

WORLD DEVELOPMENT REPORT 2007: CONSULTATIONS IN MOSCOW

The World Development Report (WDR) 2007 report will be on "Development and the Next Generation" which will focus thoroughly on the crucial capabilities and transitions in a young person's life: learning for life and work, staying healthy, working, forming families, and exercising citizenship. For each, there are opportunities and risks; for all, policies and institutions matter. The preparation of such a report inevitably requires input from the youth, all around the world.

The Russia Country Office, in the framework of the NGO/Civil Society Advisory Council, conducted consultations on December 2 in cooperation with the Moscow World Bank Institute Office on the 2007 World Development Report, which will focus on youth as agents of development. Consultations brought together more than 30 representatives of civil society organizations, think tanks, and federal and regional authorities dealing with youth problems. Senior Education Specialist Isak Froumin, ECSHD Operations Officer Tatyana Loginova, and Senior Human Development Specialist Andrei Markov informed the participants on the World Bank's global and local youth programs. Participants shared their views on each of the proposed issues, and youth organizations presented case studies based on their successful experiences promoting the youth agenda in Russia.

METHODOLOGY OF THE REPORT:

Mrs. Tatyana Kovaleva, Professor, Moscow State Pedagogical University,

"...Speaking about methodology, I find the idea of five transitions very appealing. But I think the report and the discussion should stress why we identify these particular transitions and not some others."

Mr. Sergei Tetersky, Leading Researcher at the State Family and Parenting Research Institute, President of the All-Russian Organization "Children's and Youth Social Initiatives"

"My compliments to the authors of the report on methodological approach that has been chosen for the WDR 07. This is an example of highly ethical document, because it is an example of how research and practice, public figures and civil servants can coordinate their positions. We have got sick and tired recently of documents drawn up by government agencies, odious documents, in fact, imposing one opinion on us and giving us no chance to speak our minds. Therefore, I am glad that there is such an approach.

As for examples that have been provided, that have been debated, let me recall what the president of our academy, the Russian Education Academy, Vladimir Dmitriyevich Nikandrov said: Research and practice differ a lot. The goal of research is trying to find the ultimate truth. The goal of practice is making life better.

If we manage to develop a document that helps to find the real ways to attaining the goals we have set, backed with practical examples, which would help promote those ideas, the document will be a success."

Mr. Dmitry Rogozin, Dean of the Sociology Department, Moscow Higher School of Social and Economic Studies.

"In general I am very excited about this new methodology because in my opinion it is a breakthrough. Let me try to argue my point.

Sociologists are often reviled for confusing the situation and making the simple world too complicated... Sociologists have identified as many as ten and they try to measure them. I think this is a brilliant move in order to consider the category of youth not in terms of the calendar age, although we broadly stick to calendar age, but in terms of transitions. I am very impressed by the category of transitions. Words fail me to express my admiration with this Report...

But I would like to take a special note of some things. The report does not just make very correct use of categories, but, as you have noticed, it does not refer to Western countries and does not cite examples of Western countries. And here is a very good transition to Western countries. We can say that if we look at their youth, it is totally different in terms of age, and we should look therefore at the youth of developing countries."

Mr. Vladimir Kornilovich, Civil Society Association "Support of Social Initiatives" (the city of Barnaul).

"What I liked about the concept is that it does not give the overall concept for assessing results, trends and so on, which gives researchers room for assessing the approaches and possible strategies of helping the youth, or for government bodies to act, for example. What kind of research would be needed in the future? One could include the study of the structures involved in the process of social reproduction. Because part of the functions of state structures and the education system have been either liquidated or are in a latent state in Russia. And it would be useful to see what elements of these structures we can use in our country."

Mrs. Lyubov Nikitina, Doctor of Pedagogical Sciences, Professor, Head of Laboratory on Forecasting and Development of Social-Family Education, Russian Academy of Education.

"...I would not read too much into examples. Examples by themselves don't prove anything, don't confirm or refuse anything. I think we should focus on trends, since we are talking about development. It is a process that is best described in terms of trends. If it is possible to identify trends before what you call bifurcation, and if linear growth can be projected at least for the medium-term, about five years, then this document makes sense. As only then does it make sense to propose a certain strategy. This is my suggestion or a warning."

Mrs. Anna Litvinova, Senior Research Specialist, Russian Education Academy, State Family and Parenting Research Institute

"What does transition presuppose?"

... Russian specifics and surveys indicate that our individual, by nature, is quite emotional, is concerned. So higher grade school students say they have emotions, feelings, they suffer, even in their intellectual experiences. Naturally, every transition is a crisis...

Therefore, it is a big problem for science, practice, research to remove this transition-related crisis. This is our common goal. Therefore, there should be certain centers, programs, trainings, which would give young people the ability to deal with critical situations quite constructively."

Conclusions: The majority of the participants of the WDR consultations supported methodological approach that has been chosen by the authors of the Report.

QUESTION 1. THE TRANSITION FROM SCHOOL:

Discussion was focused on continuing to learn beyond primary.

Mr. Isak Froumin, Senior Education Specialist, World Bank Russia Country Office

"If we speak about a transition to continuous education, what are the research and practical challenges that arise? How does one access the next level of education? Who pays for the following levels of education? What is the content of the following levels of education? What can be done to encourage a person to act? Perhaps, by providing advice. What opportunities do we have to help? And finally, does the system provide the possibility of what I called a fresh start, another chance?"

Interestingly, this Indonesian graph illustrates what I said about the challenges of this transition. You see that at the first level of education, most probably it's the first grade at school, the number of children from the poorest 40 percent of the population and the richest 20 percent who get primary education is the same. But at the level of the 9th grade the gap is very wide, almost 60 percent. And this indicates that there are barriers for young people in transition to continuous education.

It is altruism to say that the young age can be seen as a transitional age. It means it is an age of road forks, an age of possible trajectories. Coming back to the previous question of young people and economic and social growth one should understand that the overall development of the country depends on which road they choose. So, the authors of the report look at these five transitions, look at the road forks that young people encounter and determine possible strategies for helping young people to choose optimum trajectories.

And this is the main methodological idea of the report: five transitions, possible bifurcations, what is to be done at these points of bifurcation to ensure that young people contribute to the development of the world, to the development of concrete countries."

Mrs. Tatyana Kovaleva, Professor, Moscow State Pedagogical University.

“ I do not find it very convincing when the first transition identified is the transition from school to continuous education. Why is it characteristic of the youth category? A number of serious studies have recently confirmed that this transition is increasingly occurring in the adolescent age and there are grounds for talking about entry into continuous education in the adolescent age. That is the framework of school education becomes too narrow, and this is really about embarking on an individual educational trajectory.”

Conclusion: The majority of the participants supported the idea to make stronger focus on the transition to informal education, and to equipping youth with life-long learning skills.

QUESTION 2: THE TRANSITION TO A HEALTHFUL LIFESTYLE

Discussion was focused on the following questions:

- What makes people, in particular young people, take care of their health or neglect it? What factors?
- What substantial risks are there?
- What should exist in a system for health to improve, for people to care about their health?

Mr. Alexei Pavlishchev, Deputy Minister of Education, Stavropolsky Krai.

“If health for a child is a means, a resource, a factor for attaining success, if this success is an obvious thing for that child, if the road to success is defined by the child clearly for himself, if health as such is not an abstract thing, then health is a valuable thing for the child.

But if success is a separate thing from health for that child, the child will likely forget about health. This is what one should bear in mind...

Children are particularly influenced by their parents, their family and less by the society. And parents often do not realize what their success as parents means, and what their child's success means.”

Ms. Nina Kuznetsova, Managing Director, Interregional public organization “Junior Achievements-Russia”.

“In our organization, the Russian one and the international one, we are concerned about the development of skills having a universal nature. In English it is called "transferable skills" meaning the skills that can be transferred into any sphere of life. I think that if health, attitude to one's health is regarded not as a resource, but also as a skill which has to be developed in any child, this can mend the situation.

We have educational programs, a continuous education course which may be described as economics of common sense. Our first program is intended for nurseries and junior schools. Its name is "We". The second one is "Our Family", then "Our Community". The fourth one is Our City, Our Region, Our Country, Our World. After that we move on to the starting point and the next program is entitled Personal Economics.

And even in personal economics we do not focus exclusively on the family budget, even though this is also important. We focus on behavior in the family, attitude to oneself, attitude via oneself to mothers, fathers. Health for us is just another skill like other skills, like teaching a child to read, write. It is necessary to teach a child to take care of oneself."

Mr. Dmitry Rogozin, Dean of the Sociology Department, Moscow Higher School of Social and Economic Studies

"I think that in the context of the overall methodology of transitions it would be very interesting to pose the following question: What is health in the general sense of the word?"

And it is very important to consider health not just as a single category, a sort of objective knowledge that we should aspire to, but as the big question of whether we know what health and healthy practices are about...

I think the authors did the right thing -- sorry that I'm singing praise to them -- they did the right thing by focusing on the term "risk." To me that term replaces another term -- deviation, or deviant behavior, which is very common for those who were nurtured on the Soviet tradition. So, I think that in this case we can and must discuss transitions. Health issues allow us to go back to youth and discuss those chances and risks which are associated with this or that development strategy. Moreover, no single strategy is optimal, and each of them is fraught with its own risks."

Mr. Roman Alexandrov, Deputy Head of the Department, Ministry of Education and Science.

"I also want to support this transitions-based approach.

But there is one thing that seems to have been left unfinished. Generally, from my point of view, the problem of health has been somewhat artificially integrated into this transition because, as has been correctly noted, health is a condition, not a transition. But one can fall ill, and then we will have a transition to illness.

But from my perusal of these documents I can say that we are talking about promoting responsibility for one's health, and this means a transition to one's responsibility. If we follow this logic, what is being suggested? A person makes a mistake, does wrong and gets infected with AIDS. How can we give him a second chance? Can AIDS be cured? Well, eventually a cure will be found. But again, what we are talking about is not the illness itself, but its perception by the people around.

Again, the range of problems that is suggested in health care is very restricted. HIV/AIDS, drugs and tobacco smoking linked to family planning and reproductive health programs...

There are two types of transitions, external and internal: A transition to responsible health, a transition to responsible citizenship, and a transition to responsible family behavior. I don't mean birth of children, but the upbringing of children. These are sorts of internal transitions. External transitions are employment, education, and passage through certain formal stages. What else is there? A marriage is an informal transition. In other words, there is some kind of dualism, as there are external transitions and internal transitions. And this is not mirrored in this concept.

I think the concept of the Report, I don't know whether it was done on purpose or not, focuses on the positive development of man. If he makes a mistake, he goes down. If he doesn't make a mistake, he goes the right way. If he errs, he goes down, and it is our job to bring him back to the right track. And corroborating examples were cited. Some even said that poor people reproduce the next poor generation.

But I don't see such a phenomenon as social orphanhood. What is to be done with this child? His family is falling apart and the child is, for example, eight or ten years old. They are underaged, they are under no control, they are run away children. There are different terms and some are confusing. So, how do they fit into this. He is only 13 or 14 years old and he ends up in the street. Education, health, work, and family, all this must be done differently. This is a negative trajectory, but I see no way to move from a negative to a positive trajectory.

This is a rather old discussion on youth policy and whether it should be regarded as innovative and helping to develop young people or as something that protects them from a harmful environment. Maybe there must be some combination of factors. I think it is quite obvious to everyone even though I may be mistaken. But I think this describes only the positive side and doesn't touch the negative one.

And, what about young people in the globalizing world? For some reason, the next step in the system of information was not taken by the Report. It was said that there are two main trends: migration and the global youth culture."

Mr. Vladimir Kornilovich, Civil Society Association "Support of Social Initiatives" (the city of Barnaul).

"What makes -- the first question -- what makes young people care about their health. I think there is no such instrument because young people don't have any sense of fear. Our studies and surveys indicate that young people don't have such a sense. Even among drug addicts, the fear of death from an overdose does not make them drop the habit.

As for the concept, certain forms of transition are suggested in the Report, but one more position -- a sort of image -- seems appropriate here. If a person finds himself or herself

in transition, we must extrapolate a certain image onto him, and he tries it on and follows it. This includes behavior, style of communications, demands, etc. But in this case, programs suggested for the development of skills and additional educational programs, they won't work within this logic. Here, rather we need a period of initiation: a transition, initiation and a mode of behavior. I think this is the underlying logic.

And one more point. The concept, when it deals with health, speaks only of sex education, but if you look at the Altai Territory, there are powerful genetic changes under way and man-made factors also influence health. And these issues are not addressed at all in the report. And sex education, in my opinion, comes second after these factors."

Conclusions: The report should not focus only on sex behavior/education - AIDS, but on the other hand, it should not be relegated to secondary place. The report should take a broader view, including the concept of injuries that should be spelled out because they are the results of certain risk factors, such as, for example, a risk of alcohol.

The participants were not very enthusiastic about what the report says about the transition to a healthy way of life. Owing to some considerations, probably considerations of political correctness, they speak about the transition to a healthy way of life, though it is not transition to a healthy way of life but a transition to a period in life when health risks arise

QUESTION 3: THE TRANSITION TO WORK

As in Russia the problem of transition to work for youth is very acute, the discussion was very vivid and diverse, and sometimes uncoordinated. Thus, at the end of the session Andrei Markov, Senior Human Development Specialist, had to draw the conclusions incorporating all different remarks made by the participants.

-First, from what has been discussed there emerges a serious, a major systemic problem which has to do with the performance of labor markets in the Russian situation, with how the rights of the working population are protected, how the pension systems work, how labor protection works. That is, a major systemic problem which has not been finally resolved in Russia today. It is a problem of transition from one mode of organization when the state enterprise was responsible for everything, an enterprise controlled, among others, by the semi-state labor union which had a very powerful and rigorous labor protection system, toward a new situation with private enterprises, poor control, with labor protection abandoned by the trade unions but not taken up by the state system. And that throws up a lot of systemic problems for the entire Russian economy. Young people are probably the hardest hit, because objectively they are the most vulnerable group on the labor market. And that is a problem for the whole system.

-The second issue has to do with the role of the state and the role of the individual, young people in the labor market. We have heard several different positions that form a continuum, as it were. Some said that the state should pass legislation establishing the

right to a first job, but we have also heard a more flexible position. *The state should be involved in solving this problem, but through softer mechanisms, namely: to better orient the education system to the demands of the labor market, broader systems of informing young people about the labor market needs so that young people know what the real requirements and needs are.* And I think of the experience in St. Petersburg where some special programs encourage young people to enter the labor market, and this is not legislation, this is the use of economic incentives for the employer to hire young people because in this scheme the employer is cushioned against some of the risks connected with hiring untested young workers. That is a second range of problems.

-Thirdly, we have said that young people themselves should be more active, and this is a question of mentality. But society has also a role to play. How can society, the state, the media, non-governmental organizations and the youth alliance influence the perception of what is success in the eyes of young people: is it a successful professional career or is it beer and rap?

- Forth, if we look at the share of young people who enter the labor market in the OECD countries we see that when they leave school or graduate from a higher education or special secondary education institution and enter the labor market, 40 percent of them previously worked part time. De facto, this is not their first brush with the labor market, they have been there before. In Russia the figure is 7 percent. *So, young people in Russia, for various reasons, when they leave the system of education and face the labor market, they discover they don't know that market at all. The reasons may vary, and one reason is that there are no part time jobs available. They just don't exist in the market, or else jobs are only available through connections. This is the reality on the ground. Or, perhaps, they do not have enough information or have inflated expectations. Be that as it may, it is a very serious problem, first you are in education and you do nothing but study. And then suddenly you are in the labor market.*

But it turns out that the developed market economy today works differently. When a person is in education, half of the people in education are already participants in the labor market. This is a problem peculiar to the Russian economy.

- Fifth. It is true that the south of Russia is a very serious problem. Statistics cannot be fully trusted because a lot of employment is not captured by statistics. But we at the Bank in Russia have carried out a major study and we have found that in the south youth unemployment is double that in middle Russia. And when we say unemployment we don't mean that these people are necessarily without work. It is not always connected with extreme poverty in southern Russia. There are a lot of informal cash flows, but it is a problem that young people are at a loose end.

This leads to social and political problems, to extremism -- look what happened in Nalchik, it was young people who took to the streets.

- And finally the last comment. *The education community is on the receiving end of much criticism for not knowing the needs of the labor market and not being able to train people*

for the occupations that are needed on the labor market. In fact, such criticism has been voiced at the highest level. The President had some sharp remarks on this.

It turns out that in the modern situation in Russia a person drastically changes his or her occupation at least two and a half times on average during his or her life. He/she may start as an economist, then suddenly switch to law. So, let us not be too harsh on higher education institutions because some of them continue to provide the classical broad basic education training not a future specialist, but an individual and a potential member of the labor market who is flexible enough to move in different directions and not to be unemployed and hamstrung by the fact that he only has a degree in engineering and cannot do anything else.

QUESTION 4: THE TRANSITION TO FAMILY FORMATION

Ms. Anna Litwinova, Leading Researcher, State Family and Parenting Research Institute

Recommendations: "We understand that young people put themselves in a very difficult situation when they build a family of their own because civilization is losing traditional relations. While only 100 years ago Russia was the only country where practically all mentally and physically healthy people were married, i.e. there were no single people, now the number of single people and single-parent families is growing, and young people must be prepared for these difficulties.

We also understand that economic programs, on the one hand, can help to build a family, even though in our country parents try to support their children, including financially, as long as they can. And this is also our specific trait. But even if there is a separate flat and even if there is a well-paid job, other problems arise. Material and economic functions of the traditional family are giving way to the psychological function of emotional support and emotional closeness. And not everybody is prepared for this.

On the other hand, if we look at the problems experienced by well-to-do families, there are so many of them there too. The rich also cry and have a lot of problems as well. Father and mother make money, and their child can see them only on weekends, and he draws them wearing festive gowns and masks. So it's a sort of weekend parent. But there is another problem in these families. It's a problem of educators who take care of these children.

So, economic factors cannot solve all the problems in the family. In addition to the soldier and the social worker that we mentioned above, there must also be a psychologist who will help to build understanding in the family, both between the spouses and children, that will make the family stronger."

Comments:

"As regards transition to family life, it is a very complicated issue and I think that the authors of the report are sticking their necks out by introducing that transition. The report claims, for example, that early marriage and the birth of a child have negative

consequences. At the same time it is clear that late marriage and late childbirth also have negative consequences. The whole developed world is aware of that, and this may be the subject of very interesting discussions of the implications of this transition. Perhaps the report will for the first time systematically discuss, from the economic and social points of view, the new forms of transition to family life that arise in the civilized world, such as trial marriages."

QUESTION 5: THE TRANSITION TO CITIZENSHIP

Part I

Case Study: Ms. Olga Platoshina, Deputy Head, Association of Children's and Youth Public Associations in the Ryazan region, Public Youth Parliament of the Ryazan region

"We have at this Round Table today representatives from public organizations that directly deal with the issues mentioned in the report, and each of them has his own innovative experience. I will speak briefly about our own region and I would like to hear others to speak of their experiences because each region has its own peculiarities that other regions don't.

Let us speak first of all about what it takes to be a citizen and how a young person can feel himself a citizen of his country and his city, or whether being a citizen means simply doing military service and going to the polls. So, speaking of Ryazan and our public youth parliament, I would like to give you some background information first. The Ryazan region is 200 kilometers from Moscow. The closeness to Moscow can be felt quite strongly in the region. The population of the region is 1,200,000 and of Ryazan is 600,000. We have 25 municipalities, five state higher educational institutions, nine full-time private higher educational institutions, 11 extramural private higher educational institutions, and 25 secondary educational institutions.

We passed the youth law in 1998. The Ryazan region was one of the first Russian regions to have passed it. And the law will soon turn eight, and its implementation has had an effect on those for whom it was written. In 2001, we decided to create a personnel school for government agencies and business where young people could study and understand the processes that evolve in the country and how they can tap their potential as citizens.

The Association of Children and Youth Public Associations in the Ryazan region, the Youth Council, and the Department for Education, Science and Youth Policy initiated the creation of a public youth parliament in the region and sent a relevant proposal to the regional Duma. The proposal was accepted, and work began. How do young people in Ryazan perceive a public youth parliament? First of all, it's an advisory and consulting body that gives insight into state policy. It's a forum where young people can express their views and be heard, which is important. It's a school that teaches young people to make decisions and make their ideas known to authorities.

The youth parliament involves the most active part of the population. I have already told you who initiated it. Now a bit of history. On January 28, 2004, the second youth parliament started working in the Ryazan region. Why did it happen in 2004? The first year was a warm-up period, so to speak, when we tried to understand whether this structure was possible in the region at all and how well it could work because a similar structure had been created in St. Petersburg in 1995, but unfortunately it had not become popular and ceased to exist. But they recreated a youth parliament again just recently.

The structure, and you can see it on the screen now, is as follows: a session of the youth parliament is the place where young people make decisions. The youth parliament brings together representatives from all public organizations in the Ryazan region, and we have 36 of them. These are both children's and youth organizations. The guys who have created their structures at the municipal level also work in the parliament. So, we had 42 members in the second parliament. There are also committees. So, you have seen the structure.

The main goal is to organize public hearings on topical issues. The topics that have been already mentioned here before were adopted by young people themselves. In other words, a young person proposes a new topic. And we have had quite an interesting discussion on the Youth and Elections program. Young people tried to prove to authorities how important it was to work in higher educational institutions to convince the students that they should go to the polls because now the turnout among young people is unfortunately very low.

Another function is to contribute to the perfection of legislation. Members of the youth parliament sent their proposals and participated in the development of the following regulatory acts. I don't think I should read their names because you can read them yourselves. But about a month ago we received an inquiry from the regional Duma concerning the law on the state support to children's and youth public associations in the Ryazan region. The regional Duma said that we would have youth policy in the region despite all laws that had been adopted recently, including law 131 and law 122. The region will support youth policy at the same level as before and even slightly better, and we do hope that the law will be adopted.

Next, the development, and submission to authorities, of programs, drafts and plans of action. This is not a complete list of the programs we presented. However, it is important to say that many of these programs have been implemented, for example, a program that envisaged the creation of public reception rooms. Public reception rooms were set up at municipal libraries where any person irrespective of his age can get free of charge legal counseling. Working in these rooms are senior law students and post-graduate students. They work on an unpaid basis. But this work gives them experience of communicating with people, which is very important for them.

We have also had an interesting program to launch a youth newspaper. Eighty percent of higher educational institutions and secondary schools have their own newspapers. They supply materials to the Association of Children's and Youth Public

Associations where we study these materials and send the best to regional student newspapers. We have two of them: Molodyozhnaya Sreda and Pokoleniye R.

We also develop youth self-government in municipalities. To this end young parliamentarians travel around and organize master classes to exchange experience. In municipalities where we have created our structures, be it youth parliaments or youth councils under the heads of local administrations, we simply cooperate with them.

We also engage in enlightening work in higher educational institutions and secondary schools. Psychologists work with young people if necessary, we cooperate with executive and legislative authorities, and this is the most important part of our work. It is good that a young person who is a member of this body can always knock on the door and, most importantly, go through it and be heard.

Not so long ago, in February, we organized a contest called My Legislator Initiative. I can say we were trailblazers in doing that because if you know a little bit about this, you certainly know that a nationwide contest of the same name has been announced recently, and applications will be accepted through January 31. The contest has been organized by the State Duma.

I am glad to say that 67 students participated in the contest and three of them were offered jobs at our legal counseling offices. We also engage in various social projects. This is one of our oldest activities. We organize blood donation and different events for children who are in a difficult situation, like runaway children. We organize sport events for them. One of the events called The Road of the Good included over 11 different subevents. We hosted guys and girls from children's homes and organized the showing of films for them.

One of the social events that was not mentioned in the presentation is a project called Social Advertising. We organized a social advertising contest for amateurs. It was the first such contest in Russia, and 10 young contenders were offered a job in different commercial firms and advertising agencies.

We have our own website. We publish the Youth Parliament Bulletin that lists events we organize and carries the latest news.

That's practically all about our experience and how young people can tap their potential in the region. I just want to say that when a young person comes to a public organization, he can always get an opportunity to use his potential. Knowing that someone needs you is the most important thing for any person. And it's a pity that our public organizations do not get enough support today. Actually I think this problem exists not only in our region. But on the whole, everything is very positive and we think that we have a well-established youth policy, we have many patriotic organizations and organizations promoting healthy lifestyles which children attend for free."

Part II: Discussion initiated by the case study

- Why does or doesn't a young person participate in political activities?
- What can make a young person feel a real citizen of his country?
- And what should public organizations and authorities do for that?

Mr. Andrei Cherevnykh, International Youth Human Rights Movement.

"I would like to try to define certain things because I think they have been mixed up in the report. The first one is activity related to political work. I think the main criterion by which any activity can be deemed politically related is the attitude toward power, i.e., the craving for power. Second, is civil activity, which is not connected with politics, and which does not seek achieving power as its ultimate goal.

When we speak about youth activity, it is very important that we keep this watershed in our mind to be sure which particular type of activity we are talking about. And certainly other types of activity can be singled out. But as far as I understand, these two are directly related to the topic of this discussion"

Ms. Yelena Rodionova, Secretary of the Russian Youth Union.

"This section should focus on the exercise of a citizen's rights and fulfillment of duties. Social scientists know what the ideal model of a young citizen is, in our case a citizen of Russia.

The authors have a very vague idea of what a citizen is and what various social functions are. The taxes in our system of civil priorities come at the end of the list. Here, a reference to taxes occurs several times because in Western society to be a good citizen means to pay taxes. Our attitude is somewhat different."

Conclusion: Participants of the discussion have concluded that the current chapter of the WDR doesn't have a sound methodological core. They have urged the authors of the WDR to pay more attention to it, as well as to think about methodology and propose the one that would help toward a correct assessment of the concept and would be sound in many development countries.

QUESTION 6: YOUTH IN A GLOBALIZED WORLD

Part I

Case Study: Ms. Natalia Khrechikova, Interregional Public Organization "German Youth Association"

"We have discussed five transitions: progressing through school, staying healthy, going to work, forming families, and exercising citizenship. All five are occurring in a globalizing world that is characterized by the movement of goods, capital, information and people from country to country. Young people play an active role in these processes. The report we have received considers two main types of movement: migration, international migration and the use of global mass media capabilities and information-communication technology.

As far as migration is concerned, we say that it is mainly young people who migrate. On the other hand, can migration be positive both for the host country and the home country? I represent a German youth association and would like to give you a couple of examples illustrating migration problems from our own experience.

Migration issues are quite relevant for national organizations, but we represent Russian Germans, and this issue is certainly more relevant for Germany because Russian Germans go there. For example, I attended a seminar on the integration of Russian Germans in Germany where Russian Germans are immigrants. The country has a lot of different programs for their integration. But at the same time there are problems too. Russian Germans are Germans here, but when they come to Germany they become Russians. And this entails employment, education and other problems.

However this does not mean that they must not go to Germany or must stay here with no roots, to assimilate and lose their culture. This only means that it is necessary to steer the middle course, make one's choice and do everything you can. Russian Germans here are supported in Russia by the German Interior Ministry and various funds through different cultural and educational programs. Programs are financed to keep young people in the country, but this creates a situation where young people join youth German organizations to get information about how to leave.

While the first wave of migration of Russian Germans to Germany was quite free, and they were eagerly received in Germany, they adapted quite well and could continue education and get a job, now the situation is different. Fewer people leave and those who do are grownup people, while young people want to stay in Russia. Maybe those who are not familiar with this topic may find my presentation a bit confusing, but I just want to say that if young people leave, they join youth organizations over there. One is called Youth. This is an organization for Russian-speaking young people. So they go there, join public movements and can be active just as they were in Russia.

But we speak about migration as being positive for the host country because it gets an influx of brains, because most of those who leave are the most active, intelligent and bright people. But on the other hand, this exacerbates the problem of guest workers for this country because they take the jobs, and this is not always considered to be good.

And yet migrants can always go back to their home country. And the second important aspect to this is global mass media and communication technology like the Internet, E-mail and mobile phones that keep young people together around the world. On the one hand, young people are quite integrated and form a single youth culture, and when we come to another country we hear the same music, see the same movies, the same clothes of the same brands. Likewise, we have more opportunities to travel abroad to study or to work. The Internet offers distant learning opportunities. We can get more information about health and may be interethnic marriages. It depends on the transitions we mentioned before.

On the other hand, this creates a situation where information and communication technology can be accessible only for those who have sufficient incomes to buy it. And this is a key factor in making such technology available to young people. So this report, as I said, explored these two types of movement, migration and the use of the global network and information-communication technology.

I would also like to say that intercultural communication and education are also very important. It is impossible to get around if you do not have enough information about another country. Yes, you can travel abroad and talk to foreigners, but you will not know how to communicate properly, and this may lead to personal or other conflicts.

I will speak about the experience of our own organization. We are planning exchanges with Germans, with a German organization, but we engage students from the University of the Friendship of Peoples to make sure that the students who are not ethnic Germans could also participate in interethnic education and communication with native speakers."

Part II: Discussion initiated by the case study

- What do you think about migration and the use of information and communication technology and strategies that help one see positive aspects of migration and that presuppose an active use of information and communication technology?
- And would anybody want to add something to what has been said on the topic of young people in a globalizing world?

Ms. Olga Murzina, Ministry of Education and Youth Affairs, Republic of Karelia.

"I think we must speak about a more global problem that exists today, if we speak about a global report and about the tolerance of young people of all ethnic backgrounds in any country.

There is no doubt that young people get along with each other quite well when it comes to conferences and other gatherings, they wear the same clothes and listen to the same music. But there were two joint conferences because we are a member of the North Arctic-Barents Region, and there was a conference of small peoples in Norway not so long ago. It brought together Finns, Estonians, Swedes, Norwegians, Karels, and Suomis. But all of them spoke only about their own problems, not about common problems facing all of them, but each spoke for himself. So, *I think that the report should address the issue of general tolerance.*"

Ms. Lubov Nikitina, Director, State Family and Parenting Research Institute

"The report said it would be great to have an improved infrastructure for money transfers, dual citizenship to allow migrants to keep in touch with their countries, vote by correspondence, ethnic communities and measures encouraging young migrants to return to their home countries. This is what the West dreams about, and it is all written here...

So, we have been invited to follow the same path. But if the world is still divided into states, and it still is, this must be taken into account, and the policy of national states with

regard to immigrants must be balanced and mirror the interests of the state. Each state must attract such immigrants and as many of them as it can assimilate and stop expecting the immigrants to go back home. Most of them will stay here and only few will go back.

If there is a risk that immigration can swallow the indigenous population in countries that have their traditions in culture, this strategy is wrong. I offer no new recipes. I am just saying that given the latest events in Europe and many Western countries, all these issues must be considered most thoroughly because they fail to draw lessons from the latest events. And therefore, these ideas need reworking and maybe need to be supplemented with something else because no one wants to have the kind of problems that France encountered because of its youth immigration policy. If Russia wants immigrants to come into the country, and we certainly want them here, we want immigrants that will assimilate here. We have 120 different ethnic groups living in the country, and we may have 130 of them."

Mr. Petr Slesavin, Head of the Stavropol branch of the Russian Children Foundation

"Speaking of migration we must speak about such type of migration as internal migration or internally displaced persons. Look at the problems that are created by these internally displaced young people. This problem exists only in Russia and nowhere else in the world: internal resettlers. It's the biggest problem in the Caucasus. Take, for example, the Russian-speaking Stavropol territory. There are practically no Russian-speaking people in its eastern districts because these parts have been taken over by Dargins, Dagestanis and Chechens who fled there from the conflicts. The state must think about how to create economic conditions for these internally displaced people, where to live and how to live. And this is a question of tolerance. It's one of the biggest problems today.

This may not be a problem for Central Russia, but it is a problem for the Caucasus because the Caucasus is a powder-keg that can explode at any moment. Internal migration plays a very important role in these processes"

Mr. Andrei Cheremnykh, International Youth Human Rights Movement

"If we are to speak about some recommendations or possible solutions, roughly speaking there are two possible options. On the one hand, there are authorities responsible for the social and economic situation and for state national policy. On the other hand, there are ordinary people whose attitude toward migration is based largely on what they hear on television and from top officials, as well as their subjective perception of everything different and its harmfulness. Unfortunately, they apply the concept of "different" not only to immigrants or people with obvious physical features that differ them from the majority, for example, an ear-ring. This is an issue that we must always keep in the focus of attention.

And if we are to speak about some possible ways to resolve this problem, I think it is very important to mention such a thing as intercultural education and different enlightening, information and educational programs in this sphere"

Conclusions: Several practical recommendations that have been given to the authors of the Report.. First, there are questions of tolerance and intercultural education. And second, there are questions of attention to national culture, a revision of the dual citizenship concept, and migration problems inside the country.