



THE

WORLD

WE

WANT

Cambodian Youth Perspectives

Edited by

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The World We Want

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Chapter 16 | If Youth Become the Engine of International Development

Setthikun SUN

Future Scenario

United Youth Leader (UYL) Newsletter, 2040.

UYL is an online establishment for youth to exchange their thoughts on priority issues needed to be solved to foster international development under YOUD (Youth-Dialogue). It was initially a university-led tech-solution project that has grown to replace the likes of Facebook, Instagram, and other social media among youth. Annually, UYL holds the biggest online meeting for youth who are identify with global citizenship to share lessons-learnt, strategies, and technologies invented in their projects, and to build potential youth partner projects beyond borders.

As part of the celebration of its fifth anniversary, UYL is putting an article on its home page co-written by Jeff, a recently graduated Canadian student and Nita, a Cambodian junior, who were part of the YOUD development team and have been recently appointed as the new Chair and Vice-Chair of Global Youth to discuss and celebrate the achievement of UYL. The article reads as follows:

Reminiscing 25 years ago today, the world's governments promised us a world of peace and development, achieving through the adoption of the Sustainable Development Goals (SDGs). We all pictured the world after 2030 to be a better place to live in - a world of cooperation, friendly relations, where there would be no poverty, no one left behind, and equality existed whether it was between genders or between countries. However, this situation never came to be. Developed countries and developing countries were not hostile, but financial assistance and technological transfer for international development were no longer open for discussion.

The North was discontented with the idea that they were paying for the Global South to catch up with them economically and would eventually challenge their position in the global political arena. The issue of Intellectual Property Rights (IPR) triggered a ban on international technological diffusion as the South adopted almost zero IPR protection measures. In combination with the post-Covid-19 recovery periods, Official Development Assistant (ODA) dropped by more than 20% and Foreign Direct Investment (FDI) by 40%. The dominance of populism also contributed to a disruption in states' relations as the people were concerned with losing out on their benefits and jobs to new immigrants, as a result of deeper globalization and

integration. Consequently, the debt to the United Nations (UN) grew, causing the UN to cut down its areas of priority and focus, waiting for states to return to the international community and provide financial support for further action to be taken.

We then witnessed the setback of global development as trends on social media reflected how the end of states' partnership for development ended the lives of many people. Headlines began discussing the increase in the suicide rate after a university graduate student who had struggled with unemployment, committed suicide while live-streaming. On social media, users raised their concerns after numerous blog posts compared the livelihood of people in the West to Southeast Asia, raising how children there had no access to proper blended-learning.

These discussions as well as many others triggered a sense of collective responsibility among youth in this generation like it has never been there before. It started with a group of students from the Royal University of Phnom Penh together with the National University of Singapore initiating a community project to address inclusive education in a village in Siem Reap. With support from both universities, other institutions from within the region were invited to propose community projects to address various social issues, and the universities began to integrate community projects and initiatives as part of the curriculum. Soon after, we witnessed the pairing of students from different fields including those from media with those from social science, or natural science, to generate different outputs that go beyond just carrying out a community project, but expand into building applications for accessible and inclusive education, promoting tourism as a mean for economic development, and others based on their creativity.

With the success of YOUD in capturing a significant share of the younger generation in the global market, the increase in the number of matchmaking projects on YOUD, and the recognition from the government of YOUD as a social enterprise, United Youth Leaders was born as a symbol of the united force of youth in dealing with international development issues.

The international arena is no longer a place dominated by debates led by heads of government around the world, but also an active discussion platform for prominent youth figures. We witness promising young leaders: 1) calling for international action on newly emerging non-traditional security issues, 2) voicing their opinions, and 3) contributing their human resources (international youth team) to assist in development projects. This allows youth around the world to label themselves as another main actor in international development instead of being categorized as simply a stakeholder. Collaboration comes across as dynamic with international youth working hand in hand, trying to understand one another despite their backgrounds.

Who would have expected us to lead positive changes in the society they are living in, since in the eyes of the elders, they were just a group of kids who are wild and reckless? Now we witness

the younger generation raising their voice, fighting against social stigma, upgrading their skills, and creating their own opportunities as well as their generation's opportunities and equality.

Introduction

The rationale behind the dystopian scenario formulation – imagining the failure of state cooperation, is triggered by the need to prepare for the worst-case scenario of 21st-century global politics. The current world politics is characterized by international cooperation under external pressures from great power rivalry, populism, and uncertainties such as COVID-19, which have led to a drop in Official Development Assistance and Foreign Direct Investment by 20% and 40% respectively compared to the previous year (Kroenig, 2020; Sany and Sheehy, 2021; Mounk, 2021; United Nations, 2021a; Horner, 2019; United Nations Statistic Division, 2021). For international development, global partnerships must be strengthened at all costs to ensure the advancement of livelihoods for all the people on earth where “no one is left behind” (United Nations, 2021b). Yet, the heightening of external pressures may lead to the dystopian scenario, hindering global partnerships, and leading to a possible scenario where cooperation to combat poverty, hunger, climate change, health, and others will be put on hold.

Since international cooperation has been concentrated under the umbrella of the United Nations, or bi- and multilateral initiatives, the dependency on state-to-state cooperation may leave states vulnerable to external factors that influence their relationships (United Nations, 2020a; Horner, 2017; Horner, 2019). For example, the Sustainable Development Goals (SDGs) emphasizes states’ commitment to solve their development issues as well as partnership between the North and the South, and the South and the South to speed up the realization of the goals (United Nations, 2020a; United Nations Development Program, 2021). Yet, financial support depends on the goodwill between nations. For instance, development assistance financed by China to developing countries under South-South cooperation alone rests at US\$5 billion with US\$3.1 billion allocated for climate change (Khor, 2016). Any circumstance that halts these financial flows will impact the developing countries’ remedies which heavily rely on bilateral aid flows, including ODA, as well as FDI.

In such cases, an alternative can be sought through a global partnership of youth. Youth are an agent of change in state-led development projects (DFID–CSO Youth Working Group, 2010; Khin, 2017; Borkowska-Waszak et al., 2020). Under SDG 17, anyone including youth can take part in stimulating “global partnership for sustainable development” (United Nations, 2021b). This statement, if emphasized enough, can pave the way for youth partnerships, taking into account the current roles of youth in development projects.

Therefore, this paper aims to provide policy innovations to expand youth's role in achieving the targets of international development, broadening collaboration from the traditional reliance on state-to-state development assistance.

Context Analysis

Notions of Development and International Development

The concept of development in the second half of the 20th century revolved around the improvement of the livelihoods, measured by economic growth (Ray, 1987; UNDP, 1990; Meier and Stiglitz, 2002; Todaro and Smith, 2012). Scholars believed that development could be achieved through an increase in economic activities and incomes (Ray, 1987; UNDP, 1990; Todaro and Smith, 2012). However, in the 1990s, the United Nations expanded the measurement to include life expectancy, and access to education, measured by the Human Development Index (HDI) (UNDP, 1990; Human Development Report Office Outreach, 2015). Although economic growth remains a must; high levels of life expectancy and education, on the other hand, indicate that the population possesses human capital which is necessary to develop technology, or foster innovation to expand the economy. This shift towards human development marked a new discussion of international development under the United Nations system, International, and Regional Development Banks, and ODA agencies to respond to collective development issues around the world (IATF, 2016; Horner, 2019). Human Development stresses enlarging the opportunities for people and freedom of choices (see Figure 1) (Human Development Report Office Outreach, 2015; UNDP Human Development Report Office, 2021). This approach which aims to establish a world of equality, justice and international harmony with no poverty, is foundational to the Millennium Development Goals (MDGs) and Sustainable Development Goals (Fukuda-Parr, 2011).

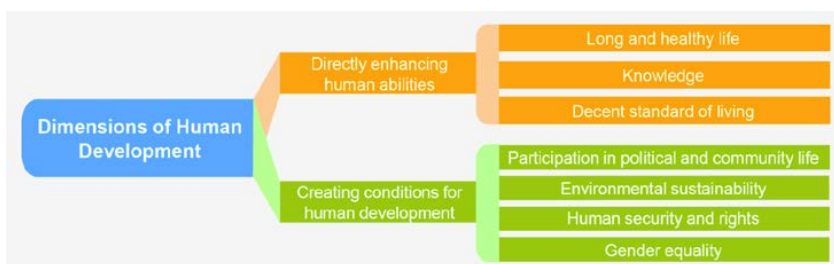


Figure 1: Dimensions of Human Development

Source: Human Development Report Office Outreach, 2015

In recognition of the importance of youth development in achieving the SDGs and MDGs, the Global Youth Development Index (YDI) was established. The YDI is an extension of the HDI, which adopts similar measurements concentrating on youth's "levels of education, health and well-being, employment and opportunity, civic participation and political participation" (Commonwealth Health Hub, 2021). The index highlights youth as the backbone to development, taking note of the importance of youth's employability to generate economic growth (Robalino et al., 2013; Ranis and Steward, 2000; MDG Achievement Fund, 2013).

The role of youth in development

a. Youth Demography

Youth are commonly understood to be between 15 to 24 years old, although some agencies may extend it to 35 years old (United Nations Department of Economic and Social Affairs, 2013). Globally, the youth population has been surging. Based on the Population Division of the United Nations Department of Economic and Social Affairs in 2019, youth amounted for 1.2 billion people which was equivalent to 16% of the world population. This is the largest proportion in history (Plan International, 2020). Within that, 85% to 90% live in the developing world of which around 207 million were from the least developed countries (Population Division of the United Nations Department of Economic and Social Affairs, 2019, p.1). It has been projected that by 2050 youth in developing countries will grow to 336 million – an increase of 62%, with Asia having the most young people. The global youth figures will rise to 1.4 billion people by 2065 (Population Division of the United Nations Department of Economic and Social Affairs, 2019, p.1).

b. How do youth contribute to development?

The youth dividend above represents potential forces of changes in international development if they can be empowered and engaged. If states and other development actors focus on building capacity – equipping youth with experiences as well as offering opportunities and freedoms, they can potentially be the active citizens needed to address existing and arising national development and international development issues.

In the economy, youth are the human resources to increase the economic productivity. If they received proper education and skills, countries with a large youth population can reap economic rewards from the youth dividend (The Economics Times, 2014). With a larger working-age population available in the economy, they can balance against the increasing dependent population.

In society, youth is key to future changes. Young people are “the innovators, creators, builders, and leaders of the future” (The Economics Times, 2014; Singh, 2020). In the field of international development, they may lead small community projects within the larger framework of international development cooperation, or may act as partners and/or recipients of projects (DFID CSO Youth Working Group, 2010) (See Figure 2). Typically, they are involved in raising awareness and knowledge sharing, addressing their communities and peer interests, and needs (Vite and Dibang-Achua, 2019).

Working for youth as beneficiaries	<p>Defined as the basics of a good intervention for young people:</p> <ul style="list-style-type: none"> • Youth as beneficiaries implies they are a target group and are adequately informed; • Explicitly focuses on youth issues through documentation; • Can prepare the ground for working with youth as partners.
Engaging with youth as partners	<p>Defined as:</p> <ul style="list-style-type: none"> • Collaborative interventions, where young people are fully consulted and informed; • Implies mutual co-operation and responsibility; • Recognises that young people generally need experience working at this level before progressing to becoming leaders and initiators of development (if appropriate) – a progression which not all will want or be able to make.
Supporting youth as leaders	<p>Defined as:</p> <ul style="list-style-type: none"> • Enabling youth-initiated and directed interventions; • Opening up a space for youth-led decision-making [delegation] within existing structures, systems and processes.

Figure 2: Role of Youth in development Project

Source: DFID CSO Youth Working Group, 2010

Since human development values the creativity of an individual, when youth are encouraged to make contributions to assist, engage, or/and lead development projects it also ensures the quality of human development (Human Development Report Office Outreach, 2015; UNDP Human Development Report Office, 2021; Hall, 2015). By engaging youth in development projects, it familiarizes them with the skills and processes needed to address future challenges or advocate for their interests (University of Florida, 2012; Hall, 2015). This, likewise, builds their confidence, and enables them to become long-term contributors (University of Florida 2012; Hall, 2015). Active youth participation in development projects also provides skills needed for their future jobs by building analytical skills, critical thinking, problem-solving and other necessary skills, which contributes to building their capacity and skills for the labor market (DFID CSO Youth Working Group, 2010). However, it must also be stressed that the quality of the participation determines the outcome of the development projects, not simply the act of participating.

c. Barriers for youth participation in development

The current models of youth engagement in policy development and the implementation of development projects, often sees young people participating in state-led initiatives linked to funds provided by organizations with their own agendas. For instance, the DFID CSO Youth Working Group (2010) indicates that development projects involving youth typically run on the donors’ agenda, addressing things such as civic rights, democratization, governance, migration, and reproduction, and health projects. Although some may believe that it is not crucial whether development projects are youth or state-led, various scholars believe it is important to ask “whether young people have actual effects” in those development projects (Checkoway and Gutiérrez, 2006, p.2). Youth have the potential to play important roles in development, but for their participation to translate into productive and effective growth and social changes, the environment must be one which utilizes their capacity to ignite international development in the present, for their generation, and the future.

The potential for youth to contribute to development is undermined by barriers such as unemployment. A lack of education and training can compromise the chance of landing jobs in the scarce market (Plan International, 2020; Simmon and Thompson, 2014; DFID CSO Youth Working Group, 2010). As a result, young people may be forced to work in fields that were not part of their aspirations, generating a skills mismatch and gaps between expectation and reality, impacting their livelihood and adulthood together with the future career aspirations of their children (Simmon and Thompson, 2014; Lim and Grant, 2014; OECD, 2018). The ILO recorded that 22.5% of youth worldwide are not part of education, employment, and training of which 68% are female (ILO and SIDA, 2019) (See Figure 3). In the case of Cambodia, 40% of the labor force has no educational background, causing 50% of employers to experience skill gaps and mismatch (NEA,2018). If the problems of lack of job opportunities, skill mismatches, lack of education and training are not addressed, economic growth will be compromised and the quality of life for youth will also be impacted. Additionally, future generations will continue to experience poverty, limited education, or inadequate livelihoods (Hall, 2015).

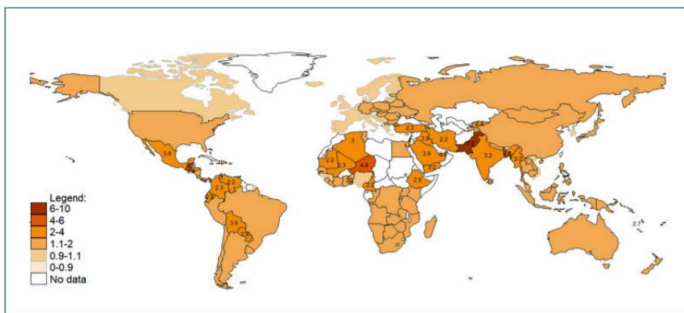


Figure 3: Share of young people not in employment, education by country 2019
 Source: ILO & SIDA, 2019

A lack of education training and awareness of international development also hinders opportunities for youth to get involved in initiating development projects that address their own and their peers' needs (Government of West Australia, 2021; DFID CSO Youth Working Group, 2010). While youth engagement in development projects corresponds to better livelihoods in the future, it also requires investment in youth in the present. The quality of the opportunities for youth engagement is of the utmost importance. If young people are not able to participate in society in a meaningful way, it will not only create obstacles to jobs and adequate livelihoods but also prevent engagement in development projects due to the limited capacity of the youth population. If young people do not possess adequate analytical skills, critical thinking, or problem-solving, their contribution toward development projects will not satisfy its full potential.

Despite the acknowledgment of youth as agents of changes, policies on engaging and empowering youth to make minor changes in the community are not enough. There is a need to foster a sense of collective responsibility with youth as global citizens, and to create room for youth-driven innovation to go beyond borders, and to engage with youth on international platforms. Youth engagement in drafting and policy-making is very limited despite the existence of youth consultation. Taking the case of Cambodia as an example, the OECD (2014) found that initiatives are all top-down, led by the state or organizations to fit their interests. In fact, "youth voices are hardly reflected in the country's policies and programs, neither at the local nor at the national level" (OECD, 2014). When youth-led projects are in need of financial support, it has to be done in a format that aligns with those donors' interests, making the projects potentially more distant from the real urgent social issues.

Some challenges of youth participation revolve around cultural norms and institutional and other limits. For example, it has been stated that young people have been limited in their involvement in development projects due to a lack of trust and respect, which could be the result of cultural norms together with the limited education, resources, and experiences of many young people (Borkowska-Waszak et al., 2020; Çamur, 2006; Australian Infant, Child, Adolescent and Family Mental Health Association, 2008; Government of West Australia, 2021). Youth engagement seems to have been acknowledged in theory, but not in real life. There is a generalization in society, especially in Asia, that young people are not experienced and knowledgeable enough to share the social burden due to their age and lack of seniority (embedded in Confucius philosophy) (Borkowska-Waszak et al., 2020; Australian Infant, Child, Adolescent and Family Mental Health Association, 2008). Moreover, the insufficient information on how to involve young people, and the positive outcomes of their involvement is an obstacle for engagement, and for them to remain motivated (Government of West Australia, 2021).

Policy Recommendations

In order to address the barriers to youth involvement in development such as the lack of skills needed to fulfill future jobs, to play a part in development projects, and the cultural and social stereotypes toward youth, I propose two possible policies. First is Cross-universities: Youth

Project-Based Learning. This aims to prepare youth with the skills needed for both the job market and to participate in development projects, including leadership, active participation, teamwork, creativity, and problem-solving skills. The second policy concentrates on promoting social recognition of youth efforts in development projects to incentivize youth to take on additional development activities.

Introducing Cross-Universities: Youth Project-Based Learning

a. Overview

Cross Universities: Youth Project-based Learning is a blended educational curriculum in which students have the space to initiate projects to address social issues using the skills they have learned in class. The goals are to engage students in real work experiences, develop soft skills (including communication, critical thinking, leadership, management, and problem-solving), and connect lessons to real-world scenarios (going beyond theory-based learning). The project aims to build a sense of collective responsibility amongst young people. Youth are encouraged to feel ownership over their destiny by solving issues they have seen and experienced, or things they believe in, creating a sense of belonging and sharing responsibility. This project will contribute to building global citizenship in which youth are not just a citizen of a specific country and an agent of change in that country alone, but part of an identity that is shared internationally. Youth can become catalysts for change in the global arena and respond to issues worldwide.

b. Justification

Youth participation in development projects yields positive impacts in three main areas (Checkoway, 1996). First, participation, whether as part of project-based learning or their own initiative, will enhance the knowledge and skills of young people by allowing them to engage with real social issues. This contributes to strengthening social responsibility among young people as citizens of a nation, as members of society, and as global citizens. Second, Project-Based Learning (PBL) is widely recognized to enhance the youth's personal development. PBL is a non-traditional teaching methodology that concentrates on the acquisition of real-life experiences and encourages students to experiment to build comprehension rather than learning only by lectures. Additionally, confronting the real-life experiments of PBL, students will encounter the need to seek solutions, explain their new ideas, and debate with stakeholders (Krajcik and Blumenfeld, 2006). PBL gives youth the space for innovation and imagination, to take initiative, experience the real world and acquire information related to their field of interest, as well as solving problems by putting into practice what they learned in class (Krajcik and Blumenfeld, 2006; Bell, 2010). Moreover, research also found that PBL allows students to: 1) inspect the real-life scenario; 2) explain the situation and draw a conclusion; 3) produce new tools to respond to the

challenges; 4) add value to the actual lessons since they have been exposed to it; 5) generate in-depth analysis and trigger critical thinking (Krajcik and Blumenfeld, 2006, p.322-328). As a result, participation can amplify their hard skills and soft skills, which are essential for 21st-century education. Youth participation generates “organizational development” as the youth involved learn to prioritize, initiate and execute the project, and make decisions for collective benefits. This will lead to “community development” in which youth-led initiatives within the community such as becoming tutors, building libraries, and other activities will improve the social conditions of people in the communities in which the projects are located (Checkoway, 1996, p.4).

Cross-Universities mechanism is justified by the need to engage with students from different majors, different environment to produce well-rounded solutions offered to address the issues. Based on Lozano, collaboration leads to the success of sustainable development (Lukman, Krajn, and Glavic, 2009). In the process, all members as a team will bring in different values, innovations, experiences, thoughts, and skills which pushes for a dynamic and innovative solution ((Lukman, Krajn, and Glavic, 2009). When one university work alone, students may share differences in skills, or values; however, their perceptions on confronting issues, and experiences will be the same as they are surrounded by one same learning environment of the university. Whereas, for cross-university collaboration, students can bring in a more dynamic synergy, coming from different majors, experiencing different scenarios in daily lives, coming from different provinces and all. Diversity will quest for better communication, broader networking and team work, which are the soft skills while their discussion bridges the understanding and bring about new solution although hard skills are unlikely transferrable skills; for instance, collaboration between tech-students and education students can desirably generate a tech-solution on education. With that, it is expected that students will bring in numerous solutions on an issues which allows them to weight out pro and cons, and assess their capacities before implementing it.

c. Implementation

Cross-Universities: Project-Based Learning requires cooperation between different universities to integrate project-based learning into the assessments. This can be achieved through:

Relevant Stakeholders	Roles and Responsibilities
Before Project Implementation	
Ministry of Education and line ministries	<ul style="list-style-type: none"> ● Accreditation: Accreditation is an essential key to incentivize students to initiate, take the lead, and be involved in development projects. ● Create University Networks (within

	<p>the country and across the region): Initially, the university network within the country shall be established and enhanced to link universities from different fields together - generating cooperation between youth from different backgrounds, majors and skills.</p>
Universities	<ul style="list-style-type: none"> ● Modify the curriculum: the modification should mean that besides the compulsory courses, students will need to complete the compulsory Project Based Learning assignment at the end of the academic year to foster youth engagement, initiative, and collective responsibilities among students at all years. ● Form an evaluation and assessment committee
Lecturers	<ul style="list-style-type: none"> ● Provide PBL Project Instruction: rules, themes, timing, schedule and timeline, and assessment criteria ● Coordinate team matchmaking process between universities ● Arrange Project Planning and Implementation Workshops ● Formulate Pre-implementation Questionnaires on youth skills and awareness on social issues ● Formulate cross-university assessment and evaluation criteria
Students	<ul style="list-style-type: none"> ● Form a team with a mixture of students from different universities (either same or different fields) ● Propose topic of interest, scope, locations and concerns ● Write PBL Project Proposal and get approval ● Run pre-project campaign to further recruit volunteers, members, or raise

	necessary funds by carrying out activities such as selling flowers to the public, food or selling used items
During the Implementation	
Lecturers	<ul style="list-style-type: none"> ● Provide consultation ● Assist and keep track of the project Implementation
Students	<ul style="list-style-type: none"> ● Keep individual journal on their progress, understanding of the social issues they experience, reflections on their activities and their impacts, obstacles they went through, solutions, and lessons learned ● Submit term report to update on the progress of their team activities, reflect on the experiences and obstacles they encountered
After the Implementation	
Lecturers	<ul style="list-style-type: none"> ● Collect Final Written Report ● Assess and Evaluate the Project ● Hand out Post-PBL Project Questionnaire on Skills Development and Social Responsibility ● Provide feedback
Students	<ul style="list-style-type: none"> ● Launch a post-project questionnaire to gain feedback from beneficiaries of the project ● Conduct a final presentation on the project outputs ● Submit final written report ● Do the Post-PBL project questionnaire
Universities	<ul style="list-style-type: none"> ● Publish each project and its impacts on social development on the universities' websites and social media pages
Relevant Stakeholders	<ul style="list-style-type: none"> ● Take a survey on their perceptions of

	youth efforts in the development projects
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These projects will be more than just an assignment to fulfill the credit requirements for graduation but will help youth to support other youth who might not be in education, training or employment. With the greater understanding that youth will bring to issues affecting young people, these projects will help to address issues that may otherwise be neglected. The projects will also improve relations and understanding between youth, inspiring other youth outside the educational field to start small changes within their community. In the long run, these projects can be extended into cross-nation project-based learning where people from different nations can cooperate to address social issues for the sake of future international development.

Promote Social Recognition on youth efforts in development projects:

Recognition of youth efforts and youth-led development projects is crucial for encouraging and engaging youth. Without recognition from society and the government, those efforts would go to waste. Therefore, it is essential for the government to fully support and promote recognition of youth efforts by engaging youth in the drafting process of a National Youth Policy. This can open a safe space for youth to contribute to policies that involve them, understand the process of policymaking and their right to participation. This process recognizes youth as a key actor despite the cultural stereotype that youth are inexperienced and lack the education and resources to initiate changes. Youth themselves should also broadcast their projects and achievements on social media to showcase their hard work in making an impact in society.

Social Recognition of youth efforts in development projects may be realized through three possible scenarios:

The first scenario is awarding youth for their effort in participating in or initiating development projects by the government. Although awards might seem like a small gesture, it generates a sense of appreciation and reinforces the benefits of participating in civic engagement. This small recognition motivates youth to keep up their actions and further produce fruitful social development projects. It may also inspire other youth to take their first step by getting involved in existing youth-led development projects or initiate their own. It is also a gesture of appreciation toward youth’s creativity and sense of responsibility and recognition that they have contributed to society.

The second scenario is through raising awareness of youth involvement and their achievements in addressing development issues within the country or society. Raising awareness can be done through broadcasting youth initiatives in the media for the public's acknowledgment. Formerly,

the media has portrayed youth in negative images. As Checkoway and Gutiérrez (2006) argue, “the media often portray young people, especially young people of color, as perpetrators of crime, drug takers, school dropouts, or other problems of society” (p.2). Therefore, rebranding the youth image through media outlets will help to shift the public mindset to be more open, and respect youth creativity and their efforts to make positive changes.

The third scenario is sustaining youth involvement in development projects to mainstream youth as the engine of development. This can be done by establishing a supporting institution for youth projects which youth can approach for advice, mentorship, and consultation in the legal or financial aspects of project development. This body can help them to take steps toward being independent project initiators and creating an independent youth-led organization. While youth will have to go through a process of trial and errors to learn how to put to use their former experiences to solve problems additional knowledge on various the implementation environment and procedures will be beneficial. Therefore, having a place that youth can seek help will guide youth toward achieving their project objectives while building up their necessary knowledge.

Conclusion

The responsibility of pioneering development projects to improve the welfare of all nations has primarily been in the hands of states and international organizations. However, vulnerabilities and uncertainty in international politics call for a new solution in which the role of youth can be explored. Youth can also play an important role as partners of states and international organizations and can even initiate their own development projects to address their community needs. Nonetheless, if youth are not given opportunities to build their capacities, there will be an increased risk of unemployment, lack of education and training, job dissatisfaction, low quality development projects, and cycles of inter-generational poverty. Therefore, establishing a system to accredit social projects into the educational curriculum can help young people to gain a sense of social responsibility as well as learning to design and execute projects and contribute to individual, organizational, and community development. Simultaneously, promoting social recognition for youth efforts in development and creating supporting institutions to assist and sustain youth initiatives will incentivize youth to further engage in the field.

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