



Guiding Principles for International Youth Development

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Guiding Principles for International Youth Development

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AIYD is a community of practice and advocacy platform of leading international youth and community development organizations dedicated to advancing opportunities for young people worldwide.

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About the Guiding Principles

The Guiding Principles for International Youth Development is the result of a collaborative effort by members of the Alliance for International Youth Development (AIYD). The Guiding Principles reflect AIYD's collective voice on effective practices for positive youth development across the sectors where we work.

Youth account for half of the world's population (nearly 3 billion under the age of 30). Their enormous potential as leaders and innovators demands our support and significant investment. We must regard young people as assets and equal partners in addressing our world's most pressing development challenges. In this context, youth development is about more than simply creating more skilled workers; asset-based approaches entail creating opportunities for young people that help them develop a sense of competence, purpose and empowerment.

The purpose of the Guiding Principles is two-fold. First, to establish a shared framework that better enables our community to critically reflect on our work as youth development practitioners and organizations. And second (and equally important), to advance the youth development sector by actively sharing knowledge, strategies and resources that support greater youth inclusion within, and across, development programs and policies.

No single organization can achieve these goals. Positive Youth Development by definition means that communities—*entire societal systems*—work together to include young people, and create a continuum of services and opportunities that enable them to grow into successful adults. This concept guides AIYD, and the Guiding Principles are our answer to that challenge.

How to Use the Guiding Principles

The Guiding Principles are presented using the following categories:

- Cross-Cutting Principles (e.g. gender, conflict, disability)
- Youth Engagement
- Youth & Learning
- Youth & Economic Opportunity
- Youth & Health

Each section includes a definition, several Guiding Principles, illustrative indicators for measuring progress, and a list of recommended resources. Several sections also highlight emerging areas of practice or research in youth development (e.g. adolescent brain development), or that provide a formal definition (e.g. gender-based violence).

As you read the Guiding Principles, keep the following in mind. First, the Guiding Principles are not standards—they do not provide a prescriptive or singular approach to youth development. The concepts illustrated here are drawn directly from our community's experience working with youth programs in development settings around the world. They reflect collective wisdom, but also the need for a more nuanced understanding of the development needs of young people. Second, the Guiding Principles are not exhaustive; we regard the principles included here as a starting point for ongoing engagement by our

members, colleagues and peers, policymakers and young people. Finally, we invite you to become involved by considering how the Guiding Principles can be strengthened, expanded and applied to your own experiences.



Photo courtesy of ChildFund International

I. Cross-Cutting Principles

Cross-cutting principles are essential starting points for gathering and considering effective practice for youth development. Consistent with a Positive Youth Development (PYD) approach, this concept appears with greater frequency as donors and implementers take a cross-cutting or holistic approach to programs.ⁱ Youth development naturally cuts across a wide range of technical sectors related to a young person's growth. This is because while traditional definitions of youth (e.g. UN and World Bank) identify youth as an age range (15–25), youth is also understood as a stage of life marked by a number of critical transitions—physiological, psychological, social and economic—when a young person moves from childhood to adulthood.ⁱⁱⁱ

Understanding youth development as a cross-cutting practice has significant implications for donor strategies, program design and long-term impact. In the developing countries where our community works, young people are disproportionately affected by poverty, conflict and marginalization. Interventions for youth must therefore account for a wide range of issues that are both context-specific, such as conflict, as well as inherent to a young person's development, such as problem solving.

The following cross-cutting principles are relevant to all or most technical sectors of youth development. While these principles are not exhaustive, these issues must be factored into program design, implementation and monitoring and evaluation. We include cross-cutting principles that relate to asset-building (e.g. life skills); social and contextual factors (e.g. gender, conflict, disability); and those that focus on specific types of program approaches (e.g. rights-based, systems):

Asset-Building

Life skills
Participation

Social & Contextual Factors

Conflict
Disability
Exclusion
Gender
Protection

Program Approaches

Rights-based
Family & Community
centered
Systems

Asset-Building

Life Skills

Life skills refer to foundational competencies that enable youth to succeed in school, at work, in their personal relationships and families, and as part of the broader community. Life skills for youth may include practical competencies such as money management and computer literacy. But they may also include skills not typically taught in schools such as problem-solving, conflict resolution, communications, self-esteem and confidence building, negotiation, goal-setting, and stress management.^{iv} As with other asset-building approaches to youth development, life skills build an essential foundation for success in adulthood; it is

critical that life skills components are integrated into diverse youth programming. For example, while workforce training programs offer young people technical skills for their chosen career path, youth also need life skills such as stress management, problem-solving and critical thinking skills to be competitive and remain employed in the long term.^v In the case of health programs, youth may receive information and training on available contraceptive methods; however, if they cannot negotiate contraceptive use with their partners then the positive health effects will be limited. Ultimately, the benefits of an integrated life skills approach are deep and far reaching.

Youth Participation

Youth participation refers to contributions that young people make to the design and implementation of the policies and programs that affect them, their communities and nations. It is an essential aspect of any successful youth development initiative and may manifest on a variety of levels. The most successful initiatives take youth from being passive beneficiaries to full contributing partners of the development process. Considerations of age, expectations and the abilities of youth need to be managed carefully. Youth may also be trained to play roles such as community leaders activists and service-providers.

To ensure youth participation goes beyond tokenism, youth should be engaged in the design and ongoing monitoring and evaluation of programs. Youth are their own strongest advocates; their participation in development processes can be supported through youth friendly-forums, and working with decision makers. It is equally important to seek support from the wider community, such as parents, teachers, community leaders and policymakers. In settings where young people are politicized (e.g. conflict-affected settings), youth participation in programming can be especially challenging, but it also essential for the sustainability and impact of the program.



Photo courtesy of EDC



Emerging Research: Adolescent Brain Development - Jim Casey Youth Opportunities Initiative

The emerging science of adolescent brain development has deepened the understanding of adolescent capabilities and behaviors. Neuroscience has made clear that the brain is not “done” by age 6 as was previously believed.

Instead, the adolescent brain continues to develop, providing a window of opportunity similar to that which is open in early childhood. Adolescence is a period of “use it or lose it” in brain development. Young people’s experiences during this period play a critical role in shaping their futures as adults. They can build and practice resiliency and develop knowledge and skills that will positively serve them throughout adulthood.

Science also has contributed to a more in-depth understanding of the impact of trauma on the developing brain. Through the Jim Casey Youth Opportunities Initiative there is evidence that positive youth development services, opportunities and supports are essential in counteracting the effects of trauma to promote healthy brain and social development in adolescence. The concepts of resiliency and neuroplasticity provide a foundation for developing trauma-informed welfare practice and trauma-specific mental health services and supports for young people in foster care. This U.S. body of research presents unique insights that are relevant to how we work with young people globally.

Citation: The Adolescent Brain: New Research and Its Implications for Young People Transitioning From Foster Care © 2011, Jim Casey Youth Opportunities Initiative

Social & Contextual Factors

Youth and Conflict

Responding to the needs and aspirations of youth in areas affected by conflict presents numerous challenges and some unique opportunities. Engaging youth in positive development opportunities is a key step in the stabilization of conflict-affected communities. Moreover, long-term peace and development is often predicated upon preparing these youth (some involved in conflict, others affected by it) for positive roles in work, family and community life.

Effective programs for conflict-affected youth require targeted assessments to understand why youth participate in violence, identify their existing developmental assets and key gaps in their basic education and livelihood development skills, and ensure buy-in among more marginalized cohorts of youth. Core themes of work with conflict-affected youth include civic engagement, livelihood development, and developing coping and self-control behaviors, since in many conflict environments youth have been taught to deal with frustration through violence. When provided with resources and role models to channel their desire for change in positive directions, youth can become agents and anchors of peace and stability.

Youth and Disability

Young people with disabilities are among the poorest and most marginalized of the world's youth. All of the issues that affect young people, such as access to education, employment, health care and social services, also affect youth with disabilities, but in far more complex ways. Attitudes and discrimination linked to disability make it much more difficult for them to go to school, find work or participate in local activities. Disabled youth are often seen as asexual and excluded from sexual and reproductive health information or education; this puts them at greater risk for sexual abuse and exploitation, and denies their rights to safe and healthy sexual and reproductive lives. In many communities, both rural and urban, the environment is immensely challenging, with physical and communication barriers that make it hard for them to participate in social life. These compounded challenges impact youth programs and underscore the need for greater inclusion of youth with disabilities by providing them with a voice to advocate for their rights and equal opportunities to realize their potential.

Youth and Exclusion

Youth populations are diverse. In a given setting, young people can include elites or the most poor; urban dwellers or those from rural settings. As a result, youth populations typically have a wide variety of skills and needs. Excluded youth are young people who exist at the margins of society; this makes them more vulnerable, and therefore more important to reach with programming. Depending on context, excluded youth may include youth with HIV or AIDS, adolescent girls, youth who are the heads of households, youth with disabilities, and/or youth from minority backgrounds (including ethnic and religious backgrounds). Program strategies to engage excluded youth should reflect a clear understanding of the context and causes of their marginalization; systems-based or family and community-based approaches that focus on the assets these youth offer useful strategies for program interventions to support excluded youth (see below).

Youth and Gender

Gender needs to be taken into account across all areas of youth development. Gender constraints for youth appear early as social roles and expectations start to change with the onset of puberty. Gender stereotypes of masculinity and femininity can lead to risky behaviors such as alcohol and drug use, violence and early sexual debut. Societal norms such as early marriage and childbearing put girls and young women at high risk for maternal mortality and morbidity; they also cut off opportunities to complete primary and secondary education, leading to reduced economic opportunity, and perpetuation of the cycle of poverty.

Programs and policies impact girls and young women differently than boys and young men. Recognizing these differences helps ensure more inclusive and ultimately more effective approaches to youth development. Moreover, young people are often open to challenging gender and social norms, and can embody and promote gender equitable attitudes, roles, responsibilities in their families and communities, leading to societal shifts. Program activities should be sensitive to gender norms so that young people are comfortable in the program environment, but also so that the environment provides a forum for youth to counter gender norms such as selecting gender-based occupations. Finally, programs operating in conflict environments must be sensitive to the fact that gender-based violence is often more prevalent in unstable situations.

Youth and Protection

Youth can be vulnerable to unjust and exploitive labor practices, human trafficking, harmful traditional practices, sexual exploitation, and emotional, physical and sexual abuse across multiple contexts. These challenges impact the ability of youth to become productive members of society. Program strategies should take into account the many risk factors that can impair young people's development, as well as what societal factors protect youth from unjust practices. Context matters, however, and it is important to recognize that what might be a protective factor can, in other circumstances, become a risk factor. Programs designed for youth directly should also consider issues of living wage, physical and emotional treatment of youth by employers, working hours, sexual harassment in the workplace and community. Youth protection is vital to the well-being and long-term success of young people in the workplace.

Program Approaches

Rights-Based Approach

Programs must recognize that support provided to youth is not a favor, but an effort to enhance the attainment of their fundamental human rights, including the right to health, education, work and ability to vote. Interventions protect vulnerable youth from harm and ensure their basic human rights, including their right to protection from discrimination, stigma, exploitation, abuse, and neglect. Many programs inform and empower adolescents to learn about their rights, and to demand and protect their rights concerning their health, workplace environment and political participation.

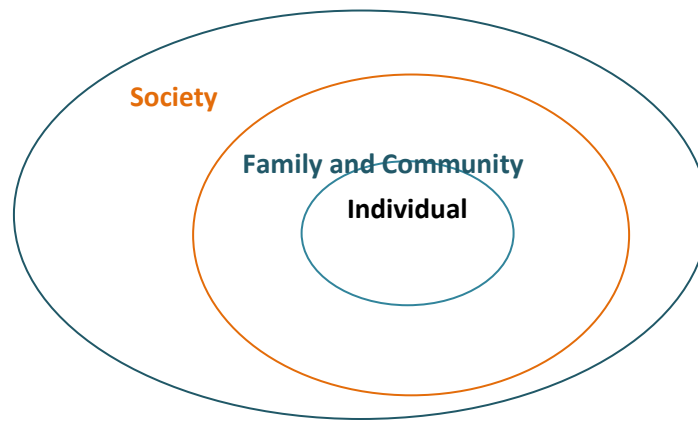
Family and Community Centered Approach

Family centered program approaches recognize that families are the most important safety net because a young person grows best in family care, including other adult caretakers. Where possible, interventions are delivered within the family or household, and build on the family's unique strengths to improve the wellbeing of vulnerable youth. Parental support is critical to ensure that young people who live at home attend and complete program activities.

In addition, community centered approaches recognize that communities represent the second line of response and are an additional safety net for youth. Strengthening the capacity of community members and community-based organizations, including schools, churches and faith-based groups to directly support children and youth enables community members to value and further engage youth. Where family structures are not intact, mentors and coaches from within the community can serve as a supportive, safe adult in the life of the young person.

Systems Approach

Many youth development programs recognize the interrelationship of different social contexts through which the young person moves (e.g. family, peers, school, work, and leisure). A systems approach reflects the influence of several social systems within which an individual (young person) interacts in his or her environment:



Each system contains roles, norms and rules that may shape psychological development of youth. These environments—from the family to economic and political structures—influence a young person’s ability to grow and engage, and need to be addressed by programs as appropriate.



Emerging Practice: Using Technology to Increase Scale and Reach

A growing number of youth programs are leveraging technology to enhance scale and reach. Mobile technology is a particularly exciting area of growth for the youth development sector. For example, young people can use tablets to collect data for the project after sufficient training. Programs that prepare young people for the workplace often integrate computer training because employers are increasingly demanding these skills. Nevertheless, while young people are often comfortable with technology, even in rural contexts, technology must be appropriate to the environment and program purpose. For example, social media can be used to link young people to program activities, but often young people are accessing these platforms on simple phones, not smart phones or computers

See “Principle 6” in Annex I: Youth Entrepreneurship, and Recommended Resources.

Recommended Resources

Life Skills

“Employability Skills Framework.” U.S. Department of Education in conjunction with RTI International. An interactive framework that organizes employability skills, including life skills, and an online tool to inform the selection of an employability skills assessment:
<http://cte.ed.gov/employabilityskills/>

“From Soft Skills to Hard Data.” The Forum for Youth Development, 2011.
http://forumfyi.org/files/Soft_Skills_Hard_Data.pdf

“J-PAL Youth Initiative Review Paper.” JPAL, 2013.
<http://www.povertyactionlab.org/doc/youth-initiative-review-paper>

“Life Skills and Leadership Manual.” Peace Corps, 2013.
<http://files.peacecorps.gov/library/M0098.pdf>

“Life Skills: What are they, why do they matter, how are they taught” World Bank, 2001.
<http://documents.worldbank.org/curated/en/2013/06/18397987/life-skills-matter-taught>

“Mentoring Guide for Life Skills.” *Girls’ Success I*. FHI 360 Center for Gender Equity, 2009.
<http://bit.ly/1eYaj6>.

“Mentoring Guide about HIV / AIDS.” *Girls’ Success II*. FHI 360 Center for Gender Equity, 2011.
<http://www.fhi360.org/sites/default/files/media/documents/Mentoring-Guide-about-HIV-AIDS.pdf>

“Mentoring Guide on Transitioning Girls from School to Work.” *Girls’ Success III*. FHI 360 Center for Gender Equity, 2011. <http://bit.ly/1bNKRXB>.

Rosen, Jeffrey A. et al. *Non-Cognitive Skills in the Classroom: New Perspectives on Educational Research*. RTI International, 2010. <http://www.rti.org/pubs/bk-0004-1009-rosen.pdf>

Youth Participation

“Community Youth Mapping.” FHI 360, 2012. <http://bit.ly/1ctGT9j>

“Give Youth a Chance: An Agenda for Action 2012.” The Multilateral Investment Fund, 2012.
<http://www5.iadb.org/mif/HOME/Knowledge/tabid/426/language/en-US/Default.aspx?idPublication=63325>

“Setting Standards for Youth Participation.” International Planned Parenthood Foundation, 2004. <http://www.youthcoalition.org/attachs/IPPF%20YOUTH%20GUIDE.pdf>

“Youth Participation in Development: Summary Guidelines for Development Partners.” UN International Year of Youth <http://social.un.org/youthyear/docs/policy%20guide.pdf>

“Youth Participation in Development: A Guide for Development Agencies and Policy Makers” <http://www.ygproject.org>

Youth and Conflict

“Entra21 Notes: Youth Building Peace: A Case Study from El Salvador.” International Youth Foundation, 2011. <http://library.iyfn.net/library/entra21-notes-youth-building-peace-case-study-el-salvador>

EQUIP3: Youth & Conflict. The Educational Quality Improvement Program 3. <http://www.equip123.net/webarticles//anmviewer.asp?a=672&z=123>

Help Increase the Peace. American Friends Service Committee. <https://afsc.org/project/help-increase-peace-hip>

“Introductory Toolkit for Engaging Children and Youth in Conflict Resolution.” Search for Common Ground, 2009. <http://www.sfcg.org/programmes/childrenand youth/pdf/toolkit.pdf>

“State of the Field Report: Examining the Evidence in Youth Education in Crisis and Conflict.” USAID, 2013. http://www.usaid.gov/sites/default/files/documents/1865/USAID%20state%20of%20the%20field%20youth%20education%20in%20conflict%20final%20_11.pdf

“Youth and Conflict: Best Practices and Lessons Learned.” Mercy Corps, http://www.mercycorps.org/sites/default/files/youth_and_conflict_best_practices_-_hi_res_final.pdf

“Youth and Violent Conflict.” United States Institute of Peace, 2006. <http://www.usip.org/publications/youth-and-conflict>

“Youth Speak Out: New Voices on the Protection and Participation of Young People Affected by Armed Conflict.” Women’s Commission for Refugee Women and Children, 2005. http://www.essex.ac.uk/armedcon/story_id/000759.pdf

Youth and Disability

Promoting the rights of children with disabilities. UNICEF (2007).

http://www.un.org/esa/socdev/unyin/documents/children_disability_rights.pdf

Youth and Gender

Nanda P., Das P., Singh A. and R Negi, “Addressing Comprehensive Needs of Adolescent Girls in India: A Potential for Creating Livelihoods.” International Centre for Research on Women, 2013. Available at: http://www.icrw.org/files/publications/Adolescent%20Girls_22ndMar13.pdf

The Coalition for Adolescent Girls. <http://coalitionforadolescentgirls.org/>

“Engaging Men and Boys in Achieving Gender Equality a Summary Report: cross-cutting themes, lessons learned, research results and challenges.” Promundo.org, 2009. (Rio de Janeiro, Brazil, March 30- April 3, 2009.) <http://www.promundo.org.br/wp-content/uploads/2010/06/Global-Symposium.pdf>

“Gender in Youth Livelihoods and Workforce Development Programs Program Note.” EQUIP3 Project, EDC, 2012.

<http://idd.edc.org/sites/idd.edc.org/files/Gender%20in%20Youth%20Livelihoods%20-%20Report.pdf>

Girl-Centered Program Design: A Toolkit to Develop, Strengthen & Expand Adolescent Girls Programs. Population Council, 2010. Available at: http://www.popcouncil.org/publications/books/2010_AdolGirlsToolkit.asp

“Improving Gender Equality in Youth Livelihood Programs.” International Youth Foundation, 2012. <http://library.iyfnet.org/library/fieldnotes-improving-gender-equality-youth-livelihood-programs>

“It’s All One Curriculum: Guidelines and Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights Education”. The Population Council, 2009.

<http://www.ippfwhr.org/sites/default/files/ItsAllOne.pdf>

Systems Approach

Bronfenbrenner, U. *The Ecology of Human Development: Experiments by Nature and Design.* Cambridge, MA: Harvard University Press, 1979.

Kail, R. V. and Cavanaugh, J. C. *Human Development: A Life-span View* (5th ed.). Belmont, CA: Wadsworth Cengage Learning, 2010.

Santrock, John W. *A Topical Approach to Life-Span Development.* New York, NY: McGraw-Hill. (2007).

“State of the Field Report: Holistic, Cross-Sectoral Youth Development.” JBS International, 2013.
<http://www.usaid.gov/documents/1865/state-field-report-holistic-cross-sectoral-youth-development>

Vander Zanden, J. W., Crandell, T. L., Crandell, C. H. *Human Development*. (8th ed.). New York: McGraw Hill. (2007).

Using Technology

Hewlett Packard LIFE <http://www.life-global.org/en/ABOUT-THE-PROGRAM/HP-LIFE-Program>

UN and Vodaphone Foundation’s *Mobile Health for Development*.
<http://www.unfoundation.org/what-we-do/issues/global-health/mobile-health-for-development.html>

“Potential to Scale: Developing a Tool for Program Management.” Mission Measurement, LLC, 2012.
http://www.aspeninstitute.org/sites/default/files/content/docs/ande/Potential%20to%20Scale_Mission%20Measurement.pdf

Cole, George. “Technology: Better Access Can Level the Playing Field.” *The Financial Times*, Sep 2, 2012.

Technology Salon (a website on using technology platforms in development.)
<http://technologysalon.org/>



Photo courtesy of RTI International

II. Youth Engagement

Definition

Grounded in an asset-based approach, youth engagement is the process of youth (as individuals or in groups) actively, constructively and sustainably contributing to positive development in their own lives, their families, communities and nation. Youth engagement moves beyond one-off or token participation, to meaningful, authentic participation in the achievement of positive outcomes. When youth are engaged in their communities, they are aware of societal needs and society is aware of youth needs. Developing a sense of civic responsibility allows youth to serve as models to others and to consider the effects of their individual choices on the broader community. Ultimately, when they are so engaged, youth contribute to developing more tolerant and peaceful communities and can become involved in broader decision-making processes. Common programmatic approaches to youth engagement include volunteerism, advocacy and civic engagement activities, leadership and community service, and peacebuilding activities. (See also “Youth Participation” in the Cross-Cutting Principles section above.)

Guiding Principles

Principle 1 / Ensure Support from Adults

For youth engagement to be sustainable, programs must ensure that adults in the community, including local leadership and local organizations (youth-serving and non-youth-serving) support, value and prioritize youth. Youth programs should engage youth with decision makers and community members of all ages, and practitioners should provide opportunities for intergenerational collaboration. Without adult support, practitioners risk increasing youth voice without establishing a receptive environment; that can increase frustrations among youth and adults. Successful youth engagement leads to communities and

Illustrative Indicators

Public Engagement Indicators

- Increased knowledge of how to mobilize people and resources
- Increased skills and self-efficacy to mobilize people and resources
- Number of youth-led organizations created
- Increased recognition that youth can positively impact communities

Association Indicators

- Public spaces to safely meet with one's peers
- Membership in youth-led or youth-focused organizations
- Freedom to debate community and/or political issues
- Advocating for change before a public authority
- Participation in social or environmental projects

Personal Development Indicators

- Improved skills in planning and decision-making
- Improved interpersonal communication skills
- Improved conflict resolution skills
- Improved ability to plan ahead and make choices
- Increased skills and self-efficacy to mentor and motivate peers to actively engage in community activities

decision makers seeking youth involvement and leadership in addressing challenges and designing solutions.

Principle 2 / Use Strategies that Emphasize Learning by Doing

Youth need opportunities to learn by doing. These opportunities to develop skills to improve themselves and communities help youth gain confidence that they can be leaders in the development of their community and nation. Meaningful engagement allows youth to practice skills through action-based learning and reflection. Leadership training is an important part of the equation. It can, and often is, taught by including it in other engagement activities. Through a service-learning project for example, youth can develop leadership and problem solving skills by identifying an issue in their community, and developing and implementing a project (see Principle 4 below). Support to youth-led groups and organizations empower youth to take action in their own communities.

Principle 3 / Establish Clear Roles for Youth

In order to meaningfully include youth in program planning and implementation, the roles and responsibilities of the youth and the program implementers should be clear. Discussing roles and responsibilities helps both youth and adults in multiple ways: youth are recognized and treated as assets; and youth in turn have opportunities to demonstrate their value as contributing members of their communities.

Principle 4 / Offer Service-Learning as a Strategy to Help Communities and Help Youth Learn

Service-learning programs are an effective strategy to both help communities and to provide students with valid learning experiences. Studies on the impact of service-learning indicate positive links between academic performance, school-to-work benefits, and growth in personal skills and civic connectedness.¹ Young people can help design and implement service interventions and community projects. Service-learning can be integrated into a range of youth programs and provide opportunities for youth to volunteer in ways that address community needs. Long-term planning and program timelines are recommended for service-learning programs. Activities in these programs may include community asset mapping, constituent and/or peer mobilization, project execution, and reflection.

Principle 5 / Peer-to-Peer Mentoring to Engage Youth in Positive Relationships

When appropriate, programming should include peer-to-peer mentoring from older youth and/or adults. Research conducted in the U.S. indicates that mentors “increase youth engagement in positive social relationships,” and “increase academic achievement and school engagement.”² A growing number of youth development programs are incorporating mentorship as a strategy for youth engagement. Similarly, peer-to-peer efforts include training youth to become positive role models in program design and foster collaborative working

¹ Taken from EQUIP3.

² USAID. *USAID Youth in Development Policy: Realizing the Demographic Opportunity*. Washington, D.C.: October 2012.

environments. In complex operating environments, peer role models and mentors are key elements for increased success with youth engagement efforts.

Principle 6 / Networks Help Youth Strengthen Their Capabilities and Collective Voice

Strong networks (e.g. alumni networks) that connect young people at the local, national and global level can offer greater reach and long-term support. The networks can be in-person and online (in places where youth have Internet access). Whether they are job seeking, engaged in the political process, or simply wish to connect with their peers, networked youth can leverage their collective voices to advocate for issues important to their lives, such as youth inclusion in the political process itself. Being part of a network gives young people the opportunity to learn important life skills, such as how to work together with others toward a common goal or outcome. Including youth networks in programs can both support the development of youth in their individual or group capacities, and help youth establish connections that will support them after the programs ends.

Principle 7 / Engagement Should Include Life and Management Skills

Youth-focused engagement activities develop youth's abilities to be active agents of positive change in the broader community. They can be used to teach skills such as leadership, communication, public speaking, and teambuilding, as well as other valuable skills for personal and community development such as dialogue, negotiation and conflict resolution. Programs are often testing grounds where youth can practice each step of successful project implementation. These programs can also raise diversity awareness and foster collaborative projects and cross-cultural understanding. Many of these interventions also reshape how communities view youth—shifting perceptions from youth as a risk to community safety to seeing youth as positive contributors to community life.

Recommended Resources

"A Guide to Youth Friendly Practices: Youth Engagement." The City of Calgary, 2004.
<http://youthcore.ca/download.php?id=96>

"Does Young People's Participation in Government Decision-Making Make a Difference? A Summary of an external evaluation of Plan UK's Governance Programme," Plan UK, 2010.

"Field Notes: Promoting Youth-Adult Collaboration." International Youth Foundation, 2007.
<http://library.iyfnet.org/library/fieldnotes-promoting-youth-adult-collaborations>

"Field Notes: Nurturing Youth People's Creativity." International Youth Foundation, 2009.
<http://library.iyfnet.org/library/fieldnotes-nurturing-young-peoples-creativity>

"Field Notes: Promoting Active Youth Citizenship." International Youth Foundation, 2007.
<http://library.iyfnet.org/library/fieldnotes-promoting-active-youth-citizenship>

Hart's Ladder: <http://www.myd.govt.nz/documents/engagement/harts-ladder.pdf>

Fletcher, Adam. "Ladder of Youth Voice." The Free Child Project, 2011.
<http://www.freechild.org/ladder.htm>

"40 Developmental Assets for Adolescents (ages 12-18)." Search Institute, 2006.
http://www.nacac.org/conference/Handouts/6F_Stevens_Speak_Out/6F_Stevens_40AssetsList.pdf

Benson, P. et. al. "Positive Youth Development So Far Core Hypotheses and Their Implications for Policy and Practice." Search Institute, 2006.
<http://www.isbe.state.il.us/learningsupports/climate/pdfs/positive-youth-dev.pdf>

"What Works in Youth Participation: Case Studies from Around the World." International Youth Foundation. www.iyfnet.org/sites/default/files/WW_Youth_Participation.pdf

"Young People's Civic Engagement in East Asia and the Pacific." UNICEF, 2008.
http://www.unicef.org/adolescence/cypguide/files/EAPRO_study_by_Innovations_in_Civic_Participation.pdf

"Youth Service Programs: A Study of Promising Models in International Development." EQUIP3, 2012.
<http://idd.edc.org/sites/idd.edc.org/files/Promising%20Youth%20Development%20Strategies%20-%20Youth%20Service%20Programs.pdf>



Photo courtesy of World Learning

III. Youth & Learning

Definition

Learning for young people is the process of imparting knowledge and skills to individuals in and outside of the classroom through curriculum and instruction, experiential learning, and work-based learning. Effective learning provides individuals with the necessary tools to become productive citizens, pursue education and lifelong learning, engage in meaningful employment, and work toward achieving their life goals.

Guiding Principles

Principle 1 / Promote Understanding that Youth Have the Right to Learn

Every young person has the right to an education that maximizes their potential—an education that reflects and stretches their abilities and interests, and prepares them to succeed in the labor market. This belief in the right of every young person to learn forms the basis of equitable access to high quality teaching and learning.

Principle 2 / Ensure youth build foundational skills through formal and non-formal programs

Youth often lack the literacy and numeracy skills that are necessary for work and a fulfilling life.³⁴ Literacy and numeracy form a critical foundation for young people’s lifelong learning and helping them to navigate their changing environment whether succeeding in the workplace, starting a own business, seeking health services or participating in political processes. Therefore, youth programs should assess youth’s literacy and numeracy skills and include activities to build these foundational skills.

Principle 3 / Provide Opportunities for Out-of-School Youth to Re-Enter Formal School or an Earn Equivalency Degree.

Helping youth return to formal schooling or earn an equivalency degree has proven essential to position them for employment or livelihoods.⁵ This can be challenging in many developing countries that have no government supported equivalency programs. These situations can be particularly hard for older youth who have “aged out” of the appropriate grade level and have

Illustrative Indicators

- Number of youth who complete non - formal education programs
- Number of youth enrolled in secondary schooling or equivalent in a non-school setting
- Number of youth enrolled in primary schooling or equivalent in a non-school setting
- Proportion of teachers whose skills in targeted teaching area(s) have improved against agreed upon program, national or international standards
- Percentage of youth with improved learning outcomes
- Percentage of schools with reduced drop-outs

³ UNESCO, its 2012 EFA global Monitoring Report 2012: Youth and Skills, Putting Education to Work, reports that in 30 of 59 countries studied, at least half of 15-19 year olds lack foundational skills (see page 179).

⁴ EQUIP3 Lessons Learned Study : Experiences in Livelihoods, Literacy, and Leadership in Youth Programs in 26 Countries, EDC, April 2012.

⁵ Ibid.

difficulty re-entering the formal system. One program option is to offer accelerated learning programs that allow youth to gain the necessary skills in an accelerated timeframe in a setting and schedule that accommodates youth who are working or have household responsibilities.

Principle 4 / Structure Learning Environments to be Responsive to Youth Learners' Needs

Adolescence is a period of intensive brain development and the brain is not fully developed until young people reach their 20s (see: Emerging Research: 'Adolescent Brain Development' in Cross-Cutting Principles). During this period, the brain builds capabilities in critical thinking, problem solving, and planning skills. It is also a time of is greater activity in the emotional parts of the brain. Negative emotions can impair thinking and learning; this makes a safe and supportive learning environment critically important.⁶ The changes in the brain can also impact short-term memory. Educators who work with youth in our out of school should present limited amounts of new information at one time, create opportunities to process new information and connect it with prior learning, offer lessons in varied formats with opportunities for hands-on learning, and provide opportunities for critical thinking and problem solving.⁷ Learning environments, whether classrooms, schools or other systems, should be structured to promote engaged teaching and learning and be geared to the development needs of the targeted youth.

Principle 5 / Provide Youth with Opportunities to Build Transferable Skills

Employers want people with more than just basic skills. They want employees to have transferable skills such as problem solving, who demonstrate initiative, work well with team members and have strong non-cognitive socio-emotional skills such as self-esteem, motivation and self-control. These skills can be developed during adolescence and have been linked to higher wages. They can be fostered in schools, communities and families, and through positive relationships with adults and peers.⁸

Principle 6 / Use Technology to Augment Learning and Equip Youth with 21st Century Skills

Technology can be a valuable strategy for strengthening education access and quality for youth. Technologies such as cell phones, TV, online material, and interactive radio can augment face-to-face teaching. This is particularly useful reaching youth in remote settings where schools, skilled teachers and updated textbooks are scarce. Young people are often very interested in technology, so it may also be more effective in engaging young people and generating greater enthusiasm in the learning content. Finally, integrating new technologies into instruction can exposes young people to technologies common in a rapidly changing society and workplace.

⁶ *Closed for Construction: Adolescent Brain Development in the Middle Years*. NSW Department of Education and Communities:

http://www.curriculumsupport.education.nsw.gov.au/secondary/pdhpe/prolearn/reading/pr_013.htm

⁷ *Brain Development in Young Adolescents: Good News for Middle School Teachers*. National Education Association: <http://www.nea.org/tools/16653.htm>

⁸ UNESCO EFA Monitoring Report 2012: Youth, Skills and Work: Building Stronger Foundations pages 187-190.

Recommended Resources

Burms, Mary. "Distance Education for Teacher Training: Modes, Models, and Methods." Education Development Center, 2011. <http://idd.edc.org/resources/publications/modes-models-and-methods>.

"Experiences in Livelihoods, Literacy, and Leadership in Youth Programs in 26 Countries." EQUIP3 Lessons Learned Study, EDC, April 2012.

"Literacy for Out of School Youth: A Program Guide." Produced by EDC for EQUIP3, 2010. <http://www.equip123.net/docs/e3-Literacy.pdf>

"Read Right Now: A Toolkit for Out of School Youth." Education Development Center, 2012.

"Youth, Skills and Work: Building Stronger Foundations." UNESCO: EFA Global Monitoring Report, 2012.



Photo courtesy of EDC

IV. Youth & Economic Opportunity

Definition

Youth-focused workforce development programs help young people acquire the skills, knowledge and behaviors they need to identify and obtain secure livelihood and economic opportunities, such as jobs, self-employment/entrepreneurship, and to stay economically active and productive in a changing economy. It is important that youth workforce development programs reflect the current and future needs of the labor market and the larger economy. Work is transformational for youth because it can increase income, improve household living standards, and promote self-worth and confidence. It can also boost economic productivity and make positive contributions to social cohesion across communities and societies.

Guiding Principles

Principle 1 | Target Interventions to Different Populations and Their Needs

Targeting is important to serve the youth populations most in need of work-focused program interventions, such as low-income, unskilled, at-risk youth, and young women. With scarce resources available, programs must focus their interventions as much as possible on target populations. In working with the most disadvantaged youth populations, reinforcement of basic skills in numeracy and literacy helps level the playing field between youth with different education levels and competencies. Additionally, support services should accompany training -- such as psycho-social support for the young people and their parents, tailored beneficiary case management, and role models/mentors -- to make sure such beneficiaries are provided with the kind of targeted assistance and mentorship that will help them overcome the numerous obstacles they face and succeed. For especially vulnerable population additional services may include transportation, food, and child care to ensure high retention in training programs.

Principle 2 | Combine Vocational Training with Soft Skills Training

Combining vocational training with soft skills training -- in areas such as problem solving, teamwork, critical analysis, communication, and life skills -- ensures that youth are equipped with workplace behaviors that employers communicate are often missing from young employees. Across different geographies, employers uniformly cite the soft skills training is something they value in youth workforce programs and that it is an important aspect of the

Illustrative Indicators

- Number of youth who completed workforce development trainings or livelihoods preparation trainings
- Number of persons receiving new or better employment (including better self-employment) as a result of participation in workforce development activities
- Number of youth who reported they returned or continued education or training
- Number of youth who gained internships, or work-based learning opportunities
- Percent of increase in income reported by youth program participants.

training that differentiates the youth interns and employees that graduate from these programs.

Principle 3 / Pair Training with Work Experience, Career Guidance and Job Placement Services

“What works” in youth employment programs is a comprehensive model that combines vocational, technical and soft skills training with internship experiences, job placement services and career guidance. Job placement and career counseling/guidance services are the critical link between training, internship experiences, and labor market insertion. These services not only help to directly match youth with jobs, but also build valuable work readiness skills such as job searching, networking, resume writing, interviewing, and learning how to assess if a job is appropriate. Additionally, social media and youth alumni networks should be used in creative ways to share labor market information, and build supportive networks and work readiness skills. More research is needed to understand the optimal combination and quantity of the various work program components.

Principle 4 / Provide Demand-Driven Skills Training

Work training should be relevant to the skills and competencies in demand by employers and markets. One of the most significant obstacles to youth employment is the fact that young people often lack the skills and competencies demanded by employers. To ensure relevance, a successful workforce training program should assess employer needs by conducting labor market analysis of both formal and informal markets before designing and implementing training interventions. It is important to combine informal assessments of the market through employer relationships and networks with formal labor market research and wider-scale employer surveys to capture broad industry and labor market trends. Training content should be consistent with the specific needs, capacities, and interests of youth participants. Offering skills certification by recognized certifying entities after workforce training can signal to prospective employers the quality assurance of competency.

Principle 5 / Offer Internships & Service-Learning Opportunities

Internship experiences provide youth with on-the-job training, build professional networks, and create pathways to employment. Internships are often youth’s first experience in a workplace environment. Service learning can also be a very effective tool to provide young people with practical skills. Such programs increase young peoples’ soft skills and give them a chance to learn and hone technical skills while also allowing them to engage in a positive way with their communities.

Principle 6 / Make Evident the Value Proposition of Training Programs to Employers

Work programs can increase employers’ participation and buy-in by clearly articulating their value proposition and providing business solutions. Employers are motivated to participate in youth workforce development programs if they see training programs as an effective recruiting channel, a strategy to cut in-house training costs, and a source of interns and employees with the skills they need.

Principle 7 / Begin with entrepreneurial education

Often, youth have an idea for a business but do not know how to put their idea into practice. Entrepreneurial education can help youth think through some of the basic aspects of planning for, starting, and running a business. These courses might cover topics such as knowing yourself, working with customers and suppliers, and basic recordkeeping. In addition, many youth entrepreneurs do not understand basics of calculating household finances, much less business finances. Financial education, an important component of an entrepreneurial education course, can help them understand how to separate household and business expenses, the importance of savings, and how to calculate income. Finally, because market opportunities change over time, entrepreneurial education can help youth learn to continually assess the market for their goods/services. Simple market analysis tools can help youth make informed business decisions.

Principle 8 / Improve the enabling environment for entrepreneurship

Entrepreneurs do not operate their businesses in a vacuum, and quality of the surrounding environment affects the ability of young people to start and run businesses. Entrepreneurship programs for youth should be aware of, and work to improve, constraints within the legal and regulatory environment, such as onerous business registration requirements that may discourage youth from starting a businesses, or may encourage them to begin an informal business. Youth also need access to inclusive financial services, such as savings and/or loans. If entrepreneurship programs do not offer financial services directly, they can link youth to MFIs, savings and loans groups, banks, and other institutions that offer appropriate financial products for youth. If no youth inclusive financial services are available, programs can work with institutions to develop more appropriate products, such as loans with low or no collateral requirements or savings products with low or no minimum balances. Finally, youth entrepreneurship programs can promote a wider culture of entrepreneurship, especially in places where starting a business is not a necessarily a societal norm. Programs can promote successful youth entrepreneurs as role models, hold business idea competitions and other youth business events, and involve popular culture figures (such as sports figures or musicians) in media campaigns to promote entrepreneurship.⁹

Principle 9 / Provide or link to business development services

Business development services, which are designed to help an entrepreneur start, sustain or grow a business, are particularly important for many young entrepreneurs.¹⁰ Such services often include training, technical assistance, coaching, or financial services linkages—skills that are relevant to a young person gaining employment overall, whether or not they choose to start their own business. Such services may be provided by the private sector, industry associations, NGOs, or government. Entrepreneurship programs should take care to complement or link to existing services and, if providing subsidies, be mindful of the risk of crowding more sustainable models out of the market.

⁹ See ILO paper “How to build an enabling environment for youth entrepreneurship and sustainable enterprises” at http://www.ilo.org/public/english/region/eurpro/moscow/info/publ/employment/build_enabling_environment_yese.pdf

¹⁰ See Aspen Institute paper at <http://fieldus.org/Publications/StateofBDS.pdf>



Emerging Practice: Youth Entrepreneurship

Entrepreneurship is an important and growing area of practice within youth development. Youth-focused entrepreneurship programs help youth acquire skills, knowledge, and behaviors that help them start and/or grow their own businesses. “Successful young entrepreneurs capitalize on their passion and market opportunities. Successful programs recognize this and help develop opportunities in areas that are naturally interesting to youth, or work to educate youth that more traditional activities, such as agriculture, can be both inspiring and remunerative.”¹¹ Principles 7, 8 and 9 above begin to illustrate effective practices for integrating youth entrepreneurship, but also offer concepts that can be applied to youth and economic opportunity programming more broadly (e.g., linking young people to training opportunities, financial services, and mentorship).

See Annex 1: Youth Entrepreneurship.

Recommended Resources

“Active Labor Market Programs for Youth: A Framework to Guide Youth Employment Interventions.” World Bank Employment Policy Primer. November 2010. No. 16. Available at: http://siteresources.worldbank.org/INTLM/214578-1103128720951/22795057/EPPNoteNo16_Eng.pdf

“Experiences in Livelihoods, Literacy, and Leadership in Youth Programs in 26 Countries.” EQUIP3 Lessons Learned Study, EDC, 2012.

“Guidelines and Experiences for Including Youth in Market Assessments for Stronger Youth Workforce Development Programs.” Youth and Workforce Development PLP Technical Note, The SEEP Network, 2009. Available at: http://www.seepnetwork.org/filebin/pdf/TN_Guidelines_Experiences_508.pdf.

“Promoting Youth Employment Through Internships: A Guide to Best Practices.” International Youth Foundation, 2013. <http://library.iyfn.org/library/promoting-youth-employment-through-internships-guide-best-practices>

“Entra21 Notes: Training Youth for the Business Sector.” International Youth Foundation, 2012. <http://library.iyfn.org/library/entra21-notes-training-youth-business-sector>

“Workforce Development Program Guide.” Global Workforce in Transition (GWIT) Project. <http://www.equip123.net/docs/e3-programguidesworkforcedevelopment.pdf>.

¹¹ From Youth Economic Opportunities webpage: <http://www.youtheconomicopportunities.org/about/yeo/3>

“Pathways to Learning in the 21st Century Toward a Strategic Vision for USAID Assistance in Education,” *Volume II: USAID Educational Strategies Research Papers*. pp 99-167. JBS International, 2009. Papers include:

“WfD Paper #1 The Context for Workforce Development Programs”

“WfD Paper #2 Range of Workforce Development Programming along the Educational Spectrum”

“WfD Paper #3 Workforce Development in Private Sector Capacity-building”

“WfD Paper #4 Roles of Public and Private Sectors in Workforce Development”

“WfD Paper #5 Vocational Training in Post-Conflict Contexts”

“WfD Paper #6 Multilateral and Bilateral Donor Investment in Workforce Development Programming”

[http://www.gem2.org/sites/default/files/Volume%20II-Education%20Issue%20Papers%20\(321%20pgs%20\).pdf](http://www.gem2.org/sites/default/files/Volume%20II-Education%20Issue%20Papers%20(321%20pgs%20).pdf)

“State of the Field Report: Examining the Evidence in Youth Workforce Development.” JBS International, 2013.

http://www.usaid.gov/sites/default/files/documents/1865/USAID%20state%20of%20the%20field%20youth%20workforce%20development%20final%202_11.pdf

“Market-Driven Youth Programs and the Bottom Line: Using Income-Generating Activities to Make Programs 100% Market-Driven.” Youth and Workforce Development PLP Technical Note, The SEEP Network, 2009. Available at:

http://www.seepnetwork.org/filebin/pdf/resources/youthPLP_MarketDriven.pdf

“Education to Employment: Designing a System that Works.” McKinsey & Company, 2012.

“Monitoring and Evaluation for Youth Workforce Development Projects.” Youth and Workforce Development PLP Technical Note, The SEEP Network, 2009. Available at:

http://www.seepnetwork.org/filebin/pdf/TN_Monitor_Eval_508.pdf

Preparing for Work website. <http://www.preparing4work.org/>

“Scaling Up Market-Driven Youth Workforce Development Programs.” Youth and Workforce Development PLP Technical Note, The SEEP Network, 2009. Available at:

http://www.seepnetwork.org/filebin/pdf/TN_Scaling_Up_508.pdf

“World Development Report 2013: Jobs.” The World Bank.

Systems Approach for Better Education Results SABER-Workforce Development. The World Bank. <http://go.worldbank.org/32GZWRY8Z0>

“What Matters Framework Paper.” The World Bank, 2013.

Wilson, David James. “Youth Livelihoods Development Program Guide.” Produced by EDC for EQUIP3, 2008. <http://www.equip123.net/docs/e3-LivelihoodsGuide.pdf>



Photo courtesy of IREX

V. Youth & Health

Definition

A healthy young person is someone with the rights, knowledge, skills, and access to services and support to make informed decisions about his or her overall well-being, including both physical and psychosocial health.

Health information, education and services for youth should be age-appropriate and timely. They should also help youth make safe and healthy transitions to adulthood. Children often drop out of the health system after age five or so and only re-enter the system because of an illness, pregnancy or injury. As a result, many never understand their own bodies and the intensive changes that occur during adolescence. There are vast differences between adolescents at different ages, including differences in body, brain, sexual, social and emotional development. Programs need to lay the groundwork for youth to develop healthy habits and lifestyles that lead to productive and satisfying adult lives.^{vi}

Guiding Principles

Principle 1 / Use a Targeted Life Course Approach

Programming that is embedded in the life course approach is responsive to youth's needs and social conditions at each phase of their lives, according to their age and developmental stage.

Interventions using a life course approach can include: ensuring proper nutrition; immunization; education to help children develop into healthy adolescents with gender equitable attitudes; providing young adolescents with information to help them better understand the rapid changes of puberty; and preparing older adolescents for safe, informed and healthy sexual, reproductive and lifestyle choices at later stages of adolescence and in adulthood. Projects can be gender-specific or mixed, but all data should be disaggregated by age and sex. Although interventions aimed at older youth (15-19) are ostensibly open to 10-14 year-olds, their needs are completely different. Projects that do not tailor offerings to the different needs of these age groups often miss the window of opportunity for early and nuanced approaches that can result in healthy and equitable choices and habits that last a lifetime.

Illustrative Indicators

- Number health facilities offering youth-friendly services
- Percentage age increase in adolescents accessing health services
- Percentage decrease in pregnancies among girls 10-18
- Decrease in number of girls 10-18 requiring Post-Abortion Care (PAC)
- Percentage decrease of anemia in girls 10-18
- Number of adolescents who report being victims of violence
- Percentage decrease in adolescents (boys and girls 10-18) who report smoking in last 30 days
- Percentage increase in adolescents able to name five ways to prevent HIV transmission
- Increase in number of mental health programs targeting 10-19 year-olds.

Principle 2 | *Integrate Life Skills Into Health Services and Information*

Life skills training can equip adolescents to make healthy decisions, avoid risky behaviors, set goals, build self-esteem, and break down gender barriers and promote gender equality. It can also give youth skills for work/life balance, wholesome lifestyles, successful relationships, civic participation and lifelong learning. Integrating life skills with sexual and reproductive health services can empower youth to make use those services.



Definitions: What is Gender-Based Violence?

According to the UN (UNICEF and the United Nations Population Fund), Gender-based violence (GBV) describes any, “harmful act that is perpetrated against a person’s will and that is based on socially ascribed differences between males and females.” Men and boys can be victims and survivors of GBV (particularly sexual violence) but overall, GBV has a greater impact on women and girls worldwide. Examples of GBV throughout the lifecycle include (but are not limited to): sex-selective abortion, differential access to food and services, sexual exploitation and abuse, including trafficking, child marriage, female genital mutilation/cutting, sexual harassment, dowry/bride price abuse, honour killing, domestic or intimate partner violence, deprivation of inheritance or property. Protection from GBV and exploitation, as well as services for survivors, is crucial for adolescents who are especially vulnerable (See Principle 3).

Source: Global Protection Cluster. Its Area of Responsibility on Gender-Based Violence (GBV) is co-facilitated by the United Nations Children’s Fund (UNICEF) and the United Nations Populations Fund (UNFPA) which are the designated focal point agencies at the global level.
<http://www.globalprotectioncluster.org/en/areas-of-responsibility/gender-based-violence.html> accessed 11/22/13

Principle 3/ Ensure Sexual and Reproductive Health Services are Youth-Friendly

Best practices show that youth-friendly services should be accessible, acceptable, affordable, effective and equitable across a continuum of care that is comprehensive and addresses needs of all youth. Age-appropriate comprehensive sexual and reproductive health education and services are important because young people need information about their bodies, self-care, changes related to puberty, one’s own sexuality as well as that of others, gender issues that affect reproductive health, and the power of interpersonal communication for improved sexual and reproductive health. Sexual and reproductive health education can help youth develop healthy habits and prepare them for a safe and satisfying sexual life as they transition to adulthood. Preventing early pregnancy and childbearing, access to safe abortion and post-abortion care, and quality maternal health and family planning services can reduce maternal mortality and morbidity. Access to youth-friendly services without stigma can help youth protect themselves from sexually transmitted infections and HIV, as well as unintended pregnancy.

Principle 4 / Address Nutritional Needs for Adolescents

Adolescence is one of the periods of fastest growth in life. Unfortunately, many adolescents suffer from under-nutrition, anemia, micro-nutrient deficiencies and poor eating habits that can

affect the rest of their lives. Inadequate nutrition can impair young people's overall physical and cognitive development, including learning ability, reproduction, incidence, severity and duration of disease and work productivity. In many countries, adequate nutrition, particularly for girls, is lacking due to poverty, environmental and climatic factors, traditional taboos, early marriage and child bearing. Lack of awareness of healthy eating habits and poor body perceptions can lead to eating disorders. Over-nutrition (the overconsumption of nutrients and food to the point at which health is adversely affected) is a huge issue in developed countries, but also an emerging issue among the middle class and wealthy in developing nations.

Principle 5 / Use Peer-to-Peer Approaches to Effectively Reach Young People

During early adolescence, part of the process of social and emotional development is a pulling away from adults and their influence, while the influence of peer groups and greater reliance on friends increases, along with a desire for independence. Research has shown that messages concerning sexual and reproductive health are more acceptable when they come from peers. As a result, programs should include peer-to-peer education, information and services such as condom and contraceptive distribution, and HIV/AIDS counseling, testing and treatment. Peer support groups can also offer safe spaces for youth to share experiences and learn from each other.

Principle 6 / Offer Substance Abuse Prevention Programs to Help Adolescents Safely Transition to Healthy Adulthood

Substance abuse can be an attempt by adolescents to alleviate social stressors. But it can also contribute to social deterioration and breakdown, including school dropout, inability to obtain or maintain employment, and gender-based, family and community violence. Prevention programs that address use and abuse of substances such as alcohol, tobacco, marijuana, glue and amphetamines can reduce risky behavior such as unprotected sex or reckless driving. Intravenous drug use that puts youth at risk of HIV and other infections through needle sharing can be addressed through needle exchange and substitution treatment. Peer support groups are also effective.

Principle 7 / Identify Mental Health Problems Early, Diagnose, Treat Properly and Counsel

Mental health problems among adolescents are highly stigmatized in developing countries and are rarely addressed. Stressors such as political upheaval, disaster, conflict, and widespread poverty exacerbate mental health problems for many of the world's adolescents. While access to services for mental health is gradually increasing in the global South, for most adolescents in sub-Saharan Africa, mental health problems are not even recognized and instead are generally regarded as deviant behavior. Providing a combination of professional psychiatrists, social workers and lay counselors to identify problems early, diagnose, and properly treat and counsel is very important for youth programming.

Recommended Resources

“Community Pathways To Improved Adolescent Sexual and Reproductive Health: A Conceptual Framework and Suggested Outcome Indicators.” UNFPA, 2007.

<http://www.unfpa.org/public/cache/offonce/home/publications/pid/1274;jsessionid=E2AF401AA3425EE14B78DE92E2740EAF.jahia01>

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Johns Hopkins Center for Adolescent Health. <http://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/>

Kristin Mmari, MA, DrPH, Robert Wm Blum, MD, MPH, PhD. “International Adolescent Health.” JHU Adolescent Health, 2005. <http://www.jahonline.org/>

The Lancet: Second Series on Adolescent Health

- “Adolescence: a foundation for future health” pdf, 686Kb
- “Adolescence and the social determinants of health” pdf, 335Kb
- “Worldwide application of prevention science in adolescent health” pdf, 142Kb
- “Health of the world’s adolescents: a synthesis of internationally comparable data” pdf, 452Kb

“It’s All One Curriculum: Guidelines and Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights Education”. The Population Council, 2009.

<http://www.ippfwhr.org/sites/default/files/ItsAllOne.pdf>

“State of the World Population Motherhood in Childhood, Facing the Challenge of Teenager Pregnancy” UNFPA, 2013

“Young people: health risks and solutions Fact sheet no. 345.” WHO, 2011.

“Youth Policy Toolkit: Using data to see and select the most vulnerable adolescent girls.”

K4Health, 2012. <http://www.k4health.org/toolkits/youthpolicy/using-data-see-and-select-most-vulnerable-adolescent-girls>



Photo courtesy of Plan international USA

Annex I: Youth & Economic Opportunity: Entrepreneurship

Definition

Youth-focused entrepreneurship programs help youth acquire skills, knowledge, and behaviors that help them start and/or grow their own businesses.

“Successful young entrepreneurs capitalize on their passion and market opportunities. Successful programs recognize this and help develop opportunities in areas that are naturally interesting to youth, or work to educate youth that more traditional activities, such as agriculture, can be both inspiring and remunerative.”¹²

Guiding Principles

Principle 1 / Distinguish between types of youth

A principle that can be applied across the board, youth development practitioners know that “youth” is not a homogeneous cohort. Young people vary greatly, even within a country. Differences in gender, education levels, religion, poverty levels, and rural/urban settings all influence the access to opportunities youth have. Programs should also recognize that while all young people can benefit from acquiring entrepreneurial skills and attitudes, only relatively few have the desire, aptitude, and other requirements to start a successful business at an early age. In addition, youth start businesses for numerous reasons. For many youth, particularly in areas with high formal sector unemployment, a micro-business is an essential source of income. Other youth may have greater employment or education options, but see a market opportunity and choose to start a business. The assets and needs of these different entrepreneur types require different programming options. Understanding which group of youth a program will target is essential for effective program design.

Principle 2 / Begin with entrepreneurial education

Often, youth have an idea for a business but do not know how to put their idea into practice. Entrepreneurial education can help youth think through some of the basic aspects of planning for, starting, and running a business. These courses might cover topics such as knowing yourself, working with customers and suppliers, and basic recordkeeping. In addition, many youth entrepreneurs do not understand basics of calculating household finances, much less business finances. Financial education, an important component of an entrepreneurial education course, can help them understand how to separate household and business

Illustrative Indicators

- Number of youth who complete entrepreneurship training
- Number of youth who complete a business plan
- Number of youth who receive a loan to start or expand a business
- Number of youth who receive business development services
- Number of improvements in laws and regulations affecting the access of poor households to financial services enacted
- Number of improvements in laws and regulations affecting the operations of micro enterprises enacted

¹² From Youth Economic Opportunities webpage: <http://www.youtheconomicopportunities.org/about/yeo/3>

expenses, the importance of savings, and how to calculate income. Finally, because market opportunities change over time, entrepreneurial education can help youth learn to continually assess the market for their goods/services. Simple market analysis tools can help youth make informed business decisions.

Principle 3 / Improve the enabling environment for entrepreneurship

Entrepreneurs do not operate their businesses in a vacuum, and quality of the surrounding environment affects the ability of young people to start and run businesses. Entrepreneurship programs for youth should be aware of, and work to improve, constraints within the legal and regulatory environment, such as onerous business registration requirements that may discourage youth from starting a businesses, or may encourage them to begin an informal business. Youth also need access to inclusive financial services, such as savings and/or loans. If entrepreneurship programs do not offer financial services directly, they can link youth to MFIs, savings and loans groups, banks, and other institutions that offer appropriate financial products for youth. If no youth inclusive financial services are available, programs can work with institutions to develop more appropriate products, such as loans with low or no collateral requirements or savings products with low or no minimum balances. Finally, youth entrepreneurship programs can promote a wider culture of entrepreneurship, especially in places where starting a business is not a necessarily a societal norm. Programs can promote successful youth entrepreneurs as role models, hold business idea competitions and other youth business events, and involve popular culture figures (such as sports figures or musicians) in media campaigns to promote entrepreneurship.¹³

Principle 4 / Involve the private sector

Youth entrepreneurship programs are strengthened by engaging the private sector on many levels. Experienced private sector entrepreneurs or investors have valuable roles to play such as providing input on entrepreneurship curricula, ground-truthing market assessments, reviewing business plans, or serving as mentors and coaches. Experience has shown that engaging the private sector is most effective when structured as a “win-win” proposition. For example, reviewing young entrepreneurs’ business plans or interacting with youth as a mentor or coach may provide an opportunity for entrepreneurs and investors to gain new market insights or identify promising partnership or investment opportunities.

Principle 5 / Provide or link to business development services

Business development services, which are designed to help an entrepreneur start, sustain or grow a business, are particularly important for many young entrepreneurs.¹⁴ Such services often include training, technical assistance, coaching, or financial services linkages. Such services may be provided by the private sector, industry associations, NGOs, or government. Entrepreneurship programs should take care to complement or link to existing services and, if

¹³ See ILO paper “How to build an enabling environment for youth entrepreneurship and sustainable enterprises” at http://www.ilo.org/public/english/region/eurpro/moscow/info/publ/employment/build_enabling_environment_yese.pdf

¹⁴ See Aspen Institute paper at <http://fieldus.org/Publications/StateofBDS.pdf>

providing subsidies, be mindful of the risk of crowding more sustainable models out of the market.

Principle 6 / Leverage technology as an entrepreneurship enabler

ICTs and mobile technology have changed the entrepreneurial landscape. Technology can offer a wider range of opportunities for enterprise development, particularly in developing economies where scale is critical. Leveraging technology can 1) improve organization and communications tools to reach youth organizations and stakeholders; 2) provide greater access to capacity building tools for youth entrepreneurs; 3) offer links to local and international mentorship; 4) support peer-to-peer learning and youth generated social media that amplifies success stories and lessons learned; and 5) help youth connect to their peers and local business for potential commercial and community partnerships through the use of e-Marketplace.

Principle 7 / Identify and Use Broader and more Nuanced Indicators to Measure Impact

Entrepreneurship is about development of attitudes, behaviors and abilities of individuals. Inherently, it is about leadership and the application of skills and attitudes, which can take many forms during an individual's career, creating a range of long-term benefits to society and the economy. Currently, many entrepreneurship programs measure outcomes in terms of businesses started or increase in income. While these are valuable indicators, a broader framework for assessing entrepreneurship intervention is necessary to capture a richer and more nuanced set of outcomes.

Recommended Resources

Haftendorn, Klaus and Carmela Salzano. "Facilitating Youth Entrepreneurship Part I. An analysis of awareness and promotion programmes in formal and non-formal education." SEED Working Paper No. 59. International Labour Office, 2003. Available at: http://www.ilo.org/wcmsp5/groups/public/@ed_emp/@emp_ent/documents/publication/wcms_094018.pdf

Jacqui Kew, Mike Herrington, Yana Litovsky, Helen Gale. "Generation Entrepreneur? The state of global youth entrepreneurship." Youth Business International and Global Entrepreneurship Monitor, 2013.

Awogbenle, A. C., Iwuamadi, K.C. "Youth Unemployment: Entrepreneurship Development Program as an Intervention Mechanism." Africa Leadership Forum (ALF), Institute for Development Studies, 2010.

"Shooting for the Moon: Good Practices in Local Youth Entrepreneurship Support." OECD LEED, Forum on Partnerships and Local Governance, 2010.



Photo courtesy of FHI360

ⁱ Positive Youth Development (PYD) can be defined as a “policy perspective that emphasizes providing services and opportunities to support all young people in developing a sense of a competence, usefulness, belonging and empowerment. While individual programs can provide youth development activities, the youth development approach works best when entire communities including young people are involved in creating a continuum of services and opportunities that youth need to grow into happy and healthy adults.” See “Best Practices: Positive Youth Development”. Oregon Commission on Children & Families. See also: Positive Youth Development, National Clearinghouse on Families & Youth (NCFY), Silver Spring, Maryland, 2001, available at www.ncfy.com.

ⁱⁱ See: ‘Current trends in Youth Development: Holistic, Cross-Sectoral Programming’ in State of the Field Report: Holistic Cross-Sectoral Youth Development. USAID Youth Research, Evaluation & Learning. February 2013. USAID. Pg. 7. Available at: http://www.usaid.gov/sites/default/files/documents/1865/USAID%20state%20of%20the%20field%20holistic%20cross%20sectoral%20youth%20development%20final%202_26.pdf

ⁱⁱⁱ See: ‘What do we mean by youth?’. UNESCO: Social & Human Sciences. Available at: <http://www.unesco.org/new/en/social-and-human-sciences/themes/youth/youth-definition/>

^{iv} See: ‘Life Skills,’ Ibid., pg. 11.

^v See: Passport to Success Life Skills. The International Youth Foundation. www.iyfn.org

^{vi} See: Young People: Health risks and solutions – Factsheet. World Health Organization (WHO). August 2011. Available at: <http://www.who.int/mediacentre/factsheets/fs345/en/>. See also: Making health services adolescent friendly: developing national quality standards for adolescent friendly health services. World Health Organization (WHO) 2012. Available at: http://www.who.int/maternal_child_adolescent/documents/adolescent_friendly_services/en/index.html



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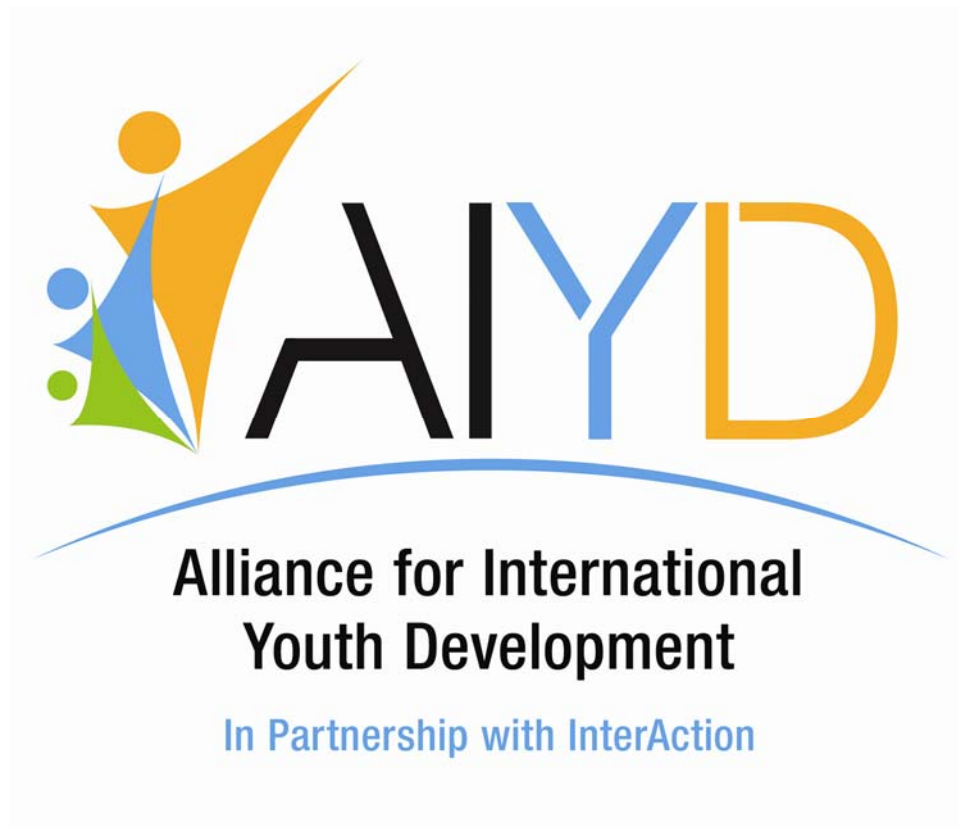
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