

THE WORLD BANK

CREATIVE APPROACHES BY YOUTH PRACTITIONERS
IN SOUTHERN AFRICA TO ISSUES RELATED TO
HIV/AIDS

(Case Study of Zambia, Zimbabwe, and Malawi)

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PROCEEDINGS

MR. HAY: Very good afternoon, ladies and gentlemen, distinguished guests, honorable ministers. I think we have with us today the ideal group really to discuss Youth to Youth Community roundtable creative approaches to by youth practitioners in Southern Africa to issues relating to HIV/AIDS. We not only have four leading youth practitioners with us here today, we have journalists, members of the private sector, we have senior World Bank officials, and we have representatives, I think, from many, many corners of the youth compass that will, I think, really bring together a fairly dynamic conversation here this afternoon on what those creative approaches can be, not only in the country settings, but also at the global level since that is where the greatest application will be.

We talked about before the four outstanding youth practitioners, and let me just before I get to them introduce Gerardo Castillo, who is going to be our sign interpreter behind me, and so for the benefit of Gerardo and also for the people who are recording the event this afternoon, when we come to the questions and the comments later on, if everyone would use the microphones, that would be much appreciated indeed.

Chipampe Ngulimba comes to us from Zimbabwe, and she will be the first up this afternoon--from Zambia--I beg your pardon, a little enthusiastic on my part; Andrew Longwe from Malawi. We have Madalitso Magombo on my immediate right and Shingai Moyo from Zimbabwe on my left.

So we will have presentations coming up in just a minute. In preparing for this event this afternoon, I met with the Youth to Youth Community here in the World Bank who gave me a sense of the background as to why we were holding this event today, and they were very clear that this was not about altruism on the part of the World Bank community or the development community in some sort of altruistic sense, patronizing sense, listening to the voices of the young. They were very clear indeed that this was the opportune place at the Annual Meetings of the World Bank and the IMF. We have Bill Clinton upstairs at the moment. We have ministers from all around the world here within this square block radius debating the future of development policy. So this is indeed an opportune place to hold this event.

There are a couple of unique aspects about this afternoon, and this would be them. This event is the first time we've heard from the voices of young practitioners at the Annual Meetings youth solutions for youth being advanced by youth.

They were very clear to tell me that they regard this as a results-oriented event presenting wish lists of all of us in the room, but in particular the four youth practitioners. So anyone who thought they were coming along for afternoon tea and the reception afterwards, sorry to break the news. We do have to come out with a set of results at the end of the 90 minutes.

And I'm told the third one is that we're looking for a permanent presence of youth in the closed-door policy settings of the Annual Meetings. A couple of quick thanks to the Youth to Youth Community here at the World Bank, especially those in the Africa Region and the CGIAR and the Children and Youth Movement of the World Bank.

I mentioned before that this was not to be seen as an example of altruism. I'm going to bring in Rick Little here because Rick's ideally suited to give us a sense, the gritty reality of what life is like for many of the world's young people as they struggle to get by in so many dozens of countries around the world. As chairman of the United Nations Youth Employment Network, which includes our partners such as the International Labor Organization, the UN Secretariat and the World Bank, he has first-hand experience of life for young people in

many countries. Rick, not about altruism.

MR. LITTLE: It's not about altruism. It's a moral imperative. It's a security imperative. It's an economic development imperative. It's a social responsibility imperative. This discussion that we're having today I think is really important at lots of different levels. And I'm really pleased to be a part of this conversation which is what I hope it will be, is a conversation and not a lot of speeches. So I don't intend to make a long speech here, but I do want to say from my experience as founder of the International Youth Foundation and having worked in many different cultures and contexts as most of you have, I see millions of young people who feel as though they are on the outside of the fence looking in, and they don't feel somehow that they are part of the process.

And I'm not just talking here about the old slogan, which it has become, of youth participation which is a nice thing to talk about, but I'm talking about something more than that. I'm talking about seeing young people as problem-solvers which is what they can be, and we're going to see four young people here today who are problem-solvers, not problems to be solved.

And we'll see examples of that here today. We participated--the organization that I lead now, called the Imaginations Group, we participated in leading a survey that just concluded a few weeks ago of 1.4 million young people across the Middle East and North Africa, the largest survey that I know of it's kind of young people across the MENA region.

And what we learned from this survey, which is not surprising in many respects, are young people in great numbers, the vast majority of these young people feeling unheard, feeling outside, feeling as though somehow no one is listening, and yet with a lot to say. And the number one issue when asked the open-ended question about what is the number one issue that you would like to see addressed in your country, can you speculate what that might have been in the MENA region? The number one issue? It was open-ended question. Youth employment. Youth employment. It could have been lots of things and they referred to lots of other issues. There were other issues.

Youth employment. They're not alone and it's not surprising. The MENA Region has the highest rate of youth employment of any region in the world, higher than sub-Saharan Africa today.

There are nearly 1.2 billion young people who will enter the global labor pool over the next decade, the largest single generation of young people to enter the global marketplace, the labor pool, in a decade in history.

And about 90 percent of those coming from poor and developing and transitional economies which we all know. But then if you take it a layer further down, there are a number of noted economists who agree that during this same decade of 1.2 billion young people coming into the labor market, only about 300 million new jobs are likely to be created, optimistically. That's the optimistic variant.

So you've got 1.2 billion young people coming into the labor market, 300 million new jobs being created during the same period. If we think we have challenges today, now this doesn't take into account the number of young people who were leading this cohort, all of that, but nonetheless, it's a daunting, daunting challenge for the world and one that few people quite have their arms around how we're going to address at the scale that it needs to be addressed.

And we take it one layer further, and then I'll self-destruct. We take it one layer further, that in this same tier of countries that we're talking about, on average about 72 percent of young people are not in school past age 14. So if they're not in school and there aren't any jobs in the formal economy, and there's no access to capital, through microfinance or other options, because microfinance generally doesn't target young people, then what are the options for millions and millions of young people on the outside of the fence looking in, looking for the keys

of how they can play in the game of life, and then where do they end up?

And so what we have here today, I think, are some marvelous young people who are problem-solvers who can present a different picture.

MR. HAY: Rick, thanks very much for that global picture.

Let's go straight to the first of these outstanding problem-solvers, Chipampe Ngulimba who's chairperson of the Association of Sign Language Interpreters of Zambia. If we can have your presentation, please.

MS. NGULIMBA: Good afternoon, everyone. As was told you, my name is Chipampe Ngulimba from Zambia. I'm the chairperson for the Association of Sign Language Interpreters of Zambia.

Here in front of you, that's Mary. Mary is a deaf lady. She's very beautiful as you can see. She was orphaned at the age of ten, and she's a very talented young lady. She can thatch [?]. She can dance. She's a very good actress as well, and she sensitizes the deaf community on HIV and AIDS. She tells them to keep away.

I'm a person who has experienced poverty, and I'm experiencing it right now back home in Zambia. I lost my father in '92 when I was still at school, and the person that supported me was my brother and I lost him too. I take care of my mom. She's a widow and she's not working, and my experience with the deaf community, the first time I saw sign language was in a movie called "Children of a Lesser God." It's an American movie, and the first time I saw that sign language, I just fell in love with it, and I felt the deaf have a lot of things to say, but they don't have a voice to speak for.

They don't have anyone to speak for them. So I thought I should be a vessel to speak for them. As you can see, roughly, 50 percent of our country are orphans and ten percent of our population is deaf mute and hard of hearing people. Our vision really is to strengthen the voices of the deaf and mute. They should be heard. People should know what the deaf are thinking, of what they are going through. There are a lot of things that they go through, but how do they express them? How do you communicate?

So we want our country to at least know basic sign language, not only Zambia, but even African countries are hurting. So at least they should be able to reach out to the deaf to know what they are going through than just breaking inside their hearts.

These problems are causing increased vulnerability to HIV and AIDS among the deaf community. So we want these problems to be addressed.

ASLIZ has created a community among the deaf. We work with the Deaf Christian Church of Christ. That's a church for the deaf, and they are all deaf. My pastor is deaf, and we are improving sign language skills among the members, both deaf and hearing. Some are interested to become interpreters, and we have got two programs at ZED- NBC. That's our national TV. That's Events of the Week News and the Constitution Review Commission. At least the deaf community should be aware of what is going on around them, and now that the hearing community is appreciating the deaf community because they've seen the programs that we air on TV, and they know that they are being aware that it's not just a made-up language, but it's a language you need to go to school for, and now they can tell that the deaf people can be educated as well. They are very intelligent people actually because of the powerful concentration that they have.

Experiences that we're having with the deaf right now, we can tell isolation is reducing, and we are empowering the community for now. We've got income-generating activities. Because of the language barrier, the deaf can't find employment in any hearing company. So we're addressing this slowly with the finances that we've got from World Bank and we've got--we're looking forward to having a TV program with the finance that we won in the

Development Marketplace on HIV and AIDS for the Deaf where the people will be phoning in and the deaf can pour out their hearts and the hearing community should know what they go through in terms of HIV and AIDS.

And at least now people are seeing the productive results among the deaf community. This is our wish list. We want the deaf to be involved in all sectors of development because of their power of concentration, and they are very hardworking people. They can contribute to the development of our nation, and provide microfinance for people with disability, loans, businesses. We want them to be empowered as well, and also to be part of the development, the MDGs as well.

Thank you very much. This is my ending.

[Applause.]

MR. HAY: Thanks indeed, Chipampe, for that presentation.

Okay, let's turn the proceedings over to Andrew Longwe of the Scorpion Youth Organization of Malawi.

MR. LONGWE: My name is Andrew Longwe, as you have heard.

My presentation is basically on the topic of the preventative role of media. The project is known as the Walls of Hope.

Media claim that a picture can tell a story than a thousand words. So within that kind of an explanation, we created a project called Walls of Hope.

Now let me just go a little bit about the Scorpion Youth Organization. As you can see, we are established so that we respond to a crisis. If you can take a look at it, it was like in more youth. I can say there was a decline in productivity in the communities, to say a lot of illness and a lot of decline in the overall productivity of the community.

So Scorpion Youth Organization is in Africa, Zambia, Malawi, somewhere there. And we are in Mzuzu. You can take a look at the map. We are there, up in Mzuzu.

But what made us to [inaudible] up as young people in response to HIV/AIDS? We realized that out of the population in our country, it's like the percent of young people who are actually HIV-positive was increasing every time, as you can see. About 14 percent over 12 million population, something very shocking.

So in looking and to making media available even to the local people, and not just making it available but making it preventive. We came up with a project called Walls of Hope.

Now as you know, the role of the media is to entertain, inform and education. But then that particular information or that particular education should start with the people. As it starts with the people, it should also end with the people. Therefore it has to target the immediate needs, fears, worries, concerns and feelings of the people.

Now we have to sit down and come up with an approach very new in its context at the community level. The fact that the community, or local people or local villages cannot access TV, cannot access newspapers, cannot access the radio, does not hinder them to get the information. We created a media which is now known as the Wall, and this is the Walls of Hope.

This wall depicts HIV as the related fears, problems and solutions as determined by a particular group. So this media is mobilized by a community worker. As you can see, the Walls of Hope community worker and with the logo of the World Bank.

The project did well in soccer, whereby it won the award in the country development market place. We thank you for that.

But how are these walls made? These walls are made through a process known as PATACA, which stands for Participatory Approach Towards Addressing the Challenges of AIDS. A particular group sits down and then discuss. After a thorough discussion, the

community is able to come up with the one single problem that particular month. So it's like the problem of the month, the most pressing issue of development in HIV is identified.

As soon as the debate gets hot in the villages is finding out which is the problem which is eating us this particular month. If that particular problem is found that this is the problem, that problem is definitely painted on the wall. That every person from all walks of life, from all roads, whether coming from the farm, whether coming from the city, whether coming from anywhere is supposed to see that we have a problem and this problem is this one on the wall.

Now, let's say, an example of this community. We are empowering the community to say to own the approach. Let's say this community already decided that their wall is going to be in the center so that everybody in the morning, afternoon, any time, they're able to see that we have a problem and this is the problem which is there. We need to have this desire impact, which is put forward there. It's like we have studied already achieving, we have already constructed the five walls. We are constructing 150 walls in 30 villages whereby we are going to solve 1,800 problems by the end of the year.

Now what are the other benefits? We are trying to say the intervention is affordable. It's only paint and the cement, or bricks and mortar by the villages, the old carpenters are there and the bricklaying is done there. It's a symbol of the community coming together every month and coming to the problem and then putting their problem on the wall. So villages [inaudible] every time and there is improved positive behaviors and the problem-solving techniques within that particular community.

But now the youth are looking forward to seeing the policymakers big organization to pump more resources at the grass roots, because when you talk about achieving the Millennium Development Goals, we are looking to target at the grass roots. If more resources are put at the grass roots, we are definitely going to put the youth forward in the forefront of the development agenda.

Please, thank you for your attention.

[Applause.]

MR. HAY: Andrew Longwe, thank you very, very much indeed.

And so our third presentation, if she would go to the podium, is from Madalitso Magombo from Malawi.

MS. MAGOMBO: Good afternoon, ladies and gentlemen. I'm Madalitso Magombo from Malawi, representing WorldFishCentre.

First of all, I would like to tell you more about myself. I've just graduated from University of Malawi, Bunda College of Agriculture, where I majored in aquaculture and fishery science. Since I was a student, I've been working with WorldFishCentre of Malawi in different projects. But when I graduated from college, I decided to join the organization because I wanted to help my fellow youth through agriculture development, because I wanted to help my fellow youth through aquaculture development, because there are a lot of projects that are done by the youth but mostly aquaculture was not targeting the youth. So I wanted to help my fellow youth through aquaculture.

This is the HIV situation in Malawi. It is really giving us a lot of problem. For example, we have a lot of children who are orphaned as a result of the HIV situation which is there. And there is need for expanded services like anti-retroviral therapy, and there is need for people to come up for voluntary counseling and testing so that they know their HIV status.

The innovative approach that we decided to come up in this project and it is called Adapting Aquaculture to HIV/AIDS Affected Households. The main objective of this project is to increase the income and improve the nutrition status of those people who are

affected or infected by the HIV/AIDS pandemic.

In this project we have some fish farming improved practices that we have come up with so that they are suitable for those households who are affected by the pandemic, and we are targeting female-headed households and orphan-headed households. These households have been targeted, many of the orphans have been targeted, because they are like groups of people who have nobody to take care of them. So if we empower them, maybe by giving them some finesse to start up the aquaculture enterprises, it's like we have given them something so that they go on with their lives. And also, the women have been targeted so that they--these are the main players in food security activities and they are also the ones who are taking care of those people who are infected by the HIV/AIDS pandemic.

The creative approaches that are in this project, like integrating agriculture and aquaculture. In the past, we are funding people that they are doing agriculture separately and we are going to find that somebody is going aquaculture separately. But now we have tried to combine these to integrate, so that there are food crops that can be realized from agriculture and also food crops that can be realized from aquaculture. In this, it's like we are trying to improve their nutrition status because fish is highly rich in proteins.

And in this enterprise, we find that when we integrate these two we are like having the resources flowing within the household. And also in this project, there are like HIV/AIDS-affected households have been put in groups so that they overcome this problem of intensive labor, because in aquaculture most of the time it's hard to construct ponds for the enterprise.

So these people are put in groups so that there is joint effort in pond construction. And these households are also given seed for free, fish seed, we call them fingerlings, so that when they raise them they get some income and they improve their nutrition status.

And also, the households have been trained in fish handling and processing and also marketing. They are also trained in HIV/AIDS issues. Instead of maybe telling them about how to take care of the fish when they meet, they're also told about the HIV/AIDS situation in the area.

Here I just want to tell you the value of fish to an HIV/AIDS-affected household. First of all, the fish from the natural resources is dwindling. That's why we come up with an alternative, that is aquaculture, so that households should raise fish for themselves. And in the rural areas, it is more accessible to get fish as a protein, as compared maybe to beef. And the fish is also important because in the households we found that opportunistic diseases are reduced in those patients who are suffering from HIV/AIDS. And also, fish is something which is contributing to the households financially. It's like the people have got a source of income that can help them in their household.

How will this project help the affected households? These are some of the importance of our project. It's like their nutrition is going to be improved. There will be a steady cash flow. And also, they are participating in market-oriented clubs that are spreading throughout the country.

The project is going to be sustainable, though the period is only one year. This is because the communities have been trained. So with this knowledge, they are going to carry out the enterprise, even if the project's life span has ended. And also, WorldFishCentre is not working on its own. It's working with other sectors within the community, like the government, like the private sector. So their government extension offices will carry out this duty even after the project's life span has ended.

There is also partnership between the WorldFishCentre and the community because WorldFishCentre has been carrying out different projects within that community.

The project is environmentally friendly so there will be no degradation because the resources will be flowing within the ecosystem.

These are our expectations from the government, the NGOs and the private sector. First of all, when the government is making out its policies, it has to consult the youth because there are some decisions that are made that affect the youth but the youth are not consulted. For example, maybe in education, this is just general. It's not only in aquaculture. In education, they find that maybe the government has decided to change the curriculum but the youth who are the learners are not consulted. So we have to be consulted so that we see how we are going to progress with our future.

And also, the government has to support systems to minimize gender imbalances. You find that in our households, girls are prevented maybe from going to school to continue their education so that they take care of HIV/AIDS patients, while our fellow brothers are continuing with their education. So the government has to look into this.

The non-governmental organizations also have to take the initiative to educate communities about the youth and their rights, so that the community know how the youth is supposed to be in our communities. And the NGOs have also to emphasize on education because when one is educated he or she can take care of his or herself.

From the private sector, we need some microfinance so that the youth, because there's a high rate of unemployment. So most of the youth are just staying idle and have nothing to do. So that these youth have to be provided with finance, so that maybe they start up some small businesses. And they have also to provide some vocational training so that the youth are self-employed.

This is the end of the presentation.

Thank you.

[Applause.]

MR. HAY: Thanks very much. That was a very detailed wish list at the end that we'll take very careful note of. So thanks again for that.

Shingai Moyo from Zimbabwe with the last of this afternoon's presentations, and then we will open up the event.

MR. MOYO: Thank you.

Good afternoon, ladies and gentlemen on the floor.

I think the most pertinent question is what are youth doing for themselves in this era of problems, and I am here to present to you the "Creative Approaches by Youth Practitioners to Address HIV and AIDS Issues: A Case Study of Zimbabwe."

I am Shingai, and I am representing the youth, and the Student Partnership Worldwide in Zimbabwe.

I was born in 1982 and I am 23 years old. I went to a mission school that was in the rural area. I was inspired to help and educate the rural youth who did not have enough information. This was done in 2003 when I was recruited at SPW to become a youth volunteer.

The reason why I went to be a [inaudible] in the rural areas was that the rural youth were very much [inaudible]. They did not have the information. They had the need, but they did not get the light.

I was trained and placed in the rural community for eight months. I am still an SPW volunteer at the Investors in Zimbabwe. I am still a volunteer at the Investors in Zimbabwe, and I am doing a B.S.C. Honors degree in sociology.

My aspirations are to continue working in the development sector, in which I have already involved myself, and I am not going to let go.

Student Partnerships Worldwide is a local development charity which has a

seven-member board of trustees. It doesn't only operate in Zimbabwe; it operates in a number of countries, including Nepal, Tanzania, and South Africa. It is linked to the SPW international family. Our vision is that young people's energies and talents are harnessed so that they are valid. This is to make the young people take a leading role in the development processes.

Our innovative approach at SPW as youth are--in prevention, there is paradigm shift from adult to youth education. We saw a stifling environment. It was very difficult for the youth to communicate with the adults in terms of adolescent sexual reproductive health matters and HIV and AIDS.

We came up with a better and more precise working definition of this problem, which is the peer-to-peer model of [inaudible] education using the volunteer approach.

We focus on children and youth, and we also have adolescent sexual reproductive health education prevention of mother-and-child transmission of HIV and AIDS.

In care and support, we have youth-initiated home-based care approaches, and because of the World Bank-funded Community Home-Based Care Project, there is a cycle program running in Gwanda South that is [inaudible] in Zimbabwe.

Thank you very much, ladies and gentlemen.

In mitigation in Zimbabwe, the National AIDS Council provides interventions for orphans and vulnerable children, but SPW comes in to complement with the national multisectoral involvement. This helps with the youth livelihood and helps the youth and get and obtain skills to survive.

With sustainable livelihoods, we link with multisectoral involvement and transfer of skills from one youth to another through the peer-to-peer education model.

We have learned a lot of lessons. These are some of the lessons that we have learned. For example, we have the "YES", which means Youth Education through Sports. This has been a very effective tool in Zimbabwe and at SPW, because as you can see in the picture, youth can educate themselves during sports.

What we do is we have sports competitions in volleyball, soccer, and netball, and in between, we run sessions on advice on sexual and reproductive growth, HIV and AIDS, ASTIs, and gender.

We also have the Junior Achievement of Zimbabwe, which is a private sector involvement. I was talking of multisectoral involvement. The private sector has chipped in with Junior Achievement involvement whereby youth are taught entrepreneurial skills to obtain employment or to create employment for themselves.

There is a need to increase youth scope, youth coverage, and participation. We do not want to occupy 11 districts as we are in Zimbabwe. We need to cover the whole of 52 districts by 2015.

There is also a need for youth participation in policy formulation, decisionmaking, and implementation. Our insight is that youth are an untapped, usually potent, and national resource.

The current status at SPW is that we want to engender national and community service approach. We need to have organizational and individual capacity building. In this sense, we refer to training of our volunteers, training of staff, to implement, run, and man the programs. Donors cannot have their money going nowhere. We need to monitor that.

Individual capacity building also extends to the fact that our organization has to be youth-friendly. We work with the youth, and we have to attract and involve the youth.

Our focus is on out-of-school youth, marginalized and unemployed youth, orphans and vulnerable children, and the girls.

We have prevention, care and support mitigation which is based on sustainable

livelihood strategies.

We have a list of major obstacles that we have faced, as any organization or group that promotes youth education in Zimbabwe.

In youth, we have attitude, which entails juvenile delinquency, drug and substance abuse--behavior practices which are negative.

When I was placed in Hwali District in Gwanda South, there was negative response. The youth never thought I would bring any change to them. They would rather say, "Let us go and drink our beer and smoke."

Resource mobilization has been stiffening. They lead to resources directed toward youth projects in Zimbabwe, and mobilization in advocacy is limited at the senior level and not grassroots level. There are social-cultural aspects--for example, the girl child takes a second position in the family. Think about that.

The economy is not performing very well. We have inflation and unemployment. And the health sector does not really cater for the youth needs in Zimbabwe.

Our wish list--we need the involvement of youth at all levels in policymaking, implementation and decisionmaking. We also wish that there were an expansion of youth-based programs both from the governments and international bodies at-large.

We also want to partner with policymakers in influencing others in structuring and monitoring this project that we are going to implement. And above all, more resources should be made available to innovative approaches like this one.

Thank you, ladies and gentlemen.

[Applause.]

MR. HAY: Shingai Moyo from Zimbabwe.

And I am very glad to see you have now been joined by your country's Finance Minister who found his way through the labyrinth of this building to successfully get here.

So, welcome, Minister, as indeed we welcome the other Ministers. When you have three African Finance Ministers in the same room, you know there is some momentum and impetus in the room, so welcome.

Rick Little, I'm going to bring you in here for a minute, because before we open this up, I have heard lots of things to my mind that seem to be in common, common themes coming out of these country-based studies.

What to your mind, since you occupy this global position in behalf of the UN family and the Youth Employment Network, what do you see as the common factors in these presentations? And then we'll open things up.

MR. LITTLE: Thank you.

First of all, my congratulations to each of you for your marvelous presentations.

What I hear are holistic, comprehensive, problem-solving-oriented initiatives. And for those people who are skeptics about youth-led development, all they need to do is listen to your presentations, and they will see that young people are capable fully of holistic, comprehensive, strategic development work.

When I think about initiatives such as these, and I think about it from a broader landscape, and I think about the themes that tie together and connect some of the four presentations that we have just heard, I think about a theoretical model. Not to be too theoretical about it, but I want to posit something here in three minutes or less.

There is a lot of talk about positive youth development, and there are a lot of programs that prevent certain problems, whether it is drug abuse or whether it is adolescent pregnancy or HIV/AIDS or whatever the issue is. So we target a problem, and we come up with another prevention program. So name the problem, and we come up with another prevention

initiative.

I happen to believe that it is at the end of the day more effective if we talk about what we want to promote than what we want to prevent and that by talking about what we want to promote, you come up with a much more holistic, comprehensive strategy. And what I hear in these four initiatives are promotion-oriented, positive youth development-oriented strategies.

What I mean by that are programs--Dr. Richard Lerner at Tufts has come up with what he refers to as the "five C's," and these five C's encompass, I think, these four programs really quite well.

One is "connection"--what are the things that we want to promote in young people. What are the values, attitudes, behaviors and skills that we want to promote--not what we want to prevent, but what do we want to promote.

One is connection--so if you think about the Walls of Hope Initiative, you are bringing together communities to talk about what they are concerned about, what their issues are, and they move forward from that.

But each of these projects, if you think about it, has a major component related to connecting people, connecting with each other.

The second "C" has to do with character and building character within the individuals who are participating.

A third "C" is "confidence," building confidence, self-confidence, self-esteem for the participants and those who are involved, be they young people or be they community leaders and parents and others who are involved.

A fourth "C" is "competence," building skills in those who are participating, whether they be sign language skills or other skills that have been talked about here, fishery skills--there have been a variety of skills that have been talked about over the course of these four projects. So there is a competence component in each of these four projects.

And the fifth "C" is "caring"--involving young people in activities that extend beyond themselves and reach into families and communities.

So when I think about these "five C's," and I think about these projects, and I think about promotion versus prevention, I think it creates a model of how to think about youth development and engagement that perhaps sets a context for our discussion. But certainly it goes to my first comment about young people as problem-solvers, not as problems to be solved.

MR. HAY: Rick Little, thanks very much indeed.

Let's open the event up to the floor and the table. Let me just say that we'll reserve the last six to seven minutes of this afternoon's session for Ministers from the respective countries to address the "wish lists" that have been articulated by each of our four presenters today.

So, guests, the floor is yours. If you are speaking from the floor, there are microphones at the end of either table. If you would let us know who you are so that we can capture your vital particulars in the taping and also the transcript.

Do we have any comments from the floor or the table? Don't feel shy, please. Frannie Leautier, you had your hand in the air there.

MS. LEAUTIER: I can see why you are the moderator.

Let me just say that Annette and I were whispering to each other during the presentations, and some of you probably should apply, we said to each other, for our Young Professionals Program. But let me say three things, what I learned from these presentations.

The first one is that because the youth have a much longer horizon to look at in terms of the future than the average person in society, but with the problem of HIV/AIDS, that particular visibility or long-term vision is under threat, all these presentations presented the

generic optimistic reaction of youth but with an urgency. And I think because of that, all the projects are very practical, looking for solutions that can be immediately implemented and scaled up. I thought that was quite unique in terms of the design and implementation.

The second thing that struck me is that they were looking at solutions that are quite holistic, while solving a problem like HIV/AIDS, looking at the dimensions that can be treated within that--nutrition issues, employment, the ability to communicate and be effective within that communication--but also other dimensions of the role within the family and the role within society--so a whole layer of problems that are tackled within some of these programs.

And then, the third thing that struck me is that each one of these looked at independently is saleable and therefore gives a possibility that, with financing support and the other questions that were raised, can actually go much further than the communities or areas in which they are being implemented.

So those are my early thoughts.

MR. HAY: Frannie, thanks very much. Frannie Leautier is Vice President of the World Bank Institute here.

Lady, over, gentleman--I'm sorry--over the back there. Having turned 50, I've noticed my eyesight is not as good as it used to be.

MR. BERNARDO: I'm David Bernardo with the World Bank's Environment Department. And I'm actually involved in a youth environment team as well. Something that was--thank you very much for all the wonderful presentations. One of the things that actually resounded with me was the issue of multisectoral approach, the fact that we have an aquaculture project there. We have actually, the gentleman from Zimbabwe even mentioned the fact that we have to look at multisectoral approaches, very heartened by that. Clearly coming from the biodiversity perspective and the environment perspective, I think that it's very important to try and engage youth, not engage necessarily the issue, but also think of alternative methods, alternative ways of going about it, thinking laterally, involving youth in other alternative livelihoods in a way to provide employment. So I was very heartened that the multisectoral approaches--they were not just sticking to necessarily public health which is usually the issue or violence, so that was wonderful to see.

But one thing I'd like to also pose to one of you speakers is one thing that resounded with me with Rick's mentioning of skepticism, the fact that--unfortunately that's always going to be the case--where young fly-by-night kids that we don't necessarily have the right experience, or we may, but we just can't show this. We can't prove necessarily in the time that we've been given or the resources that we've been given.

So how do we get over that hump, the skepticism? Each one of you might have a way of getting over this. Thank you.

MR. HAY: Skepticism. Yes, indeed.

MS. NYAGIRO: I'm Tonia Nyagiro with Family Health International, the YouthNet Project. We actually had the pleasure with Tony Bloom and had these youth actually over to our office yesterday so I'm hearing these presentations again, and just reflecting between yesterday and today, I think the element of youth participation and leadership is something that clearly comes forth and resounds and clearly these represent youth leaders from the continent if you will.

I think Andrew, and I'm not sure if--I missed hearing his presentation again today--but one of the things that struck me--we had much more of an informal session together and he mentioned the name of his organization, the Scorpion Youth Group, and I kind of thought scorpion, you know, that sounds dangerous or--I mean it brings up all kinds of connotations of why scorpion? I mean it almost sounds gang-like in a U.S. citizen.

So I asked, you know, why the name "Scorpion," and his response was that, you know, it's a very small little animal that has the capacity or the propensity to, in fact, bring down an elephant, and it was that idea, I think, of really looking at the youth, and I think all these projects that, you know, we're looking at relatively small amounts of resources. It's young people, youth-led, youth-generated, but I have to mention, I mean I think that the key elements again that I see across the board is there's youth participation and youth leadership, but there is also an element of integration, meaning integration with the broader community, whether it's through the livelihoods of the fish, so integration in a broader sense.

There's also the linking, the peer education, so youth needing a platform to speak and communicate to one another in a language that makes sense. And then clearly the intergenerational, whether you're looking at the walls of hope. So you're seeing, I think, a cross-section of key elements or key principles that make these smaller projects and linking to the idea of scale-up, you know. Really those scorpions that can do massive things, and that's, you know, one thing that really struck me, and I think I really commend these young people and the presentations and efforts.

Thank you.

MR. HAY: Tonia, thanks very much indeed. I was quite struck by the speaker just before you Tonia, talking about skepticism. I've been in meetings where senior development officials have said to young audiences, yes, indeed, you are the citizens of tomorrow, and they've been rather tart in replying, well, actually we're the citizens of right now, too, if that's all right, which is a brilliant point.

So, that skepticism is certainly out there. I see my good friend Mohammed Ali Latri [ph] had his hand in the air. He will, if he can come to one of the microphones there. Oh, look we have a mike there as well.

PARTICIPANT: This is Mohammed Latri [ph]. I work in the Disability and Development Team on Youth with Disability Issues. Actually what I noticed through the presentations that have been delivered now by our friends, that there is a common issue raised here which is access to information and knowledge. Most of them mention that they are using a lot of strategies and techniques to have the related information accessible for people in rural areas. Andrew talked about the walls of hope, and Chipampe talked about sign language.

Our friend from Zimbabwe talked about his experience with the rural areas and the young people there on how to teach them about different issues. My question is, and this is what we work here on as Disability and Development Team, is to have the information accessible for disabled people. I would like to hear--I don't know if you can answer this question now. We can talk about this later. My concern is how disabled youth in other countries-- Chipampe talked about her experience with the deaf people and that's fine, but I would like to know about other countries, how they are ensuring the accessibility of information for disabled youth.

How you are integrating disabled youth in your initiatives, how you are supporting them, especially those who live in rural areas, and how we can learn about these experiences.

Thank you.

MR. HAY: Mohammed, thanks very much indeed. Any other questions?

MS. IGRAS: Hi. My name is Susan Igras with CARE, and I wanted to also thank the participants for very interesting presentations. And appreciation how the different presentations really reflected a very broad vision that touched that national community and levels in between because that's critical in terms of moving any kind of an agenda.

I had some questions too as I was sitting there thinking of someone who's

involved a lot in programming, and some of them were sort of technical like how are you looking to see the impact of these really interesting activities that you're doing and their value in terms of scaling them up at a larger level?

So that's sort of a little technical question, but my other question was sort of looking at the social dimension in the context that youth operate in and there's a lot of dynamic activities going on. My question is how do you bridge or create a buy-in with the adults around you who might be skeptical as the other commentator was querying, and what kind of challenges have you faced that would be useful for us to know in terms of scaling up, but also in terms of other organizations that are working at these kind of multi-levels in terms of the programming that we try to do?

MR. HAY: Susan, thanks very much. Anna Dixon. Anna is the Operations Director for the Europe and Central Asia Region here at the Bank which encompasses a large number of young people in today's world in many different country settings.

Anna.

MS. DIXON: Thanks very much.

I found the presentations very interesting and actually very exciting. In ECA, I think we have very different but kind of parallel issues. Where I think in the countries in our region which have had wars in the last decade, young people have borne I think a great deal of the impact of their education and their childhoods have been deeply affected by war.

But also at the same time, young people are, I think, at the forefront of quite exciting change in countries in our region as well, and particularly the revolutions that have taken place in some of our countries. Young people's movements have been at the forefront of instigating a call for greater transparency and accountability from those in power.

So I guess it's that kind of, that double-edge of both greater risk and also greater opportunity in investment in change, which I think is at the crux of I think the global opportunities that we have through ensuring greater youth participation.

My question really is back to the presenters because I found that all of the presentations were very exciting in the sense that you were working on things which were very doable within the capacities that you have, very practical, very, from a World Bank perspective, one of the things that was very attractive about the projects that you've all designed and worked on is how simple they are.

At the Bank, we have an amazing ability to make things overly complex. You know I always say the World Bank takes a good idea and chokes it to death.

[Laughter.]

MS. DIXON: But my question is to come back, because you have done things so directly and within the scope of what you can do, what I want to know is how have you been able to use this experience to lead to more systemic and policy change because I think you do have some experience of being able to do some things which have had impact locally, and within the areas of the projects?

Have you been able to create a feedback loop with government officials? Have you been able to influence the design of government programs and policies? Have you been able to shape the way donors think about where they channel their money and how they channel their money?

I'm just interested because I think these projects are so great. For me the question is how can we kind of do more of them and take them, what we would say, take them to scale or use this experience that you have to lead to broader policy change?

MR. HAY: Annette Dixon, good question.

Chipampe, I'm looking at you just to start us off here. How do you take, do you

suppose, something that is obviously a winning example of project in a part of the country and grow it to the point where, as Annette was saying, you know, you go from a great local example and grow it into a national example of real development progress?

You know, she talked about the Bank having trouble from taking, you know, really winning examples of development projects that, you know, achieve great results and then you want to obviously grow them for the benefit of the greatest number of people. Any advice to give the World Bank on how to do that?

MS. NGULIMBA: The deaf community can really benefit through media, this one, because they can't listen to radio, of course. So we want to use media tremendously, and then we're looking forward to reaching out to the provinces and visiting the schools where the deaf are, and then we're looking forward to collecting those children that are neglected by parents because we have found that parents are just hiding their children because they don't know where to take them or some are embarrassed of having a deaf child. So, you know, you find that the neighbors are kind of laughing at them or maybe they gossip about them because of them having a deaf child. So they intend to feel so uncomfortable so they would try to hide the child and then you find that they don't even make an effort to look for schools where the deaf are supposed to enroll.

So we want to really visit compounds and villages and collect the children and put them in school and be responsible paying for their schools, their school uniforms, their school fees and the food. So that was spread out nationwide. And then we'll make sure that the schools have TVs so that they're able to access the information through TV programs that were introduced and then we will have HIV awareness visiting, you know, like an outreach visiting each school.

And we're also looking forward in the future to build a very big school for the deaf from nursery or preschool, baby class, to the 12th grade and then we're also thinking of having quality sign language lecturers in colleges and universities so that they're able to go all the way with education. So that's the vision that we have.

We also want to have a ministers, deaf ministers in the government. We also want to have quality interpreters that will be in the government as well that whenever there is a national discussion or any developmental discussion, the deaf should be involved. They should be involved. They should be one of the policymakers, the decisionmakers, because what we've seen is that the deaf are really, really, really intelligent. They're very intelligent because they're not easily distracted like us. Like for us hearing people, when you hear a noise, you're already turning, you know, like trying to check what's there.

But for the deaf person when he or she is doing something, he's glued to that work. So unless you tap on the shoulder, that's when you disturb that person. So what we found is that when they're doing something, it comes out quality.

As I'm talking right now, the chief chef at Holiday Inn Hotel in Lusaka is deaf. His name is Richard, and he's the chief chef. So whenever they're having any staff meeting, he's the one who is in charge of the food. He makes sure that the food is really good for the ministers, the president.

So see what I mean? Why didn't they pick a hearing person? But they picked on a deaf person. And he's the chief chef, you see, so that's how intelligent they are. So that we want them to be involved in all sectors, and I break--when I find a deaf child who's got no parents, and the people, the guardians think that this child is useless because he's deaf--but they don't know the potential that is in that child and it breaks my heart. I cry, you know, so I want the deaf people to be exposed. I want the nations to know that deaf people are potential vehicles. They can be part of the development of nations. They can build. They can do anything.

Thank you very much.

MR. HAY: Thanks very much. Make the most of sitting next to the gentleman on your left.

Andrew Longwe, let me just bring you in here, because we have heard from Tanya before about the wonderful curative qualities of the scorpion in relation to the elephant. Let's assume that the elephant in this case is the development community, all of us in the room represented. How do we take a promising local approach and grow it despite the skepticism we have heard about, despite all of the problems, and grow it into a genuinely national transforming approach?

MR. LONGWE: Let me begin by saying that Africa is mostly in the bush. It's not that we are clearing up to come into the open.

What I mean by Africa being in the bush is that a major part of it is in the rural areas. Urbanism has not been advanced as we can see in Washington and the European countries.

So resource allocation, most of it has been at that top level, to say government and at that particular level. So the resource has been there. Now the resource comes directly into the top levels. Now those top levels have used that resource. But then, the resource has not been there enough to reach the grassroots, the people who are at the very lowest level.

Now, because they are at the very lowest level, let me make a point here to say if somebody is illiterate, that does not mean that he is not wise. That's the point. He is wise.

I experienced this due to the Walls of Hope when we were bringing to the community during the particular discussion the facts [inaudible]. It is wrong to say that somebody is not wiser. It's like if you're going to take the resources into the grassroots, and now let's say bilateral donors and the government commit the resources in the grassroots. We are going to develop that grassroots, and the grassroots grows up as if it is a tree growing up. It is going to come up with different branches, develop fruits, and then, at the very end, it develops a tree. Rather than starting from the already grown fruit and starting from the top one, now you descend.

The people who are at the grassroots don't cry much. They make use of the few resources available to them. But I think that at the top levels, they cry too much. In that sense, you find that the resources don't reach the grassroots. In that way, we are still hiding in the bushes.

Let me stop there.

[Applause.]

MR. HAY: You won the crowd over with that African version of "The squeaky wheel gets the oil."

Madalitso, let me bring you in here. We have heard from two of your fellow presenters about how you actually do it. Do you have any observations from your point of view in Malawi about how we can get promising local approaches to the national level, other than bending the ear of the Finance Minister there--Economic Planning Minister?

Any wisdom you can pass on to us?

MS. AGATHOR: Okay. What I can say is that for anybody in every community to maybe contribute to the development of that community, there is need for good nutrition. And maybe if you look at the percentage of those youth that are often in many African countries, you are going to realize that there are a lot of them, but this does not necessarily mean that they don't have to contribute to the development of their nations.

There is need to empower them so that on their own, they can also do something to the development of their communities.

So if these youth, vulnerable children, are given opportunities--for example, maybe giving them some micro credit so that they expand them, so that by the end of the day, they get something--they can also be in a position to contribute to the development of their communities.

So if you have provided them with something they are going to have something to eat, and thereby after the food, they will be in a steady position to do whatever they can do. If there is no food, then that somebody will not be able to contribute.

So by providing them with those minor things that they may require, then we are boosting them so that they can do something which is great by the end of the day.

Thank you.

MR. HAY: I was struck by a point in your presentation along the idea of boosting them, when you said in many schools, the curricula train us to be job-seekers than job-creators.

Shingai Moyo, any last thoughts from you on this question posed by Anna Dixon [ph.] but the other speakers around the room as well, on how we break through the skepticism and take a promising local approach like your own and grow it into something national.

MR. MOYO: Okay, thank you.

What we need is--we cannot solve the problems alone as youth in Zimbabwe. Like I mentioned before, we need to have a group or multisectoral involvement. What we have to do is we need to link up with government, we need to link up with community organizations, we need to link up with the private sector to have this problem solved.

In this manner, this becomes a problem forever. It does not remain the burden of the youth only. If we make it a national responsibility, a group responsibility, a cultural responsibility, we can become able to tackle the big problems that we meet--unlike if we say these problems are only focused on the youth. If it remains like that, we will go back on our knees, and nothing will happen.

Thank you.

MR. HAY: Thanks very much indeed, Shingai.

Rick Little, I was just saying to you that I was quite struck that in each of the interventions our practitioners have made, we come back to the "five C's" as you put them.

MR. LITTLE: It's true, it's true. I was thinking about it as I was listening, and again, all these things weave together. We talk about scaling up, we talk about holistic approaches, we talk about skepticism, we talk about a lot of things, but at the end of the day, these "five C's" kind of weave some things together.

But I thought of another "C" as we were sitting here talking, and that was the "C" of "change" and the need for change--the change in attitude, the change in approach, the change in policy, the change in strategy. And you know, often, change starts from within, within individuals, and then that individual change leads to institutional change, because institutions are made up of people after all.

One of my favorite quotes is from Eric Hoffer, that wonderful longshoreman-turned-philosopher years ago. He said: "In times of change, the learners inherit the earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists"--this idea of being a "learner" rather than being "learned"--as though we've got it all figured out.

And I think about listening to young people who are on the front lines every day, trying to make something work, and how easy it is when we are in institutions, all of us, somewhat removed, lots of layers between what we do and what actually happens sometimes on the ground, to have a disposition of being a learner.

So I think about that big "C" word of "change" and the need for change and

allowing for ourselves to change in that process. So I thought of another "C".

MR. HAY: Ever resourceful. Rick Little, thanks very much.

I promised that we would dedicate the last seven minutes to the Ministers who are with us here today.

Thank you very much indeed to each of you for coming.

I am going to invite the Minister of Finance for Zambia, the honorable Mr. Magande, to give us a couple of minutes.

You have heard the wish list, if you will, from Chipambe and others about what she needs to actually grow her approach by leaps and bounds.

Minister, a couple of minutes from you, please, about how you are going to make her a happy woman on your right there.

MINISTER MAGANDE: Thank you very much.

I presumed when I got the invitation that the subject was HIV/AIDS. It is not just about [inaudible] developments, it's not just about infrastructure, it is not about malaria, it is not about TB. And my first reaction when I saw "youth-to-youth", I said, "My--who coined this, that we are going to talk about infection of the youth from one youth to the other and by HIV/AIDS"?

[Laughter.]

MINISTER MAGANDE: Mr. Chair, in our environment, we have to perhaps highlight the fact that HIV/AIDS in Zambia has come not from drug users, not from injection users. HIV in Zambia is caused mostly by sexual relationships. That is the major cause of HIV/AIDS in Zambia.

I don't know how many people have gotten HIV/AIDS through blood transfusions or through using infected injections on drugs.

And unfortunately, the most active part of anybody's life in sex is when they are youth. So HIV/AIDS in Zambia has been devastating to the population, but the largest people who are patients are youth.

Therefore, in trying to find a solution, we had to identify how HIV/AIDS was spreading amongst the youth. So to that extent, as far as I am concerned, what we are discussing here, if it is HIV/AIDS and the role of the youth, that fits extremely well in the Zambian context. Unless the youth get involved in trying to get, first of all, infection reduced--which is preventive--and from there, they help us to reduce the impact of HIV/AIDS, and from there, they help us to reduce the stigmatization where people don't want to reveal their HIV/AIDS, and they continue to be sick and therefore, they are not on ARVs, we cannot succeed in the fight against HIV/AIDS.

Therefore, I find this very a interesting subject, and I see the youth here--and for me, Zambia, as Chipambe says, is not just the one million who are deaf, out of which perhaps 10 percent could be infected. It is actually the 15 percent or so of the others who are infected with HIV/AIDS and out of whom I find perhaps 90 percent will be people below 40 years, and these are the youth.

As a result, we have brought up mechanisms or procedures or approaches to involve the youth, and in Zambian HIV/AIDS programs, we have coined the word "multisectoral" involvement, and this has gone from the ordinary people to the young people using all manner of approaches. We have, for example, musicians, young people composing songs on HIV/AIDS, and we encourage them to play these songs on the radio. We have programs where the youth are involved through their organizations like the Boy Scouts, the Girls Scouts. In schools, we have also introduced HIV/AIDS in the curricula to get the young people in schools to get this.

So really, as far as I am concerned, I think the youth who are here are very much

welcome, and I think their programs are most welcome.

But the question which I think they all failed to answer is how do they get us decisionmakers to know that there is a Scorpion Youth Club in one area; how do they get us to know that there is a deaf organization, and therefore, in planning for involvement of the rest of the population, I have to now bow to Chipampe--I think that is the missing link.

Thank you.

MR. HAY: Mr. Magande, thanks very much indeed for that.

[Applause.]

MR. HAY: Time is very tight. The clock's against us. Let me put one specific thing Chipampe did say, in Zambia can you make sign language one of the official languages, please?

MINISTER MAGANDE: Like I said, really it has to come up from consideration of a policy change. At the moment the Minister of Education, the Minister of Science and Technology have not come up with a need for that, because even beyond the sign language we still haven't got enough classrooms, we don't have enough teachers for the others. We have, however, special schools for the blind and those schools teach up to end of school curriculum. At the university we have had experiments trying to teach people who are disabled in Braille, and so on. So the programs are there, but obviously the kind of investment that you require might not have been costed. I think that is one issue that obviously we need to look at.

But like Chipampe says, right now when I see somebody using sign language on TV reading the news I feel very happy because part of the population that has been excluded is now being included and all we need really is to scale up. It's that aspect of how do you scale up all these programs to become national programs.

As much as I believe the youth want to say, you must help us to participate in decision-making because we are leaders of tomorrow, I was a leader when I was young. I didn't wait until now, because all the knowledge I gained when I was young, if I waited now, my head would not have accumulated. So you'd better be a leader at your level and do things that show you can make a difference with your history, not with the future.

MR. HAY: Minister, thanks very much indeed. I was just thinking of the Minister of Economy and Planning from Malawi, the Honorable David Faiti. He's surrounded, with nowhere to go, by two of his countrypeople. So, Minister, can I give you the floor for two to three minutes to respond to the wish list that we have heard here from Madalitso and from Andrew?

MINISTER FAITI: Thank you, Chair.

I noticed that when I was asked to come I was going to make a few closing remarks. But knowing that everything happens in a dynamic environment, I'll also strive to be dynamic and, therefore, quickly make a few comments with regard to what I've heard around here.

I think, Chairperson, with regard to HIV/AIDS, I think Malawi is a country where I think the problem is quite pronounced, and I think the two young leaders that are with me here have given us the statistics. I think I would like also to indicate that HIV and AIDS issues in Malawi have been well-known. There has been a lot of publicity with what are the causes of HIV/AIDS, how to prevent it. But in spite of all the things I think it is also a well-known factor that the number of HIV and AIDS have been decreasing.

I think the question is why is it that the numbers are increasing in spite of the information that we have? I think it does imply to me that something which is going on wrong we haven't discovered it. So our task is to find out what is it that has not been working so that we should begin to address those things and begin to do things better.

I think that the issues in our minds are clear. I think also with regard to my colleagues in Zimbabwe and Zambia. I think our youth, our studies that have happened around indicated that most of them have had forced sex and quite a number of young girls have gone through and have gotten HIV and AIDS through those means. We know that with huge unemployment in my country, for example, and in the sub-region, many of our youth are vulnerable.

I think we need to expose--we need to provide better education--I think it has been raised here in the discussions--better health care and medical care to our people. We need to empower them economically so that they're able to be independent and to decide on their own.

Current interventions are project-based and project-based are not sustainable. You don't reach out to many, many people and as a result, much as we are hearing here, these are very interesting success stories. But you're like a drop in an ocean and the impact--for example, the entire sub-Saharan Africa has about 37 million people with HIV/AIDS and only 230,000 are accessing ARVs. What is that? That is a very small drop.

I think what we need to seriously think about is what is it that we can do to ensure that we create more jobs for our youth? What is it that we need to do to ensure that our youth have better access to education, have better access to health facilities, and also economic activities which tend to empower them.

Once we answer that, I think that will be a major success story for us. So I think I'm happy that this discussion is happening in the conference with the Bank because it means that, as the wish list from my young leaders here and the young leaders from the sub-region has been made. I think we need to increase financial allocation, financial support to our countries so that we begin to address these issues very, very holistically.

We need to cancel debt. Most of our money is going towards servicing debts. And as long as our money continues to service debts, we do not have money for them. They will cry, they will do everything possible, but we will look at them, we will sympathize with them. There is nothing we can do. These are real issues. The intention is there. We need to solve these things, but how we do it without resources?

So I think that we needed to see the intricate connection between poverty and HIV/AIDS, because you'll notice that the poor people are the most vulnerable to HIV/AIDS, and vice versa. You will find that people say poverty causes AIDS. AIDS causes poverty. So there really is a link there. So we need to break the cycle, and I think it is possible for us to break it from poverty point of view. Let's address poverty and I'm sure we'll have less HIV problems.

I thank you very much.

[Applause.]

MR. HAY: Minister Fauti, straight talk there. Thank you very much indeed.

I have to just ask you one thing before we leave you in peace. One thing that we talked about was how girls suffer this additional burden. Not only are they less likely to get into school, as you were saying, but if a member of their family becomes infected with HIV/AIDS they're more likely to stay home and have to look after that family member than boys who go to school with their satchels every day. Just in 30 seconds, what can we do to help the girls?

MINISTER FAITI: We already have interventions that tend to promote girls. Our commitments and the Millennium Development Goals put girls first, because we want them to be there. But again, it boils down to the same issue of resource. Much as we want to put more girls in education the question is, where is the money? I think we all appreciate, and we are very committed as governments to say we want to address these issues to ensure that the girl child is empowered, because we know once we empower the girl child she will be able to say no to this

forced sex. There are many people who want to buy sex these days and the moment you say--the young lady says she's okay financially, she doesn't need anybody, who can touch her? No one can touch her.

But when she's vulnerable there are many people with evil minds. They know they are positive. They don't want to die alone. They want to die with other people, and they want to put these girls under forced sex. And there you go, the number increases. Messages are there, avoid sex, avoid catching HIV. But HIV is going up like nobody's business. So we need to ensure that there is good financial allocation to help us meet our commitments on the Millennium Development Goals, because those goals will help us also fight HIV and AIDS because they help us fight poverty.

MR. HAY: Minister, thanks very much indeed. I hope you'll have plenty of chances over the weekend with your meetings with fellow ministers and others to be able to put those questions into receptive ears. Minister, I'm glad you found us in the end.

Let me ask the Minister of Finance from Zimbabwe, the Honorable Herbert Murerwa, to talk to us for two or three minutes about his reaction to basically what he heard today about the wish list and the thoughts that he wants to leave us with, for two to three minutes, please, Minister.

MINISTER MURERWA: Thank you, Mr. Moderator.

I'm sorry that I missed part of the discussion due to a prior commitment, but I'm delighted that I was present anyway during the latter part of this discussion and would like to acknowledge the presence of Rick Little whose activities with young people goes back many, many years. I've benefitted so much from his views on how we engage young people.

Let me also thank the World Bank for really supporting these programs that are targeted at youth. I hope that these programs can be ongoing because they're just so important. Young people are going to be the future leaders, not just future citizens. They're going to be fathers and mothers. I think what Rick Little said goes at the heart of it. The targeting of problems should be promoting those values that bring about behavior change. That's really where we should be, because we should see young people as problem-solvers in their right. They have to deal with their own reality, and the weapons they need to have is really information, knowledge, and skills.

In Zimbabwe, we introduced almost a decade ago an AIDS levy to provide funding for HIV/AIDS. I think we were one of the first countries in southern Africa to have a purely dedicated fund to address this. These funds are used through the National AIDS Council, who in consultation with the Minister of Health, provide the planning and the involvement of stakeholders to come up with programs that are funded under this money. We hope that in the context of this we can create a platform for the participation of young people.

I'm certainly aware that in our universities--I was Minister of Higher Education some years ago and a lot of work was going on in encouraging people to come up with new ideas to get young people to think about AIDS, and to change their views and their ideas, and certainly with the objective of changing their behavior.

The problem we have is that there's always pressure on the fiscus. There are pressures for funding. Against this, it will be those projects that achieve results that get the money ultimately. This innovation in approach that I think our young people are trying to bring to the attention of the Fund and also to us will go a long way in ensuring that there's value for money, and that they will pay attention to the kinds of problems that young people face in dealing with HIV/AIDS that need to be supported.

But people want to see results. We are under pressure even with our AIDS levy. The taxpayers, they pay 3 percent of their wages, and they're beginning to complain about what

the funds are being used for. People want to see results. They want to say value for money. And certainly government, certainly our government is ready to fully support young people that have ideas, but only can do it -- the global linkages with the Fund and with others is also going to be important in reaching their ideas and innovations.

I thank you.

[Applause.]

MR. HAY: Minister, thanks very much indeed.

I'm going to give the last word to Viviana Mongiaterra, who's the special advisor for Children and Youth Issues here at the Bank. She's not going to run through a Powerpoint. She's about to do something quite nice.

So the floor is yours, Viviana.

MR. MONGIATERRA: Thank you, Phil.

Actually I would like to invite all of you to a reception the Children and Youth Unit put together for celebrating this moment in his meeting today.

We have three important things to celebrate. First, our guests; those that participated in this meeting, Minister of Finance, head of agencies, representatives from civil societies, and most importantly, the four friends coming from Africa to share with us experiences and results of their work from the field.

The second thing we have to celebrate tonight is that in two years I think we've achieved quite a lot at the Bank for young people. Particularly, we have been, I think quite good in putting their voices forces and their perspective in the policy and in the thinking and in the work of the World Bank. We want to take this moment to really celebrate among us and with you this special moment.

And third, very concretely, we would like to celebrate with you the future launch of a youth guide that is called Getting to Know the World Bank. This is a joint document choice we prepared with our publisher and with the youth to youth community, and I would like to say that this guide has been a special request from young people all over the world. In Paris, two years ago when they really asked the World Bank to have a document for helping them to understand what is development of voice, the social development, what is economic development, what is the work of the World Bank in this area? And all young people can participate and be included in this effort.

So this document is really an example of what we were discussing today. It's a document that's been prepared for young people by young people. We have been involved in the process, has taken particularly one year, with a lot of organizations, with a lot of university students who have been to our web site in contact with the people and with the world, and of course we have been putting the inputs of 15 members of the youth to youth communities. Most of them are not with us, but I want for the memory just to acknowledge their efforts and their inputs in this document.

And of course, the Children and Youth Unit that has been coordinating this effort, and would like to really acknowledge the hard work of Valerie Gibson from my unit that on a voluntary basis has coordinated this work for an entire year. I really hope that this will be useful tool for your work in countries and for having on board the young people and their perspective much more easily.

So let's go and celebrate.

Thank you, Phil.

MR. HAY: Viviana, thanks very much.

[Applause.]

MR. HAY: So all that stands between us and the reception is for me to thank our

four youth practitioners today for sharing their innovative ideas indeed, to our special guest, the honorable ministers who've come so far to be with us here today and at the annual meetings, and to all of you, thanks very much indeed. Now let's go and get some of that reception.

[Whereupon, at 5:47 p.m. the meeting was concluded.]