

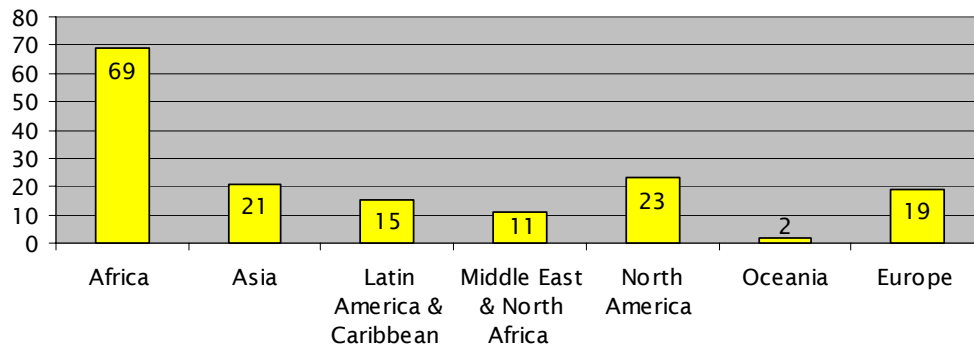
COMPILED RESULTS for Online Survey Responses

Youth-Led Action in an International Context, Jennifer Corriero

Regional Breakdown:

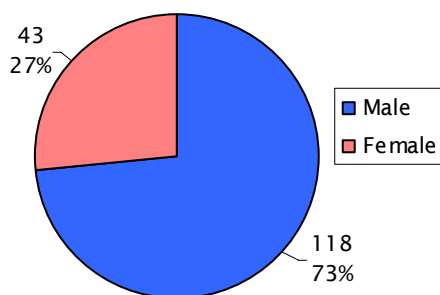
REGION	Survey 1	Survey 2	TOTAL
Africa	25	44	69
Asia	7	14	21
Latin America & Caribbean	4	11	15
Middle East & North Africa	5	6	11
North America	1	22	23
Oceania	1	1	2
Europe	4	15	19
Total	47	113	160

Survey Participants by Region

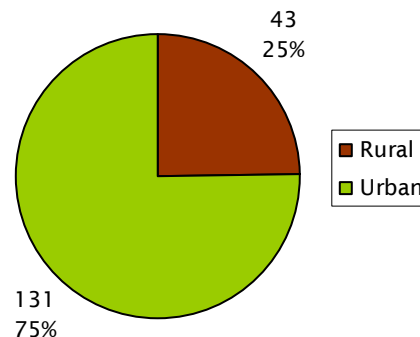


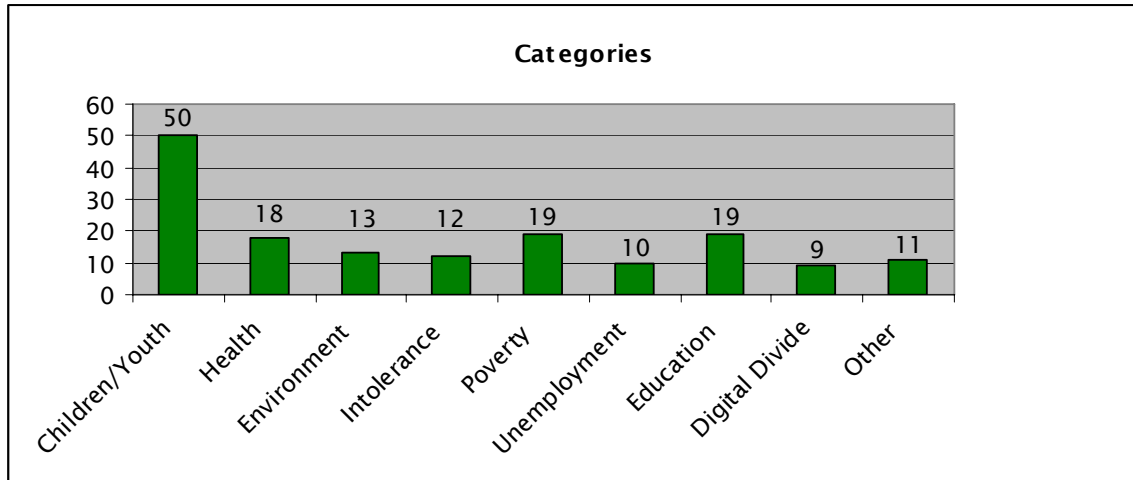
- Survey participants are from 59 countries including: Argentina, Armenia, Australia, Azerbaijan, Bangladesh, Bhutan, Brazil, Cameroon, Canada, Colombia, Congo, Dominica, Egypt, Ethiopia, France, Georgia, Germany, Ghana, Haiti, India, Indonesia, Iraq, Ireland, Jamaica, Jordan, Kenya, Macedonia, Malawi, Malaysia, Mexico, Moldova, Morocco, Nepal, Netherlands Antilles, New Zealand, Nigeria, Pakistan, Peru, Philippines, Russia, Saudi Arabia, Serbia & Montenegro, Sierra Leone, Slovenia, Somalia, South Africa, Spain, Sri Lanka, Sudan, Tanzania, Tunisia, Turkey, Uganda, Ukraine, United Kingdom, United States, Uruguay, Zambia, Zimbabwe

Gender Breakdown



Rural/Urban Breakdown





Each of the participants were asked to identify an initiative that they had taken. The Children/Youth Participation Category is cross-cutting in many ways and perhaps should not have been listed as a drop-down option (as some could have been re-categorized). Based on the descriptions provided, the following is a summary of the key issues being addressed along with an overview of the approaches taken to create change:

Children/Youth Participation and Development

- *Problem/Need:* Lack of structures to support youth participation in decision-making, apathy and lack of young people about politics, lack of opportunities or information about opportunities and resources for youth, need for media literacy
- *Actions:* Conferences, Summit's & Festivals, Youth Councils, Youth Radio/Media, Games, Leadership Training and/or Forum, Mapping Youth Organizations and Groups, Exchange Program, Role Playing, Promote Volunteerism, Community Service Announcement Video, Mentorship Project, Policy Test

Health

- *Problem/Need:* Tobacco smoke, violence against women, spread of HIV/AIDS, substance abuse, disabilities and need for accessibility, poor hygiene/sanitation,
- *Actions:* Peer Education, Awareness Campaigns and Materials, Open discussion, Improve waste management systems, Friendships, Playground Project (raised funds for activity bin with jump ropes, soccer balls, chalk etc), counseling centre

Environment

- *Problem/Need:* Environmental degradation, rights of poor farmers, deforestation and desertification, climate change,
- *Actions:* Tree Planting Initiatives, Raising Awareness, Environmental Education, Eco Theatre, Public Speaking Competition (topic of agriculture), Cleaning Public Spaces,

Intolerance and Conflict

- *Problem/Need:* Cultural gaps, need for conflict resolution, unjust structures, use of children and youth as child soldiers, need to reduce hate speech and xenophobia, need to establish multicultural understanding
- *Actions:* Open Discussion Forums, Summer Camp, Theatre, Cultural Events, Awareness raising about human rights violations,

Poverty & Hunger

- *Problem/Need:* Proper and adequate housing, global poverty and inequality, poverty linkage to AIDS, illiteracy,
- *Actions:* Building Houses, Food/Clothes drive, Fundraising for Libraries, student organizer of Advocacy Campaigns (ie: Fair Trade), distribution of airline kits, develop a network

Unemployment

- *Problem/Need:* High unemployment rates among youth, relationship between unemployment and despair & civil unrest, waste of talent and potential
- *Actions:* Skills & vocational Training, Mentorship Programs, link grad students with employment, community service internships (for experience to be gained)

Education & Literacy

- *Problem/Need:* Importance of increasing quality and accessibility of education, literacy as a route out of poverty and ignorance, stifling education system does not allow for creativity/initiative, teacher training, drop out rates, illiteracy levels,
- *Actions:* Student Clubs, Advocacy, Awards Programs, National Student Day of Action (awareness raising, march to local MP's office), read to illiterate people, Literacy through Hip Hop,

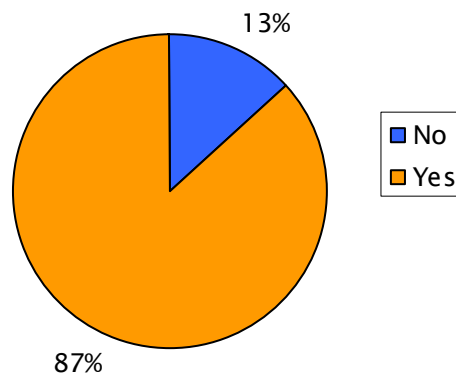
Digital Divide

- *Problem/Need:* Lack of access to technology, lack of relevant online content, lack of conducive national ICT policies,
- *Actions:* Internet Literacy programs and workshops, policy advocacy, set up TeleCentres, Research best practices for design usability & create websites

Other

- *Problem/Need:* Disaster Relief, Gender Disparities, low social skills of young adults who come out of orphan houses, exchange between sports groups, rural urban migration, Sustainable Development, Human Rights, Animal Cruelty
- *Actions:* fundraiser, quota system for female representatives, therapy through art

Are you affiliated with any organizations?



87% of survey participants are affiliated with an organization. Groups identified range in scale from local, national, regional and international. A range of the groups are affiliated with educational institutions and/or youth networks.

2.2 – MOTIVATIONS: What motivated you to act on this issue?

Life Experiences

- Positive or negative
- Personal hardships (i.e. born in slum area, was a street kid)
- Suffering or Death of family or community member
- Travel, site visit, exchange program, leadership program, event or seminar
- Involvement as a club member or volunteer

Awareness of Problem or Need

- Statistics, frustration with situation (ie: injustice, illiteracy rates, growing unemployment rates, infection rates etc), desire to challenge stereotypes, Read a book or article about a problem or possibilities, Research,

People

- Elders, trusted adult who 'believed in me', peers, other youth leaders, networks, feeling of solidarity with present and future generations,

Personal Values

- Love for country/community, natural interests and passions
- ancient knowledge or wisdom, religion/faith
- Desire for recognition
- Desire to help others and share good fortune
- Desire for a better society/world for all
- Desire to create positive change

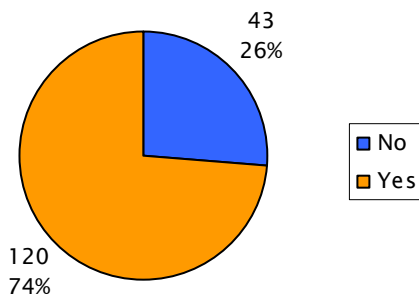
Ongoing motivation sustained with hope/vision for potential impact

2.3 STEPS TAKEN: What steps did you take to act on this issue?

A range of initial steps taken include the following:

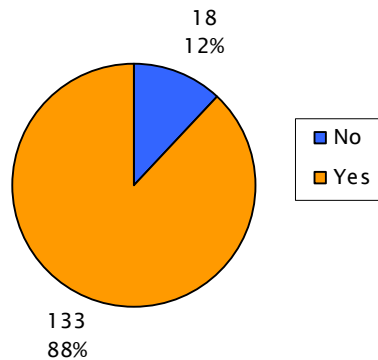
- Research of situation and initial consultation process to further understand needs and brainstorm ideas for action
- Development of a plan of action and/or proposal, targets and goals set
- Support sought from friends, mentors, advisors, volunteers, institutions
- Created networks and forged partnerships
- Raised awareness about activities and progress (blogs, online project profile, media, speeches, events)

2.4 - OTHER GROUPS: Are you aware of other groups who are trying to address the same issue?



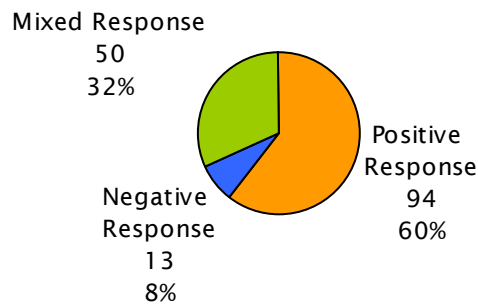
74% of respondents are aware of other groups who are trying to address the same issue. Survey participants explained that the major difference is that similar initiatives were not youth led or had a different reach or target audience (ie: global organization, or based in a different region). In many cases, collaborations exist, even on the simplest level of exchanging knowledge and sharing resources.

3.1 - CORE GROUP: Was there a core group/team of people that you worked with in trying to achieve your goals?



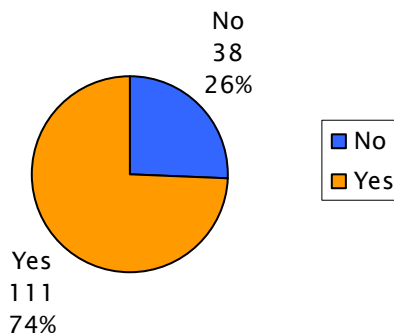
88% of participants who responded said that there was a core group of people that they worked with in trying to achieve their goals. Team members include people gathered who share a common interest, existing student clubs or chapters, advisors and mentors.

3.2 - RESPONSE: How did people (both within your group and outside of your group) respond when you presented the ideas behind the initiative?



60% of respondents said that people responded positively when the initial ideas behind the initiative were presented. 32% had mixed reactions.

3.3 - MENTORS: Did you have mentors that you were able to turn to for advice?



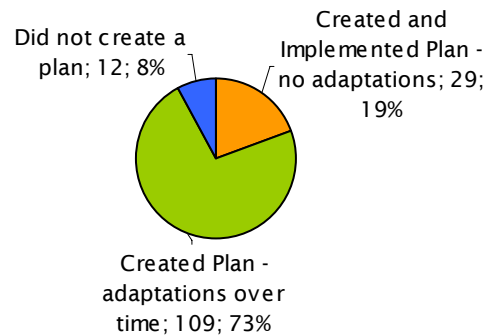
74% of respondents said that they had mentors they were able to turn to for advice.

3.4 - RESOURCES/SUPPORT: What resources and support did you draw upon to implement your plans?

Survey participants described a range of resources and support that they were able to draw upon including:

- **Media:** air time on radio, print, television, internet, awareness attracts support
- **People:** friends, volunteers, expertise within team, mentors or advisors, community support, own knowledge
- **Organizations:** partnerships fostered to lower costs, access resources (ie: posters, materials, networks), development of skills through training, technical assistance, legitimacy through umbrella framework
- **Rooms (for meetings or events):** offered by schools, libraries etc.
- **Funds:** raised through cash donation, small grant, scholarship, \$ from shows,
- **Resources/Materials:** distributed documentation, guides, DVDs, books
- **Research:** Survey conducted, literature

3.5 - ADAPTATION: Did you create a strategy that fell into place and worked out or did you need to make significant adaptations to your plans?



73% of respondents created a strategy that required adaptations while being implemented. 19% of respondents had a strategy that fell into place.

3.6 - CHALLENGES: What are some of the challenges that you faced in implementing your initiative? How did you respond to these challenges?

Survey participants identified a range of challenges faced both internally and externally:

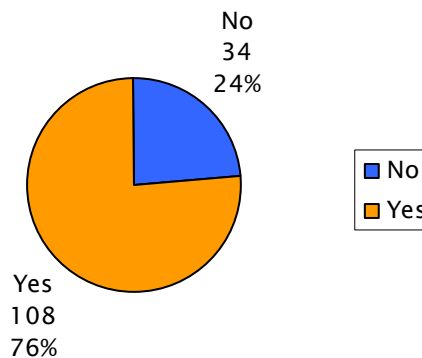
Internal Challenges: heavy workload, lack of infrastructure (electricity, internet, telephone, fax), recruiting, managing and motivating volunteers, working virtually, team dynamics and internal politics, building trust, language barriers, feeling alone, how to structure the group and decision-making, responding to high demand/interest, gender dynamics (ie: low interest from females)

External Challenges: confusion about initiative, doubt or lack of understanding, indifference, criticism, negative perception of youth (and young person as leader of initiative), changing perception of the 'unknown other', financial needs/constraints, high costs of operation, cultural differences, need for parental support (when working with children), gaining support, global context of other issues being more important (ie: terrorism), poverty, bureaucracy, registering the organization with the government, language barriers (ie: translation of communications)

3.7 - TECHNOLOGY: *In what ways did technology enable and/or hinder the development of your initiative?*

- When people discussed the role of technology, many survey participants explained that it helped to make the program or initiative possible and/or playing a key role in supporting **communications** (internally among team members and externally for promotions and awareness-raising) as well as **research** (gathering information), **planning** and **shared learning** (able to discuss challenges and best practices). Many participants discussed the importance of computers and the internet as well as use of text messages and cell phones. People also spoke about the power of being able to print out posters and relevant materials. A variety of initiatives involve various forms of technology such as the use of a tractor to dig trenches, and the use of a sewing machine in making clothes.
- Those who said that technology hindered the development of their initiative felt this because there was little to no access in their community, thus leaving people behind or disadvantaged. Unreliable access to electricity is also a connected issue.

3.8 - PROGRAMS: *Were you involved in a program that allowed you to develop skills which you were able to apply to your initiative?*



76% of respondents were involved in a program that allowed them to develop skills that they were able to apply to their initiative. Examples of these include volunteerism and involvement in community service projects, youth leadership workshops, summer camps, business and entrepreneurship programs, training programs on HIV/AIDS, academic studies, and activities on internationally recognized days.

4.1 IMPACT: What do you perceive to be the impact of your initiative?

Children/Youth Participation and Development

- Voices of children and youth are heard
- Increased representation of children and youth in decision-making processes (ie: 30% increase in youth representation on Boards of Director's in the region)
- Making this community filled with people who have a heart for volunteerism
- Capacity building among youth
- Create a feeling of responsibility for future generations
- Communities empowered
- Increased knowledge of civil society in community/country, more open society

Health

- Reduced early pregnancy rates
- Healthy society, disease prevention
- Advanced status of persons with disabilities
- Reduction in smoking
- Change policy so that disco's and bars are non-smoking places
- Reduce the number of blind people and HIV/AIDS affected disabled people
- Improved health situation

Environment

- Increased awareness about the environment

Intolerance and Conflict

- Realization among the masses about problems of intolerance and human rights violations
- Cultural barriers and stereotypes broken down
- Increased dialogue across cultures - especially countries in conflict

Poverty & Hunger

- Reduced urban-rural migration
- Poverty eradication
- Poor people have a place to live
- The number of street people will be decreased
- Demonstrate demand for fair trade products to corporations and politicians
- Increased awareness among students on the basics of fair trade

Unemployment

- Employment for vulnerable youths
- Increased employment capacity among youth leading to less migration

Education & Literacy

- Increased literacy rates
- Dynamics changed between student and teacher (greater partnership)

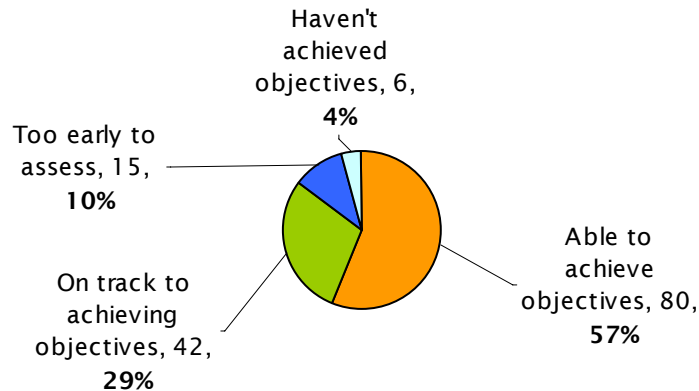
Digital Divide

- Increased computer literacy

Other and/or Overall

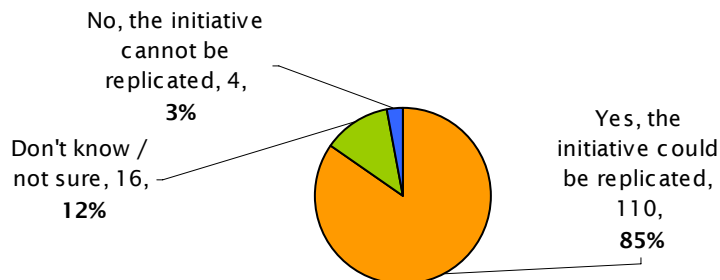
- Hope for country
- Networks and partnerships formulated

4.2 - ASSESSMENT: How do you assess the initiative in relation to its objective?



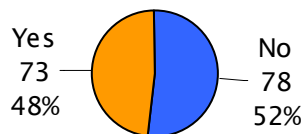
57% of survey respondents feel that they have been able to achieve the objectives that they set out to achieve. 29% are on track to achieving the set objectives. Many stated that their work has served as a catalyst for achieving the larger goal (ie: ending poverty).

4.3 - REPLICATION: Could your initiative be replicated in other settings?



85% of survey respondents feel that their initiative could be replicated in other settings. In most cases, people felt that the model or framework of their work is broadly applicable.

4.4 - CELEBRATION: Did you have an opportunity to celebrate the success of the achievements of your initiative?



- 48% of respondents had an opportunity to celebrate their achievements while 52% did not (and in some cases hadn't thought about it).

5.1 - LEADERSHIP: How do you define leadership?

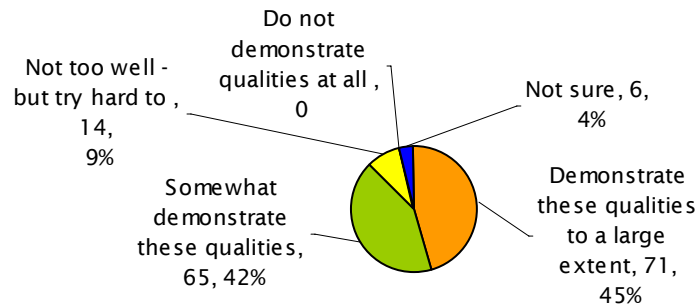
- **Process of** leading, facilitating, mobilizing, influencing, energizing, organizing, instilling confidence, guiding people towards a common vision/goal.
- **Attributes of** a Person: selfless, responsible, integrity, will, doing what is right when no one is watching, someone who enables others, who is a problem solver
- **Setting an example** for others whether in a formal position or not, 'become the change you wish to see in the world'
- **Creating an environment** for learning, personal & professional development

5.2- What are the qualities, characteristics and values that you expect of a leader?

Able to accommodate diverse needs
Able to transfer skills
Able to work under pressure
Able to initiate
Accountable
Approachable
Charismatic
Compassionate
Creative
Dedication
Does not lose temper
Drive and vision
Dynamic
Fair
Focused
Good decision-making (strong & stable, able to involve others)
Good listener
Honest
Humanitarian
Humility
Humble
Imaginative
Intelligent
Lack of ego
Motivational
Open-minded
Patient
Persistent
Personable
Responsive
Seeks self improvement
Strong commitment
Talented
Team player (understands importance of collaboration)
Transparent
Understanding
Values
Visionary

Literate
Energetic
Available
Determined
Esteem
Realistic

5.3 - DEMONSTRATE QUALITIES: To what extent do you think you demonstrate these qualities?



5.4 - EXTERNAL INFLUENCES: What are the external factors that have influenced the nature of your initiative?

Interconnected influences include:

- Local Cultural Context – mindset resistant to change, strong beliefs
- Societal Context – media influencing behaviours, values, apathy
- Economic Context – poverty & lack of infrastructure
- Political Context - those in power fearful of resistance, bureaucracies
- Environmental Context – pollution, destruction of land

6.1 - LESSONS LEARNED: What lessons did you learn throughout the process of trying to create change and how could the initiative have been improved?

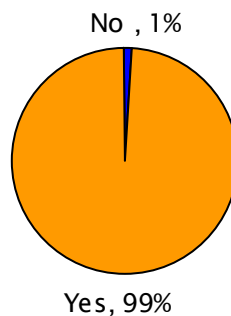
Personal skills gained

- Leadership, communication and management skills
- Teamwork and organizational skills
- Learned to interact with people from different backgrounds
- How to run a program
- Determination, patience and clarity of purpose
- Learned how to approach opinion leaders
- Advocacy skills
- How to recruit participants
- How to be more confident in own ideas and deal with negative factors
- As part of a team, your success depends on success/failure of group as a whole
- Handling pressure

Insights / Knowledge

- A proper support system needs to be established in order to avoid duplication
- There can be a lot of paperwork and bureaucracy involved in the simplest things
- It is good to involve the target group in their own development issues
- Motivation is key and it is often hard to keep this high in a large group
- The Earth is very complicated
- Young people are willing to take part in creating change but need empowerment
- There are many ways to address a problem but you can't succeed unless you take one of those ways and try it.
- It won't happen over-night and you've got to be prepared to work hard and maybe take a few steps backwards before you can make a step forward
- Learned how young people are able to affect the environment in which they live
- Social change is not easy but when people seek this change it will be easier
- It can be difficult to manage high demands without enough 'supply'/capacity
- To every story there is more than one side - and each can be right.

6.2 - GROWTH: Has your experience with this initiative helped you grow as a person?



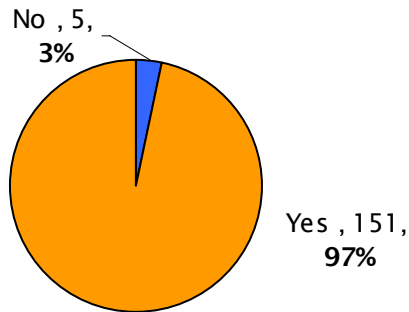
- Increased level of confidence, self-esteem and responsibility
- Sense of personal empowerment – ‘I feel that I can be capable of changing my circumstance and that of others’
- Skills developed and knowledge gained.

6.3 - ADVICE: What advice would you offer to other young people who are trying to carry out similar actions?

Advice is overall optimistic with a message about working hard and **not giving up**.

- “I tell them simply that the problem is not that we have so little power. The problem is that we don’t use the power we have.”
- “Focus on what you want to achieve and go for it.”
- “Dare to dream and follow an idea.”
- “Create a work plan and stick to it to ensure that they bring words into action.”
- “Work hard. It’s not going to be an easy task”
- “Motivation comes from every corner. Listen. See.”
- “Seek support from those that share your ideas and then take it from there.”
- “If you want to help and are committed then there’s always room for more people to do something to change negative aspects of society/culture.”
- “Be open to challenges and don’t be afraid to stand up for your own opinion!”
- “The experience itself gives you the feeling of achievement after it is done and you will feel the appreciation of others on your work through their impressions about your work and the importance of this experience to them.”
- “Undertake proper ground work before undertaking such a project. Groundwork includes knowing the feasibility of the project and setting out proper objectives and a work plan for the initiative.”
- “Be focused and set strategic objectives”
- “Believe in yourself and believe in your actions”
- “Surround yourself with positive people with similar goals and ensure that the lines of communication remain constantly open.”
- “Have a strong team of mentors, advisors and especially friends”
- “If you have an idea...share it with others – try it out – test it out – revise it – try again and communicate with those who care about your work”
- “**Most of all not to give up during the struggle.**”

7.1 - FUTURE: Would you participate in a similar future initiative?



An overwhelming **97%** of participants said that they would participate in a similar or future initiative. Reasons for this include the following:

- It responds to an important need (communities are neglected)
- Gained skills and feel experienced enough to support other processes
- Desire to further gain experience and knowledge
- Want continued opportunities to serve humanity and impact world positively
- Anything that makes the world a better place is worthwhile - even if it's tiring
- 'my love for the environment never ends...naturally so will my work for it'
- Desire to 'keep on the fight'
- Got a lot of encouragement from the first initiative
- 'Making change is what I want to do with my life. Too many ppl are complacent'

7.2 -PLANS - What are your future plans for involvement in this particular initiative or other similar initiatives?

Expand the Program

- Increase number of people reached/served/engaged
- Diversify the types of people who are reached
- Go regional, replicate in other communities
- Outreach & Promotion, increase media coverage
- Work with other groups, increase partnerships

Mentorship and Knowledge Transfer

- Share ideas and lessons learned with others in an advisory capacity
- Develop a manual for training
- support transition

Develop New Initiative

- run new projects and activities

Join Other Existing Initiatives

- volunteerism
- work with those more experienced to further knowledge
- attend events
- align or connect career objectives with objectives of initiatives