

FAO Activities Related to Children and Young People

An initial scoping to identify staff and FAO initiatives

Version 3

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NUTRITION AND CONSUMER PROTECTION DIVISION (AGN)

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The Nutrition and Consumer Protection Division has been one of the most active divisions in developing resources and initiatives for children, young people, teachers and youth leaders. Many of these activities have been carried out in partnership with other agencies, institutions and organizations. Funding has been provided from AGN RP, TCP and extra budgetary grants and sources. Key publications, Web sites and activities are listed below.

WEB SITES

Feeding Minds, Fighting Hunger



The Feeding Minds Fighting Hunger global education and advocacy initiative, launched in October 2000 by a partnership of agencies and spearheaded by FAO, provides a variety of materials for young people and their teachers and leaders. The initiative is designed to help prepare and encourage teachers, students and young people all over the world to actively participate in creating a world free from hunger. The site is in Arabic, Chinese, English, French, Italian, Portuguese, Russian, Spanish and Swahili.

The materials provided on the website currently include:

- Lessons on hunger, malnutrition and food insecurity for use by teachers (for three levels: Primary, Intermediate and Secondary).
- The “Youth Window” for use by young people inside and outside the classroom (ages 12-18).
- An interactive forum for exchanging experiences around the world (all ages).
- The “Right to Food: A Window on the World” animated materials (for youth ages 8-16 and teachers/leaders).

Additional materials planned for release in 2010, along with a redesign of the website, include:

- “Wonders of the Oceans” lessons on fisheries, responsible fishing and food security (2 levels: ages 8-11 and 12-16).
- “Eating Well for Good Health” basic lessons on nutrition and good dietary habits and lifestyles for ages 12-18.

Web links to main site: www.feedingminds.org , youth window: www.feedingminds.org/yw/ and animated cartoon book: www.feedingminds.org/cartoon/rtf_en.htm

The FAO School Garden Website

The FAO School Garden Website contains different sections that provide useful information for different users.

First Steps

This section contains practical support for teachers, parents, volunteers and secondary school students who would like to establish or improve a School Garden. It gives step-by-step guidance on how to set-up and run a School Garden.



School Garden library

This section lists publications on gardening, nutrition and education.

Web resources

This section provides links to Web sites on School Gardens and related teaching resources.

Show-cases

This section describes examples of School Garden projects, which have been supported by FAO.

Conceptual Background

This section is for those who are interested in establishing School Garden programmes for a large number of schools, such as Curriculum planners, Ministries for Education and Agriculture, programme planners and non-governmental organizations.

Web site: http://www.fao.org/schoolgarden/index_en.htm

Food and Nutrition Education for Latin America and the Caribbean

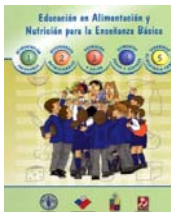
The Web site of FAO's Regional Office for Latin America and the Caribbean contains a great variety of resources regarding food and nutrition education and information about the different projects that are being developed in these countries.

The governments have made a commitment to promote appropriate eating habits and healthy life styles. Therefore, the authorities were asked to disseminate recommendations about food and nutrition for different age groups and living conditions. One of the specific objectives is to promote, starting from a very early age, education about adequate diets, food security, food preparation, eating regimes, among others. These topics are being approached through different programmes of study that include materials for students, teachers and health and agriculture professionals.



Web link: www.rlc.fao.org/es/nutricion/edualim.htm

Capacity Building for Nutrition Education in Chile



The promotion of healthy eating and lifestyles is a priority in Chile's health and nutrition policy. There has been a rise in levels of overweight and obesity during the last 25 years, which has been attributed to an increasingly sedentary lifestyle and a change in eating habits, especially increased consumption of foods rich in fat, sugar and salt and a reduction in vegetables and fruits and other fibre-rich foods.

Healthy eating is essential for children's proper growth and development. This project aims to orient children, teachers and parents on the importance of healthy eating, focusing on local food habits and priority nutrition issues, through introducing nutrition education in Chilean primary schools. The educational strategy was based on the development of a textbook, a teacher's guide, five practical guides for students from 3rd to 8th grade and a CD ROM.

Web link: www.fao.org/ag/humannutrition/nutritioneducation/49739/en/chl/

KEY PUBLICATIONS

Setting Up and Running a School Garden

Investments in nutrition and in education are essential to break the cycle of poverty and malnutrition. FAO believes that schools can make an important contribution to countries' efforts to overcome hunger and malnutrition, and that school gardens can help to improve the nutrition and education of children and their families, in both rural and urban areas. FAO encourages schools to create learning gardens which can be easily managed by students, teachers and parents, but which include a variety of nutritious vegetables and fruits, as well as some small-scale livestock such as chickens or rabbits.



Students learn how to grow, tend, harvest and prepare nutritious seasonal produce, in the educational settings of the classroom, the garden, the kitchen, the school cafeteria and the home. The experience promotes the environmental, social and physical well being of the school community and fosters a better understanding of how the natural world sustains us. Links with home gardens open the way for the exchange of knowledge and experience between the school and the community.

Web link: www.fao.org/docrep/009/a0218e/a0218e00.htm

Setting Up and Running a School Garden: A Teaching Toolkit



School gardens can help to provide healthy school meals and generate income for school funds, but they are primarily a platform for learning how to grow food for a healthy diet, improve the soil, protect the environment, market food for profit, enjoy garden food and, not least, advocate it to others. There is strong evidence that classroom lessons and practical learning in the garden reinforce each other. New garden projects and programmes are therefore making sure that the classroom curriculum finds room for garden-related learning about agriculture, nutrition and the environment.

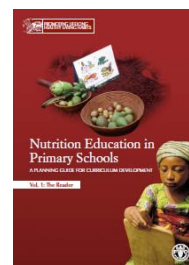
This Teaching Toolkit contains lessons which supplement and support gardening activities. The “garden curriculum” aims to give learners some control over the “food cycle” process, through planning, organizing, promoting, evaluating and finally celebrating achievements. The lessons, therefore, aim not only at knowledge and practical skills but also at awareness, attitudes and life skills.

Web link: www.fao.org/docrep/012/i1118e/i1118e00.htm

Nutrition Education in Primary Schools: A Planning Guide for Curriculum Development

Many different types of interventions are commonly quoted when discussing how the lives of people in developing countries can be improved. Typically, these are measures in the area of infrastructure, production methods, policies, environment, and so on. Nutrition education is hardly ever included in such a list. The authors of this book, however, and looking at the basis of prospering societies, believe that nutrition education, particularly in schools, can indeed contribute significantly to sustainable development in poor countries.

Among the many pillars that form the basis of a thriving nation, three are particularly important: nutrition, health and education. School-based nutrition education – properly done - touches upon all of them. Primary schools are particularly suitable vehicles for nutrition education. They catch children younger, when their habits are still being formed. The Planning Guide is a resource package comprising three elements: Volume 1: The Reader, Volume 2: The Activities and The Classroom Curriculum Chart. The nutrition lessons are easily learned by demonstration, illustration, example and practical action.



Web link: www.fao.org/docrep/009/a0333e/a0333e00.htm

Nutrition Education in Primary Schools in Argentina



Even though nationwide food availability is sufficient to meet the energy needs of the population, available information on food consumption from the household expenditure survey reveals deficiencies in energy and in micronutrients among the lower-income sectors. In this connection, there is a need for redistribution measures, as well as food programmes targeted to the most vulnerable groups and measures designed to prevent overweight and obesity by fostering appropriate dietary habits.

This project aims to strengthen the capacities of the education sector to deliver an effective nutrition information and education programme aimed at teachers and children in Primary Schools. The main objective is to contribute to the improvement of school age children's health and nutritional status by incorporating food and nutrition education into the curriculum of Primary Education in Argentina.

Web link: www.fao.org/ag/humannutrition/nutritioneducation/49739/en/arg/

Food and Nutrition Education: Teacher's Books



The Food and Nutrition Education Teacher's Books were developed thinking about teachers, they propose a theoretical updated vision of the thematic of human nutrition and diet. The books contain a variety of didactic routes and activities to develop in class and at home, with the participation of the families. They were conceived to support the school practices that are already being developed in the primary schools of Argentina.

The books' perspective understands that food and nutrition are a complex phenomenon that integrates the biological and cultural dimensions. Food education is seen as a challenge for schools. This situation helped identify the need to propose a pedagogical and didactic approach that articulates concepts from different fields of knowledge and that integrates the traditional and every day practices of the people.



The material includes three Teacher Books, each one for different levels of primary school education, and a Student Book (*Comidaventuras*) for each book.

Web links:

Book 1: www.fao.org/ag/humannutrition/nutritioneducation/18910-0-0.pdf

Book 2: www.fao.org/ag/humannutrition/nutritioneducation/18911-0-0.pdf

Book 3: www.fao.org/ag/humannutrition/nutritioneducation/18912-0-0.pdf

Food and Nutrition Education Student's Books: *Comidaventuras*



The Student's Books were created for children from 1st to 7th grade and they include a great variety of information and activities. As the students review the pages, they will discover a great adventure full of new knowledge, secrets and tastes.

Comidaventuras will help them find out about the art of cooking and explore different food habits from other populations and their own. The books were thought for young explorers and travellers who want to learn new recipes, have fun with everyday food, eat healthy and feel good.



Moreover, children will also learn about food history and will develop a series of edible experiments. These young travellers will have the opportunity to discover a great variety of information about food in Argentina and around the world and will find fun characters, facts, news and stories.

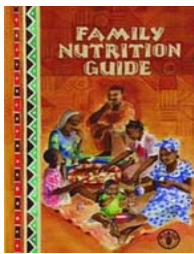
Web links:

Comidaventuras 1: <ftp://ext-ftp.fao.org/AG/Data/AGN/DOCREP-NutritionEducation-Argentina/Comidaventuras%201.pdf>

Comidaventuras 2: <ftp://ext-ftp.fao.org/AG/Data/AGN/DOCREP-NutritionEducation-Argentina/Comidaventuras%202.pdf>

Comidaventuras 3: <ftp://ext-ftp.fao.org/AG/Data/AGN/DOCREP-NutritionEducation-Argentina/Comidaventuras%203.pdf>

The Family Nutrition Guide



Eating well is vital for a healthy and active life. Most people know that we need to eat in order to have the strength to work. However, not everybody has a clear idea about precisely what it means to eat well and how this can be achieved with limited resources. To be well nourished, families need sufficient resources to produce and/or purchase enough food. They also need to understand which combinations of foods make a healthy diet and they need the skills and motivation to make good decisions on family care and feeding.

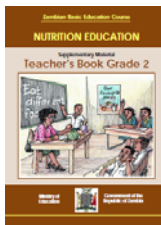
Nutrition education plays a vital role in promoting good nutrition. The Family Nutrition Guide is a book that can help in this educational process. It provides an up-to-date summary of the relevant nutrition information and gives many suggestions on how to share this information when working with groups of people. Its overall purpose is to help health professionals in developing countries to provide more effective nutrition education by giving families the information and motivation they need to prepare nutritious and safe meals.

Note that the Family Nutrition Guide is aimed at community development extension work. It is not specifically aimed at children and young people, although some of the nutrition recommendations refer to children and young people.

Web link: www.fao.org/docrep/007/y5740e/y5740e00.htm

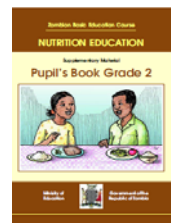
Zambian Basic Education Course: Nutrition Education, Teacher's Book and Pupil's Book Grade 2

Good nutrition is an essential prerequisite for effective learning, but many school-age children in Zambia suffer from malnutrition. Particularly common problems are Protein-Energy Malnutrition (PEM), vitamin A deficiency and iron deficiency. Children with these deficiencies are stunted (small for their age), do not grow well, are vulnerable to disease, are often listless and inattentive and do not do well at school.



In recognition of this problem, the Teacher's Book and the Pupil's Book are intended to address the widespread problem of hunger and malnutrition among Zambian school children. They are based on the classroom curriculum priorities for nutrition education as identified by teachers, heads of schools, local nutritionists and inspectors of schools. The books aim both to improve children's health and nutrition knowledge and to make a practical impact on the behaviour of children (and their families) in terms of feeding and hygiene.

The first three chapters are on food and diet. Their purpose is to get children to recognize the need for a variety of foods, and the different values of different foods, and to make connections with their own diet and food practices. The following three chapters deal with aspects of health which affect nutrition such as domestic hygiene, diarrhoea and malaria.

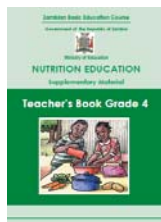


Teacher's Book: [ftp://ftp.fao.org/docrep/fao/008/ag066e/ag066e00.pdf](http://ftp.fao.org/docrep/fao/008/ag066e/ag066e00.pdf)

Pupil's Book: [ftp://ftp.fao.org/docrep/fao/008/af847e/af847e00.pdf](http://ftp.fao.org/docrep/fao/008/af847e/af847e00.pdf)

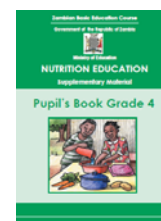
Zambian Basic Education Course: Nutrition Education, Teacher's Book and Pupil's Book Grade 4

Zambian children have different dietary deficiencies. The reason for this may be that children do not get enough to eat, but even more, their diet does not give them the variety of foods they need. This has a detrimental effect on their learning, as well as on their long-term growth and health. These nutritional conditions are aggravated by other health problems that are spread by poor personal and environmental hygiene and sanitation.



All these problems can be tackled by natural means, with local resources, and are therefore priorities for education. In designing the Teacher's Book and the Pupil's Book it was also felt important to start from the positive idea of promoting good health rather than the negative idea of curing illness. The lessons of these books encourage good dietary and hygiene practices which will help learners throughout their lives and benefit their children as well.

These materials focus on influencing the nutrition and health-related attitude, values, behaviour and practice of school children within the school premises as well as at community level. Therefore, as well as for the Grade 2 books, the first three chapters are on food and diet and the following three chapters deal with aspects of health which affect nutrition.



Teacher's Book: <http://ftp.fao.org/docrep/fao/010/ai210e/ai210e.pdf>

Pupil's Book: <http://ftp.fao.org/docrep/fao/010/ai211e/ai211e.pdf>

Alimentar la Mente Para Crecer y Vivir Sanos: Nutrition Education in Primary Schools in Paraguay



Set of 2 books of educational materials for students and one for teachers consisting of lessons and activities on food, nutrition and health for each of the three levels of basic education (Primero, Segundo y Tercero Ciclo) developed in collaboration with the Ministries of Agriculture, Education and Health in Paraguay for integration into the standard curriculum of basic education.

Capacity Building for Nutrition Education in El Salvador

Educación en nutrición: Orientación para padres y madres de familia: Nutrition Education: Orientation for family fathers and mothers



This nutrition education book for families from El Salvador was developed to help parents to acquire new knowledge to promote a family environment where every member enjoys food and lives healthy.

The book contains different sections that include information about healthy eating, food needs during diarrhoea, colds, flu, menstruation, pregnancy and breastfeeding, food conservation and safe water and food storage at home.

Note additional materials for teachers and children from El Salvador are available on CD-ROM.

Web link: <http://ftp.fao.org/docrep/fao/012/ak613s/ak613s00.pdf>

Tiendas Escolares: School Stores



Food and nutrition education is a right of every individual, family and community that is achieved when all people at all moments have access to nutritious and sufficient food to lead a healthy and active life.

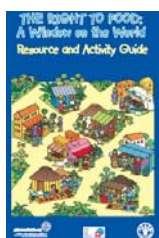
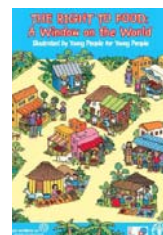
For this reason, it is important that the educational centres in El Salvador count with school stores that offer healthy and safe foods. This manual contains different recommendations for the men and women that are responsible for food preparation and manipulation, so they can offer nutritious food, prepared hygienically and that promote good eating habits.

Web link: <ftp://ftp.fao.org/docrep/fao/012/ak614s/ak614s00.pdf>

The Right to Food: A Window on the World

This is a set of two books about the right of every human being to be free from hunger ; one for young people and one for teachers or youth leaders. The materials aim to help young people understand that all members of society have a responsibility to respect, protect and promote the right of every human being to be free from hunger. Both books and the related animated web version are available in Arabic, English, French, Italian, Portuguese and Spanish.

The cartoon story book helps children and youth understand that having adequate food is a basic human right for all people and encourages them to take action against hunger in their communities and in the world. The book tells eight separate stories, set in different countries and cultural settings, that illustrate how people in every country can work together to overcome similar problems of food insecurity. All of the stories are about making sure that all people, no matter what their cultural, economic or social situation, can get the food they need to lead healthy, active lives.



The Resource and Activity Guide to the cartoon book is designed for teachers and leaders to help explore the key issues of the right to food. The Guide provides simple teaching tools to make learning interesting and fun, suggests activities to carry out and provides additional information for teachers or youth leaders to use when helping others learn about hunger, food security and the right to food.

Web link: www.feedingminds.org/cartoon/rtf_en.htm

PLANT PRODUCTION AND PROTECTION DIVISION (AGP)

Discovering the Talila Reserve

The manual is addressed to children from 8 to 15 and contains suggestions and practical activities to be carried out during the day of the children's visit to the reserve. It includes a behavior code towards nature, suggestions on how to move on the space, how to watch, listen, take note and draw landscapes, animals and plants, so as to make children share their impressions and bring back a long-lasting souvenir of their day out.



The manual contains games and experiments to consolidate the children's knowledge and to help teachers and guides in better planning the visit both inside and outside the environmental educational center. It must be seen as an important tool to guide the children's curiosity and improve their capacities of observation. Its aim is to make children to be more aware of the world that surrounds them, thus making them more responsible for it.

Web link: <http://www.fao.org/ag/AGP/AGPC/doc/booklets/discovertalila.htm>

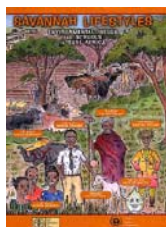
The Talila Reserve

You can also find the book The Talila Reserve in Arabic that deals with the creation and maintenance of a wildlife reserve.



Web link: http://www.fao.org/ag/AGP/AGPC/doc/booklets/talila_arabic.htm

Savannah Lifestyles, Environmental Issues for Schools in East Africa



The book provides a closer look at how the savannah works and explores the secret life of nature. It contains nice pictures, questions and fun activities that will encourage children to learn.

The children will meet the wonderful characters of the book, Labia, Doctor Nature, Mbuza the goat, the little Elephant and others. When finishing the book children can earn the "Savannah Lifestyles Certificate".

Web link: <http://www.fao.org/ag/AGP/AGPC/doc/booklets/savanna.htm>

Nenne and Babuh discovering the natural resources of the Hindu Kush Himalayan region, A wonderful adventure to understand nature and the productivity of our land

Nenne and Babuh are two children living in a village in the Himalayan region. With their adventures children will discover the world around us. They will explore mountains, rivers, clouds, trees, flowers, tigers, snakes and a lot more.

Together with these characters children will meet different funny, strange, good or bad people in many exciting situations. This comic book contains various activities for the children to discuss, write, and draw with the aim of helping them to understand how to have better lives in our

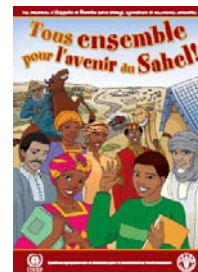


beautiful land.

Web link: http://www.fao.org/ag/AGP/AGPC/doc/booklets/Nenne_himalaya.htm

Tous ensemble pour l'avenir du Sahel, Systèmes agropastoraux et éducation pour la biodiversité et l'environnement

This cartoon book was written in French for the school children from Burkina Faso, Mali, Mauritania and Nigeria. Its aim is to develop their knowledge about the link between plants, animals, sun, water and people and to encourage them to take concrete actions to better use the natural resources and the biodiversity of the Sahel.



The book contains different exercises to stimulate reflection and promote the identification, through imagination and team work, of modern agricultural and pastoral solutions that can offer a better life to the young farmers that life in the dry zones of these countries.

Web link: http://www.fao.org/ag/AGP/AGPC/doc/booklets/sahel_pub.htm

ENVIRONMENT, CLIMATE CHANGE AND BIOENERGY DIVISION (NRC)

Contact:

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NRC with the financial support of the Government of Sweden (through the Swedish International Development Cooperation Agency – Sida) has undertaken a number of children and youth initiatives. Main themes are climate change and biodiversity but there is also interest with other departments and agencies to develop resources on fisheries and forests. In addition NRC is coordinating the UN and civil society initiative Youth and United Nations Global Alliance (YUNGA) and the interagency United Nations Youth Award (UNYA).

Youth and United Nations Global Alliance (YUNGA)

YUNGA was created to allow children and young people to be involved and make a difference. Numerous partners, including UN agencies and civil society organizations collaborate in developing initiatives, resources and opportunities for children and young people. YUNGA also acts as a gateway to allow children and youth to be involved in the UN related activities such as the Millennium Development Goals (MDGs) and initiatives related to food security, climate change and biodiversity.



YUNGA activities are also promoted by YUNGA Ambassadors (currently Anggun, Fanny Lu, Valentina Vezzali and Alessia Filippi).

Web link: www.yunga.org (site under development).

FAO Climate Change Children and Youth Website



The Climate Change Children and Youth Home contains a great variety of information related to climate change and food security issues. It includes links to FAO and other UN agencies youth sites. The web page also contains different activities, publications and videos for children and youth to learn and explore about climate change and hunger in the world. It also gives details about national and international news and events so children and youth can be informed about the various ways how they can be actively involved in the creation of a better world. The site is in English, French and Spanish.

Web link: www.fao.org/climatechange/youth

“Unite for Climate” Portal

Unite for Climate is collaborative initiative with UNICEF and other UN agencies and civil society organizations. The Portal is a home for children and young people to exchange ideas and work together of issues related to climate change. The portal also contains a great variety of information related to climate change, forums and other infrastructures. The Portal will shortly be amplified to cover other topics (such as biodiversity).



Web link: <http://uniteforclimate.org/>

Growing Together in a Changing Climate



Growing Together in a Changing Climate is an initiative with UNFCCC and other UN agencies. Its scope is to allow a youth voice in the UNFCCC negotiations. For COP15, FAO worked with other partners to ensure that there was a Youth Arcade with facilities to organize side events (which were advertised in the daily programme), in addition opportunities were created to allow youth to meet parties and COP organizers. The Danish government provided Euro 1 M to ensure participation of young people to COP15 from developing countries. The collaboration is also working on article 6 of the convention: education, training and public awareness (especially with UNESCO and carboschools).

See COP15 events with FAO Director General: www.fao.org/climatechange/youth/en/ and <http://faoclimatechange.wordpress.com/2009/12/09/diouf-youth-are-part-of-the-solution-to-climate-change/>

Seal the Deal

FAO through NRC was involved in the numerous campaigns and initiatives to galvanize political will to reach a deal for a post Kyoto agreement. In particular FAO was involved in involving children and youth organizations. The process will now continue up to COP16.

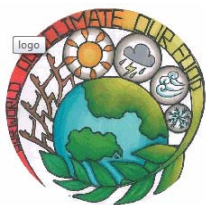


Web link: www.sealthedeal2009.org

“Our World, Our Climate, Our Food” Local action for a global challenge, growing together in a changing climate

The *“Our World, Our Climate, Our Food” Local action for a global challenge* is a joint FAO and WAGGGS worldwide initiative that aims to raise awareness among children and young people of the issues of climate change and food security, with the purpose of encouraging them to take action against changing climate and hunger in the world. Designed as an educational project, it entails the development of an illustrated publication for young people, an activity guide for teachers and youth leaders, a set of resources and action packs, international competitions and an activity Challenge Badge to get youths involved in their local communities.

International Competitions



The drawing competition was undertaken to raise awareness on issues concerning climate change, environment and food security. Over 1400 drawings were received from 46 countries. The drawings are now being used on posters, publications, and activity badges. It is also important to mention that the design of the badge of our Climate Change and Food Security Challenge Badge is derived from the drawing of Chan Hiu Wing (Hong Kong), the overall winner of this competition.

Web Link: http://www.yunga.org/scans/gallery_en.asp

Climate Change and Food Security Challenge Badge

Climate change is a global problem but many of its causes are due to individual lifestyle choices. The Climate Change and Food Security Challenge Badge will raise awareness of how our everyday activities contribute to climate change and how different communities and individuals are already being affected by it, especially in regards to access to water and food. Moreover, children and youth will learn about the importance of eating healthy food and in adequate quantity, quality and variety. They will learn that many people are not able to access the food they need resulting in hunger and malnutrition.



Young people have an important role to play in addressing the issues of our world and have enthusiasm and energy to undertake local initiatives and participate in international arenas. The badge curriculum contains activities for children and youth from 5 to 20 years of age and it is divided into three categories: Our Climate, Our Food and Our World. Each category contains a selection of activities and projects children and youth can carry out to learn more about weather and climate and food and consumer choices. By carrying out these activities young people will be encouraged to take action against global warming, environmental degradation and hunger in the world. Guide will be available in English, French, Spanish and Italian.

Web link: www.fao.org/climatechange/18820-0-0.pdf

Climate Change: Take Action Now



Document produced with UNICEF and the “big 6” youth organizations. The guide provides information and resources on how to develop with children and young people activities and actions related to climate change.

Sections include: Introducing Climate Change: Take action now!; Step 1: Getting started: find out more about climate change; Step 2: Identifying the problem; Step 3: Planning your activity; Step 4: Taking action; Spreading the word; Step 6: How did we do? and Next Steps. In addition a number of resources and fact sheets are provided in the annex.

Web link: In press (February release date)

Other climate change documents

Currently being developed is a guide for youth on climate change which contains 18 chapters with information on how to monitor climate change to its effect and actions that can be taken. In addition an activity guide is being produced which will contain ideas and activities for youth leaders and school teachers.

Biodiversity initiative

"Young Hands Together for Diversity" Youth action for a global difference is a worldwide project intended to provide children and youth with knowledge that can enable them to take responsible action regarding biodiversity conservation and, therefore, strengthen their participation in the protection of our natural resources. It includes the development of a children and youth book, an activity guide for teachers and youth leaders, different resource packs and international competitions and a Challenge Badge to help youths become active agents of change in our society. The initiative is in line with the International Year of Biodiversity 2010 and is being undertaken with CBD, Bioversity International, UNESCO and WAGGGS.

United Nations Youth Award (UNYA)

The UNYA is a programme of self-development which, upon successful completion, leads to a Bronze, Silver or Gold awards. At the core of the award are the principles of the United Nations and civil society organizations such as the International Award, the World Association of Girl Guides and Girl Scouts (WAGGGS) and the World Organization of the Scout Movement (WOSM). The award has 8 sections: 1) Service; 2) Adventurous Journey; 3) Skills; 4) Physical Recreation; 5) Residential Project (Gold only); 6) UN system; 7) Global Citizenship; 8) Millennium Development Goals. The award was developed by FAO in collaboration with other UN agencies and civil society organizations. At the core of the programme is the International Award.

International Year of Youth (August 2010 to August 2011)

The General Assembly has just passed a resolution proclaiming the year commencing on 12 August 2010 the International Year of Youth: Dialogue and Mutual Understanding. The Year will coincide with the 25th anniversary of the 1985 International Youth Year: Participation, Development and Peace. The resolution invites Member States, the UN system and youth organizations to take advantage of the International Year to promote actions at all levels aimed at disseminating among youth the ideals of peace, freedom, progress, solidarity and dedication to the objectives and goals of progress and development, including the Millennium Development Goals. NRC on behalf of FAO will coordinate with the other UN agencies in developing the activities and programmes.

Other activities

NRC was involved in the Civil Society Youth Forum of the 2002 Summit and discussed possible youth agricultural networks. NRC is also collaborating with Fisheries and Forestry on possible youth products.

Office of Knowledge Exchange, Research and Extension OEK Research and Extension Branch OEKR

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Education for Rural People Flagship Partnership initiative

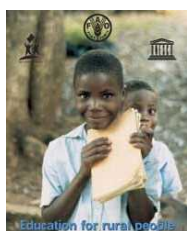
The FAO/UNESCO Education for Rural People (ERP) flagship was officially launched during the World Summit on Sustainable Development (WSSD) in Johannesburg, South Africa, 3 September 2002 as a key activity to implement the Summit Plan of Implementation. This flagship is a call for a collaborative action to address rural-urban disparities by targeting the educational needs of rural people. The ERP partnership foundations are to be found in the Millennium Development Goals (MDGs), and specifically in Goals 1, 2 and 3: reduce extreme poverty and hunger by half by 2015, achieve universal primary education and promote gender equity.

Illiteracy is a strong correlate of poverty and hunger and is mainly a rural phenomenon which hinders rural development and food security, threatens productivity and health, limits opportunities to improve livelihoods and to promote gender equity, since illiteracy is particularly high among rural girls and women. This is the reason why MDG 1, 2 and 3 provide the rationale for FAO's commitment to Education for Rural People.



Web link: www.fao.org/sd/erp/ERpflagship_en.htm

Education for Rural People web site



About 70 per cent of the poor live in rural areas. In the least developed countries about 70 percent of people make a living from the primary industries, mainly agriculture. Education is an essential prerequisite for reducing poverty, improving agriculture and the living conditions of rural people and building a food-secure world. Education is a basic right in itself. In spite of this, children's access to education in rural areas is still much lower than in urban areas, adult illiteracy is much higher and the quality of education is poorer.

The fight against poverty and hunger is a fight for justice. Expanding access to quality education for rural people is thus of crucial importance in the realization of human rights for all and in achieving the Millennium Development Goals. This is why FAO and UNESCO are inviting member countries, international agencies and civil society to join the partnership on Education for Rural People (ERP) which is part of the International Alliance Against Hunger and of the Education for All (EFA) initiative.

Web link: www.fao.org/sd/erp/index_en.htm

Education for Rural People - Rural Youth

A wealth of practical experience has accumulated over the past 100 years related to working with rural young people through education and training. FAO itself has been a part of this effort for at least the past four decades. Today, youth development, with its strong research/knowledge base, and adequate policy and resource support, can become a powerful force in empowering large numbers of rural young people in developing countries to take an active role in sustainable agriculture and rural development as a major contributor to the overall progress in their respective countries.

The mission of FAO's rural youth development work is to strengthen and expand young people's capacities, knowledge and skills through education and training to enable them to become productive and contributing citizens of their local communities.



Web link: www.fao.org/sd/erp/ERP_RuralYouth_en.htm

Education for Rural People tool kit

The ERP Tool kit provides education and training materials for rural teachers, technicians, instructors, trainers, parents, researchers, extensionists and others involved in formal and non formal education for rural people. It could also provide tools for self studies. The Tool Kit draws on the experience, knowledge and skills of a wide range of experts involved in fields relevant to Education for Rural People and these technical inputs have been acknowledged. The ERP Toolkit supports the South - South Cooperation by sharing training material prepared within FAO. We have classified all items into macro-categories with the intention of facilitating the use of the materials. For each item we also provided a short abstract that explains what the item is about and refers to related articles and information. We have organized the first list of items by level and type of education. The secondary list is focused on subjects. Most of the items are in English but some of them are also available in other languages, including local languages. Members and users contributions to enrich the Tool Kit will be appreciated. The teaching and learning materials can be retrieved by technical subjects (such as Agriculture, Fisheries and Aquaculture, Sustainable Development) or by levels and types of education: www.fao.org/sd/erp/ERPtoolkit_en.htm

Education for Rural People series (over 40 titles) on policies, good practices and projects to plan, implement and assess education and training for rural children and youth

www.fao.org/sd/erp/ERPpublications_en.htm

GENDER, EQUITY AND RURAL EMPLOYMENT DIVISION (ESW)

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Rural Employment Team

The Rural Employment Team works on youth employment and child labor issues. The activities are mainly supported by (add funding source). A number of the main publications and activities are listed below.

Getting Started: Running a Junior Farmer Field and Life School



The Junior Farmer Field and Life School approach was piloted in Mozambique in 2003-2004 and JFFLS have been implemented since then in: Burundi, Cameroon, DRC, Ghana, Gaza & West Bank, Kenya, Malawi, Namibia, Nepal, Rwanda, Sudan, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe. The JFFLS and the set up of youth farmers associations formed with JFFLS graduates have also been included as of the main activities in the UN Joint Programmes (UNJPs) for "Youth Employment and Migration" in Mozambique and Sudan, as well as in the UNJP for Peace in Nepal.

The JFFLS approach has a unique learning methodology and curriculum, which combine both agricultural and life skills. An innovative aspect of the JFFLS is the way youth are encouraged to develop as people; a school timetable includes cultural activities such as singing, dancing, and theatre. This allows the youth to develop confidence while keeping local cultural traditions alive.

The schools address a wide range of issues such as gender sensitivity, child protection, psycho-social support, nutrition, health, hygiene, sanitation, education and business skills, ad-hoc modules for child labour prevention and land and property rights can also be included in the curriculum of the JFFLS. Experience has shown that the schools provide a safe and social space for boys and girls, enabling them to develop their self-esteem and confidence.

The facilitators play a central role in the day-to-day running of the school and facilitate learning, by encouraging participation and trust. According to the field of expertise and background, each facilitator covers a specific JFFLS module (agriculture, life skills and social animation) and is responsible for approximately 30 youths (15 girls and 15 boys) and for enabling them to become acquainted of their own fields with appropriate agricultural and life skills. Specifically trained extension workers, teachers and social animators use this participatory methodology to pass on agricultural knowledge and life skills to both boys and girls. For one entire school year, a multidisciplinary team of facilitators leads participatory sessions with a group of youth who range in age from 12 to 18. These sessions are given two to three times a week in the field and classroom after regular school hours. The one-year learning programme follows the crop cycle; links are established between agriculture, nutrition, gender equality and life-skills knowledge so that young participants learn to grow healthy crops while making informed decisions for leading healthy lives. Participatory field activities include crop selection and cultivation, land preparation, pest management, cultivation of medicinal plants and income generation; local theatre, art, dance or songs are also integral aspects of each JFFLS day.

Web link: www.fao.org/docrep/010/a1111e/a1111e00.htm

Youth Farmers Associations in Mozambique

In Mozambique within the UNJP for youth employment and migration, the JFFLS graduates from 8 schools and their caretakers have participated in 2009 in a 6 (half-) day training on agri-business and entrepreneurship organized by FAO. The training was organized at community level and facilitated by trainers who had been trained in a special training of trainers before. After the training the youths have submitted business plans to FAO, which have facilitated the set up of 8 youth farmers associations (of approximately 35 members each).

The youth members are now implementing their respective businesses, in crop farming and livestock. Most youth have been assigned plots, in small groups away from their family compounds, in order to more easily access services and markets. Their caretakers are expected to help them with the work. They are being supervised and monitored by (specifically trained) JFFLS facilitators. Each association has been provided by FAO with a variety of inputs (crops and livestock), every association has been officially legalized and registered within the Ministry of Youth, this has enabled each association to register the plot of land used for farming under the name of the association itself.

The mechanism of targeting JFFLS graduates as beneficiaries of the UNJP and form youth farmers associations has the advantages that the participating youths already have some basic skills in farming and entrepreneurship and that programmes can be built upon existing networks of facilitators, communities and authorities.

Food, Agriculture and Decent Work – ILO and FAO Working Together

FAO and ILO have been working in collaboration on numerous issues related to labor in the agricultural sector. Joint Web site contains a comprehensive overview and includes sections on youth and child labor in agriculture section. Some of the documents available are highlighted in the sections below.

Web link: www.fao-ilo.org

Child Labour in Agriculture

Strong and sustained global effort is underway to eliminate child labour in agriculture, especially hazardous child labour, in which both ILO and FAO are playing leading roles. To strengthen the worldwide movement, a new Declaration of intent on cooperation on child labour in agriculture was signed on 12 June 2007 as part of the World Day Against Child Labour in Agriculture.



Worldwide, agriculture is the sector where by far the largest share of working children is found - nearly 70 percent. Over 132 million girls and boys aged 5 to 14 years old work in crop and livestock production, helping supply some of the food and drink we consume and the fibres and raw materials we use to make other products. When children are forced to work long hours in the fields, their ability to attend school or skills training is limited, preventing them from gaining education that could help lift them out of poverty in the future. Girls are particularly disadvantaged as they often undertake household chores following work in the fields. In our web page you will find different activities and resources on elimination of hazardous child labour in agriculture, fisheries and forestry.

Web link: www.fao-ilo.org/fao-ilo-child/en/?no_cache=1

Youth Employment and Youth Employment in Agriculture

Today 1.5 billion people are aged between 12 and 24 worldwide, 1.3 billion of them live in developing countries. Around 88.2 million young women and men are unemployed throughout the world, accounting for 47 percent of all the unemployed persons globally. About one third of all youth aged 15 to 24 suffer from a deficit of decent work opportunities. The vast majority of jobs available to youth are low paid, unsafe, and with few benefits or prospects for advancement.

Rural areas are losing the young productive workforce, due to consistent rural-urban migration of young people. There is an urgent need to provide appropriate education, training, and job opportunities that give rural youth the choice of staying, working and prospering in rural areas. Around eighty-five per cent of the 500 million people who will become of working age in the next decade live in developing countries. This situation presents the world with an unprecedented opportunity to invest in youth to accelerate growth and reduce poverty. The developing world's youth is the next generation of economic and social actors. They are powerful agents of change and sources of ideas and solutions for sustainable development.



FAO and ILO are committed to the promotion of youth employment, that is to provide all young people in the developing countries with sufficient opportunities to obtain decent and productive work in conditions of freedom, equity, security and human dignity, and to achieve a working life that makes full use of their talents, abilities and aspirations.

Web link: <http://www.fao-ilo.org/fao-ilo-youth/en/>

Sustainable Agriculture and Rural Development (SARD) Child Labour and Children and Youth

Agriculture and rural development are sustainable when they are ecologically sound, economically viable, socially just, culturally appropriate, humane and based on a scientific approach. Rural development policy must aim to meet the nutritional and other human needs of present and future generations; and maintain, and where possible, enhance the productive and regenerative capacity of the natural resource base, it must also provide for the durable employment of those generations, reduce their vulnerability and strengthen their self-reliance.

Although the future belongs to today's young people, they do not receive adequate attention in national and international development policies, particularly those concerning rural areas and agriculture. The rural and agricultural chapters of poverty reduction strategy papers rarely deal with issues of youth, particularly poverty, and their suggestions for youth employment tend to focus on urban youth. The views and needs of children and youth must be mainstreamed and their involvement increased in the design and implementation of agricultural and rural development policies and programmes.



Denying rural children and youth an education and placing them in work situations that interfere with their health and mental and physical growth affect their opportunities to train for more skilled agricultural or non-farm work and their future earning potential.

Web link: [ftp://ftp.fao.org/SD/SDA/SDAR/sard/SARD%20Child%20Labour%20-%20english%20\(electronic%20version\).pdf](ftp://ftp.fao.org/SD/SDA/SDAR/sard/SARD%20Child%20Labour%20-%20english%20(electronic%20version).pdf)

Web link: <ftp://ftp.fao.org/SD/SDA/SDAR/sard/SARD-children%20and%20youth%20-%20english.pdf>

Child Labour and Children's Economic Activities in Agriculture in Ghana

Bernd Seiffert can also provide an electronic copy of a study on "Child Labour and Children's Economic Activities in Agriculture in Ghana" that has been released recently.

COMMUNICATION DIVISION (KCI) – Public Relations and Promotions Branch (KCIR)

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FAO Kids



The FAO kids Web site contains general information regarding FAO's work around the world. It includes news about different meetings and events and useful resources such as reports, videos, photos and audios for young people. Through this Web site children and youth can have access to different information related to globalization, global warming, human rights, poverty, emergencies, water, biodiversity, biotechnology, nutrition, forestry, AIDS, etc. It is updated on a regular basis and is available in Arab, Chinese French, English, Spanish and Italian languages.

Web link: www.fao.org/kids

Multimedia Youth Campaign “*Looking at the world through young eyes*”

The world faces increasingly difficult questions about how to mobilize the will and resources needed to help the swelling ranks of distressed populations. One way to attain this is to tap into the great human potential, energy and curiosity of the youngest members of our communities. In recent years, UN-based initiatives and observances have recognized the increasing importance of involving youth in the promotion of social and economic development. Young people are in the position to develop and communicate their own ideas on how they can contribute to reaching the Millennium Development Goals.

FAO is proposing a media campaign which is designed not only to raise awareness among young people, but also to inspire their direct participation in improving living conditions worldwide. Central to the concept is a proposal to designate a youth-oriented theme for World Food Day 2010. Our objective is to encourage concrete action among youth and the broader public by launching a multimedia dialogue with children, teenagers and young adults. We want to position them as key participants, rather than addressing them merely as viewers, listeners or readers.



Among the outputs we expect are the official launch of a one-year build-up towards World Food Day 2010, whose theme would focus on youth; the development of video, audio and multimedia tools to support existing frameworks and new media partnerships, fostering a new level of interaction with young people in effective ways; the support of partnerships designed to make use of FAO's experience in frequent media/public outreach, its existing broadcast and multimedia communication tools, and its access to a wide range of communities, governments and partners, both within the UN framework and beyond; and the revamping of FAO's existing, youth-targeted internet site to support the media campaign and to serve as a clearinghouse for all youth-oriented initiatives.

New media tools and partnerships



Forging partnerships with youth-oriented media would be an ideal place to start. FAO's broadcast staff could work with one international specialized network like MTV. The network could create and deliver youth-oriented public service announcements (PSAs) and other multimedia products which feature young people who share their experiences and ideas, who learn about challenges by seeing them first-hand, and who come up with ways to take action.

Moreover, interactive web sites, mobile phone-generated video-blogging, and viral dissemination techniques are increasingly popular and could be used by media partners to generate direct participation. State-of-the-art technology makes it possible to use these platforms to increase the direct participation of young people in creating public awareness campaigns. Other materials could be produced or distributed in collaboration with national, regional and international youth-oriented programmes which are linked to generalist broadcast or web networks.

Innovative tone

Children, teenagers and young adults, yes, they are the future, but they're also very much part of the present. They're young. They're energetic. They're curious. But if you want to grab their attention, it's best to do it quickly and briefly, and get your ideas across in a flash. Therefore, we are working to develop different projects that have the purpose of:

- Increasing media visibility of youth who think and talk about how and where young people around the world get the food they eat, why some do not get sufficient food and how those who don't get enough can be helped;
- Increasing awareness, in public and institutional settings, of how youth see hunger, poverty and the MDGs – a necessary step to improving action on all levels;
- Achieving a greater public recognition of existing anti-hunger initiatives in which youngsters and people of all ages (including high-profile individuals and groups) are involved; and,
- Achieving a greater name/vocabulary recognition of hunger, the MDGs and related issues.



COMMUNICATION DIVISION (KCI) – Media Relations Branch (KCIM)

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FAO Audio services



The work related to Youth and Children includes reportage missions on field projects that often feature young farmers and households (mother, children).

FAO services international, regional, and community radio networks and national broadcasters. Our newsroom offers online audio files on FAO's related events and programmes. Audio/radio news feeds are developed for broadcasters and online outlets, and FAO contributes and promotes IAAH/REACH/WFD campaigns against hunger, featuring NGOs/CSO's work, especially related to young people and children (e.g. ActionAid, inter-agency cooperation, etc.).

For searching archives, click on 'Search' by subject (e.g. child labour), category, date, etc.

You are also invited to subscribe to this feed: <http://www.fao.org/audiocatalogue/rss.jsp?lang=en>

Web links:

www.fao.org/audiocatalogue/index.jsp?lang=EN www.fao.org/audiocatalogue/index.jsp?category=2&lang=EN

EMERGENCY OPERATIONS AND REHABILITATION DIVISION (TCE)

Junior Farmer Field and Life Skills (JFFLS) in Swaziland



JFFLS project is being implemented in Swaziland by a number of UN agencies under the leadership of FAO. JFFLS started in 2005 as a year-long training for school-going orphans and vulnerable children (OVCs) who afterwards are expected to develop their own gardens at home and pass on the skills to their families and communities. Children need to be educated so that they are convinced that farming is very important towards achieving food security.

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Sport per il Sorriso (note activity done on a personal basis not with FAO).

On October 25 the children who suffered from the earthquake in L'Aquila enjoyed a day of games and sports together with other children. The event was organized by the members of the sports associations and volunteer organizations. Also, a stage of the sixth circuit of "GolfAID", a charitable circuit promoted by DIGA, was held the same day. The participants were the members of such association and the parents. The total amount obtained from the green fee and from different donations will be used for the construction of a park in Rocca di Cambio-L'Aquila. The next meeting is planned for January 2010, when children will enjoy a day on the snow at Campo Felice. In addition fund raising events are being undertaken to promote micro projects in Asia and Africa.



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Web link: www.facebook.com/event.php?eid=147592993761&ref=mf

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The Fisheries and Aquaculture Department is developing modules for the Feeding Minds, Fighting Hunger programme in order to highlight and raise awareness of the FAO Code of Conduct for Responsible Fisheries. In collaboration with AGNP (Valeria Menza), this information will be published on the Feeding Minds, Fighting Hunger web site and available on CD-ROM in both French and English. The first module, 'Wonders of the Oceans', is aimed at 8-12 year olds. The second module (still under development) is for 13-16 year olds.

In addition, the Fisheries and Aquaculture Department is exploring the possibility of developing a 'fisheries challenge badge' with NRC (Reuben Sessa) as was done for climate change and biodiversity.

SPECIAL EMERGENCY PROGRAMMES SERVICE IN THE WEST BANK AND GAZA STRIP

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Junior Farmers Field and Life School in the West Bank and Gaza Strip



Since early 2008 FAO TCES WBGS in collaboration with ESWD has been implementing the Junior Farmers Field and Life School concepts and practices targeting rural school girls and boys in both the West Bank and Gaza Strip. Dozens of school teachers and hundreds of school girls and boys have been trained on best practices to improve their knowledge base and life skills in regards to food production, nutrition, ecosystem services, climate change, life and communication skills, cultural understanding, etc.

In West Bank and Gaza Strip the JFFLS approach has developed two innovative mechanisms that are key for its sustainability. One is the delivery of food to the JFFLS students during the sessions by local women's associations; this resulted in having a wider impact at community level and also initiated income generating activities, through small grants. The other main innovation was the systematic enrolment at the end of the 8 months JFFLS cycle, of all the youth beneficiaries in local youth clubs run by the Ministry of Youth and Sport (MoYS) and by the Youth Development Association (YDA). The strong partnerships with the Ministry of Education and Higher Education (MoEHE) and the MoYS have proved to be crucial for FAO's role in strengthening the capacities of the ministries and fundamental for the main goal of the JFFLS approach which is its adequate institutionalization. The inclusion of agricultural lessons in the Palestinian Authority's MoYS' selected youth clubs has been piloted through FAO's intervention in the region and in consequence of the enrolment of the JFFLS youths in their clubs.

In addition to the governmental schools, the JFFLS are being implemented in several UNRWA's schools in Gaza Strip, where several UNRWA teachers have been trained on the JFFLS concepts and approaches and are currently delivering their knowledge and skills to the participating students. This cooperation between FAO and UNRWA is being considered to include the West Bank as well.

FAO will continue expanding these activities in West Bank and Gaza Strip for the year 2009/2010 as well.

Web link: www.fao.org/fileadmin/templates/tc/tce/pdf/FAO_WBGS_Newsletter_October2008.pdf

FAO REGIONAL OFFICE FOR ASIA AND THE PACIFIC

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Activities:

- Advocacy regarding rural youth as part of ERP (Education for rural people).
- Rural youth employment (case studies, regional workshop and follow-up).
- Climate change and natural resource management (future plans).



FAO REGIONAL OFFICE FOR EUROPE AND CENTRAL ASIA

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A project document has been developed for UN Mission in Kosovo on empowering rural youth through agricultural and entrepreneurial skills through the JFFLS programme.

Project still has to be implemented.

OTHER FAO STAFF INTERESTED IN CHILDREN AND YOUTH ACTIVITIES

Staff that are currently not formally working on children and youth issues. However many are undertaking personal initiatives to support children and youth and would like to be kept informed on developments and activities.

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