initiatives by young women and men for their own social and economic development and for the development of their communities.
7. Promotes greater awareness amongst young people about the role of the Commonwealth in international relations.

(**Source:** CYP brochure titled *Youth Representatives,* Commonwealth Secretariat, May 1996.)

CYP Focus

While the kinds of programmes administered by CYP have changed since it began in 1974, its overall goal to promote youth involvement in and benefit from social and economic development has remained constant. Currently, CYP programmes emphasise:

- education and training
- providing support to youth enterprise and self-employment initiatives
- promoting national youth policies
- addressing youth health concerns including HIV/AIDS
- increasing the participation of young women in all aspects of development
- promoting literacy at a local level
- increasing youth awareness about sustainable development (Humble, M. 1998).

CYP Regions

The four regions covered by the Commonwealth Youth Programme (CYP) are *Asia*, *The Caribbean states*, *The South Pacific* and *Africa*. This enables CYP to reach more young people, and to offer a wider variety of training programmes and projects tailored specifically for the needs of young women and men in each region. Here we will discuss the details of CYP of the Asian region:

ASIAN REGION:

Background

The Asian region of the CYP comprises Bangladesh, Brunei Darussalam, India, Malaysia, Maldives, Pakistan, Singapore and Sri Lanka. Many issues for young people in the Asian commonwealth countries are historically the result of colonial rule and the breakdown of traditional life.

Regional problems

While the breakdown of traditional life is a long-term issue for young people in the Asian Commonwealth countries, participation in the global market economy and greater emphasis on materialistic values have caused problems more recently. Coupled with this is the growing population, which has outpaced economic development. The combination of these factors has resulted in the region facing growing poverty, unemployment and other social problems.

The break down of traditional life and the influence of materialistic values has caused a shift in culture from emphasis on the family to that on self-interest. When young people are not able to achieve materially because of poverty and unemployment, their sense of powerlessness and alienation can lead to crime, violence and drug abuse. Many Asian commonwealth countries have had a history of youth exchange to promote inter-community harmony and national integration.

Youth services in Asia are also confronted with major youth needs and issues such as:

- rising religious fundamentalism
- rising communalism
- the spread of AIDS
- deep poverty
- unemployment
- high illiteracy rates in some regions
- inequitable class, caste and gender access to education
- the marginalisation of young people, social class, caste and gender inequality
- youth health problems
- easy availability of drugs
- increase in crime.

Youth policy

The Asian Commonwealth countries respond to these problems in a myriad of ways. For example, in countries such as Brunei Darussalam and Singapore, many Youth services have an emphasis on citizenship. In India youth programmes also focus on values such as unity, national integration, spirituality and culture. In Bangladesh, Sri Lanka and Pakistan the emphasis of youth programmes is on education, employment and training. In the Maldives the focus is on sports, recreation and culture.

The role of NGOs and government in youth services varies from country to country in the region. For example the governments in India, Pakistan and Sri Lanka rarely consult the NGOs. However, at the same time they use NGOs to undertake limited programmes in specific areas such as employment. In places such as Malaysia, there is a strong relationship between NGOs and the government. In Singapore, the government has no central agency for coordinating youth affairs.

In most countries, the youth sector has not been given priority despite political statements conveying the opposite. As a result youth organisations often do not receive the resources they need to encourage young people to participate in national development. Some youth organisations in Asia have substantially contributed to the social and economic development of countries.

Youth services and programmes

Many NGOs in the Asian region work together to address social and economic problems and mobilise young people to become active in the process of change. A range of models and programmes for youth in development work exists in the Commonwealth countries of Asia. The challenges for youth in development work include:

- working towards democracy
- environmental sustainability
- using communication technology to help young people
- the widening gap between the rich and poor
- population issues
- dealing with the process of urbanisation
- youth participation.

Most Asian Commonwealth countries have encouraged young people to participate in sports, recreational and cultural activities and rural and community development activities.

INFOYOUTH:

After discussing some of the organisaitons that are actively involved in youth welfare, let us discuss about infoyouth network.

The Infoyouth network, often described as 'a network of networks', was set up to provide an overview of youth policies and programmes throughout the world. The main objectives of the organisation include increasing the availability of knowledge and experience about issues concerning the youth, easing decision making processes, aiding in the monitoring of official policies, encouraging regional and inter-regional exchanges of data between its members, raising awareness and facilitating the training of young people in new information and communic ation technologies, and providing access to information and support to those struggling against the HIV/AIDS.

The Infoyouth programme is an effective tool in the process of finding, selecting and disseminating relevant information at international, national and local levels.

It is an innovative and effective framework based on the complementarities between the governmental and non-governmental sectors, linking an international organisation, **UNESCO**, a Ministry, the **French Ministry for Youth and Sports**, and the **National Institute for Youth and Community Education**.

Right from the period of preparations for the International Youth Year in Barcelona, Spain in 1984, The International Foundation for Human Development, Hyderabad has been an active member in the Working Group of International Youth Non-Governmental Organisations set up by the former UNESCO Youth Division. Since 1995, it has been a member of UNESCO INFOYOUTH programme and, in addition to its being a national focal point, it has been striving to coordinate youth activities and establish networking among the youth NGOs in the SAARC region. There is a satisfactory level of cooperation with the French National Institute of Youth and Community Education (INJEP), which is entrusted by UNESCO to manage the international network of the INFOYOUTH programme, as well as, with the Youth Centre of the Korean National Commission for UNESCO, which is the regional focal point for Asia and the Pacific region.

At the sub-regional and regional level, IFHD has been constantly making efforts to bring together youth-related NGOs and networks and has been trying to provide a platform for their mutual consultations, whether it is physical or electronic or virtual. From 1995 to 1998, a trimestrial bulletin 'Asia-Pacific Link' was published and distributed among the NGOs, UNESCO field offices and the National Commissions for UNESCO. As the response and cooperation from the recipients was found to be inadequate in proportion to the efforts mobilised to continue such an initiative, it was discontinued, after releasing a few more issues electronically. However, the official Website provides information and serves as a reference point for the youth and youth networks in the region.

There have been two sub-regional meetings with the youth organisations in South Asia: in 1998, there was a 'Seminar on Promotion of Voluntary Service and Social Responsibility' from 22nd to 23rd August, and, again, in 2001, the '2nd South Asian Conference: Current Challenges for Voluntary Action' was held form 27th to 29th July. Bringing representatives of the youth organisations from Bangladesh, Maldives, Nepal, Pakistan, Sri Lanka and India proved to be laborious and expensive. One or two countries make things particularly difficult to get them involved. Administrative and visa problems have been insurmountable and the productivity of such a gathering has not always been evident. The enthusiasm evoked and the commitment obtained on the spot did not, usually, sustain themselves for long in the follow-up activities.

However, the spirit of sub-regional identity is upheld and ingrained in the mind of the youth leaders and a wide spectrum of current and future issues of relevance to youth have been broached and provided an agenda for their ensuing national and local action. There has been a constant stress in all those discussions on the positive role that could be played by the information and communication technologies for development and poverty alleviation in the region.

In fact, with redeemed determination, we in IFHD intend to pursue this tradition of consulting each other in the sub-region. If not in lieu of, at least, in addition to the physical meeting now and then, we are also envisaging 'a meeting of minds' by virtual conference, more frequently, through website facilities. All along, youth related sections in UNESCO have been very cooperative in our endeavours. Similarly, parallel to above such events, there has been an effort by some active youth organisations to form an autonomous networking mechanism, called "Voluntary Youth Associations of South Asia" (VYASA). This informal group was set up with its secretariat at the IFHD office by the South Asian NGOs, when they met in 1998 in Macao during a meeting arranged by UNESCO. These consultations have invariably brought out the commonalities in their problems, limitations and their aspirations. But, no concrete activities have been, so far, undertaken under its banner.

At the national and local levels in India, IFHD has an equally daunting and formidable task. These national and local activities provided, in fact, the background necessary for several sub-regional, regional and international activities and exchange programmes.

11.12 SUMMARY

Let us summarise what you have studied so far:

- It is important to understand that the programmes aimed at youth or youth-serving organisations can in no way substitute for youth-run projects and organisations, which lead to greater youth empowerment, allowing them to run their own programmes driven by their own priorities, needs and perspectives. The concept of 'for youth, by youth' has resulted in projects and programmes being more successful, such as peer education in areas of health, environmental issues and youth rights.
- The policies need to be examined in consultation with young people, ensuring a youth analysis and participation in setting up the direction and the vision for projects and programmes, youth are participants in the process leading to sustainable development.
- The member countries of the United Nations, agreed through Agenda 21, to the promotion and creation of mechanisms to involve youth representation in all United Nations processes.
- An effective youth policy will have to recognise and adequately analyse the current social, cultural and economic environment that determines the livelihoods of young people. And those impacts cannot be ameliorated only by adding a few youth projects.
- Young people's basic rights need to be respected – the basic rights to a home, clean water, a safe environment, protection from violence, equality of opportunity, education, livelihood and health care.
- The prevailing attitude that their time will come needs to be shed. Youth need to be part of the solution here and now.
- The absence of youth from policy-making is hindering the much-needed revitalisation of countries, the creativity needed in search of alternatives and the renewal of leadership to take us into the next century.
- In many cases, it has not been difficult to make an argument for the benefits of involving youth. What has been difficult is implementing the stated intentions – how and where does intergovernmental equity begin?
- The most important point is the commitment that youth should involve themselves is the activities that are appropriate to them and, most importantly, they should be given the space to implement their own initiatives .

11.13 TERMINAL QUESTIONS

1. Which characteristics of youth and which major issues that concern the youth should be borne in mind by government of a country while formulating a youth policy?

2. Considering the attitudes of modern youth, which model of youth in development will suit the best in your opinion?

3. Outline the plan to form a youth organisation to deal with sustainable development issues in your country. Your plan should identify:

   - the proposed philosophy of the organisation
   - objectives of the organisation
   - target group.

BIBLIOGRAPHY

1. Baker, P.A., 1998. Module 4. *Working with People in their Communities.* Commonwealth Youth Programme-Diploma in Youth in Development Work. Commonwealth Secretariat.

2. Bynoe, P., 1998. Module 13. *Sustainable Development and Environment Issues*. Commonwealth Youth Programme-Diploma in Youth in Development Work. Commonwealth Secretariat.

3. Freire, P., 1993. *Pedagogy of the Oppressed.* Continuum, New York.

4. King, L., 1998. Module 3. *Principles and Practice of Youth in Development Work*. Commonwealth Youth Programme-Diploma in Youth in Development Work. Commonwealth Secretariat.