



YCoP Links: The First 50 Issues

A Youth Community of Practice (YCoP) Publication





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Compiled by Suzanne Kratzig and Ann Hershkowitz
Production and Interactive Indexing by Nieshoff Design (nieshoffdesign.com)
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ACKNOWLEDGEMENTS

YCoP Links: The First 50 Issues represents not only five years of *YCoP Links*, but also five years of dedication to the Youth Community of Practice (YCoP) mission of helping youth development practitioners and professionals “form an active Community of Practice (CoP) that allows them to gather, consolidate, archive, disseminate and exchange information, knowledge, ideas, and best practices related to the development of USAID programs in which youth play a proactive role in the development process.”

For the original development of YCoP, EQUIP3 thanks Hisham Jabi and Paul Sully. Additionally, for their management, support, and participation, EQUIP3 would like to thank the following people: from USAID, Jim Bellis, Gwen El Sawi, Clare Ignatowski, Buff MacKenzie, Robert McClusky, Alfred Nakatsuma, and Ron Raphael; from the International Youth Foundation, Ashok Regmi; and from Education Development Center, Melanie Beauvy and Ron Israel.

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INTRODUCTION

In country upon country in the developing world, the cliché that “youth are our future” is proving to be a reality. Workforce and education assessments predict the demand and supply dimensions of a generation poorly prepared for modernizing economies; companies and potential employers bemoan epidemic unreadiness for work; demographic analyses and projections show increasingly youthful populations; and political appraisals warn of potential unrest arising from young people lacking skills and livelihoods. Nonetheless, young people everywhere show remarkable strengths, often exhibit astonishing resiliency, and demonstrate optimistic responses to even the most daunting of circumstances.

Much has been learned about how to build on these attributes in initiatives and projects in many parts of the world. USAID’s Educational Quality Improvement Program 3 (EQUIP3) is designed to improve earning, learning, and skill development opportunities for out-of-school youth in developing countries. EQUIP3, a consortium of 12 organizations led by Education Development Center, is a mechanism through which these organizations can implement youth development programs, often working together. Perhaps more importantly, EQUIP3 provides the impetus and the platform for youth development organizations to learn from their experiences and share their lessons.

As part of a series of publications due to be issued over the next several months, we are pleased to present this one: a compendium of links to sources of information on a wide variety of youth-related projects, organizations, papers, and resources.

Since 2004, EQUIP3 has been publishing *YCoP Links* as a service to the developing Youth Community of Practice (YCoP) forum that grew out of our work on youth development in international settings. This e-bulletin has highlighted innovative projects and practices in this work and searched and shared promising resources related to international youth development.

Now produced bi-monthly, *YCoP Links* has evolved to become the most visible component of USAID’s YCoP. Originally directed to professionals at USAID and a handful of partner organizations, the forum has expanded to include members from across the globe. The first issue of *YCoP Links* was circulated to about 50 people; the current member list comprises approximately 350 practitioners and professionals and includes, for example, grassroots youth development workers from small NGOs in Kenya, students studying international development, and youth policy experts working for international bodies such as the United Nations.

Such growth is, in a way, a measure of demand, and might be seen as mirroring the growth of interest in this field. This forum has blossomed into a successful – and desired – means of exchanging information and resources, sharing innovative ideas and initiatives, and reporting best practices. Perhaps more importantly, it demonstrates that youth issues are increasingly moving to the forefront of development discussions, and warrant the investment of time, energy, and, yes, funding.

After four years, EQUIP3 is pleased to present *YCoP Links: The First 50 Issues*. This reference guide collects for the first time in a single volume the listings from the first 50 issues. It is meant to be a practical tool for youth development policymakers, practitioners, researchers, and other professionals. We hope you find it useful, and we look forward to producing the next 50 issues of *YCoP Links*.

Erik Payne Butler
Director, EQUIP3

HOW TO USE THIS DOCUMENT

YCoP Links: The First 50 Issues consists of two main parts: the Links Listings and the Index. The document functions much like a telephone book. The Index can be used like the yellow pages, whereas the Links Listings section resembles a phone book's white pages.

The Links Listings section comprises all the *YCoP Links* listings from the first 50 issues, along with their previously published short descriptions. While creating this document, all of the URLs were checked to ensure that they are still functioning, updated when necessary, and removed when they were no longer active. The Links Listings, however, does not include any listings that come from the Announcements section of the issues. All links are listed in alphabetical order.

The Index provides an easy way to browse for useful organizations, projects, or resources. The Index is separated into three distinct sections: Themes, Regions, and Resources. These three sections allow for more targeted research. For example, someone who is interested in youth health in Thailand can find "Health" under the themes section and cross-reference by looking for organizations in Thailand under "Asia" in the regions section.

The Themes section contains more than 50 themes, ranging from advocacy to youth participation. Most organizations or projects are listed under

more than one theme. For example, EQUIP3's IDEJEN: Haitian Out-of-School Youth Livelihood Initiative is listed under seven themes, including "Employment and Employability," "Out-of-School Youth," and "Youth Participation and Youth Voice." Organizations and projects often touch on a number of themes. The most prominent themes for a project or organization, or those themes mentioned directly in the listing, were used to determine the categorization. For example, users may discover that an organization teaching life skills as a small component of a larger HIV/AIDS program is only listed under "HIV/AIDS." Please note that organizations and projects may have added components that address new themes after the completion of the original *YCoP Links* description. Thus, the best way to find out the latest information on each of the organizations or projects is to follow the URLs provided and explore the websites.

The Regions section lists organizations, projects, or resources under the appropriate region, in addition to specific countries in parenthesis, if applicable. For example, Perspektiva, a Russian organization, is listed under "Central and Eastern Europe and Eurasia," followed by "Russia" in parenthesis. Some organizations or networks, such as Street Kids International, implement programs in multiple regions of the world; therefore, they are listed under the "Global" category.



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The Resources section is divided into categories according to type of resource: “Assessment and Evaluation,” “Curricula and Courses,” “Forums and Networks,” “Funding Sources,” “Guides, Toolkits, and Frameworks,” “Online Resource Databases and Web Pages,” and “Research Articles and Reports.” These categories were created after careful consideration of the Links featured over the past four years. Some categories are fairly broad, while sub-headings contain more specific explanations about what is included in a particular category. For example, the “Research Articles and Reports” category includes other types of research documents, including journal articles, lessons learned documents, reports, studies, and issue sheets.

The following terms are used throughout the Index to make *YCoP Links: The First 50 Issues* as user-friendly as possible:

- *See and Includes*: Some themes may be included under other themes. For example, “Storytelling” has been grouped under “Arts and Culture.” Thus, if you search for “Storytelling,” the term “see” will direct you to the “Arts and Culture” section. Under the “Arts and Culture” section, you will find “Includes music, storytelling, theatre,” which means that these three categories have been grouped under the more general “Arts and Culture” category.
- *See also*: In some cases, categories cover similar topics. For example, “Career Building” and “Entrepreneurship” both relate to “Employment and Employability.” Thus, under each of these three categories, the term “see also” refers the user to the other sections.
- *Refers to*: Some categories necessitate a short definition or explanation of the types of listings that are included. For example, “Education (Formal)” uses “refers to” to explain that we define this theme as any organization, project, or resource that can be described as formal schooling, alternative schooling recognized by Ministries of Education, or any sort of teacher training.



Finally, users are reminded that this document is not a comprehensive collection of all organizations, projects and resources related to youth development. Rather, it contains a selection that has been shared through the first 50 issues of *YCoP Links*. This document is for knowledge sharing only; EQUIP3 does not necessarily endorse any organization or group contained herein.

LINKS LISTINGS

A

Adolescent Programming in Conflict and Post-conflict Situations

http://www.unicef.org/spanish/emerg/files/adolescent_conflict.pdf

This 2003 UNICEF publication offers nine case studies highlighting examples of programming that encourage youth participation in community development and peace-building during crisis. They tell the story of sustainable success, showing how participation can contribute to the fulfillment of a rights-based agenda and suggesting ways to provide a framework for young people to create better, more peaceful societies. The case studies are also intended to raise questions and begin to address the gap in guidance on adolescent participation in program activities during situations of conflict and post-conflict. Case studies include: Albania, Angola, Colombia, Indonesia; Occupied Palestinian Territory, Sierra Leone; Somalia; Northern Uganda; Sierre Leone.

Advocates for Youth

<http://advocatesforyouth.org/>

Advocates for Youth is an organization dedicated to “bringing youth development strategies to the field of adolescent reproductive and sexual health” both domestically and internationally. The organization offers information on a variety of topics related to adolescent reproductive and sexual health. For example, practitioners can find information on how to create culturally competent programs, evaluate parent-child education programs, and build effective youth-adult partnerships. Advocates for Youth also has a number of initiatives that focus on marginalized populations, such as gay, lesbian, bisexual, and transgender communities, youth of color, and young women of color. Other initiatives work on raising awareness of emergency contraception for youth, reducing teen pregnancy, and using entertainment media to highlight adolescent sexual issues.

Advocating for Adolescent Reproductive Health in Eastern Europe and Central Asia

http://www.advocatesforyouth.org/storage/advfy/documents/advocate_eeca.pdf

This manual, created by Advocates for Youth, accompanies a step-by-step process with useful case studies and examples to give youth the tools they need to advocate for adolescent reproductive health in their countries. Examples of chapters include: “Building Networks: Collaborating for Community Education and Advocacy,” “Youth Adult Partnerships,” “The Art of Persuasion: Getting the Support of Opinion Leaders and Policy Makers,” and “Monitoring and Evaluating Advocacy Efforts: Learning from Successes and Challenges.” Case studies come from Romania, Latvia, Moldova, Bosnia, and Bulgaria.

A Force More Powerful

<http://www.aforcemorepowerful.org/game/>

Contrary to most popular video games, A Force More Powerful focuses on teaching players how to resolve conflicts without violence. The game uses 10 nonviolent scenarios inspired by historical nonviolent movements. The player adopts the role of the chief nonviolent strategist who takes on dictators, occupiers, colonizers, and corrupt regimes. The game helps players learn about strategic planning as they “[take] charge of the movement’s materials and human resources, [recruit] new members and [build] alliances” in their efforts to resist violent conflict, yet secure human rights. A Force More Powerful was designed by The International Center on Nonviolent Conflict (ICNC), media firm York Zimmerman Inc., and game designers at BreakAway Ltd. While the game was created for an adult audience, it is appropriate for ages 14 and up.

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Africa Development Indicators 2006

http://siteresources.worldbank.org/INTSTATINAFR/Resources/ADI_2006_text.pdf

This World Bank report is a compilation of development indicators from 1980 to 2004. It contains youth literacy and employment rates in individual African countries. The report's positive trends include slight rises in primary school enrollment rates and falling HIV/AIDS prevalence and child mortality rates. Further, some countries (e.g., Senegal, Mozambique, Burkina Faso) report a significant percentage increase in the number of citizens above the poverty line, which could set these countries on course to meeting the income poverty Millennium Development Goal (MDG) target of halving poverty by 2010. Finally, the report indicates fewer conflicts on the continent.

African Leadership Academy

<http://www.africanleadershipacademy.org/site/index.html>

Located near Johannesburg, South Africa, the African Leadership Academy (not to be confused with Oprah's Leadership Academy for Girls) brings together young leaders aged 16-19 from across the continent. In addition to being in the top 10 percent of their class, the diverse group of young men and women must exhibit leadership potential, an entrepreneurial spirit, dedication to public service, and a passion for Africa to be admitted to the two-year program. Once there, they follow the British A-level system; however, in addition to core courses such as math and English, they also study leadership, entrepreneurship, and African studies. To graduate, all students must complete a capstone Culminating Service Project. The school hopes to inspire new generations of African leaders and entrepreneurs. The website includes profiles of current students, such as Malawian William Kwamkambwa, who, after being forced to drop out of school for monetary reasons, began to construct windmills in his village so that his family and others could have electricity.

African Regional Youth Initiative

http://www.africaninitiative.org/af/index.php?option=com_frontpage&Itemid=1

The African Regional Youth Initiative (ARYI) is an "organizing network" that links together youth and community-based organizations across the continent, in addition to providing them with technical and financial support. ARYI and its member organizations focus on the Millennium Development goals and the following areas of development: HIV/AIDS, Reproductive Health, Community Development, Leadership and Governance, and Communication and Technology. Check out their list of organizational members to browse the numerous organizations from North, West, Central, East, and Southern Africa with which they partner.

After the Storm: Economic Activities Among Returning Youths

http://www.ineesite.org/uploads/documents/store/doc_1_57_fafo.pdf

This 2006 report discusses the types of formal and informal work in which Liberian refugee children and youth returning to Voinjama in Lofa County are involved. Particular attention is given to the youths' family and educational backgrounds, as well as their domestic and economic workloads. Findings from youth economic activities are then placed into the wider context of research and policy implications. This report is an example of the backgrounds and economic activities refugee youth are likely to come from and engage in during a return situation in a post-conflict or fragile environment.

A Ganar/Vencer

http://www.partners.net/partners/Aganar_Home_EN.asp?SnID=1448811547

This project combines soccer with employability training for disadvantaged youth in Brazil, Ecuador and Uruguay. It works to build skills like teamwork, communication, respect and discipline. Classes combine a specially-developed, A Ganar/Vencer style of

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soccer and other sport activities along with group discussions and classroom activities so that youth can develop and improve their capacities in each area. The project is implemented by Partners of the Americas with support from the Inter-American Development Bank.

A Holistic Approach to the Abandonment of Female Genital Mutilation/Cutting

http://www.unfpa.org/upload/lib_pub_file/726_filename_fgm.pdf

This report details the reproductive health and human rights concerns associated with Female Genital Mutilation/Cutting (FGM/FGC). It discusses the holistic approach used by the United Nations Population Fund (UNFPA), which advocates and funds culturally-sensitive programs aimed at ending this harmful practice. The UNFPA assists by approaching the problem at the ground level and acts directly with key figures at both the community and country level in each of the countries in which they work. For example, in Ethiopia relationships have been built with faith-based organizations and religious and tribal leaders in an effort to educate the public directly and eliminate the practice of FGM. The report also includes a list of valuable lessons learned from UNFPA's extensive experience with programming in the field.

Ajgunle.org, A Paradigm Initiative Nigeria project

<http://www.ajgunle.org/> (Project Page)

<http://www.pinigeria.org/projects.php>
(PIN project page)

Ajgunle is “a notorious slum in Lagos, Nigeria” where “thousands of young school leavers are street-hawking or engaged in one juvenile act or the other.” Paradigm Initiative Nigeria (PIN) chose Ajgunle as the name for a project that attempts to refocus young people's energies into more positive ventures. Using a Relay Training model, Ajgunle.org trains youth in ICT and entrepreneurship skills

and supports them as they fulfill the second part of the program, which requires them to train other youth in the skills they have just learned. Eventually, the trainees are expected to earn money through training others in ICT and entrepreneurial skills. The program also has an internship component that matches trainees with participating corporations, and it allows trainees to utilize its work space and technology in order to pursue their entrepreneurship activities.

Alashanek ya Balady Association for Sustainable Development

<http://www.ayb-sd.org/home.html>

Alashanek ya Balady Association for Sustainable Development (AYB-SD), founded and run by youth, uses a “family-based development” concept that focuses on developing whole families, which will in turn develop youth and women. It runs three primary development programs in economic empowerment, education, and cultural and health development. Some initiatives under these programs include: training youth in soft and technical skills via a capacity-building project, teaching poor communities basic Arabic and math through an illiteracy eradication project, and helping children and teens learn to express and solve problems through the use of art in the Art Expression program.

The Alaska Initiative for Community Engagement

<http://alaskaice.org>

<http://alaskaice.org/material.php?matID=126>
(40 Developmental Assets)

The Alaska Initiative for Community Engagement (Alaska ICE) serves as the Youth Advocacy branch of the Association of Alaska School Boards (AASB). Through the 40 Developmental Assets (see link above) and various Community Engagement efforts, Alaska ICE works to give Alaskans at the local level the information, tools and assistance to work together and engage in the shared responsibility of preparing Alaska's children and youth for the future.

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Alternative Realities

<http://www.changemakers.net/en-us/node/3609>

Based in Mumbai, India, Alternative Realities coordinates projects such as “My Night Out,” which encourages non-homeless citizens to interact with the homeless community and combat stigma. The organization also works to improve access to health services for the homeless through community meetings and socially just legislation. Youth-specific initiatives have resulted in more than 100 street plays being performed by homeless youth, and youth living on the streets have also coordinated efforts to bring sick homeless adults to the hospital when they need medical attention.

An Evaluation of the Education Programme in Refugee Camps in Western Tanzania

http://www.unicef.org/evaldatabase/files/Tanzania_2004_004_Education_Refugee_Camps.pdf

This 2004 UNICEF report evaluates established formal and nonformal education programs in refugee camps in Western Tanzania. Attention is given to the implementation process, quality of education, and the influence educational inputs have on measuring the success or failure of the programs. This report relays various topics ranging from the

impact of peace education on children to parental stigma towards special education. Practitioners and researchers may find this study of particular interest due to its best practices, lessons and challenges, and wealth of data provided.

Asian-Pacific Development Center on Disability

<http://www.apcdproject.org/>

The Asian-Pacific Development Center on Disability (APCD) is an organization that was founded around the conclusion of the Asia and Pacific Decade of Disabled Persons 1993-2002, and endeavors to create a “barrier-free society” for disabled persons in the Asia-Pacific region. Based in Bangkok, the organization’s primary activities include networking and collaboration, implementing training programs, and information support. APCD’s regularly-scheduled training programs work to empower young disabled leaders. Examples of training topics include: disability equality trainings, the expanding disability concept, community-based rehabilitation, and ICT for visually-impaired persons.



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B

Background Paper on Young People with Disabilities in the Europe and Central Asia Region

http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2007/08/27/000020953_20070827104838/Rendered/PDF/405970Youth1with1Disabilities01PUBLIC1.pdf

Published for the 2007 World Bank Conference in Rome, this background paper gives a brief overview of regional influences on disability in the Europe and Central Asia region. It gives examples of specific problems that need to be addressed with regard to education, access, and employment. The paper highlights priority areas for investment, such as working with youth on economic empowerment and goal setting. Finally, it offers examples and best practices of what is being done in the region to address disability issues.

Baladna Association for Arab Youth

<http://momken.org/baladna/en/>

<http://www.momken.org/baladna/> (Arabic)

Baladna works with Arab youth, a minority population in Israel, on issues related to democracy, pluralism, and tolerance through projects that promote leadership and skills development. The organization conducts leadership trainings, and organizes youth groups, historical field trips, debates, international exchanges, and advocacy campaigns. Additionally, Baladna youth learn about journalism through the publication of a monthly magazine. The organization also manages two websites for Arab youth and has published manuals on teaching identity in non-formal educational programs and debate. The site is equally available in French and Spanish.

Barriers to Building Effective Youth-Adult Partnerships

http://www.advocatesforyouth.org/index.php?option=com_content&task=view&id=673&Itemid=177

The article “Barriers to Building Effective Youth-Adult Partnerships” discusses the types of attitudes and logistical and organizational impediments to effective youth-adult relations. This document was published by Advocates for Youth, an organization dedicated to relating youth development strategies to reproductive and sexual health both domestically and internationally.

Bending the Mold: An Action Kit for Transgender Youth

<http://www.nyacyouth.org/docs/Bending%20the%20Mold-final.pdf>

The National Youth Advocacy Coalition (NYAC) offers a variety of advocacy resources for lesbian, gay, bisexual, transgender and questioning youth and the adults who work with them. Their transgender youth action kit is aimed at transgender youth and their allies and includes suggestions for school actions and advocacy to improve support and safety for youth regardless of gender identity. The kit is U.S.-based, but tools such as “How to be a trans ally,” “Accessing health care,” and “Your social change toolkit” are relevant for initiating discussions on transgender inclusion in a variety of contexts.

Be the Change: Upstanders for Human Rights

www.facinghistory.org/BeTheChange

Launched in October 2007, this education resource developed by Facing History and Ourselves connects youth with a growing global network of young human rights activists. The website profiles the stories, influences and motivations of the five Reebok Human Rights Award winners. The site also highlights the efforts of ordinary youth around the world in “Student Spotlights” and encourages students to make a positive difference in the world, while providing them with the resources to get started.

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Beyond Consultation: in support of more meaningful adolescent participation

<http://www.fmreview.org/FMRpdfs/FMR15/fmr15.14.pdf>

The Women’s Commission for Refugee Women and Children initiated a series of four action-oriented participatory studies with youth adolescents affected by armed conflict in Kosovo and Northern Uganda. The youth were surprised to be asked to participate, even more to be asked to design and conduct the studies, and demonstrated to adult counterparts both their capacity and competence in completing the studies. Author Jane Lowicki writes, “Opportunities for building young people’s capacity through their deeper involvement are often missed, ultimately affecting the sustainability and relevance of programs.” One of the seven cited lessons learned: “Involving young people in research and assessment work places them in a position to advocate on their own behalf and enter community discussions using information and knowledge gained, adding legitimacy to their contributions.”

Beyond the Mainstream: Education for Nomadic and Pastoralist Girls and Boys

http://www.oxfam.org.uk/what_we_do/issues/education/downloads/edPaper4.pdf

This 2005 Oxfam briefing paper addresses learner needs, policy issues and recommendations for education in nomadic and pastoralist communities, giving special consideration to the resolution of gender inequities. Alternating examples from Kenya, Uganda, Tanzania, Sudan, Mali, Niger and Ethiopia with discussions of common education barriers for moving populations, the paper closes with good practice suggestions for both government and non-government agencies.

Brazilian Unemployed Youth Trained for Sustainable Energy Jobs

http://www.usaid.gov/stories/brazil/ss_br_youthenergy.html

Among Brazil’s poor, youth unemployment can be as high as 66 percent. Brazil’s youth often lack the skills, experience, and education needed to find employment in an already stretched labor market. The impoverished population also suffers from inadequate electrical infrastructure. A USAID-funded program run through the Institute for Sustainable Development and Renewable Energy is responding to both of these issues by training students from the poorest neighborhoods to build renewable energy capacity. The innovative program recruits 16- to 24-year-old men and women who attend an eight-month training course. In addition to technical courses, the program teaches students skills in networking, presenting, project development, and marketing. Students also have the opportunity to receive field training on renewable energy at private firms. Sixty percent of the graduates are now employed or studying at universities.

Building Effective Youth-Adult Partnerships

http://www.advocatesforyouth.org/index.php?option=com_content&task=view&id=672&Itemid=336

“Building Effective Youth-Adult Partnerships” is a document specifically related to health education, but it has important information and broader implications for youth practitioners. The article outlines characteristics of youth development that should be encouraged to help youth make successful contributions to society. It also lists the benefits of youth participation and the elements of effective partnerships. This document was published by Advocates for Youth, an organization dedicated to relating youth development strategies to reproductive and sexual health both domestically and internationally.

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C

Caminamos Juntos

<http://www.caminamosjuntos.org/>

Caminamos Juntos, or Walking Together, began in 1997, and since then has worked to improve the community of Tlamacazapa, located in a highly-im-poverished area in Guerrero State, Mexico. Camina-mos Juntos primarily works with indigenous Nuhua young women in the areas of income generation, water and sanitation, and health and healing. The organization trains young women, and sometimes men, in weaving, quilting, midwifery, and small business development, and adolescent girls learn health promotion. Approximately 80 percent of its programming is for youth.

Camp GLOW (Girls Leading Our World) Handbook

http://www.peacecorps.gov/multimedia/pdf/library/M0056_campglow.pdf

The “GLOW” in Camp GLOW stands for Girls Leading Our World, and the Camp GLOW handbook includes numerous activities that work to inspire girls’ em-powerment and female leadership. The handbook, while originally intended to help Peace Corps vol-unteers implement girls’ leadership camps in their host countries, contains useful tips and guidance for planning local-level, grassroots leadership work-shops. The handbook covers all aspects of planning an event, including finding local partners, choos-ing appropriate activities, and encouraging event participants to continue to build their leadership skills after the event has ended. While the intent of Camp GLOW is to encourage female leadership, the ideas and information in the book can be adapted to young audiences in a variety of settings.

Care for Adolescent Renewal and Education

<http://www.carecentrestlucia.com/index.htm>

Care for Adolescent Renewal and Education (CARE) is a community-based NGO that works with St. Lucia’s out-of-school youth. It is a holistic program that combines the promotion of self-empowerment and general sexual, reproductive, and parenting education with formal training in vocational skills. CARE operates five different youth centers that teach everything from catering and hospitality to auto mechanics to computer and office skills. At the request of St. Lucia’s government, CARE also helped institute the first year of Adolescent Devel-opment Programs into three schools in the formal education system.

Caribbean Youth Environment Network

<http://www.cyen.org/documents/homepage.html>

The Caribbean Youth Environment Network (CYEN) is “a non-profit, civil society, charitable body that focuses its resources on empowering young people and their communities to develop programmes/ac-tions to address socio-economic and environmental issues.” CYEN’s definition of “environment” is all-encompassing, which means that the organization works with youth to improve everything from their natural environment (e.g., addressing global warm-ing, conservation) to their health environment (e.g., examining HIV/AIDS and potable water). With their Caribbean Youth Programme for Action on Climate Change, CYEN has conducted awareness-raising activities and trainings with youth stretched across 16 territories in the Caribbean.

Casa Alianza

<http://www.casa-alianza.org.uk/>

Established in Guatemala in 1981, Casa Alianza is a comprehensive street outreach program that has now expanded into the surrounding countries

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of Mexico, Honduras, and Nicaragua. Casa Alianza programs follow five phases: (1) street outreach, (2) pre-community service, (3) crisis centers, (4) transition homes, and (5) group homes. Both the street outreach and the pre-community services phases work with children and youth who are still living on the streets and include emergency medical care, counseling, and drug rehabilitation. The crisis centers offer the youth a place to sleep and continued support with pre-community services, in addition to informal education opportunities. Transition homes prepare youth for a more secure and structured “family” life in group homes, by helping them develop long-term goals and enter into either formal education or vocational training programs. Casa Alianza also runs a number of other programs, including their LUNA HIV/AIDS program, a legal aid program, a “Mothers and Babies” program for street girls, and a family reintegration program.



Catholic Action for Street Children and Street Girls AID

<http://www.cas-ghana.com/>

<http://www.said-ghana.com/>

Catholic Action for Street Children (CAS) and Street Girls AID (S.AID) are two organizations working with street children in the Accra metropolitan area in Ghana. Both CAS and S.AID are under the umbrella

NGO RESPONSE. Begun in 1993, CAS approaches its work with street children from a variety of angles. CAS manages a Refuge that acts as a drop-in center where street children and youth can receive education, medical care or other assistance, with the exception of food and accommodation. CAS fieldworkers and street corner facilitators work with street children in their own environment – the street, developing friendships and bringing the other work of CAS (education, medical care) directly to their clients in Mini Refuges, which are intended “to create more opportunities for street children to receive counselling and advice.” A sponsorship program helps street youth transition off the street and into formal education or vocational training programs. Finally, CAS runs Hopeland Training Center, which “provides a sort of half way house for street children who want to leave the streets and be educated.”

When CAS staff members realized that the problems of street girls often differed from those of street boys, they decided to create S.AID, which, in its infancy, was a day refuge for street girls and young women, many of whom were either pregnant or already young mothers. Contrary to CAS’s Refuge, S.AID decided to offer shelter to pregnant and nursing teenage mothers so that they would also be able to receive prenatal and postnatal care. S.AID also provides street girls with daycare for their children (if necessary), education, and/or training, with the hope that they will be able to transition off of the street. Both CAS and S.AID also help street children and youth reunite with their families, when possible.

Central Uganda Case Study

See under Microfinance, Youth, and Conflict Research Initiative

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Chawama Youth Project

<http://chawamaskills.wordpress.com/about/>

<http://www.ftpiicd.org/files/articles/Brochure-Chawama-Youth-project.pdf>

<http://www.elearning-africa.com/newsportal/english/news113.php>

Based in Lusaka's Chawama Township, the Chawama Youth Project (CYP) opened a skills training center in 2001 to improve the ability of Chawama's youth to create sustainable livelihoods for themselves. In addition to providing courses in carpentry, tailoring, agriculture, and other vocational skills, CYP responded to the desires of the youth community and opened a recording studio for the community. This studio eventually turned into the ICT Integration, Multi-Media & Recording Project, which teaches youth about record production, marketing, and distribution.

Child and Youth Participation Resource Guide

http://www.unicef.org/ceecis/Child_Youth_Resource_Guide.pdf

In recent years, the participation of children and youth in development activities has gained increased attention. This excellent UNICEF resource guide includes an extensive listing of publications and organizations related to children's participation in education, HIV prevention, health, hygiene and sanitation promotion, environmental protection, urban planning, emergency response and preparedness, and the protection of children and adolescents from exploitation, violence and abuse.

Child Needs Assessment Toolkit

<http://siteresources.worldbank.org/INTECD/Resources/CNAToolkit.pdf>

Created by the Task Force for Child Survival and Development at the request of the Early Child Development Team at the World Bank, this toolkit

is designed to assess the needs of children living in communities affected by the HIV/AIDS epidemic. The kit provides assistance to organizations working in communities affected by the epidemic and contains a survey instrument that can be used to collect information pertaining to their household, family, and basic needs. Guidance is offered on planning a survey, methods for conducting the survey, performing the survey, data entry and analysis and generation of reports.

Children and Armed Conflict, Sri Lanka: Data Collection on Displacement and Recruitment

http://programs.ssrc.org/children/sri_lanka.pdf

This 2006 Social Science Research Council paper on a 12-month study of the impact of conflict on youth in Sri Lanka emphasizes emerging trends and behavior patterns in the Vavuniya region. The paper is part of a larger research project concerning the absence of reliable data on children in armed conflict. The report provides an overview of the political history in Sri Lanka and its impact on younger generations. It also discusses research developed in the country to address knowledge gaps, followed by an examination of research methodologies and tools used in this project as well as the training of local researchers. The paper concludes with research findings and discusses the impact of displacement and recruitment due to conflict on children in Vavuniya today.

Children and the Tsunami. Engaging with Children in Disaster Response, Recovery and Risk Reduction: Learning from Children's Participation in the Tsunami Response

http://www.preventionweb.net/files/2042_VL108101.pdf

This resource addresses how to engage young people in emergency, rehabilitation and reconstruction phases after a disaster. Based on Plan USA's work

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after the 2004 tsunami, the report communicates the scope and methodology utilized for consultations with young people. The report illustrates the value of youth input, such as suggestions for improving efficiency of emergency resource distribution, and also reveals the gap between what aid agencies and youth consider “participation.” It provides theoretical and practical answers not only to “Why include youth in disaster mitigation and response?” but also to the question: “How is that done?”

Children Underground

<http://www.youtube.com/watch?v=0Nu2djDQKik&hl=en> (small youtube clip)
http://www.npr.org/programs/watc/features/2002/mar/children_underground/
(NPR article and radio interview)

Although *Children Underground* first debuted in 2001, it remains a seminal film documenting the life of street children. For one year, the documentary follows five Romanian street children, aged 8 to 16 years old, whose primary residence is the underground subway station. Difficult to watch, the film portrays the reality of the protagonists’ daily regimes of paint-huffing, begging, and violence.

Children’s Development Bank

www.childrensdevelopmentbank.org

Started in New Delhi, the Children’s Development Bank (CDP) has helped over 1,000 disadvantaged street kids in India manage their money. The organization provides street children, who would normally spend their money on items that provide short-term gratification, a safe place to keep the money they earn. The bank is youth-run and provides them with valuable entrepreneurial skills they can develop into income generation and employment, under the facilitation of adult guidance. Just like any other bank, CDP pays interest on the deposits. Loans are given to kids aged 15 and older for the start up of small entrepreneurial businesses. Banks are also located also in Afghanistan, Bangladesh, Sri Lanka and Nepal.

China Youth Climate Action Network

http://www.cycan.org/Category_33/index.aspx

Established in 2007, the China Youth Climate Action Network (CYCAN) is an umbrella organization “composed of seven active youth environmental organizations whose merits and resources in dealing with climate change are perfectly integrated.” The organization has chosen to target its efforts on reducing greenhouse gas emissions by 20 percent in pilot Higher Education Institutions (HEIs) by 2012, which will ultimately facilitate construction of resource-saving campuses and promote the national objective of energy saving and emission reduction. As part of its plan, CYCAN has conducted nationwide data surveys on climate change, published climate change guides, organized youth climate change conferences, visited the South Pole to witness glacier melting, conducted trainings, and sent delegates to national and international conferences on climate change.

Community of Expertise on Youth Social Technopreneurship

<http://www.un-gaid.org/Networks/CommunitiesofExpertise/Entrepreneurship/YouthSocialTechnopreneurship/tabid/929/language/en-US/Default.aspx>

The UN Global Alliance for ICT and Development (GAID) has created a Community of Expertise to provide youth with capacity-building and seed capital to establish social enterprises that utilize technology. It encourages collaboration between youth in different geographical regions and connects them with sources of funding and business advising. This Community was proposed to UN-GAID by the Philippine Resources for Sustainable Development, Inc. in response to the Millennium Development Goals.

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Compassion for Migrant Children

<http://www.cmc-china.org/>

This Chinese NGO provides social and educational programs to the children of Chinese migrant workers who would otherwise not benefit from health care, education and basic services. CMC works in collaboration with local organizations, individuals and companies to provide children with services such as: teacher training, core classes, community learning centers, family counseling, sports, dental care, and life skills programs. This NGO is an example of a recent effort to target children who are likely to move from location to location.

Computer Clubhouse

<http://www.computerclubhouse.org/index.htm>

<http://www.computerclubhouse.org/content/interactive-map> (Locations)

Established in the U.S. in 1993, the Computer Clubhouse has grown from one to over 100 clubhouses in countries across the world, from Costa Rica to the Philippines. The Clubhouse acts as an after-school learning environment where young people can “explore their own ideas, develop skills, and build confidence in themselves through the use of technology.” From the Computer Clubhouse Locations page (see link above), links lead to Puerta 18



Computer Clubhouse in Argentina or Museo de los Niños Computer Clubhouse in Colombia (Note: links to outside Clubhouse sites may not be in English). Youth who visit the Clubhouses have access to adult mentors who support them as they develop projects in computer game design, computer simulations, multimedia creations, electronic media, and other technological areas.

Conservation Trust–Uganda

www.contrustuganda.org

Conservation Trust-Uganda is an organization that involves youth in practical environmental conservation and addresses the Millennium Development Goals. For example, a two month youth-led water and sanitation health project, begun in Kawempe, Uganda, worked to prevent waterborne and related diseases such as cholera and malaria among others that are exceptionally high in this area. Project activities included: school environmental education, communal cleaning of polluted water channels and wells, in addition to a Community Link program and clubs within local schools. Conservation Trust-Uganda has a monthly newsletter highlighting activities and current projects.

Consortium for Street Children

<http://www.streetchildren.org.uk/>

<http://www.streetchildren.org.uk/resources/details/?type=theme&Reg%20ion=&country=&keytheme=&theme=125&other=&publication> (Toolkits)

The Consortium for Street Children is a worldwide network that aims to support organizations that work with street children through advocacy, information sharing of lessons learned, and a Small Grants Scheme that builds the capacities of grassroots organizations. Their resources page allows access to a digital library of publications on street children and related issues. It can be searched by region, country, key themes, and other areas of interest. The “Toolkits for Working with Street Chil-

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dren” page (see above) is an annotated bibliography that offers more than 10 links to numerous toolkits that range in topic from street work programming to designing a center for street children.

Creating Markets: Youth Entrepreneurship and Employment in Five Major Developmental Sectors

http://www.yesweb.org/thematic%20publications/Kenya%20Summit%202006/creating_markets.pdf

A publication of the Youth Employment Summit (YES) Campaign, “Creating Markets” outlines five sectors related to the Millennium Development Goals: renewable energy, water and sanitation, rural development, HIV/AIDS, and information and communication technologies (ICT). It provides background information on each sector, addresses the specific employment needs of the sectors, and gives examples of projects that have created youth employment, often through microenterprise. For example, in the rural development sector, the Community-based Entrepreneurship Program (CYEP) in the Philippines provided training to 150 underprivileged rural youth and women on the skills for establishing and maintaining businesses.

Creating Youth-Friendly Pharmacies

<http://www.fhi.org/NR/rdonlyres/e4eknuzx7faq2badu6rjxv6asystnxmrs15txovodrrar5z45ym5tgj2oehdzot3d3uxw7gl2lbmep/YL17e1.pdf>

Because sexually active youth prefer seeking reproductive health service from pharmacies rather than public health care facilities, various programs have launched pilot projects around the world aimed at enhancing the education and ability of pharmacists to better respond to the concerns and questions of youth. This article discusses a few key programs, mainly the Program for Appropriate Technology in Health (PATH) in Cambodia, Nicaragua and Kenya, where pharmacists are trained to serve youth and

their specific needs relating mainly to contraceptives, STIs and reproductive health issues. The article also contains information on a “Youth-Friendly Pharmacy Information Kit,” developed by PATH to help programmers around the world create youth-friendly pharmacies.

The Creation of Job/Work Opportunities and Income Generating Activities for Youth in Post-Conflict Countries

See under Youth in Africa, Partners in Peace and Development in Post-Conflict Countries

D

The Democratic Youth Network

<http://www.democraticyouth.net/>

Sponsored by USAID and institutions like the National Democratic Institute for International Affairs (NDI), The Democratic Youth Network is an online forum that keeps European and Eurasian youth up-to-date with the latest political news, events, and resources related to building democracy in Europe and Eurasia. The idea for the site originated at a 2005 seminar of young political leaders from 17 countries, and it came into fruition during an additional seminar the following year. Currently administered by Balkan-based NGO Youth Initiative for Human Rights, the Network posts the latest political news on such topics as anti-corruption, constitutional reform, democratization, European integration, and war crimes. The “Resource Links” section works like an annotated bibliography, with a number of careful descriptions of useful websites and organizations. A calendar informs visitors of election dates of various countries in the region, and the “EEYPL Seminars” section provides information about upcoming USAID-funded seminars that target European and Eurasian Young Political Leaders.

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Determining the Best Interests of Unaccompanied and Separated Children: Lessons from Guinea

<http://www.theirc.org/resources/determining-the-best-interests-of-separated-and-unaccompanied-children-lessons-from-guinea.pdf>

This 2007 publication from the International Rescue Committee builds off of UNHCR’s Best Interest Determinations (BID) guidelines for unaccompanied and separated children. The report provides practical recommendations for the creation and implementation of BIDs and identifies durable solutions for Sierra Leonean refugee children in Guinea. Case study examples demonstrate the process of evaluation and assessment before reaching a placement decision. Practitioners may find this piece of particular interest due to the correlation between placement decisions and educational opportunities. Based on the experience in Guinea, the report recommends establishing a formal BID process from the beginning of an emergency.

DoSomething.org

<http://www.dosomething.org/>

DoSomething.org is an online community where young people can learn, listen, speak, vote, volunteer, ask, and take action to improve the world. The aim is to inspire young people and provide resources to support their initiatives. The “What’s Your Thing?” section features a number of causes (e.g., education, health and fitness) with relevant facts, related organizations, and specific ways for youth to make a difference. The organization also provides training for and grants to youth who have ideas for creating social change.

DPM: Integrating Disaster Preparedness and Mitigation in Your Work

http://www.peacecorps.gov/multimedia/pdf/library/M0084_dpmideabook.pdf

This “idea book” for Peace Corps volunteers is also a useful collection for practitioners, addressing how

to shift to a “culture of prevention” by integrating disaster preparedness within community development. The book includes chapters on the education and youth sectors, which include ideas for nonformal education, inter-generational activities and youth groups as agents of disaster mitigation. Checklists and accounts of how ideas have been utilized in various community contexts make this guide a practical tool for initiating disaster preparedness integration into programs or for improving existing mitigation projects.

E

EarthCorps

<http://www.earthcorps.org/international.php>

EarthCorps restores parks and open spaces while providing leadership and community service experiences for young people from the United States and around the world. EarthCorps leads 10,000 people annually in urban, suburban and wilderness areas and partners with over one hundred organizations worldwide. The website has examples of EarthCorps’ environmental restoration, work corps programs, and school-based and summer youth programs, where young people learn about their environment, engage in community service, and develop their leadership skills.

EcoVentures International

<http://www.eco-ventures.org/>

EcoVentures (EVI) is an organization that develops and implements sustainable environmental enterprises. EVI creates these enterprises through training programs and curricula, mentoring, and networking that will engage young people as well as the wider community. For example, a primary school club in Tanzania teaches youth aged 13 to 14 environmental concepts and business skills by creating mini-tree nurseries while promoting environmental enterprise. EVI has also developed an “EcoPreneur” Database of technologies, enterprises, and support organizations that relate to the creation of environmental enterprises.

LINKS LISTINGS

Educating for Active Citizenship: Service-Learning, School-based Service, and Youth Civic Engagement

http://www.nationalservice.gov/pdf/06_0323_SL_briefing.pdf

A report by the Corporation for National and Community Service (in USA) outlines recent findings from a Youth Volunteering and Civic Engagement Survey on the prevalence, key elements, and impact of service-learning in the US. The survey, conducted between January and March 2005, gathered information from 3,178 American youth between the ages of 12 and 18 on their volunteering habits and experiences with school-based service projects, as well as information related to positive youth development.

Education Against Corruption

<http://www.sdcentras.lt/antikorupcija/en/tp.htm>

Education Against Corruption highlights educational anti-corruption projects carried out by NGO Modern Didactics Center in Lithuania, and in the rest of Central and Eastern Europe and Eurasia. For example, the Youth for Transparency Project conducted activities such as teacher trainings, study tours, and youth projects. The website also contains numerous resources, such as *Youth for Transparency or 7 Steps toward Effective Communication*.

Education Development Center Asia HIV/AIDS Project

<http://main.edc.org/newsroom/articles/game>
(article)

<http://asia.hhd.org/indProj.php?pID=4003>
(main project site)

Education Development Center's Health and Human Development Program in Asia has harnessed the power of computer games to educate Thailand's youth population. Youth in Thailand are particularly at risk for HIV/AIDS, where half of all new infections are in young people. In a place where many youth are plugged into media mainstream via cell phones

and the Internet, computer games are an easy way to reach this risky population. As young players fight against Diga, whose mission is to spread false information regarding HIV transmission, they advance through nine levels, learning about HIV/AIDS prevention as they play. The game was released in 2008.

Education in Darfur: A Critical Component of Humanitarian Response

http://www.womenscommission.org/pdf/df_educrit.pdf

This Women's Commission for Refugee Women and Children report offers recommendations to provide displaced children and youth in Darfur with an education. Findings from previous education missions in the region are highlighted, providing a background on the affect the current conflict has had upon youth. The report emphasizes the unmet educational needs of children and youth, issues surrounding teacher compensation, and the desire to bring education into IDP camps.

Education in Emergencies: An Interactive Toolkit

<http://www.ineesite.org/toolkit/>

The Inter-Agency Network for Education in Emergencies (INEE) has made its Minimum Standards for Education in Emergencies interactive with this on-line accessible toolkit. The collection of tools includes the INEE Minimum Standards handbook, training materials, relevant resource links and translations of most materials, plus region-specific files to help field staff and Ministry of Education officials contextualize and implement the standards. The Minimum Standards and this toolkit were designed with input from hundreds of INEE members worldwide, making the toolkit a great combination of theoretical resources and field-friendly tools such as guidelines, checklists and case studies. Cross-cutting issues such as gender and HIV/AIDS are explored across topical categories ranging from Teachers to Education Policy and Coordination.

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The Education of Nomadic Peoples in East Africa: Djibouti, Eritrea, Kenya, Tanzania and Uganda. Review of Relevant Literature

http://unesdoc.unesco.org/images/0014/001405/140563e.pdf?class=IIEP_PDF_pubs&page=T28&estat_url=

This literature review explores issues faced by nomadic communities as they attempt to provide their children with better access to learning opportunities. It also addresses nomads' perceptions of education and examines why so many programs have failed. Recommendations to design more effective policies and programs are offered. This review is a useful source for both policy formulation and practical intervention.

Education Quality and Access for Learning and Livelihood Skills (EQuALLS) Phase 2 Project

http://equalls.edc.org/index.php?option=com_frontpage&Itemid=118

EQuALLS Phase 2 Project is an EQUIP3 Associate Award that works to improve the education and livelihood skills of youth in the Muslim areas of Mindanao, which are conflict-affected and highly impoverished. In addition to improving access to quality elementary education, the EQuALLS2 project targets vulnerable out-of-school youth by providing them with livelihood skills training and alternative learning programs. The project also builds the capacity of a wide range of stakeholder organizations including local parent/teacher associations, district and provincial governments, and local and regional NGOs.

Effective Practices for Engaging At-Risk Youth in Service

http://tools.ysa.org/downloads/modules/Engaging_At-Risk_Youth_in_Service.pdf

Youth Service America presents a new publication that provides an overview of the underlying theory and effective practices for engaging at-risk youth

in service. The guide calls for “an innovation of our perception and appraisal” of at-risk youth and youth offenders, looking to them as potential leaders and community assets. Through theoretical and anecdotal approaches as well as practical recommendations for project coordinators, the publication addresses why and how to provide service opportunities especially for at-risk youth.

Elige Red de Jóvenes por los Derechos Sexuales y Reproductivos

<http://www.elige.net/home.html> (Spanish only)

Elige Red de Jóvenes por los Derechos Sexuales y Reproductivos (Elige), or Choose Youth Network for Sexual and Reproductive Rights, aims to empower Mexican youth to exercise their sexual and reproductive rights. Formed by a group of young women in 1996, Elige focuses on gender issues (especially issues related to support of the feminist movement), age discrimination against youth, youth empowerment, human rights with regard to sexual and reproductive health, and citizenship. For example, the organization offers young Mexican women support in learning how to manage and plan pregnancy. It also works to create linkages between youth groups, youth-led civil society organizations, and youth activists across Mexico. The web site contains a section called “You Choose,” where youth can learn about their sexual and reproductive rights, follow links to manuals regarding sexual and reproductive health and other reading material, and learn about ways to participate (e.g., advocacy campaigns, HIV-awareness-raising initiatives).

Empowering Young Women to Lead Change: A Training Manual

http://www.unfpa.org/upload/lib_pub_file/628_filename_empowering-young-women_eng.pdf

Published by World YWCA and the United Nations Population Fund in 2006, this manual is a training tool for young women to catalyze positive change in their lives and communities. It is designed by and for young women, as part of the World YWCA's commitment to developing effective young women leaders.

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entra 21

<http://www.iyfnet.org/uploads/WBYouthDevNotesEntra21.pdf>

<http://www.iyfnet.org/section.cfm/5/24/800>

The International Youth Foundation (IYF) and Multi-lateral Investment Fund, through the administration of the Inter-American Development Bank, implemented the *entra 21* program in 18 countries across Latin America and the Caribbean to prepare youth for the employment needs of the 21st century. The program affected about 12,000 youth between 2002 and 2006. Although about 78 percent of the youth served have completed high school, they lack many of the ICT and life skills necessary for employment. *entra 21* thus works on improving the technical and social skills of youth and works with employers to create internships and job placement.

EQ Review: Youth Service Learning

http://www.equip123.net/EQ_Review/6_1.pdf

Youth service-learning projects in the West Bank, South Africa, Brazil and Kenya are the focus of the *EQ Review's* March 2008 edition, published by the Education Quality Improvement Program 1 (EQUIP1). The Ruwwad project, for example, has developed a “by youth, for youth” civic volunteer program in the West Bank whose 45 core leaders and 800+ youth volunteers have carried out service-learning activities in more than 140 Palestinian communities in only two years, with initiatives varying from summer camp coordination to provision of emergency food and medical aid.

EQUIP3/Youth Trust “Youth Assessment” Webpage

<http://www.equip123.net/webarticles//anmviewer.asp?a=612&z=123>

This webpage includes information on key principles of effective youth assessments, the contribution of youth assessments to strategic planning, and examples of youth assessments and tools. There is also a review of youth assessments conducted outside EQUIP3 activities, and links to other youth assessment resources.

Europe and Eurasia (E&E) Region Social Legacy Program and Disability Issues

<http://www.equip123.net/webarticles//anmviewer.asp?a=650&z=123>

One of the primary components of EQUIP3's E&E Social Legacy Program (SLP) is the improvement of social services for disabled groups in Armenia and Georgia. SLP works on raising awareness and reducing stigma of disabled populations with the goal of decreasing rates of institutionalization. The project also focuses on strengthening and building the capacity of coalitions of NGOs dedicated to disability advocacy and services.

F

Family Care International Youth Health and Rights Resources Page

http://www.familycareintl.org/en/resources/publications?topic_id=1&sort=title

Family Care International (FCI) has published a number of resources related to youth and health, particularly sexual and reproductive health. FCI has created flipcharts, briefing cards, and briefing kits in multiple languages that can be used to educate youth about HIV/AIDS and advocate for youth rights. Published in English, French, and Spanish, *You, Your Life, Your Dreams* is a book for adolescents that helps them make informed decisions concerning their sexual and reproductive health. A new publication, *Mobilising Communities on Young People's Health and Rights: An Advocacy Toolkit for Programme Managers*, is a comprehensive manual on how to develop and implement an advocacy campaign for youth sexual health programming. It contains chapters on conducting situational analysis, working with partners, preparing messages, and monitoring and evaluating. The toolkit also comes with a training guide that can be used to bolster the knowledge and skills of community groups and networks.

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Fondation Orient-Occident

<http://www.fondation.orient-occident.org/>

The Fondation Orient-Occident runs five youth centers—in Rabat, Oujda, Safi, Larache, and Casablanca—which offer professional skills training in order to help youth increase their chances of finding employment. Fondation Orient-Occident offers training both to youth with a high school diploma and youth who were unable to complete their studies. Several trainings include internship opportunities and job placement assistance. The organization is developing a new center that accepts 150 students (50 percent of which are female) and provides them with one year of courses that will assist them with the job search. The center offers career counseling and courses in everything from writing a CV to forming your own micro-enterprise business to combating discrimination in the career search and workplace, particularly for females in rural areas.

The Forum for Youth Investment

<http://www.forumforyouthinvestment.org/>

The Forum for Youth Investment (the Forum) is a nonprofit, nonpartisan organization dedicated to helping communities and the nation make sure all young people are Ready by 21™ – ready for college, work and life. This goal requires that young people have the supports, opportunities and services needed to prosper and contribute where they live, learn, work, play and make a difference. The Forum provides youth and adult leaders with the information, technical assistance, training, network support, and partnership opportunities needed to increase the quality and quantity of youth investment and youth involvement.

Foundation for Rural Integrated Enterprises N Development (FRIEND)

<http://www.fijifriend.com/index.html>

An award-winning NGO, FRIEND runs a variety of community-based programs that focus on reducing poverty, increasing income-generation activities, and empowering both individuals and communities. Two programs in particular target youth: their Youth Development Program (YDP) and their Youth Employment Network (YEN). The YDP uses a multitude of activities, such as debating, sign language classes, mural painting, and MDG awareness campaigns, to improve both the skills and the self-esteem of youth aged 15-30. Winner of the 2007 CIVICUS Nelson Mandela Graca Machel Innovation award, the YEN directs youth through a three-step process toward finding employment. The process includes training, internships, career counseling, and development of income-generating projects.

Foundation of the Peoples of the South Pacific International

<http://www.fspi.org.fj/>

The Foundation of the Peoples of the South Pacific International (FSPI) is a network of South Pacific NGOs that work together on regional development projects. Projects range from good governance to health to rural development. One of their primary projects focuses on youth and mental health, and in 2008, they released a report that analyzes youth and mental health in the Solomon Islands. The organization attempts to involve youth in many of its community activities. For example, implementers of the People and Policy Project focus on youth participation to both empower youth participants and foster within them a sense of community governance and participation. Check out the latest newsletters posted on the organization's homepage for the most up-to-date information. To view the publication *Youth and Mental Health in Solomon Islands: A Situational Analysis*, click on the link above.

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The FreeChild Project

<http://www.freechild.org/index.htm>

The FreeChild Project is a web resource that “provides tools and training to young people and adults that engage children and youth in social change.” The website has a plethora of information divided into three primary categories: issues, actions, and resources. The issues section is a compilation of annotated bibliographies for various issues that FreeChild has identified, by asking youth themselves, as important to young people. The actions section covers areas in which youth are taking action to create social change with, for example, the “7 Steps to Getting the Resources You Need” and the *FireStarter Youth Empowerment Curriculum*. Finally, the resources section has numerous links, including ones to a “Youth Voice Toolkit,” a “FreeChild Reading List,” and “The FreeChild Library” of free online publications.



Free the Children and Me to We

<http://www.freethechildren.com/index.php>

<http://www.metowe.com/splash/>

Remember the young Canadian who started Free The Children in response to his shock over the plight and murder of 12-year old Iqbal Masih, a Pakistani carpet factory slave? His name is Craig Kielburger. Craig

founded Free The Children in 1995 at age 12. Since then he has been nominated for the Nobel Peace Prize three times, and has a worldwide speaking schedule that includes the World Economic Forum. He is a bestselling author of four acclaimed books and has a degree in peace and conflict studies. As a social entrepreneur he not only began Free The Children, but co-founded Me to We (formerly Leaders Today), an organization dedicated to capturing the energy and talents of young people to help others.

Friends of Environment Society

<http://www.foe.org.jo/home.html>

The Friends of Environment Society (FOE) is an independent non-profit organization that is dedicated to environmental education. Members are Jordanian volunteers interested in encouraging the younger generation to take an active part in conserving and improving their natural environment. FOE’s DIA-LOGUE program initiates regional and international dialogue between youth to create awareness of the latest environmental issues. The society also focuses on encouraging the private sector to become more aware of its environmental responsibilities.

G

Gang Violence in Central America

<http://www.thebrokeronline.eu/en/articles/Gang-violence-in-Central-America>

This brief article, published in April 2009, gives a comprehensive overview of the youth gang problems faced in the Central American countries of El Salvador, Nicaragua, Honduras, and Guatemala. The authors offer the latest statistics on gang violence in the area and possible causes for street gang formation. The article also compares resulting government policies and approaches in the region.

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Gender Matters: Manual on Gender-Based Violence Affecting Young People

<http://www.eycb.coe.int/gendermatters/contents.html>

Gender Matters is a manual that aims to help youth educators and youth leaders better implement programs and projects related to GBV and young people. The manual contains three theoretical chapters that address gender (e.g., ideas of gender, the politics of gender), GBV, and mobilization against gender inequality and GBV. The fourth chapter offers exercises practitioners can use to discuss gender and GBV with youth. Finally, the appendices include summaries of the international legal instruments addressing GBV, such as the “Convention on the Elimination of All Forms of Discrimination against Women.”

Global Call to Action Against Poverty: Children and Youth Task Force

<http://www.whiteband.org/about-gcap/reports/children-and-youth-task-force>

The Children and Youth Task Force, which met in Nairobi Kenya in September 2006, advocates for the Beirut Declaration’s goal to “ensure young people are partners, not only targets, in development and decision-making.” The task force is thus connecting youth and youth-serving organizations through a Children and Youth Forum. The report further outlines the initiatives in 2007 (like the Global White Band Day to show solidarity in eliminating poverty) and provides a toolkit for youth activism.

Global Democratic Citizen Union’s Microfinance for Youth Program

<http://www.gdcu.org/microfinanceforyouth/microfinanceforyouth.htm>

This cooperative agreement between high schools in South Africa and the Zulu Tribal Council of Kwazulu-Natal Province in Loskop is the first microenterprise program developed for youth in

South Africa. The project was designed to reach orphans and vulnerable young people in one of the world’s most AIDS-impacted areas where the rate of HIV is over 40 percent. The Microfinance for Youth Program (MFY) first provides high school students with marketing, business planning, accounting and AIDS prevention training. Next, students evaluate each other’s business plans and are taught accounting and business legal procedures. Students can then take out individual loans of \$75 to launch their business ventures. While the MFY program primarily aims to help youth actively participate in the economy, keeping youth engaged in school and avoiding behaviors that spread HIV are also emphasized.

Global Model UN

<http://www.un.org/gmun/>

The Model UN program has typically been implemented at a national level, with conferences in more than 70 countries happening every year. The United Nations Department of Public Information decided to take the Model UN program to the next level with the first annual Global Model UN conference held in Geneva, Switzerland, in August 2009. Between 600-1000 university-level students were invited to participate in the conference via a competitive selection process. The Global Model UN conference more closely resembles UN Assemblies in its rules and procedures than a typical Model UN, and participants have access to UN officials before and during the conference. The goals of the Global Model UN include raising awareness of the UN’s role in world affairs, enabling youth participation in the planning of the conference in order to inspire new global leaders, and encouraging the creation of new Model UN programs.

GlobalUR Website

<http://www.globalur.com/>

This international development networking site and webzine provides a space for knowledge exchange, where people from around the world can meet to share their experiences and insights, and work

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together to solve global problems. Four times a year the GlobalUR site publishes an interactive webzine with a particular focus on a global issue and best practices for solving the issue. The site also offers a global networking forum for professionals working in the field of international development.

Global Youth Action Network

<http://www.youthlink.org/gyanv5/index.htm>

Founded in 1999 at the United Youth Conference, GYAN is a UN-affiliated, youth-led organization that connects thousands of youth-led and youth-serving organizations around the world. GYAN boasts member organizations from over 190 countries. In 2001, GYAN merged its database with www.TakingITGlobal.org, thereby forming what is generally considered to be the most comprehensive database of youth organizations and events. GYAN collaborates with a variety of agencies to implement several programs, such as the Global Youth Service Day, Youth and the Millennium Development Goals, and Youth in Global Governance. GYAN publishes a monthly e-newsletter that provides the latest information in youth news, events, and professional opportunities (e.g., jobs, training).

Global Youth Coalition on HIV/AIDS

<http://www.youthaidscoalition.org/index.html>

The Global Youth Coalition on HIV/AIDS (GYCA) is a youth-led alliance working to combat HIV/AIDS in over 150 countries. The organization is made up over 3,000 young leaders aged 15 to 30. Members represent a wide variety of organizations, programs and networks focusing on youth with HIV/AIDS. Free online e-courses in Project Management, Political Advocacy and Grant Proposal Writing and Fundraising are also available to 20 selected applicants. Courses run four to five weeks, and students complete the course with a final project plan, grant proposal or advocacy campaign that they can put into practice. GYCA also publishes a bi-monthly newsletter online called *Youth Awake!* You can join the newsletter at the following link:

<http://www.tigweb.org/members/ss.html?partner=gyca>.

Global Youth Connect

<http://globalyouthconnect.org/about.html>

The mission of Global Youth Connect (GYC) is to build and support a community of youth who are actively promoting and protecting human rights and to educate and inspire the next generation to work



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for peaceful change. The organization believes educated, compassionate and empowered youth are the key to achieving tolerance, peace and justice. Their programs encourage young people to work together to stand up to abuses of human rights. GYC practices a holistic approach to youth education and action that is grounded in a commitment to the principles of human rights, community-building, reconciliation and peaceful resolution of conflicts.

Glocal Youth Parliament

<http://www.glocalyouth.org/?id=305&lng=en>

The Glocal Youth Parliament (GYP) network currently has representatives in 65 cities worldwide, enabling urban youth to share experiences and ideas to better realize their common visions. The network, named for those who think globally and act locally, partners representatives with local governments and organizations, international institutions, the private sector and each other. Among other initiatives, the Glocal Forum Youth Council Campaign aims to build capacity and facilitate urban youth exchange by establishing new youth councils and enhancing pre-existing ones, with a peer-to-peer council development mentoring program underway in Belgrade, Rome, Amman, Freetown, Reggio-Emilia and Phnom Penh.

Great Baikal Trail Association

http://www.greatbaikaltrail.ru/index_en.html

The Great Baikal Trail Association (GBT) has implemented a Youth Career Consultancy (YCC) model to protect Russia's Lake Baikal, the world's oldest and deepest lake situated in South-East Siberia. GBT sustains its programs by providing foreign tourists with the opportunity to work side by side with Russian youth volunteers and play an active role in the preservation of Lake Baikal. Foreign tourists pay a fee to volunteer working on construction and maintenance projects. In exchange, these "eco-service" tourists are provided with accommodations and meals and are organized into groups to work on specific segments of the trail.

Green Pages

<http://eco-web.com/>

Green Pages is the environmentally-friendly version of the white or yellow pages. Produced by ECO Services International, Green Pages claims to be a "comprehensive guide to the full spectrum of environmental products & services, featuring 7,000 leading suppliers from 149 countries." The site also contains information about and links to organizations (including youth organizations), publications, events, and expert editorials. In order to ensure accurate information, Green Pages manually reviews all entries, which are limited in number to 7,000, and verifies organizations through regular update requests. The Pages are an excellent resource not only for organizations who want to use eco-friendly products and services, but also for those who are looking for partner organizations in one of the 149 countries represented in the Pages.

The Guide to Social Change Led by and With Young People

<http://www.commonaction.org/socialchangeguide.pdf>

This CommonAction guide provides an overview of issues relevant to youth-led social change, as well as the actions and tools best utilized in youth-led projects. Topics include criminalization, youth-adult partnerships, participatory action research and home-schooling. Short summaries of issues, actions and resources are accompanied by links to the FreeChild Project site, which explores them in greater detail.

Gun Free South Africa

<http://www.gca.org.za/Home/tabid/1120/language/en-US/Default.aspx>

<http://yoffiegfsa.org/index.html>

(Gun Free South Africa Youth Activism Report)

Founded in 1994, Gun Free South Africa (GFSA) aims to reduce the number of firearms in South Africa. GFSA runs a variety of programs, including a number of initiatives that directly target youth

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populations. For example, Words over Weapons uses e-learning materials to teach nonviolence in schools. After a tremendous amount of advocacy by GFSA advocates, including youth, South Africa passed the Firearms Control Act. Youth activists have had an important role in GFSA's advocacy and youth programs. Adam Yoffie's oral history project "Ten Years Later: An Examination of the Current State of Youth Activism" (see link above) chronicles six partial life stories of GFSA youth activists. In the interviews, the participants discuss their work with GFSA and offer suggestions for working with youth.



HakiElimu

http://www.hakielimu.org/index.php?option=com_content&task=view&id=22&Itemid=100

Established in Tanzania in 2001, HakiElimu was designed to enable communities, including parents, teachers, and students, to transform schools and influence decision-making. Organization members believe that democracy and education will only improve when more people get involved, so rather than solving education problems within the non-profit organization, HakiElimu facilitates community members' participation in school and community governance. By stimulating public engagement with education issues and developing information sharing and networking throughout Tanzania, HakiElimu works to build Tanzania's national movement for social and educational change.

Handicap International UK "Publications" Page

http://www.handicap-international.org.uk/page_133.php

Handicap International has published a number of important documents related to disability and development. For example, *Fun Inclusive!* is a useful handbook that provides guidance on and ideas for

organizing sports activities with and for disabled persons. Another publication promotes good practices for the economic inclusion of disabled persons in developing countries, and provides guidelines for accessing microcredit institutions and other funding mechanisms. Other publications address inclusion in developing countries, inclusion of people with disabilities in poverty reduction, and mainstreaming and disability checklists.

Hot Shot Business: Online Entrepreneurship Simulation Game

<http://www.kauffman.org/items.cfm?itemID=479>

This award-winning, interactive, online game, developed by the creative team at Disney Online with the entrepreneurship expertise of the Kauffman Foundation, teaches children and youth entrepreneurial concepts and skills. During the game, players find money to open businesses like a skateboard factory, pet spa or comic shop. They make adjustments based on market trends, customer preferences and news events to make the businesses succeed. Although the game is targeted to children and youth in the US, it could be a fun and useful learning tool for English-speaking young adults around the world.

"I am stopping TB" Million Youth March

<http://www.millionmarch4tb.org/home.aspx>
(March site)

<http://www.emro.who.int/stb/> (World Health Organization, Eastern Mediterranean Region)

The Eastern Mediterranean Partnership with the World Health Organization (WHO) organized the Million Youth March to stop tuberculosis (TB) on World TB Day in March. According to the WHO, approximately 800,000 people in the Eastern Mediterranean region suffer from TB. The objective of the Million Youth March was to draw attention to this

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disease, which, though preventable and curable, still leads to over 100,000 TB deaths per year in the region. Youth in more than 15 countries, including the conflict-ridden countries of Afghanistan, Iraq, Somalia, and Sudan, participated in the event, marching together and holding educational events and rallies to raise awareness of, and advocate for, TB prevention (see March site for photos and media coverage).

IDEJEN: Haitian Out-of-School Youth Livelihood Initiative

<http://www.equip123.net/webarticles//anmviewer.asp?a=628&z=123>

<http://idejen.edc.org/> (French)

An EQUIP3 project, IDEJEN conducted participatory assessments of Haiti's out-of-school youth population and then commenced several pilot projects to teach youth job and life skills and to give them access to nonformal basic education. The project also aims to build the capacity of community-based organizations that work with youth. Youth participation is a key component of IDEJEN, as youth play an active role in the implementation of the project. The youth participate as researchers, field agents, and youth center leaders. Through these and other projects, IDEJEN works to re-integrate marginalized youth into society.

iEARN (International Education and Resource Network)

<http://www.iearn.org/index.html>

iEARN links together children and youth from more than 20,000 schools across the globe, with the aim of transforming youth into global citizens by enabling them to collaborate with peers on educational projects. Not only do students improve their skills in areas such as math and social studies, but they also have the opportunity to engage in cross-cultural exchange via online forums and other forms of communication. Via the site's Collaboration Center, visitors can search for projects by subject, age level, and language. For example, students representing two countries work together on the BEST project;

together, they conceive virtual companies that sell recycled products. As part of the CATALYST project, students in the U.S., Pakistan, and Uzbekistan work together to create animated public service announcements about emergency preparedness, in addition to participating in community service activities. iEARN works in more than 115 countries and 30 languages.

IMAGE-IN the Millennium Development Goals

<http://www.unhabitat.org/content.asp?typeid=19&catid=531&cid=4420>

IMAGE-IN is a program coordinated by UN-HABITAT to empower youth living in slums, in connection with the Millennium Development Goal 7, Targets 10 and 11 (ensure environmental sustainability by increasing access to safe drinking water and improving the lives of slum dwellers). IMAGE-IN worked with the Mathare Youth Sport Association, whose goal is to link development, sport, environmental activism, and art. The project encouraged the youth of Mathare, a slum outside of Nairobi, to use photography to document their conditions and advocate for the MDGs (see http://www.unhabitat.org/downloads/docs/4420_97173_Image-in%20summary.pdf).

The Impact of Armed Conflict on Male Youth in Mindanao, Philippines

http://www-wds.worldbank.org/servlet/main?menuPK=64187510&pagePK=64193027&piPK=64187937&theSitePK=523679&entityID=000112742_20060726173328

This 2006 World Bank Paper shows that, despite growing up in an environment shaped by violence, young males in Mindanao continue to hope for change for a better life. Although popular perception is that young males are militarized, a large majority is not; instead they yearn for opportunities to educate and equip themselves with skills to which their peers in other parts of the country have access. The study recommends interventions in education, livelihoods and labor markets.

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Improving Employability for At-Risk Youth: The Dominican Republic's Development Project

<http://siteresources.worldbank.org/INTCY/Resources/395766-1186420121500/YDN7Emp.pdf>

The DR's Youth Development Project, a \$30 million World Bank investment to improve the job and life prospects of 10,000 young Dominicans aged 16 to 20 was a response to the country's 30 percent unemployment rate caused by a banking crisis and subsequent economic stagnation, and a poor educational system. Life skills and technical skills training, an internship, and a second chance at formal education enhance the employability of poor youth. Training is demand driven and linked directly to an internship with a private employer previously identified by the training institution.

In Brief: Gender Bulletin

http://www.bridge.ids.ac.uk/bri_bull.html

Published by BRIDGE, the gender and development research and information service within the Institute of Development Studies in the UK, the In Brief bulletin focuses on topical gender themes and is targeted at busy policymakers and practitioners. Issues address different themes, with each composed of an overview and two articles written by Southern-based practitioners. *In Brief* is available in printed copy or via e-mail in English, French and Spanish.

Indian Youth Climate Network

<http://www.iycn.in/>

<http://www.nytimes.com/2009/02/15/opinion/15friedman.html?r=1&scp=2&sq=India,%20youth,%20energy&st=cse>
(*The New York Times* article featuring IYCN)

<http://www.indiacimatesolutions.com>
(India Climate Solutions)

The Indian Youth Climate Network (IYCN) is an umbrella organization that brings together nu-

merous youth organizations that focus on climate change issues. Its mission is to "unite the youth of India to ensure a clean, bright future" by generating awareness among and empowering youth to take the message of climate change to stakeholders at all levels, from local municipalities to international conferences. The network has grown tremendously since its founding in March 2008, due to support from grassroots organizations across the country. In addition to its advocacy work, IYCN also engages in a number of projects, including implementing renewable energy projects in rural communities, training youth leaders through its Climate Leadership Program, and conducting youth summits. One of its projects, India Climate Solutions (see link above), aims to "create, communicate and celebrate the solutions to climate change" through an interactive website/forum, where youth can exchange ideas and solutions to energy issues, and also through an outreach "Climate Solutions Road Tour," which is featured in *The New York Times* article above.

Indigenous Laikipiak Maasai Integrated Youth Organization

<http://www.ilamaiyo.org>

Indigenous Laikipiak Maasai Integrated Youth Organization (ILAMAIYO) is a community-based organization founded by youth in the Mukogodo region of Kenya. Both in-school and out-of-school Laikipiak Maasai youth participate in educational programs in their pastoralist community, with traveling seminars that address HIV/AIDS, harmful cultural practices, alternative livelihoods, and conflict resolution. Since pastoralist girls in particular face significant challenges to educational access, ILAMAIYO's girls' education program currently sponsors more than 30 young women in secondary school, while the organization also works with youth and adults to increase leadership opportunities for females in society.

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INJAZ

<http://www.injaz.org.jo/Default.aspx>

Established with Save the Children in 1999, INJAZ has since become an independent not-for-profit organization that focuses on inspiring, empowering and preparing Jordanian youth to enter the global marketplace. INJAZ targets youth between 14 and 24 years old and reaches over 70,000 youth each year. The organization works in schools and universities to teach them everything from personal economics to travel and tourism skills to business ethics. INJAZ also conducts job fairs, job shadowing, internships, and other career counseling-type activities.

Innovative Practices of Youth Participation in Media

[http://portal.unesco.org/ci/fr/files/22831/11593413569UNESCO Innovative practices.pdf/UNESCO%20Innovative%20practices.pdf](http://portal.unesco.org/ci/fr/files/22831/11593413569UNESCO%20Innovative%20practices.pdf)

UNESCO's study highlights how young people, working with a range of media materials, produce innovative content through dialogue and discussions. Media included newspaper and magazine, radio, television and video, the Internet, and personal digital assistants. The report includes case studies from Ghana, Haiti, India, Kyrgyzstan, Mexico, Mozambique, Nigeria, Somalia, South Africa, Vietnam, and Zambia.

Instituto Promundo

http://www.promundo.org.br/35325?locale=en_US (portions of site are in Portuguese)

Instituto Promundo is a Brazilian organization that works with youth and children "to promote more equal relations between men and women and to prevent interpersonal violence." The organization focuses on two primary areas: 1) gender and health, and 2) violence prevention. Promundo's Youth for Gender Equity (JPEG [Portuguese acronym]) program uses peer promoters to lead educational workshops where youth explore the links between gender issues, HIV/AIDS, and violence against

women. Programa H, one of Promundo's most well-known programs, challenges young men to explore the traditional norms of masculinity and engage in the promotion of gender equity and the prevention of violence against women. Promundo has several other programs which address issues of homophobia, female sexuality, and violence against children.



Interagency Gender Working Group

<http://www.igwg.org/default.htm>

Established in 1997, the Interagency Gender Working Group (IGWG) is a network that "promotes gender equity within population, health, and nutrition programs with the goal of improving reproductive health/HIV/AIDS outcomes and fostering sustainable development." In order to achieve its mission, the network focuses on educating about and advocating for gender equity and developing gender-related operational tools. The IGWG has sponsored and funded programs, conducted gender trainings, and produced numerous publications and tools. The network has four priority areas: GBV, youth and gender, gender implications and vulnerabilities of HIV/AIDS, and constructive male engagement.

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Interagency Youth Working Group Resources on Youth Reproductive Health and HIV/AIDS

<http://www.infoforhealth.org/youthwg/>

The Interagency Youth Working Group (IYWG) announced a new Website, “Resources on Youth Reproductive Health and HIV/AIDS,” designed for those working with youth in developing countries. The site features guidance on key program areas and best practices, publications grouped by organizations with major youth resources, a database of more than 900 recent resources, research tools, training materials, and websites for youth. The IYWG network is supported by the U.S. Agency for International Development, and the site is hosted by the INFO Project, Johns Hopkins Bloomberg School of Public Health Center for Communication Programs, with content managed by Family Health International. More than 15 organizations collaborated to create the site.

International Association of National Youth Service

<http://www.ianys.utas.edu.au/index.html>

A global conference on national youth service in the United States in 1992 led to others (in Nigeria in 1994, Papua New Guinea in 1996, the United Kingdom in 1998, Israel in 2000, Argentina in 2002 and Ghana in 2004, and led to the formation of an international organization concerned with promoting excellence in NYS around the world: the International Association for National Youth Service. IANYS aims to stimulate and facilitate the exchange of information about national youth service.

International Insights, Volume II – Youth Participation: Facing the Hard Questions

http://cyc.brandeis.edu/CYD_Journal_winter_2001.pdf

This volume examines the importance of a sound evidence base for youth participation. Policymakers, governments and international agencies are ready to take youth participation seriously as a strategy for youth development and community development. However, with increased attention has come increased scrutiny. There is a growing need for a credible evidence base that demonstrates that youth participation makes a difference and identifies the practices that really work. This volume discusses the present state of evidence-building efforts. Articles included in this volume: “What Evidence Do We Have that Youth Participation Actually Works?” by the Forum for Youth Investment; “Building Evidence: A Long Road, But the Way Is Clear: Steve Mokwena Speaks with Douglas Webb and Rakesh Rajani” by Steve Mokwena; and “Interview with Caribbean Youth, Edward Registe.” The Forum for Youth Investment. (2001, Spring). “Youth Participation: Facing the Hard Questions.”

International Telecommunication Union

<http://www.itu.int/wisd/2007/about/theme.html>

The International Telecommunication Union (ITU), the UN agency for information and telecommunication technologies, promoted the 2007 World Telecommunication and Information Society Day (May 17) with the topic “Connecting the Young: the opportunities of ICT.” Their initiatives involve providing hundreds of scholarships and internships to help young people gain access to ICT opportunities, as well as projects with Child Helpline International, an organization that establishes toll-free helplines, radio programming, and text messaging services to children and youth in over 150 countries.

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International Youth and Public Space Network (YSpace)

<http://www.yspace.net/index.php>

Where do youth spend their time, and how much of public space is youth-friendly? YSpace is an online network that seeks to answer these questions. Researchers, city planners, young people, and youth service providers come together on this site to share research, ideas, and strategies for transforming public and community-accessed spaces into child- and youth-friendly spaces. YSpace challenges the idea that youth who are hanging out in public spaces constitute a threat to society. The network allows users to search tools and research according to types of spaces (e.g., libraries, youth-friendly cities, streetscapes), inclusive strategies (e.g., activities, policing, legislation, design), available uses (e.g., cultural, play, political, sports), and sub-populations (e.g., females, indigenous, gangs, homeless). The “Links” section connects visitors to a variety of organizations and sites related to young people and public spaces.

International Youth Foundation (IYF) Field Notes: Developing an E-mentoring Initiative

<http://www.iyfnet.org/uploads/FieldNotes%20E-Mentoring.pdf>

This Field Notes relates to developing e-mentoring programs where mentors and protégés communicate through the Internet. E-mentoring allows for an increased geographical distance between participants and can be less intimidating than face-to-face discussions, but must be targeted appropriately to the youth involved. The document also contains a checklist for beginning an e-mentoring program with youth.

Involving Young People in Efforts to Combat HIV and AIDS in Africa: The Importance of Income-Generating Strategies

<http://www.hhd.org/resources/publications/involving-young-people-efforts-combat-hiv-and-aids-africa-importance-income-g>

This publication from EDC’s Division of Health and Human Development aims to inform policymakers about HIV/AIDS. It notes the inextricable links between poverty, unemployment, and the spread of HIV and AIDS, and looks at increasing youth participation in the fight against HIV/AIDS through meaningful, paid work. It profiles organizations that involve young people in income-generating activities to ultimately fight HIV/AIDS and the extreme burden of poverty. For example, Ethiopia’s Wegen AIDS Talkline is an anonymous hotline staffed by a combination of volunteers and paid employees, providing free information on HIV, AIDS and other STIs to the community.

This paper also provides a discussion of key issues faced by organizations when developing strategies to involve youth. Case studies from three different organizations operating in Sub-Saharan Africa and South Asia highlight successful and innovative approaches to involving youth in HIV/AIDS services, while providing them with income-generating opportunities. The Youth Action Rangers of Nigeria (YARN) is an example of this type of youth-run non-profit organization, which has devoted itself to empowering youth through information sharing, education, communication, training, advocacy, and policy development. The article concludes by suggesting areas for further research and consideration including the role national and international agencies might play in targeting their training and funding towards youth employment opportunities in health care and other HIV/AIDS related fields.

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Is Youth Entrepreneurship a Necessity or an Opportunity?

<http://www.iadb.org/sds/doc/int473.PDF>

This paper highlights the importance of youth entrepreneurship in Latin America and the Caribbean, as well as the challenges and opportunities faced by young entrepreneurs. The authors estimate the current number of young entrepreneurs in the region and review the scope and quality of policies and programs that governments, development agencies and civil society are implementing to support young entrepreneurs. Finally, the paper presents conclusions and policy recommendations on issues such as education, financing, the business environment and institutional strengthening.

It's Getting Hot In Here

<http://itsgettinghotinhere.org/>

It's Getting Hot In Here is "the voice of a growing movement, a collection of voices from the student and youth leaders of the global movement to stop global warming." Started by youth leaders reporting from the International Climate Negotiations in Montreal in 2005, the website has become a significant online community for youth climate change leaders around the world. More than just a blog, the website mobilizes youth leaders by informing them of events, engaging them in climate change campaigns, and providing how-to resources on blogging effectively.

IYF Field Notes: Influencing the National Youth Agenda

<http://www.iyfnet.org/uploads/1-5%20FieldNotes%20Natl%20Agenda%20FINAL.PDF>

This issue in the Field Notes series discusses how NGOs can influence national youth policies. It includes case studies from the UK and Brazil, lessons learned, and questions to consider for determining the best methods for influencing policy or working with governments.

IYF Field Notes: Technology and Life Skills Education

<http://www.iyfnet.org/uploads/2007-01-11%20FieldNotes%20Tech%20Life%20Skills.pdf>

This document discusses the benefits and challenges of introducing technology into youth programming. It cites examples of how technology has the potential to teach life skills, like suggesting the use of different types of media to explore and address various issues, and also what to consider and be wary of when using technology with youth.

J

Jobs for the 21st Century: Synthesis Paper

http://www.gwit.us/Products/USAID_SynthesisPaper_NEW3.pdf

This is a user-friendly document written for economists and non-economists alike who seek to better understand the complex issue of youth unemployment in the Asia Near East Region. As a part of the Jobs for the 21st Century Initiative, a project under the Asia and Near East Bureau of USAID, the paper summarizes key findings regarding youth job creation and workforce programs and policies, in addition to lessons learned, from an assessment of five countries (Cambodia, India, Indonesia, Philippines, and Sri Lanka). The paper synthesizes the findings of these studies, clearly maps out the main reasons for youth unemployment in the region, and offers key recommendations for each geographic area of interest.

The paper points to four broad factors that have influenced youth unemployment in the five countries including: job creation and labor demand, demographic and labor supply factors, skills mismatch and shortage due to supply-side factors, as well as social networks and youth expectations. Although the assessments are country-specific, the lessons learned also provide practical and insightful policy implications for unemployed youth across the region and the developing world.

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Junior 8 Summit (J8)

<http://j8summit.com/>

Junior 8 Summit (J8) is a UNICEF project that creates a parallel youth version of the G8 Summit. To participate, youth enter their own solutions to four of the G8 agenda items in a competition. Youth from G8 countries joined by youth from developing countries (one from each region of the world) meet in a G8 country to participate in workshops, exercises and discussions related to the agenda issues. The delegates then created a communiqué that they presented to the G8 leaders. This international summit is an example of an effective program run primarily by adults that gives youth a voice and encourages youth involvement in global issues.

Justice for Girls

<http://www.justiceforgirls.org/>

Justice for Girls (JFG) is a Canadian non-profit organization “that promotes freedom from violence, social justice and equality for teenage girls who live in poverty,” a significant percentage of whom are indigenous. The organization works in the following areas: criminal justice monitoring, advocacy, anti-poverty and housing, and education. The Criminal Justice Monitoring program assists girls and young women who have either been victims of violence or are being prosecuted for a crime, ensuring that the

girls receive adequate access to justice in Canadian courts. JFG’s Girls Access to Education program works to improve education access for homeless and/or marginalized girls and young women. JFG also runs an internship program, through which impoverished and/or homeless young women can gain work experience and receive overall career support.

K

Karen Teacher Working Group

<http://ktwg.org/>

The Karen Teacher Working Group (KTWG) is a local organization supporting schools, teachers and students throughout the war-affected areas of Karen State, Burma. The KTWG supports the Karen Teacher Training College, a two-year, pre-service teacher training course for Karen youth who are interested in teaching in Karen State, Burma. The teacher training curriculum includes topics like student-centered approaches to learning and indigenous education. Approximately 20,000 community volunteers worked with the KTWG to help carry 94,000 kilograms of learning materials, student health support and sports equipment to local schools throughout Karen state from February-May of 2008. Their website offers information on teacher training initiatives, a short film of their work, and more details about their Thai/Burma cross-border initiatives.

Kenya Disabled Action Network

<http://www.kedan.or.ke/index.html>

Kenya Disabled Action Network (KEDAN) works specifically for and with disabled Kenyan youth. Working towards its mission of equalizing opportunities for disabled youth, KEDAN implements a number of programs ranging from economic empowerment to advocacy. Its job placement and livelihood project trains youth in entrepreneurship, life skills, and ICT and other job skills, and provides job search assistance. The organization’s health and fitness program assists disabled youth in accessing health services



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and also conducts HIV/AIDS awareness campaigns. Other initiatives include a capacity development program and a sports and recreation program.

KOTO

http://www.koto.com.au/index.php?option=com_content&view=frontpage&Itemid=1

Located in Hanoi, Vietnam, KOTO is both restaurant and training program. Begun in the late 1990s by Australian-Vietnamese Jimmy Phan, KOTO recruits youth aged 16 to 22 off the streets to enter a two-year intensive training program, where they learn life skills, English, and hospitality and tourism skills. Youth accepted into the program also receive housing and a small stipend so that they will focus on their studies and still have some money to send home to their families. Graduates of the program receive an internationally recognized certificate and qualification. KOTO's guiding philosophy is "Know One, Teach One," meaning that all graduates are expected to identify someone who reminds them of themselves – to "Know" someone – and, in turn, to share their newfound knowledge, to "Teach."



The Learning Farm

<http://www.worlded.org/WEIInternet/projects/ListProjects.cfm?Select=Topic&ID=24#148>

In Cisarua, just outside of Jakarta, Indonesia, vulnerable youth leave the streets of Jakarta to come to the Learning Farm. At the farm, youth have the opportunity to learn technical skills in organic farming, as well as other skills ranging from math to enterprise development to arts and crafts. As they till the fields, marginalized youth also learn how to cultivate self-discipline and responsibility. After the farm, many start up their own businesses or return to formal schooling.

Listening to Youth: The Experiences of Young People in Northern Uganda

http://www.womenscommission.org/pdf/ug_machel_short.pdf

<http://www.womenscommission.org/pdf/uganda%20cap%208-pager%202007.pdf>
(Report to Contributors)

This May 2007 summary report, published by the Woman's Commission for Refugee Women and Children, reveals findings of an assessment from Northern Uganda in which young people were asked to express the impact of war on their lives, prospects for the future, and their recommendations to local, national and international actors. To ensure young people play an active role in rebuilding their country, the report emphasizes immediate action and highlights critical lessons the international community can use to support all regions affected by violent conflict. In addition, a "Report to Contributors" was created to inform the youth interviewed how their response will be used and what impact it will have (see link above).

Literacy Assessment for Out-of-School Youth and Adults: Concepts, Methods, and New Directions

http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/29/c9/86.pdf

This paper from the International Literacy Institute provides a critical view of assessment issues around literacy. It also includes discussions on: cultural dimensions to literacy, international statistics on literacy comparisons, learning, literacy, and the achievement of basic life skills, national level versus local level program needs, methodologies for literacy assessment and challenges to the validity of literary assessment tools. The study also includes examples of monitoring learning achievement both in and out of school.

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LUNDU, Center of Afro-Peruvian Studies and Promotion

http://www.racismonuncamas.com/index.php?option=com_frontpage&Itemid=1 (In Spanish)

<http://www.madre.org/index.php?s=2&b=6&p=43#lundu>

Founded by activist and poet Mónica Carrillo, LUNDU works to combat racism and sexism, while simultaneously building the skills and self-esteem of Afro-Peruvian youth. The organization conducts skills trainings, teaches leadership skills and sexual and reproductive health, and holds forums to promote Afro-Peruvian culture. LUNDU has also held international workshops for Afro-descendant youth across Latin America.

M

The Making, and Unmaking, of a Child Soldier

http://www.nytimes.com/2007/01/14/magazine/14soldier.t.html?_r=1&oref=slogin

This *New York Times Magazine* article brings a youth perspective from a former child soldier to this YCoP. Having survived the civil war in his home country of Sierra Leone, Ishmael Beah tells his story of being transformed into a child soldier at the age of 12 and describes the beginning of his repatriation. He is the author of *A Long Way Gone: Memoirs of a Boy Soldier* and currently lives in New York.

Mapa de la Violencia: Los Jóvenes de América Latina

http://centroamericajuven.org/fileadmin/Contenido/Imagenes/Estudios/Investigaciones/MAPA_DE_LA_VIOLENCIA_2008.pdf

Published in 2008, the *Mapa de la Violencia: Los Jóvenes de América Latina* (Violence Map: Latin American Youth) offers a comprehensive analysis of the characteristics of youth violence in Latin America.

Comparing regional and international statistics, this report looks at four main causes of violent death amongst Latin American youth: transportation accidents (as an indication of everyday violence on public streets), homicides, suicides (indicating self-violence), and deaths by firearms. It concludes with an integrative analysis that intends to deepen the understanding of the issue and assist in the creation of more effective policies. The report is published in Spanish.

Market Assessment Toolkit for Vocational Training Providers and Youth

http://womenscommission.org/pdf/ug_ysl_toolkit.pdf

In 2008, the Women's Commission for Refugee Women and Children published this comprehensive toolkit based on its research in Northern Uganda. The toolkit is made up of three parts: the Market Assessment Toolkit for Vocational Training Providers, the Analysis Guide, and the Market Interaction Toolkit for Youth. The three step process assists practitioners in targeting their vocational training by learning how to analyze market conditions and employment growth and opportunities, as well as helping youth to become active participants in finding a program that matches their interests. Though the toolkit is based on Uganda, it can be adapted for use in other locales. For the full report on which this toolkit is based—*Youth and Sustainable Livelihoods: Linking Vocational Training Programs to Market Opportunities in Northern Uganda*—please visit the following website: www.womenscommission.org/pdf/ug_ysl_rep.pdf.

The Meaning of Social Entrepreneurship

http://www.fuqua.duke.edu/centers/case/documents/dees_SE.pdf

“The Meaning of ‘Social Entrepreneurship’” by J. Gregory Dees provides an extensive definition and a comparison between social and business entrepreneurs.

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Media Magic Digest

<http://www.unicef.org/magic/>

The media efforts of young people around the world are show-cased by this quarterly e-newsletter that aims to promote dialogue between broadcasters and young media enthusiasts. The inaugural issue shares the stories behind original youth-driven programming produced through photography, video, radio and print. The site was launched by Voices of Youth and UNICEF's International Children's Day of Broadcasting project.

The Men's Bibliography, Ninth Edition

<http://mensbiblio.xyonline.net/index.html>

The Men's Bibliography is an excellent gender resource. When working on gender issues, practitioners often focus on girls; however, working with boys and young men is key to bettering gender relationships and creating sustainable change on gender and development issues. Michael Flood created The Men's Bibliography, which addresses a wide range of issues related to boys, men, and gender. The bibliography was recently updated and includes about 22,400 books and articles, sorted into over thirty major subject areas. Examples of subjects covered include: men and masculinities, growing up male, working with boys and men, race and ethnicities (including masculinities in indigenous, tribal, and non-Western societies), fatherhood and families. Visitors to the site can easily search the bibliography using key words and phrases.

Mental Health of Young People: A Global Public Health Challenge

http://www.sangath.com/sangath/files/otherpdfs/Mental_health_of_young_people.pdf

Published in *The Lancet* in 2007, "Mental Health of Young People: A Global Public Health Challenge" gives an overview of the mental health disorders that affect young people aged 12 to 24, as well as key challenges to addressing mental health needs

(e.g., shortage of mental-health professionals, stigma). The authors propose a "population-based, youth focused model, explicitly integrating mental health with other youth health and welfare expertise." Further, they discuss the additional issues faced by youth in developing countries, acknowledging that there are differences between wealthy and poor countries in the priorities for young people; the article states, for example, that "while 78 [percent] of countries in the high-income category have a child and adolescent mental-health policy, not one low-income country does." The article includes case studies of mental health programs in South Africa and Jamaica.

Microcredit for Education

http://www.microlinks.org/ev_en.php?ID=13097_201&ID2=DO_TOPIC

This two year USAID/Haiti program is allowing families to help finance their children's education through microcredit. The program is jointly funded and supported by USAID Microenterprise Development Office and uses loans to cover school fees, uniforms, shoes, transport and textbooks. By opening credit accounts, parents repay the loan throughout the duration of the school year and over time end up paying less for their children to complete school.

Micro-Enterprise Development Best Practices Training Manual

<http://www.oicinternational.org/uploads/Micro%20Enterprise%20Development.pdf>

This trainer's manual for microenterprise development skills trainers was prepared by OIC International. It is divided into 11 modules that cover key issues for micro-entrepreneurs to know, including assessing potential enterprises, business planning, costing, marketing, and accessing credit.

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Microfinance, Youth and Conflict: Emerging Lessons and Issues

See under Microfinance, Youth, and Conflict Research Initiative

Microfinance, Youth, and Conflict Research Initiative

<http://www.equip123.net/webarticles/anviewer.asp?a=638>

http://www.microlinks.org/en.php?ID=3784_201&ID2=DO_TOPIC

In 2005, the USAID-funded AMAP and EQUIP3 mechanisms collaborated in a research initiative on Microfinance, Youth and Conflict. The partnership was created to provide donors and practitioners with guidance when making decisions for youth and microfinance programming in conflict-affected settings. Main findings and tools can be found at the above websites. The following documents are part of this initiative:

Central Uganda Case Study

<http://www.equip123.net/docs/e3-UgandaCaseStudy-FINAL.pdf>

This case study explores the challenges and opportunities in serving youth with microfinance in conflict-affected areas. Focusing on both the supply and demand side of youth microfinance in Uganda, the study also seeks to test and further develop research tools that address both youth and microfinance. Several hypotheses were tested during the study in order to clarify myths prior to serving youth with microfinance. For example, it was found that on the demand side, Ugandan youths actually do not consider a lack of capital to be a top constraint when starting a successful business. Interestingly, the youth also felt that a number of experiences, from failed businesses to appropriate finances to personal qualities, were required before they were “ready” to use microfinance services effectively. The study presents a variety of key findings and concludes with useful programming recommendations.

West Bank Case Study

<http://www.equip123.net/docs/e3-YMFCWBcasestudy.pdf>

This case study explores the impact of conflict in the West Bank on youth employment, as well as the supply and demand for microfinance and the roles different entities, such as Youth-Serving Organizations (YSO) and families, have in meeting this demand. A set of youth experts and microfinance experts researched a variety of hypotheses and identified gaps between the supply and demand for youth microfinance in the West Bank. Key findings from both the supply and demand sides are presented in the study. For example, on the supply side, it was discovered that microfinance institutes do not view youth as a separate market, though they do not actively market to them. The study also provides valuable information as to how Palestinian youth contribute to and finance their livelihood and family situations.

Microfinance, Youth and Conflict: Emerging Lessons and Issues

http://www.microlinks.org/en.php?ID=7123_201&ID2=DO_TOPIC

This 2005 report examines how youth constitute a potential untapped market for microenterprise, lessons emerging from youth microfinance programs, and how this information can be applied to youth in conflict zones. The study notes that providing youth with microfinance in conflict-affected can be particularly challenging and points out aspects to consider, such as the sequencing of activities, when serving youth.

Serving Youth with Microfinance

http://www.microlinks.org/en.php?ID=9589_201&ID2=DO_TOPIC

This is a 2005 survey of Microfinance Institutions (MFIs) and Youth-Serving Organizations (YSOs) in developing countries with conflict zones. It measures the accessibility of microfinancing opportunities to youth, as well as the non-financial services provided to youth (such

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as training and counseling). The study explores the experiences of the MRIs and YSOs to better understand the supply side perspective of microfinance providers to youth.

Middle East Youth Initiative

<http://www.shababinclusion.org/>

An excellent resource for practitioners, this website, launched by the Wolfensohn Center for Development at the Brookings Institution and the Dubai School of Government in July 2006, offers a number of links to publications, discussion articles, and news and events related to youth, education, employment, marriage, housing and credit, and civic participation. With a mission to “promote the economic and social inclusion of young people in the Middle East,” the Middle East Youth Initiative offers a forum for researchers, practitioners, and leaders to exchange ideas, advocate, and network for youth issues in the Middle East.

Millennium Development Goal Monitor

<http://www.mdgmonitor.org/index.cfm>

The UN, Google and Cisco launched the MDG Monitor, which tracks global progress towards the MDGs. This web application tracks real-time progress in nearly every country and uses Google Earth to explore UN data via country assessments. The site also offers the latest news regarding country development towards the goals and provides a user friendly viewing format.

Millennium Development Goals: Youth Action Guide

http://tig.phpwebhosting.com/themes/mdg/action_guide_en.pdf

A toolkit to assist youth in promoting adherence to the MDGs, this guide is a product of youth associated with the Millennium Campaign, TakingIT-

Global, and the Global Youth Action Network. The Youth Action Guide outlines steps related to each specific goal, as well as broader strategies for raising awareness and pressuring governments. The guide also includes a form that youth can send back to the Millennium Campaign to report their efforts. The Millennium Campaign is an initiative of the United Nations to inspire people on a national and international level to act in support of the MDGs.

Motivator Masyarakat Program

<http://www.fao.org/newsroom/en/field/2008/1000774/index.html>

Twenty-five young people from fishing villages on the west coast of Nanggroe Aceh Darussalam province in Indonesia were trained to become Motivator Masyarakat, or Community Motivators. Motivators serve as a bridge between traditional fishing leaders and the offices of Indonesia’s fisheries agency, the Dinas Kelautan dan Perikanan (DKP), and promote sound management of coastal fisheries through increased awareness of responsible use of natural resources. The project, financed by the American Red Cross and in partnership with the DKP, planned to train an additional 175 Community Motivators by June 2008. Village councils select youth from their communities to take part in the program.

Moving the Goalposts Kilifi

<http://www.mtgk.org>

Moving the Goalposts Kilifi is a Kenyan organization that tackles gender disparities. It began operating in Kilifi District in 2001 with 120 soccer players, all young women and girls. Now MTGK has 3,000 players and organizes three tournaments each year; one each for primary school, secondary school and out-of-school youth. Committees of girls organize the tournaments and budgets, and all games are officiated by young women trained as referees. MTGK aims to train girls for the FIFA Women’s World Cup as well as to offer employment and volunteer opportunities and leadership skills. Through MTGK,

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237 young women have been trained as coaches and 136 trained as referees, while others have learned to be first aid providers and peer educators for health rights and HIV/AIDS prevention.

My Voice Counts! An Advocacy and Organizing Toolkit for Youth Reproductive Health Campaigns

http://www.advocatesforyouth.org/index.php?option=com_content&task=view&id=723&Itemid=177

This kit by Advocates for Youth is aimed at teens, giving them practical suggestions for advocating and organizing to protect their sexual health rights. Topics addressed include arranging community forums, petition gathering, working with print and electronic media, and lobbying policy makers. The toolkit includes sample petitions and links to online resources. While geared toward American youth, the youth organizing tips in particular are of practical use across a range of contexts.

N

National Association of Service and Conservation Corps

<http://www.nascc.org>

NASCC is the U.S. voice for the nation's 108 Service and Conservation Corps that annually enroll 23,000 young men and women who contribute more than 12.9 million service hours per year. While the U.S. model may need adaptation to fit other country environments, the website has many valuable program models, resources and success stories, and links to other related organizations.

National Youth Leadership Council

http://www.nylc.org/resource_center.cfm

The National Youth Leadership Council's website hosts a resource center with articles, project descriptions and toolkits useful for designing and assessing service-learning projects. The toolbox section includes "tip sheets" on academically and developmentally appropriate service, youth voice, and meeting genuine community needs, among others.

National Youth Leadership Council: Y-RISE: The Service-Learning and HIV/AIDS Initiative

http://www.nylc.org/inaction_init_downloads.cfm?oid=3696

NYLC's report offers findings from a gathering of public health and education leaders, and of youth affected by HIV and AIDS. It includes information on youth leadership in HIV/AIDS prevention and NYLC's Y-RISE initiative – Youth Replicating Innovative Strategies and Excellence in HIV/AIDS prevention, which is designed to mobilize young people in the fight against AIDS. (Richard J. Kraft, Ph.D., University of Colorado-Boulder, 2004)

Needs Assessment and Programme Planning: A Global Youth Network Training Workshop

http://www.unodc.org/youthnet/youthnet_action_planning_activities_training.html

This training kit, created by the United Nations International Drug Control Program (UNDCP) in partnership with drug abuse prevention programs around the globe, functions as a participatory tool to develop, assess, and improve youth drug abuse prevention programs. The kit uses concepts such as participation, peer-to-peer learning, and cultural sensitivity to establish youth drug prevention programs using youth and community participation. Particular attention is given to how to assess the substance abuse situation in a community and how to develop a prevention response.

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Nelson Mandela Children's Fund

<http://www.nmcf.co.za/index.php>

The Nelson Mandela Children's Fund (NMCF) "strives to change the way society treats its children and youth." The Fund implements programs in four key areas: Wellbeing, Leadership and Excellence, Skills Development, and Disability. Under each rubric, NMCF runs several projects that tackle problems related to children and youth. Key projects under Wellbeing, for example, focus on children/youth rights, street children, and refugees. The Skills Development program partners with existing organizations to support out-of-school, unemployed, and marginalized youth (e.g., those with disabilities) via training, life skills, and entrepreneurship education programs. NMCF also has a youth parliament and youth clubs, as well as information about the Nelson Mandela Children's Hospital, a corporate giving program, and the Advancement of the Status of Women initiative.

Network of Organizations Working for People With Disabilities Pakistan

<http://www.nowpdp.org/resources.aspx>

The Network of Organizations working for People With Disabilities in Pakistan (NOWPDP) is a relatively new organization launched in May of 2008 that focuses on improving the quality of life of persons with disabilities living in Pakistan. The organization's web links page is an incredibly comprehensive list of resources that can be helpful to disability organizations worldwide. The links are organized in an alphabetical list of specific disorders (e.g., autism, Bell's palsy), services (e.g., constructing accessible websites), conventions on disability, disability housing, disaster issues, education, employment, and additional supporting organizations. Although the organization is based in and focused on Pakistan, the links listed represent organizations and resources from around the world. The Downloads section under Publications also has some useful resources that are particularly related to disaster mitigation and disability.

Network for Youth in Transition

<http://cpbinternational.ning.com/>

The Center for Peace Building International has created a networking site "to strengthen the dialogue and increase awareness about the role youth play in development and peace in their communities." The site includes discussion forums, blogs, videos, event postings, links to resources related to children's rights, and peace and conflict news from around the world. For example, one video link shows a short, youth-made film depicting the experiences of disabled Liberian youth.



Never Again Rwanda

<http://www.neveragainrwanda.org/index.php>

This grassroots organization connects young people throughout Rwanda to support conflict resolution and generate ideas and action for peace. Never Again clubs in secondary schools across the country form the base of this organization. Examples of past and current projects include the Youth and Democratic Engagement project to increase knowledge on upcoming elections; the Great Lakes Reconciliation Radio Project to encourage youth to think critically about prejudice, manipulation, peace and reconciliation; and multiple handicraft projects, theater projects, freedom of speech debates and human rights workshops.

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NextGEN and GEN

<http://www.nextgen.cc/> (NextGEN)

<http://gen.ecovillage.org/index.html> (GEN)

NextGEN is the Next Generation of the Global Ecovillage Network, a youth-led community that aims to support and inspire youth “of all ages” to create a sustainable future. NextGEN is a fairly new organization that is currently in the process of building its organization and its website. The Global Ecovillage Network (GEN) is the parent organization to NextGEN and serves as the “adult” model for what NextGEN intends to become for youth. With a network that spans the globe from GEN Oceania and Asia to GEN Europe (which also covers Africa and the Middle East), GEN is the primary network for the ecovillage community. NextGEN projects, some of which are still in the early stages, include NextGEN circles (i.e., support networks), an online directory of youth-friendly ecovillages and sustainability projects, a pilot project that introduces youth to the ecovillage concept and experience, and an online mentor program.

NGO Sustainability Index for Central and Eastern Europe and Eurasia

http://www.usaid.gov/locations/europe_eurasia/dem_gov/ngoindex/index.htm

USAID’s *NGO Sustainability Index for Central and Eastern Europe and Eurasia* offers a broad overview of the state of NGOs in each country in the Central and Eastern Europe and Eurasia region. The document discusses the legal environment, organizational capacity, advocacy, financial viability, service provision, infrastructure, and public image of civil society. Youth issues, such as employment and volunteering, are frequently mentioned in the various rubrics. The *Index* is a useful resource for practitioners to reference in order to receive a comprehensive view of the state of civil society in a particular country.

Night Schools in India

<http://www.futurenet.org/article.asp?!D=2414>

Across India, night schools allow children who tend animals or help their families during the day to achieve literacy and numeracy at night. New innovations, such as rainwater harvesting to provide clean water and solar lighting instead of kerosene lamps, have increased both school safety and education access, particularly for rural girls. Most night schools are jointly managed by a children’s parliament and a village committee. Local “barefoot teachers,” who have received training but no official certification, incorporate local knowledge and animal husbandry skills into the basic curriculum. For more information and a short video on Indian night schools provided by the non-profits Barefoot College and YES!, please follow the link above.

NPR Interview with Peter Singer: Children at War

<http://www.npr.org/templates/story/story.php?storyId=4280681>

Peter Singer, former adviser to the U.S. military on child soldiers, discusses his book *Children at War* in this 31-minute National Public Radio interview from January of 2005. The interview discusses how children are recruited and forced into warfare around the world. Practitioners may find this interview particularly useful due to Singer’s discussion of recruitment methods in specific environments.

O

Ocasa

<http://www.ocasa.avanza.org.co/index.shtml>
(organization website, in Spanish)

<http://www.dgfoundation.org/news-events/stories-from-the-field/youth-working-to-reduce-corruption.html> (article about Ocasá, in English)

In one of Colombia’s indigenous languages, Chibcha, “Ocasá” means “truth.” The group’s tagline is

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“Jóvenes Contra la Corruption,” or “Youth Against Corruption.” Ocasá is an organization created by youth who place truth at the center of their fight against corruption. The group does this by promoting democratic values, raising awareness of the role of youth in democracy, encouraging citizen participation and accountability, and influencing public policies. Ocasá conducts much of its work online, offering virtual courses in transparency and civic engagement, and connecting youth via online forums.

Opportunities to Improve Social Services: Human Development in the Pacific Islands

http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2007/05/17/000310607_20070517100419/Rendered/PDF/397780EAP0P0791Development01PUBLIC1.pdf

This World Bank publication gives a broad overview of the problems facing the Pacific Islands, along with recommendations for addressing those problems. By focusing on social service delivery, the researchers have sought to answer the following question: “How well resourced are the social sectors in the Pacific and how could those resources be better managed and governed to deliver higher social outcomes?” Given the rapidly increasing population of young people in the region, youth figure prominently throughout the report. In particular, the report discusses the necessity of creating successful transitions for youth, e.g., from primary to secondary schools, from secondary to tertiary education, and from school to work.

The Otesha Project

<http://www.otesha.ca/>

The Otesha Project is an Ontario-based charitable organization dedicated to mobilizing youth to create local and global change through their consumer choices. Otesha’s annual bicycle tours enable youth volunteers to deliver informational theater performances to schools and communities about their

social and environmental impact. Otesha’s Triple H program (Hopeful High-school Hooligan program) involves training groups of youth to deliver comedic and educational theater-based presentations to communities across southern Ontario.

P

Pacifikayouth

<http://www.pacifikayouth.org/>

Pacifikayouth, formerly Youth for a Sustainable Future Pacifika, is a networking organization for Pacific Island youth that centers on the achievement of the Millennium Development Goals (MDGs). The site is an excellent resource for Pacific Island youth organizations, as well as other organizations that work in the area. It offers a comprehensive list of useful resources (e.g., Youth and the MDGs—a Pacific Toolkit, How to Run a Youth Summit), and it also has a Pacific Youth Policy and Advocacy section that provides links to the Pacific Youth Strategy 2010, declarations, country policies, and other helpful sites of major organizations that work with youth in the region. In addition to being an excellent resource, Pacifikayouth also implements a couple of projects: the Pacific Youth Media Development project, which is being piloted in Tonga and Papua New Guinea, and a World Bank research study on the role of youth participation in development, which covers six South Pacific nations.

Palawan Conservation Corps

<http://www.pccphilippines.netfirms.com>

The Palawan Conservation Corps (PCC) is dedicated to preventing environmental degradation by empowering out-of-school youth towards self-sufficiency with marketable skills and restoring critical ecosystems. This residential program is free for young men and women 18 to 24 who lack resources to attend public education and it provides skills training and certification in agriculture, forestry management and appropriate technology.

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Pastoralist Education Program

<http://www.iirr.org/news33.html>

The International Institute of Rural Reconstruction (IIRR), supported by the Banyan Tree Foundation, is addressing low school enrollment in northern Kenya. The organization generates alternate education models suitable for pastoralist communities and seeking ways to increase local government capacity in educational service distribution. More than 400 previously out-of-school youth have enrolled in 19 Alternative Basic Education Centers in the region. The Lakole Mobile School, for example, brings transportable education to the heart of the Cherrab desert, eliminating the need for children to cross miles of desert or live away from home in order to attend school.

Peace Child Israel

<http://www.mideastweb.org/peacechild/>

Founded in 1988, Peace Child Israel uses theatre and the arts to teach “democratic values, tolerance and mutual respect.” The organization unites Arab and Jewish youth in weekly dialogues for eight months. At the completion of the eight-month program, the youth work together to write a play based on their experiences during the program. The youth perform the play in front of family and friends, and in the second year of the program, they form “Leadership Troupes” and perform the play in front of school audiences once a month. One of Peace Child Israel’s plays, *Six Actors in Search of a Plot*, has been performed in front of American audiences.

The Peace Corps Library

<http://www.peacecorps.gov/index.cfm?shell=library.comdev>

The Peace Corps library offers a number of easy-to-read manuals and guides originally intended for use by Peace Corps volunteers and their counterparts, but useful for anyone working at a grassroots level. *The Life Skills Manual* and *Working With Youth*:

Approaches For Volunteers are of particular interest to organizations working with both in- and out-of-school youth. *The Life Skills Manual*, translated into several languages, provides lesson plans that teach youth about relationships, sexual and reproductive health, communication, and decision-making. *Working With Youth* discusses different types of in- and out-of-school youth and includes practical exercises and games that can be used with young populations. The library also includes guides for gender empowerment, micro-enterprise development, participatory analysis, ICT development, community development, HIV/AIDS-related work, and more.

People to People International

<http://www.ptpi.org/Default.aspx>

Founded in 1956, by President Dwight D. Eisenhower, People to People International (PTPI) connects young people and adults from 135 countries through its student and university chapters, forums, travel exchanges, and humanitarian initiatives. PTPI student chapters are required to perform activities related to cultural and international education and humanitarian and service efforts. A student chapter in Croatia, for example, compared U.S. and Croatian government systems and organized an educational visit to Romania during 2007. Every year approximately 50 youth practice communication and conflict-resolution skills at PTPI’s Peace Camp. Through its annual Global Youth Forum and Humanitarian Conference, youth participants from across the globe engage in activities aimed at strengthening cultural understanding and promoting peace and service.

Perspektiva

<http://eng.perspektiva-inva.ru/index.php>

This Russian organization of disabled persons runs education and employment programs for disabled people, particularly youth. For example, Perspektiva’s International Network of Disabled Youth Activists Teams Promoting Equal Access to Educa-

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tion project empowers disabled youth and their parents across Russia and Central Asia to advocate for increased awareness of disability issues in their communities and increased access to schools. The organization's employment projects led to the development of a job placement model for disabled youth. Perspektiva also conducts public awareness and advocacy campaigns to re-educate a public misinformed about disability issues and publishes quarterly newsletters that facilitate information sharing between Russia's NGOs focusing on disabled issues.

Poverty, Gender, and Youth Working Papers

<http://www.popcouncil.org/publications/wp/index.html>

Published by Population Council, *Poverty, Gender, and Youth Working Papers* explore topics such as gender and family dynamics, fertility and reproductive behavior, policy development, transitions to adulthood, and urban poverty and health. For example, Guhman and Lloyd's article, "Teacher absence as a factor in gender inequalities in access to primary schooling in rural Pakistan," examines the effect of absent teachers on the gender gap, particularly as Pakistani schools are frequently single sex, and absent rates for female teachers far outnumber those of male teachers. In "Terms of marriage and time-use patterns of young wives: Evidence from rural Bangladesh," Amin and Suran discuss the relationship between adolescent wives' marriage arrangements and daily activities.

Preventing HIV/AIDS in Young People: Evidence from Developing Countries on What Works

<http://www.unfpa.org/publications/detail.cfm?ID=307&filterListType=1>

In effort to guide decision makers about how to best achieve the UN global goals on HIV/AIDS and young people, this report reviews and categorizes 80 studies of interventions used to prevent HIV/

AIDS by reaching young people in a variety of settings. Prevention methods are broken down on the basis of their effectiveness in reaching young people and are evaluated on their intervention types, studies reviewed and outcomes measured. The report concludes by making recommendations for policymakers, program development, delivery staff and researchers on how to best reach youth in the following settings: general, schools, health services, mass media, geographically defined communities, and young people most at risk.

Proyecto Acceso

<http://www.proyectoacceso.com/web/guest/home>

<http://online.wsj.com/article/SB121010759340771687.html?mod=ONLX>
(Shoeshine article)

American law professor James Cooper brought lessons on the law, and some superhero garments, to 30 shoeshine boys in La Paz, Bolivia. Cooper's nonprofit, Proyecto Acceso, specializes in finding creative methods of introducing legal rights awareness in Latin America. The boys, who ranged from 8 to 17 years old, participated in a know-your-rights seminar offered by a former shoeshine boy who now serves as a Supreme Court justice in Bolivia, and each *lustrabotas* received a pair of superhero-emblazoned pants for his participation. The boys are encouraged to continue attending Acceso seminars, with clothing incentives (next time with human rights slogans) if they learn enough to hold conversations with their customers about the law. Proyecto Acceso conducts other educational activities using finger puppets, music and video.

Putting Young People into National Poverty Reduction Strategies

http://www.unfpa.org/upload/lib_pub_file/751_filename_poverty.pdf

Because many national poverty reduction strategies do not adequately address the needs of young people, the UN Population Fund (UNFPA) com-

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missioned this step-by-step “Guide to Statistics on Young People in Poverty.” It shows users how to find existing, relevant statistics on impoverished youth, and suggests ways to use the data to advocate for these youth. Good data can show policy-makers how young people are experiencing poverty and indicates who, in terms of gender, location and poverty status, should receive the most attention in poverty-alleviation efforts. The guide looks at the usefulness of various data on the general youth demographic, includes national averages based on Millennium Development Goals indicators, and moves into detailed data that disaggregates youth information by gender, rural/urban locations and socio-economic status.

Q

R

Red Juvenil de Medellín (Medellín Youth Network)

<http://www.forusa.org/programs/colombia/Buildingfrominsideout2.html> (English description)

http://www2.redjuvenil.org/component/option,com_mamboezine/Itemid,30/
(Red Juvenil website, in Spanish)

The Red Juvenil de Medellín began in 1990, when a group of youth who had been negatively affected by Colombia’s armed conflict decided to band together to create a network of nonviolent youth. Leonardo Jiménez, a member of Red Juvenil, states: “The exhaustion [from violence] has generated in us an identity. The war has generated in us an identity. Our common stories have generated in us an identity. There is talk in Colombia about an armed revolution. But for us, revolutions are not made with weapons. ‘Revolution,’ what is it? To renovate, to create, to invent” (see English description for entire testimony). Red Juvenil’s revolution involves using theatre and music to promote nonviolence

throughout their communities. The organization also conducts trainings in nonviolence in schools and violent neighborhoods.

Reintegration of Youth into Society in the Aftermath of War

See under Youth in Africa, Partners in Peace and Development in Post-Conflict Countries

Resources for Recovery: Young people, service, learning and disasters

http://www.nylc.org/rc_downloaddetail.cfm?emoid=14:636

After hurricanes Katrina and Rita hit the Gulf Coast, a contingent of AmeriCorps youth volunteers manned all facets of the volunteer call center in Jackson, Mississippi; they answered calls, rescued trapped survivors and facilitated distribution of goods and services. Unfortunately, many capable youth in the region were unable to find practical ways to take part in reconstruction. Authors Teddy Gross and James C. Kielsmeier, who traveled through hurricane-affected areas to interview residents, call for a collaborative effort by the service-learning community to envision an increased role of young people’s skills and ideas in reconstruction.

The Riecken Foundation

http://www.riecken.org/eng_whatwedo/develop.aspx

http://www.riecken.org/eng_pdfs/IDebate%20Magazine%20Article.pdf (in Spanish)

An organization that uses libraries and technology as a foundation for democracy building, leadership development and social justice, the Riecken Foundation has created a new youth debate program, with the goal of cultivating youth leadership and civic engagement. The young debaters build their research and public speaking skills as they plan for monthly debates in community libraries. These debates provide youth with an opportunity not only to

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have their voices heard, but also to influence local society as they expose audiences of community members to both sides of local and international issues. The Foundation, which works in Guatemala and Honduras, also hosts inter-community and international debates via skype.

Right to Play

<http://www.richtoplay.com/site/PageServer?pagename=overview>

Right to Play is an athlete-driven international humanitarian organization operating in over 22 countries that uses sport and play as a tool for the development of children and youth in the most disadvantaged areas of the world. They train local youth to be coaches imparting leadership skills, and ensuring sustainability of the life skills emphasized by the program. Right to Play is committed to improving the lives of children and to strengthening their communities by translating the best practices of sport and play into opportunities to promote development, health and peace. In two programs, SportWorks and SportHealth, a team of trained International Volunteers work closely with local coaches, communities, and international, national and local partners to setup infrastructure to support sustainable local ownership of sport and play programs.

Roma Community Center “Drom”

<http://www.drom.org.mk/indexe.html>

In Romani language, Drom means road, and the Roma Community Center “Drom” (RCC “Drom”) is a “road” for the historically marginalized Roma population. The road leads to development and increased recognition in Macedonian society. While RCC “Drom” targets Roma populations of all ages, many of its development activities focus on youth. For example, the organization has opened an information technology center that offers computer trainings for youth to provide them with transferable skills and to help them improve their capacity to access educational opportunities. Other training activities have taught youth vocational skills such as hairdressing and baking. Through the project “Opposites Attract,” RCC “Drom” conducted peace building activities with youth from a variety of ethnic groups to work on issues surrounding ethnic prejudice and stereotypes. RCC “Drom” was founded in 1997.



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Roma Education Initiative

<http://www.osi.hu/esp/rei/index.html>

This website brings together sources from the recently completed Roma Education Initiative, a project working for equal access to quality education for Roma children. The site offers a variety of resources resulting from and related to the project. The REI Final Report, National Level External Evaluations, Midterm Report, Report on Equal Access to Quality Education for Roma and a variety of additional resources are available on this site. Details for specific projects are listed by country.

Roots & Shoots

<http://www.rootsandshoots.org/aboutus/model>

Founded by Jane Goodall, Roots & Shoots provides a general youth service model with programming ideas that can be adapted to the appropriate age group and program. The model revolves around knowledge, compassion and action. Project ideas include fundraising for wildlife, group projects for peace, promoting the use of re-usable bags and planting tree nurseries. Membership is required to gain access to the toolkit for starting a club, but quick and free registration is possible.

Ruwwad Palestinian Youth Empowerment Program

<http://www.ruwwad.org/>

Ruwwad, which comes from the Arabic word for "Pioneers," is an EQUIP3 program that works to empower Palestinian youth, so that they can become local leaders and change-makers. The program, which is grounded in the concept of community service, works both with Palestinian youth and the Palestinian Ministry of Youth and Sport. Youth receive training, funding, internship opportunities, and additional support so that they are able to gain professional and leadership experience, in addition to developing grassroots community service projects both large (e.g., national fundraiser for children with cancer) and small (e.g., performing a local

beach clean-up). The Ministry of Youth and Sport receives support in the form of staff trainings, which teach employees how to serve and work with youth more effectively, and the creation of youth development resource centers that will offer IT training, media internships, and youth programs.

Ruwwad and Radio Amwaj

<http://www.ruwwad.org/newsletters/english/Ruwwad%20Report%20June2008.pdf>

<http://www.ruwwad.org>

The Ruwwad Palestinian Youth Empowerment Program, an EQUIP3 project, has teamed up with Amwaj Radio to represent the under-30 age bracket that comprises two-thirds of Palestinians today. Amwaj, a Ramallah radio station, is doing more than just broadcasting youth voices: its two-month radio production training programs allow youth to learn by working alongside experienced staff in local studios, culminating in youth-produced weekly radio shows at the end of the program. The radio internship program, part of the Ruwwad Media Center's larger mandate to increase hands-on training opportunities for youth in a range of media outlets including television and news agencies, offers Palestinian media students the chance to gain on-the-job skills while offering radio listeners a fresh youth perspective.

S

San Francisco Agriculture School

<http://www.fundacionparaguaya.org.py/index.php?c=307&i=2>

The San Francisco Agriculture School, a Fundación Paraguaya project, teaches young Paraguayans the business of farming, from how to raise livestock or keep bees to how to market their products and become agro-entrepreneurs. The students who attend this organic farming school come from low-income families who are unable to continue funding their education. The school is self-sufficient, as it uses income from the school's farming activities to fund the program.

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Saturday Learner's Program at Ikhwezi Lokusa Wellness Centre

<http://www.ikhweziiwellnesscentre.co.za/index.htm>
(General organization web site)

<http://www.ikhweziiwellnesscentre.co.za/programmes.html> (Saturday Learner's Program)

Ikhwezi Lokusa Wellness Centre in East London, South Africa, began their Saturday Learner's Program in 2004. The program buses high school students to the Centre every Saturday to receive training in sexual and reproductive health. Using interactive training methods such as role plays and "energizers," the training covers topics like HIV/AIDS transmission and prevention, sexually transmitted infections (STI's), rape, peer pressure, teen pregnancy, drugs and alcohol, sexual abuse, homosexuality and self-esteem. The Centre encourages the Saturday Learners to return home and share their messages with their friends and families. In addition to the Saturday Learner's Program and other outreach programs, the Ikhwezi Lokusa Wellness Centre provides medical treatment and care, patient empowerment and support, and education and skills training.

Scaling Up HIV Prevention Programs for Youth: The Essential Elements Framework in Action

http://www.plannedparenthood.org/nyc/files/NYC/ScalingUpSYW_online.pdf

Scaling Up HIV Prevention Programs for Youth: The Essential Elements Framework in Action is full of promising practices, lessons learned and case studies from Chad, Dominican Republic, Namibia, Nepal, and South Africa. This framework assists practitioners to conduct program assessments, capacity-building activities, and monitoring and evaluation. The publication was produced by Safe Youth Worldwide with support from the United Nations Population Fund (UNFPA).

Search Institute and 40 Developmental Assets

<http://www.search-institute.org/>

<http://www.search-institute.org/assets/>
(40 Developmental Assets)

Search Institute is an independent nonprofit organization whose mission is to provide leadership, knowledge, and resources to promote healthy children, youth, and communities. To accomplish this mission, the institute generates and communicates new knowledge, and brings together community, state, and national leaders. At the heart of the institute's work is the framework of 40 Developmental Assets (see link above), which are positive experiences and personal qualities that young people need to grow up healthy, caring, and responsible.

Sense International

<http://www.senseinternational.org/>

Sense International began working with deafblind people, i.e., those with a combination of vision and hearing impairments, in India ten years ago. Today the organization helps deafblind people stimulate their remaining senses in nine additional developing countries around the world, from Asia to Latin America. According to Sense International's website, four out of five deafblind children born in a developing country die before their fifth birthday. The organization hopes to change that by providing specialized training and support to deafblind people and their families in these places. Check out the success stories on the organization's website and learn about deafblind youth who go on to become successful businessmen or who are able to re-enter the school system.

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Servenet.org and Youth Service America

<http://servenet.org/>

<http://www.ysa.org/>

Servenet.org is the largest database of volunteer opportunities in America. Users can enter their zip code, city, state, skills, interests, and availability and be matched with organizations needing help. Servenet also offers tip sheets that compile short, useful bits of information that program directors and young people with little time to read studies and toolkits can easily use to strengthen their program's effectiveness, sustainability and scale. Servenet is a program of Youth Service America (YSA), a resource center that partners with thousands of organizations committed to increasing the quality and quantity of volunteer opportunities for young people in America, ages 5 to 25, to serve locally, nationally, and globally. A strong youth service movement will create healthy communities and foster citizenship, knowledge, and the personal development of young people. YSA envisions a powerful network of organizations committed to making service and service-learning the common expectation and common experience of all young people in America.

Serving Youth with Microfinance

See under Microfinance, Youth, and Conflict Research Initiative



Shan Women's Action Network

<http://www.shanwomen.org/>

Shan Women's Action Network (SWAN) is a founding member of the Women's League of Burma, an umbrella organization comprising eleven women's groups from Burma. Through its affiliation with other women's organizations, SWAN establishes common platforms to promote the role of women from Burma in the struggle for democracy and human rights in their country. Shan girls and young women are at risk of trafficking into Thai brothels, where they face a range of abuse including sexual violence, debt bondage, exposure to HIV/AIDS, forced labor and illegal confinement. In addition to reducing trafficking risks, SWAN works to increase awareness about Shan needs in education and provision of health services.

Shidhulai Swanirvar Sangstha

<http://www.shidhulai.org/index.html>

During the five-month monsoon season in the Chalanbeel region of Bangladesh, the roads to school are impassible. Increased flooding in recent years has left families in riverside communities with disrupted education, limited communication services and fragile health and livelihood infrastructures. The non-profit Shidhulai Swanirvar Sangstha has built new boats, converted old ones, and equipped them with books, computers and solar panels to reach approximately 88,000 riverside village families. Boat schools, introduced in 2002, collect students from different riverside villages and then dock for classes of 30-35 students, incorporating the nation's first river-based environmental curriculum and offering late-shift classes by solar-powered lighting to include children who work during the day.

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Shine A Light

<http://www.shinealight.org/>

The primary purpose of Shine a Light (SAL) is to help existing organizations improve their services to street children. SAL accomplishes this purpose by “[using] digital technology to democratize this invaluable intellectual capital, connecting community based programs with each other so that no one need reinvent the wheel.” On its website, SAL has established a digital library that contains descriptive essays of more than 200 Latin American organizations working with street children, lessons learned essays that describe each country’s successes and failures regarding street children initiatives, and a number of other articles, interviews, radio commentaries, and concept papers related to street children in Latin America. Finally, the highlight of SAL’s website is the plethora of films and documentaries made by the street children and youth who have participated in SAL’s Digital Workshops. The Digital Workshops provide children and youth with film-making skills and empower them “to teach adults – their parents, social workers, policy professionals, others – what they have learned as they have made their way in an unjust world.”

Sisterhood for Change

<http://www.kmet.co.ke/projectpages/y4y.htm>

http://www.kmet.co.ke/downloads/SFC_Graduation_Report_2008.pdf (Graduation Report)

Kisumu Medical and Education Trust (K-MET) has been implementing the Sisterhood for Change (SFC) program since 2006. The program’s mission is to empower girls through education, advocate for behavior change, and equip them with skills in order to achieve the overall vision of creating a community where teenage mothers/girls are kept safe, know their rights, have access youth-friendly sexual reproductive health services, and find their voice. SFC activities include training girls living in slum areas of Kisumu as peer educators and mentors, using drama to pass on safe sex and reproductive health information, and providing financial literacy

and vocational training. K-Met is also piloting a new program called the Safe Spaces program, where SFC graduates will engage in income-generating activities (i.e., tailoring, hairdressing, catering) and, at the same time, be responsible for educating their peers in reproductive health issues. Later in the program, they will begin entrepreneurship classes.

Sleepless in Gulu: A Study of the Dynamics behind the Child Night Commuting Phenomenon in Gulu, Uganda

www.redbarnet.dk/Admin/Public/DWS-Download.aspx?File=Files%2FFiler%2FKrigKatastrofer%2FSleepless.pdf

This 2004 Save the Children study analyzes child night commuting in Northern Uganda and provides insights into alternatives to protect children affected by armed conflict and displacement. Recommendations are made for donors and shelter management on issues ranging from the overcrowding and standards of shelters to education. The study also aims to create a framework for the development of child protection measures that target child night commuters.

Slums Information Development and Resources Centers

http://www.sidarec.org/index.php?option=com_frontpage&Itemid=1

Working in the slums of Nairobi, Slums Information Development and Resources Centers (SIDAREC) uses a variety of media to reach out to the youth community. Begun as a youth group in 1996, SIDAREC became an organization a year later that aims to build on existing skills and talents of youth to benefit slum dwellers. Youth are considered an “untapped” community, and the use of ICT is one way in which SIDAREC hopes to build youth leadership. The organization’s Media and ICT pillar uses both traditional (e.g., inter-generational storytelling, puppetry, and community theatre) and modern (e.g., radio, computer and Internet training, guided

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thematic video shows) forms of communication. SIDAREC will soon be launching a community radio station, 99.9 Ghetto FM, to create a forum for slum dwellers to ask pertinent questions about their daily lives and the world.

Smart Technology for a Smarter Business

<http://smarttechforsmartbusiness.com/english/about.htm>

Smart Technology for a Smarter Business is a practical, ready-to-use, customizable, and free curriculum for facilitators of small business training integrating experiences in both business and technology training. It builds on industry research and experience to provide training that addresses the specific challenges and opportunities faced by small businesses around the world. The program utilizes experiential learning techniques that engage participants in group and individual discussion, exploration, and hands-on, simulation-based activities. It is ready to use in several languages.

Social and Economic Developers Association—Laos

<http://seda-laos.org/education.htm>

The Social and Economic Developers Association—Laos (SEDA—Laos) organizes projects that target rural education. It addresses resources and access through building improved schools and starting scholarship programs. SEDA—Laos also works with single women and young women in livelihoods development and facilitates communities in developing microfinance and agriculture. Other youth projects include training youth in HIV/AIDS education techniques, traditional medicine, and the manufacture of organic beauty products.

Solidarity Youth Voluntary Organization

<http://soyvo.blogspot.com/>

<http://orgs.takingitglobal.org/9790>

Located in war-torn Somalia, Solidarity Youth Voluntary Organization (SOYVO) uses sports, drama, and other activities to help improve the lives of young people and promote youth empowerment and democratic ideals. Through Baraarug Newsletter, published every two months, SOYVO educates youth about democratic principles, in addition to instructing readers in how to assess their needs and implement activities in their communities. This youth-led organization has also conducted workshops, which train youth in elections, youth participation and community mobilization. In addition to working for democracy and governance, SOYVO also encourages civic engagement, as well as training in and offering aid related to human rights, emergency response, HIV/AIDS, and peace-building.

Sonke Gender Justice Network and the One Man Can Campaign

<http://www.genderjustice.org.za/>
(Sonke Gender Justice)

<http://www.genderjustice.org.za/onemancan/home/index.php> (One Man Can)

The Sonke Gender Justice Network “works to build government, civil society and citizen capacity to achieve gender equality, prevent gender based violence and reduce the spread of HIV and the impact of AIDS.” It is based in South Africa and works in Southern, Eastern, and Central Africa. The One Man Can Campaign, which works with men and boys to “end domestic and sexual violence and to promote healthy, equitable relationships that men and women can enjoy - passionately, respectfully and fully,” is Sonke’s flagship project. Using research gathered via a variety of methods, including street surveys and focus group discussions, Sonke collaborated with a youth advisory team to design the campaign, which provides men, including young men, and boys

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with resources (i.e., the One Man Can Action Kit) to advocate and raise awareness about gender-based violence (GBV).

In addition to the One Man Can Campaign, Sonke has a number of other projects that work on GBV issues. The Digital Stories project enables young people and adults affected by GBV and HIV/AIDS to share their stories and highlight the role both men and women are playing in confronting gender inequality and other forms of injustice. The stories are used to educate local communities, train service providers, inspire policymakers, and promote sustained community action. The Prisons Transformation project addresses issues of sexual violence in prisons, including juvenile prisons, in order to combat the spread of HIV.

South East European Youth Network

<http://www.seeyn.org/>

The South East European Youth Network (SEEYN) was developed with the purpose of bringing together youth organizations from the South Eastern European network in order to combat ethnic prejudice and intolerance by uniting youth in the common goals of peace, democracy, and development. Uniting groups via volunteerism is one of the primary actions of SEEYN. SEEYN facilitates volunteer exchanges, runs multiple work camps each year that bring together youth from neighboring countries for peace and skill-building activities, and researches topics such as legislation involving volunteerism. The site is a great resource, offering a trainer database and publications such as a work camp handbook.

Speak Africa

<http://www.speakafrika.org/>

Africa is a large continent with a multitude of youth voices. Speak Africa aims to capture them all in one place: a website that allows youth to express and exchange ideas and experiences about everything from elections to a simple school day. The website is a platform for a variety of media. On the Xpression page, members exchange photos (e.g., of

March for Peace on African Youth Day) and videos (e.g., public service announcements on clean water in Ghana, film clips from Kids Film Festival in Kenya) and original music. The Xchange page offers a discussion forum, and blogs are another way for members to share their opinions. While the bulk of the website is in English (though the site does use the Google Translator Gadget), Speak Africa voices are truly pan-African, stretching from the West to the Horn to the South.

Spirit of Youth

<http://www.spiritofyouth.org/default.asp>

Spirit of Youth (SOY) is dedicated to creating, promoting and recognizing youth involvement in communities across Alaska. Youth engagement takes place through the following programs and events: Positive Youth Media Campaign; Alaska Teen Media Institute; Youth Civic Engagement; Youth Friendly Business Program; Local Recognition; Statewide Annual Awards Banquet. Since 1997, hundreds of positive stories about Alaskan youth have spread through television, radio and local newspapers. SOY reinforces the Developmental Assets all young people need to succeed in life (positive values and skills, adult and peer support, constructive use of time, and positive identity). Spirit of Youth is governed by a Board of Directors and the Teen Council.

Straight Talk Foundation and Young Empowered and Healthy

<http://www.straight-talk.or.ug/>

<http://www.yeahuganda.org/index.php>

Straight Talk Foundation (STF) and Young, Empowered, and Healthy (YEAH) are two organizations in Uganda that combine mass media with other outreach programs to promote healthy sexual and reproductive health messages to adolescents and people who work with adolescents. *Straight Talk*, a monthly newspaper targeting 15-24 year olds that promotes safe sex messages and life skills information, is STF's founding publication, but the organization has expanded to publish *Parent Talk* (a newspa-

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per for parents), produce radio shows, and conduct a number of other outreach programs. In 2004, STF and the Communication for Development Foundation Uganda (CDFU) partnered to form YEAH, which is “a multi-channel communication initiative in Uganda by and for young people aged 15-24” that aims “to stimulate dialogue and action among communities, families, schools, and health institutions.” In addition to producing several mass media materials, such as comic books, videos, and board games, YEAH conducts two major campaigns: the “Something for Something” Love Campaign and the Be a Man Campaign. The “Something for Something” Love Campaign focuses on transactional sex, while Be a Man focuses on redefining masculinities “to protect their own health, influence health-seeking behaviors and improve male/female relationships.”

Street Kids International

<http://www.streetkids.org/index.htm>

Street Kids International is an award-winning organization that uses animated videos to teach street children and youth about topics such as HIV/AIDS, drug abuse, and livelihoods. For example, its street health program focuses on prevention and teaches children and youth how to make positive, informed choices regarding health issues such as sexuality and drug use. Its street work programs teach youth about banking and conducting a small business. The “Resources” page offers links to numerous publications and toolkits related to street children. Street Kids International has implemented its programs in 60 countries and is considered to be a global leader in street children issues.

Sunshine in Your Heart Project

<http://www.nphe.org/english.html>

<http://news.bbc.co.uk/2/hi/asia-pacific/7608575.stm> (BBC article, Sept. 2008)

In China, suicide is the leading cause of death for young people aged 15 to 34 (see *BBC* article). The Sunshine in Your Heart Project, implemented by

the Red Cross Society of China, attempts to reduce these deaths by educating youth and those who work with youth (e.g., parents, teachers) about psychological health issues. Through their Life Education—Basis of Successful Life curriculum, the Sunshine in Your Heart Project intends to help youth develop a healthy self-image, positive interpersonal skills, and the ability to solve conflicts with the goal of preventing youth suicide, depression, anxiety, drug use, and other health problems. The organization runs teacher training programs that instruct teachers on the use of a youth life skills curriculum, and it has a parent program that helps parents learn how to develop positive relationships with their children.

Supporting Youth at Risk: A Policy Toolkit for Middle Income Countries

<http://siteresources.worldbank.org/INTCY/Resources/395766-1187899515414/SupportingYouthAtRisk.pdf>

This 2008 policy toolkit published by the World Bank identifies the following five key risk areas for youth in middle income countries: youth unemployment and underemployment; early school leaving; risky sexual behavior; crime and violence; and substance abuse. It includes information about core policies that have proven track records in preventing disadvantaged youth from engaging in risky behavior, such as designing youth-friendly pharmaceutical services. In all, the kit explores 22 policies deemed effective in addressing risk areas, from general policy frameworks to promising approaches, and then offers suggestions for moving from policy creation to a well-implemented youth portfolio.

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Survey of ICT and Education in Africa

<http://www.infodev.org/en/Publication.353.html>
(Volume 1, Survey)

<http://www.infodev.org/en/Publication.354.html>
(Volume 2, Country Reports)

infoDev's Survey of ICT and Education in Africa is made up of two volumes. The first volume contains the survey and “seeks to gather together in a single resource the most relevant and useful information on ICT in education activities in Africa.” The second volume contains country reports of the 53 countries surveyed. The survey attempts to answer questions regarding the current use of ICT in Africa’s education sector, the strategies and policies related to such use, the common challenges and constraints regarding ICT use in Africa, and the role of donors in ICT development.

SYPD (Somali Youth for Peace and Development)

<http://www.sypd.org/>

Founded in 2004, SYPD (Somali Youth for Peace and Development) focuses on providing emergency relief and development assistance to vulnerable populations, particularly children and youth. In war-torn Somalia, chronic unemployment has pushed

youth into joining militias. SYPD offers youth an alternate path by providing job training in areas such as computer usage and repair and photography. To promote peace and democracy, SYPD has also created a Youth Movement for Democracy Club in Mogadishu, conducted democracy workshops with youth involved in militias, and held a number of democracy and governance trainings and discussion forums with youth and youth workers.

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TakingITGlobal’s Climate Change Page

<http://issues.tigweb.org/climate>

TakingITGlobal has developed a resource page on Climate Change. The page has numerous links to resources on the TakingITGlobal site, such as toolkits, blogs, projects, and also resources on the web, such as policies, statistics, and articles. Check out the *Panorama* link to read young people’s perspectives on Climate Change. From this site, practitioners can also download an excellent Youth Guide to Action on Climate Change. Finally, see the youth in action by watching the PowerShift video.



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TakingITGlobal Publications: *Panorama* and *TIG Magazine*

<http://www.takingitglobal.org/express/panorama/index.html> (Panorama)

<http://www.takingitglobal.org/express/magazine/> (TIG Magazine)

TakingIT Global puts out two publications devoted to youth voices. *Panorama* is a monthly e-publication that features youth writers who address issues like sexuality, entrepreneurship, service, and more. *TIG Magazine* comes out somewhat irregularly (only three issues in the past four years); nevertheless, it offers an insightful view into the lives of youth around the world through their writing and artwork. It serves as a showcase for creative young talent, while at the same time addressing difficult issues like violence and climate change. Each issue can be downloaded online for free. These publications offer practitioners an opportunity to reconnect with the youth they are serving by learning both what challenges them and what inspires them.

TakingITGlobal Youth Film Festival Toolkit

<http://www.takingitglobal.org/images/resources/tool/docs/229.pdf>

This youth resource toolkit is designed to guide youth through the process of creating, supporting and distributing their own media. It contrasts media monopolies with new opportunities for young people to present their own viewpoints through video and film. It is a “starter pack” of sorts, and suggests video co-ops and digital media youth projects, presents sample storyboards, and provides planning tips for organizing youth film festivals.

Teaching Integrity to Youth, Corruption Fighter’s Toolkit Special Edition

http://www.transparency.org/tools/e_toolkit/corruption_fighters_tool_kit_special_edition_2004

Transparency International’s 2004 edition of the Corruption Fighter’s Toolkit specifically focuses on youth. The toolkit features 11 examples of anti-corruption initiatives that Transparency International (TI) hopes will inspire new ideas for anti-corruption teachers. The case studies described cover issues like ethics, financial literacy, leadership, and journalism. They include initiatives like anti-corruption essay contests, anti-corruption days, and trainings. For example, in Italy, TI brings everyday heroes who have fought corruption into classrooms in schools and universities both to raise awareness of the costs of corruption, and also to inspire more people to practice ethical living and become everyday heroes themselves. In Uganda, TI held a workshop to encourage young journalists to use investigative reporting techniques that will help hold the government accountable. Other case studies come from Macao SAR, Brazil, Colombia, Zambia, the U.S., Georgia, Cambodia, Argentina, and Moldova.

Timasukirane: Radio for Youth in Malawi

<http://www.comminit.com/en/node/269004/376>

Timasukirane, which means “Let’s talk openly,” was launched by the Story Workshop in 2007 to encourage open discussion of important youth issues. The radio initiative, for youth aged 15-24, consists of two radio shows: one edutainment drama series and a weekly talk show. Both shows encourage open discussion about HIV/AIDS, sexuality, and risky behavior. The talk show also includes a career guidance component and offers advice to listeners from young people who have achieved some level of career success.

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Too Little for Too Few: Meeting the needs of youth in Darfur

http://www.womenscommission.org/pdf/df_youth.pdf

The latest publication from the Women's Commission for Refugee Women and Children, *Too Little for Too Few* is a comprehensive report detailing the education and skills training opportunities for youth in Darfur. While refugees in Chad receive some amount of educational training, the displaced who remain in Darfur receive very little. Based primarily on desk research and interviews with organizations and individuals currently working in Darfur, the report provides information on both the challenges of and the opportunities for Darfuri youth. The report examines available programs and initiatives and offers recommendations for organizations to consider before beginning a new initiative in the area. *Too Little for Too Few* is the latest report of the Women's Commission's three-year Global Initiative on Displaced Youth.

Top30Under30

<http://www.top30under30.com/>

Top30Under30, an initiative of a Nigerian NGO called ThoughtWorks, aims to bring together entrepreneurs under 30 years old from across the African continent to participate in an awards show, Innovation Exhibition (InEx), and a documentary. Top30Under30 seeks nominations of young African entrepreneurs who have the potential to create lasting African brands that will change the economic and social landscape of African business. Young entrepreneurs from across the continent can also apply for the opportunity to participate in InEx, a business expo where they may pitch their ideas to investors and venture capitalists. The 35 finalists for Top30Under30 will be featured in a documentary.

Tostan

<http://www.tostan.org>

Meaning "breakthrough" in Wolof, Tostan has brought its Community Empowerment Program (CEP) to more than 2,600 African communities.

Currently in Senegal, Guinea, The Gambia, Mauritania, Somalia and Djibouti, the CEP is a 30-month education program that uses a holistic approach to help communities inform themselves about Female Genital Cutting (FGC), early marriage, sustainable development and human rights. Tostan's Community Empowerment Program facilitates concurrent classes for adults and adolescents in human rights, health, literacy and more for communities who request the program. Community-led decisions have resulted in more than 2,500 villages abandoning FGC practices in areas where Tostan operates.

Transparent Education Network

<http://ten.edc.org/>

<http://www.equip123.net/webarticles//anmviewer.asp?a=650&z=123>

The Transparent Education Network (TEN) is part of the USAID-funded Europe and Eurasia Region Social Legacy Program (SLP), an Associate Award under EQUIP3. This network focuses on corruption in education and brings together youth advocates and youth-oriented organizations in the Europe and Eurasia region to exchange ideas on this issue. One of TEN's objectives is to empower youth to create awareness-raising activities in their communities that address this issue. The website includes corruption in education news, links to resources, and a forum for discussion.

TUNZA Youth Strategy

http://www.unep.org/tunza/youth/About_Tunza/index.asp

Tunza is an initiative by the United Nations Environment Programme (UNEP) to engage youth in environmental activities related to capacity building, environmental awareness, and information exchange. It will also work to raise awareness and involve youth in decision-making processes.

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U4 Anti-Corruption Resource Center

<http://www.u4.no/>

The U4 Anti-Corruption Resource Center includes links to anti-corruption initiatives across all sectors. It also offers online anti-corruption trainings and information about additional trainings. The site contains a library of resources, including anti-corruption literature, an annotated guide to anti-corruption toolkits, a corruption glossary, and organizations and institutions that specialize in anti-corruption work. Check out the U4 Brief on transparency in Sierra Leone’s education sector.

Ubuntu Institute

<http://www.ubuntuinstitute.com/>

The Ubuntu Institute is a youth-focused organization “looking at the role of culture, heritage and indigenous knowledge systems in achieving the Millennium Development Goals in Africa.” The Institute has five primary areas of focus: HIV/AIDS, Gender Equality and Empowerment of Women, Economic Development and Entrepreneurship, Education, and Environmental Sustainability. Five key strategies are interwoven through its programs, with Strategy 3 – “Education and Awareness” – specifically focusing on youth. For example, to tackle gender equality and empowerment of women, Ubuntu targets adolescent boys, educating them about gender issues and the importance of empowering girls.

Ugandan Youth Development Link

<http://www.uydel.org/>

The Uganda Youth Development Link (UYDEL) has a number of adolescent health projects, including those that target vulnerable populations, such as street children. Through their Alcohol, Drug and Substance Abuse Demand Reduction project, UYDEL uses 110 peer educators to reach out to in-school and out-of-school children in Kampala and Wakiso

districts; as a result, many schools in the districts have created Drug-Free Clubs, and more youth are seeking help at health centers. The organization also collaborates with 14 other NGOs and the Health Department to conduct an outreach program that helps street children access youth-friendly health services. Other UYDEL projects include HIV/AIDS awareness and testing projects, educational film screenings, youth-friendly drop-in centers for sexual health services, and vocational training for youth.

Umsobomvu Youth Fund

<http://www.uyf.org.za/Inveloper.asp?iP=1157&iVdate=11/08/2008&iS={D8127BAB-46FA-418D-B70F-BB736F2D2F07}>

Created by the South African government in 2001, the Umsobomvu Youth Fund (UYF) works to promote entrepreneurship, job creation, skills development and skills transfer among South Africans between the ages of 18 and 35. The organization assists youth via Youth Advisory Centres, career counseling services, job registries, mentor programs, micro loans, training, internships, and more.

Understanding and Challenging HIV Stigma: Toolkit for Action

http://www.aidsalliance.org/custom_asp/publications/view.asp?publication_id=255

This toolkit evolved out of a two-year research project on HIV stigma conducted in Zambia, Tanzania and Ethiopia. Now the International HIV/AIDS Alliance has released this revised version with two new modules, “Children and stigma” and “Young people and stigma.” Both were developed through a partnership with PACT Tanzania to improve understanding and action for HIV stigma among youth. The printable images included are especially useful for peer-to-peer facilitation.

LINKS LISTINGS

United Nations Information and Communication Technologies Task Force

<http://www.unicttaskforce.org/>

The UN ICT Task Force website provides resources related to UN ICT initiatives and Task Force Series publications.

Using Radio to Help Communities Talk

<http://www.straight-talk.or.ug/downloads/Radiocommunitydialogue.pdf>

Published by Straight Talk Foundation (STF), “Using Radio to Help Communities Talk” is a manual designed to help practitioners develop radio programs that encourage community dialogue. Straight Talk Foundation, located in Uganda, has been using radio as a means of reaching out-of-school and hard-to-reach youth with information regarding life skills and sexual and reproductive health education. The manual is a practical guide that addresses everything from conceptualizing the types of radio shows that will help create community dialogue to editing interviews and using sound effects. The bulk of STF’s radio shows include youth participation, both as reporters and producers. Consequently, the language of the manual is easy-to-read and accessible to youth populations who may have no previous exposure to radio production.

V

Vibewire

<http://www.vibewire.net/>

The for-youth, by-youth web project Vibewire.net is designed to provide young Australians with a forum where they can comment on matters pertinent to their lives. It recognizes that local media is inaccessible to many young people and seeks to offer an alternative channel for those who are creative, political, or just plain interested. The goal of the site is to engage young people in active citizenship through their involvement with local arts, culture,

politics, current affairs, poetry, fiction, ideas and beliefs. Uploading commentary is easy, and the site features current events, such as media/arts competitions and production workshops for article pitches and podcasts.

Victory Way

http://victoryway.110mb.com/index_en.html

Created in 2003, in Parakou, Benin, to provide free legal counsel to women, Victory Way is now working to fight sexual harassment in approximately 50 secondary schools. Victory Way has teamed up with Peace Corps volunteers to create adult and adolescent forums in secondary schools. The community-participation module asks parents, teachers, and students “What are obstacles to finishing school for girls?” Victory Way facilitates discussions on the causes and consequences of “grades for sale” sexual harassment that is a widespread problem hampering girls’ education. The NGO also provides legal information and offers training and support for adult and student watchdog groups in each school. Other Victory Way programs include technology internships for impoverished girls, technical training for women’s groups, and radio programs against domestic violence.

Voices on the Border

<http://www.votb.org/projects/youthleadership.html>

Voices on the Border (Voices) aims to promote sustainable development in El Salvador. Youth leadership is a primary focus. Voices supports small-scale, grassroots youth organizations, such as local youth groups and theatre troupes, that build participants’ leadership skills as they conduct projects in their communities. For example, the youth of Lower Lempa created a historical memory project, in which they first put together a documentary of community members’ experiences in the war, and then used the films to generate dialogue with their peers. Voices also runs a youth exchange project that allows Salvadoran youth whose families migrated to different regions of the country to learn more about their “root” communities.

LINKS LISTINGS

Voices of Child Migrants: A Better Understanding of How Life Is

http://www.migrationdrc.org/publications/other/publications/Voices_of_Children.pdf

This report is based on interviews of 16 children and is aimed at highlighting what migrant children themselves think about their plight. Produced by the Development Research Centre (DRC) on Migration, Globalization and Poverty of the University of Sussex, this report is an attempt to imaginatively engage policymakers and others working in relevant fields with the lives and experiences of independent child migrants. It highlights the significant gap between how children see their own experiences of migration and the way child migrants are often represented.

Volunteer Partnerships for West Africa and the Kick Malaria Out Campaign

<http://www.vpwa.org/>

<http://www.vpwa.org/kick-malaria-out-2009-campaign> (Kick Malaria Out Campaign)

Volunteer Partnerships for West Africa (VPWA) is a Ghanaian youth-led NGO that works in a variety of areas, including community development, sanitation, entrepreneurship, vocational training, health education, and foreign exchange. VPWA is planning to implement a month-long malaria awareness campaign – Kick Malaria Out 2009 – in six West African coastal nations, from Liberia to Nigeria. The campaign has been designed to educate communities across West Africa about the effects of malaria on West African populations, in addition to prevention and eradication methods. As part of the outreach, volunteers will conduct clean-up training exercises to “show communities how to prevent and clear water stagnation which is the breeding source of mosquitoes.” The campaign will run from August 20-September 20, 2009.

W

Waan Aelōñ in Majel

<http://www.wamprogram.org/index.html>

Waan Aelōñ in Majel (WAM) means Canoes of the Marshall Islands, and the Marshall Islands’ canoes embody the spirit of the organization, since WAM attempts to weave the rich traditions of their canoe culture throughout their programs. The organization implements programs which train Marshall Island youth in vocational skills in canoe building, boat building, carpentry, and administrative skills. The programs target at-risk youth and also include life skills training. Finally, the program includes an outreach component that draws in schools and communities via cultural visits.

Wan Smolbag Theatre

<http://www.wansmolbag.org/>

Wan Smolbag Theatre claims to be “More than Community Theatre.” Its purpose is to use theatre to engage community members in dialogues about topics ranging from saving turtles to dental hygiene to reproductive and sexual health. While the theatre group works with whole communities, some of its projects focus on youth. For example, Wan Smolbag Theatre has created a theatre troupe made up of out-of-school youth, called Wan Smolbag Kids. Following a series of instructional workshops in theatre, the Wan Smolbag Kids group formed and began performing social and health-related dramas at primary schools. Wan Smolbag Theatre has also implemented a youth drop-in center, where youth are able to come in for sexual and reproductive health services, prevention and support. Additional projects have included entire communities in a playmaking experience, from the eldest villager to a ten-year-old child. Via the Wan Smolbag website, practitioners can request theatre support for projects in the South Pacific and order previous educational videos and literature.

LINKS LISTINGS



West Bank Case Study

See under Microfinance, Youth, and Conflict Research Initiative

Western Balkan Gender-Based Violence Prevention Initiative

<http://www.carenwb.org/index.php?sadrzaj=1&task=viewsubcat&skid=12&catid=3>

<http://www.carenwb.org/index.php?sadrzaj=1&task=viewsubcat&skid=27&catid=3>

http://www.icrw.org/docs/balkan_gender_based_violence_report.pdf (Fieldwork Report)

Care International North West (NW) Balkans is implementing a GBV prevention initiative that works with young men aged 13-19 to examine the interaction of cultural norms of masculinity with young men's attitudes towards women and/or violent behavior. As Phase 1 of the project, CARE International NW Balkans, partnering with the International Center for Research on Women, conducted a fieldwork study in 2007 that used a participatory learning and action approach "to determine the specific gender norms and expectations that contribute to violent behavior among young men." Phase 2 of the project, which focuses on implementation of youth activities, is underway. Working with

six youth service organizations from Serbia, Bosnia and Herzegovina, Croatia, and Montenegro, the project involves 3000 young men.

What Kind of Citizen? The Politics of Educating for Democracy

http://www.civicsurvey.org/what_kind_of_citizen.pdf

Authors Joel Westheimer and Joseph Kahne propose three different citizen "types" and examine how civic education programs and their effects vary greatly depending on what kind of citizen is envisioned by program designers. Through a discussion of two case study service-learning projects, roles and learning outcomes for personally responsible, participatory and justice-oriented youth are explored. While the case studies are based in American schools, the findings are relevant for those who design and implement out-of-school and international service-learning projects as well.

Will You Listen? Young Voices from Conflict Zones

http://www.unfpa.org/upload/lib_pub_file/720_filename_will_you_listen_090607.pdf

This unique report brings together a collection of voices from war-affected young people in countries across the globe. Some 1,700 children and youth in 92 countries express their struggles, concerns, and fears, as well as their desire to play a role in the peace and reconciliation process. The youth offer a valuable perspective to international aid organizations by critiquing and recommending improvements to provide assistance. For example, a 19-year old Liberian male comments that community trust should be addressed in the Disarmament, Demobilization and Reintegration process. The report is a companion to 'Children and Conflict in a Changing World,' which is a 10 year review of the Graça Machel study.

LINKS LISTINGS

Women's Affairs Technical Committee

<http://www.watcpal.org/english/index.asp>

Founded in Jerusalem in 1992 (and later relocated to Ramallah and Gaza), the Women's Affairs Technical Committee (WATC) is a coalition of seven women's organizations, three women's centers and individual women activists that aim "to eliminate all forms of discrimination against women, to develop the role of women in society, and to empower women to assume decision-making positions." In addition to conducting programs and advocacy activities for women of all ages, WATC has a few programs that specifically target young women. As part of its implementation, the Empowering Young Leaders for Democracy and Governance project aims to bridge the gap between old and young leaders of the women's movement. The Empowerment of Young Leaders for Community Awareness project trains 50 young women in leadership skills and helps these young leaders learn to network with youth and women's organizations. The Empowering Young Women Lawyers and Social Workers project trains young women in communication skills, human rights, gender analysis, and other skills. WATC's website is also an excellent resource, as it contains links to reports, statistics, laws, and organizations that focus on women's and girls' issues in Palestine.

World Development Report 2007: Development and the Next Generation

<http://econ.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTWDRS/EXTWDR2007/0,,contentMDK:20601683~pagePK:64167702~piPK:64167676~theSitePK:1489834,00.html>

The report outlines demographic trends, looks at five youth transitions, and prescribes three strategic directions for reforms – investment in opportunities, capacity-building programs, and second chances. The five transitions comprise: education (learning for work and life), livelihoods (going to work), health (growing up healthy), parenthood (forming families), and civic engagement (exercising citizenship). The report highlights the demographic

trend of a youth bulge, with 1.5 billion youth aged 12-24, 1.3 billion of whom are in the developing world (out of a global population of about 6.3 billion for 2004 according to the World Bank's World Development Indicators 2006). This bulge presents both challenges and opportunities. The challenges consist of fiscal and economic risks, as well as social and political risks, associated with the costs of education, unemployment, and health (HIV/AIDS). The opportunities arise as a result of the 'demographic dividend,' whereby the bulge represents both a window of falling dependency rates and an expanded workforce to generate income to spend on, among other things, human capital formation.

World Youth Movement for Democracy

<http://www.ymd.youthlink.org/ymd/index.html>

The World Youth Movement for Democracy is an online forum for youth activists and organizations to exchange ideas and resources related to democracy. The website features an extensive list of resources, including toolkits, articles, and additional democracy networks. Check out this site for "how to" guidance on everything from running a workshop to networking. Additionally, the website has published winning essays of a 2008 global contest that asked young people to respond to questions about democracy and civic engagement in their communities. Winning essayist, Philippino youth Dyan Aimee Mabunga Rodriguez, discusses how both wealth and poverty can often negatively influence democracy when Filipinos line up to vote. A 21-year-old anonymous winner from Belarus highlights the interplay between freedom of the press and democracy. Nigerian Adebayo Waidi Gbenro's essay records his thoughts on the day after his country's elections. More than 25 youth essays are available for download.



LINKS LISTINGS

Y

Year of Sanitation “WaterAid Issue Sheet”

http://www.wateraid.org/documents/iys_issue_sheet.pdf

The United Nations has named 2008 the Year of Sanitation partly due to the critical role improved sanitation has in meeting many of the Millennium Development Goals. Girls are particularly affected once they reach puberty, with many young women missing class each month if menstrual hygiene is not possible at school. According to the UK’s Department for International Development, 11 percent more girls attend school when sanitation is available. This “WaterAid Issue Sheet” outlines sanitation’s high returns on investment and links between sanitation and the MDGs.

Yéle Haiti

<http://www.yele.org/index.html>

<http://www.washingtonpost.com/wp-dyn/content/article/2007/03/02/AR2007030201927.html>

(*Washington Post* article)

Wycleaf Jean’s foundation Yéle Haiti funds projects related to Haiti’s education, health, environment and community development. Youth figure prominently in a number of Yéle’s programs, as the organization believes that “given a genuine opportunity to shape the future, Haiti’s youth will shock the world with their ability to take the country to the next level.” One of Yéle’s current projects works with imprisoned young men and boys who were recruited by Haiti’s armed gangs to be child soldiers (see *Post* article), in addition to other adolescents and children who come from conflict-affected areas. The rehabilitation project offers the imprisoned youth opportunities for education and skills training, and it places other conflict-affected youth into a group home focusing on behavior modification. Both initiatives help youth learn how to transition successfully back into society. Yéle’s other youth-focused programs include sports programs, computer

training, an outdoor education program focused on the environment, an HIV/AIDS education initiative that uses hip hop as the medium, and more.

YMCA: Youth and Technology

http://www.ymca.net/international/international_youth_and_technology.html

http://www.ymca.net/downloads/technology_strategy_paper.pdf (Strategy Paper)

The YMCA recognizes technology as having the potential to improve the educational, economic, and social opportunities of youth. The strategy paper provides general information and specific examples related to empowering youth through technology, as well as the impact technology can have on democracy and youth development.

Young America’s Business Trust, Organization of the American States

http://www.myybiz.net/projects/leadership/leadership_main/consultations/transparency_021208/index

The Young America’s Business Trust (YABT), part of the Organization of American States (OAS), organized a regional consultation on “Youth and Transparency” in order to prepare for OAS’s XXXVIII General Assembly held in Colombia. The responses to the consultation were used to develop a report that was presented by a youth delegate at the General Assembly, supporting the Assembly theme of “Youth and Democratic Values.” The report indicates that the survey participants believe that many youth in the region are apathetic to the issue of transparency because they lack information about the topic, feel that expressing their opinions is useless, or are afraid to express their opinions. All respondents agreed that governmental procedures, responsibilities, and rules are either unclear or unavailable. The YABT webpage also leads to a video of a presentation given at the XXXVII General Assembly about youth involvement in public and private spheres. This presentation evolved from a previous consultation entitled: “Improving the Governance, and Fighting Corruption: The Youth Perspective.”

LINKS LISTINGS

Young Asia Television

<http://www.yatv.net/index.html>

Initiated in Sri Lanka in 1995, Young Asia Television's work has two primary goals: 1) to engage young audiences in discussions surrounding sustainable development, peace and conflict, social justice, and human rights; and 2) to train youth in television production. YATV's programs are produced in three languages and broadcast to Sri Lankan audiences weekly. In the war-torn country, YATV's Peace Casts "have been the only TV programmes to regularly bring to Sri Lankan audiences images, views and perspectives from various parts of the country – especially the conflict zones of the North and the East – as the country has gone through periods of war and peace." Produced for and by youth, YATV is recognized as a revolutionary medium for producing quality edutainment. The YouTube video accessible on YATV's home page offers an excellent overview of the network.

Young People in the Media: A review of young people's participation in the media in UNICEF projects for the East Asia and Pacific region

http://www.unicef.org/magic/media/documents/youth_media_in_south_east_asia.pdf

This report reviews UNICEF's media and communications strategies for youth, including a mapping of youth-in-media activities by country. Best practices are examined through case studies, including the Kabataan News Network, a youth news-magazine show in the Philippines. It also discusses challenges to increased participation by young people in the East Asian and Pacific region media, such as tokenism and cultural acceptance.

Young Women's Learning Partnership

<http://www.learningpartnership.org/en/programs/ywlp>

<http://www.learningpartnership.org/en/node/531> (Handbook)

Women's Learning Partnership (WLP) began the Young Women's Learning Partnership (YWLP) with the goal of developing the leadership capacities of young women and girls. As part of the initiative, WLP is adapting their leadership manual *Leading to Choices: A Leadership Training Handbook for Women* (see Handbook link above) for use with young women and girls. Using the manual, WLP leads training workshops that help young women and girls "create a shared vision, build consensus, strengthen their communication skills, and create action plans to achieve common goals." The YWLP web page features profile stories of YWLP young women leaders, such as Olena Prykhodko, a Ukrainian girl who formed a youth council and helped advocate for child welfare policies at the national level.

Youth 4 Health Campaign

<http://y4h.hriday-shan.org/>

The Youth 4 Health Campaign (Y4H) began following the First Global Youth Meet on Health in 2006, which drew together youth leaders from over 35 countries. Y4H "aims to connect youth across the world to form a global alliance of young health advocates and facilitate concerted actions for promoting health friendly policies." The campaign focuses on issues such as tobacco, diet and exercise, and HIV. Y4H activities include appealing to the UN Secretary General to focus on health promotion issues (particularly tobacco control), advocating for global smoke-free public places, encouraging peer to peer HIV education activities, and promoting healthy eating and physical activity policies.

LINKS LISTINGS

Youth Action Net

<http://www.youthactionnet.org/>

Youth Action Net (YAN) conducts a selective competition to award grants of \$500 to 20 youth every year to contribute funding toward their projects for social change. The YAN fellows also participate in a week-long capacity-building workshop that facilitates peer-to-peer learning and networking. The website features brief descriptions of all the previous winning initiatives.

Youth Activism Toolkit by Amnesty International

<http://www.amnestyusa.org/what-you-can-do/activist-toolkit/page.do?id=1031046&n1=4&n2=63>

This activist toolkit is youth-appropriate and includes tips on organizing local or student groups to campaign for human rights, from recruiting members to sidewalk chalking and letter writing campaigns. Online topics include “How to Hold a Teach-In” and downloadable sample constitutions. In addition, links connect youth to an online library of resources and Amnesty International country specialists for specific projects.

Youth Advocate Program International

<http://www.yapi.org/index.htm>

Youth Advocate Program International (YAPI) advocates by a variety of means, from hosting seminars to lobbying internationally. Its principle advocacy issues include Worst Forms of Child Labor, Youth Justice (youth sentenced as adults), Street Children, and Youth Participation. The site offers issue summaries on these and other important youth issues, as well as providing downloads of 45-minute course curriculum kits on topics such as Children Affected by HIV/AIDS, The United Nations Convention on the Rights of the Child, Modern Child Slavery and others. Many of the free downloads have accompanying PowerPoint presentations, and though designed for adults, they could be tailored for teen peer-to-peer use.

Youth in Africa, Partners in Peace and Development in Post-Conflict Countries

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

The UN Special Adviser on Africa and its Department of Economic and Social Development convened an expert group meeting on this topic in Windhoek, Namibia from 14 to 16 November 2006.



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Following the meeting, the experts summarized the meeting findings and came up with a number of recommendations regarding youth in post-conflict countries. The meeting itself included the presentation of the following papers:

“The Creation of Job/Work Opportunities and Income Generating Activities for Youth in Post-Conflict Countries” by Francis Chigunta, Department of Development Studies, University of Zambia. http://www.un.org/esa/socdev/unyin/documents/namibia_chigunta.pdf

“Reintegration of Youth into Society in the Aftermath of War” by Alcinda Honwana, Professor of International Development, The Open University. http://www.un.org/esa/socdev/unyin/documents/namibia_honwana.pdf

“Youth in Post-Conflict Africa: Community-Based Rehabilitation, Rebuilding and Reconstruction of Society” by Dr. Melsome M. Nelson-Richards, Department of Sociology, State University of New York at Oswego. http://www.un.org/esa/socdev/unyin/documents/namibia_mnrichards.pdf

Youth Assessment in Angola

<http://www.usaid.gov/ao/youthassessment.pdf>

This USAID publication documents a youth assessment carried out in Angola as part of an effort to inform local stakeholders about the perceptions and needs of youth. The study serves as a demand-and-supply analysis to identify gaps in programming and locate opportunities for development. More specifically, the assessment looks at the educational and employment needs, aspirations and experiences of youth living within a fragile post-conflict nation, and offers options for improvement. An in-depth look at how the assessment was conducted is discussed throughout the document.

Youth Challenge Alliance Program and Challenge 10—Peace for the EX

[http://www.caii.com/CAIStaff/Dashboard_GIROAdminCAIStaff/Dashboard_CAIAdminDatabase/CAIAdminProjectDetails.aspx?PageName=Guatemala-Youth-Challenge-Alliance-Program-\(YCP\)&PDDSurveyID=1348](http://www.caii.com/CAIStaff/Dashboard_GIROAdminCAIStaff/Dashboard_CAIAdminDatabase/CAIAdminProjectDetails.aspx?PageName=Guatemala-Youth-Challenge-Alliance-Program-(YCP)&PDDSurveyID=1348)

<http://challenge10.net/news.php>
(original Challenge 10 program)

Headed by Creative Associates International, the Youth Challenge Alliance Program builds off the previous success of the unique Challenge 10—Peace for the EX program. Challenge 10—Peace for the EX was a reality show that followed a group of former gang members as they learned how to create sustainable businesses through participation in an entrepreneurship program. Following the reality show, Creative Associates continued to help gang members leave the streets by teaching them entrepreneurship through other Challenge programs. Now, with the Youth Challenge Alliance Program, the organization continues its workforce development programs, in addition to establishing outreach centers for vulnerable youth and coordinating with the Government of Guatemala “to develop and implement a youth focused crime-prevention strategy.”

Youth for Change and Conflict Resolution

http://www.chfhq.org/files/4472_file_YCCR.pdf

This USAID-funded program by CHF International provides support and opportunities for youth living in conflict-affected areas in Colombia. Youth for Change and Conflict Resolution (YCCR) targets particularly vulnerable and at-risk youth for vocational training and leadership empowerment. The YCCR program uses peer-to-peer interactive youth leadership training, pairing youth who have already developed as effective leaders with trainees. In turn, the YCCR has created economic opportunities for youth, developed youth leaders advocating for peace and stability, as well as enhanced security within local communities.

LINKS LISTINGS

Youth Coalition

http://www.youthcoalition.org/site08/html/index.php?id_cat=1

The Youth Coalition is a youth-led international organization “committed to promoting adolescent and youth sexual and reproductive rights at the national, regional and international levels.” The Youth Coalition’s activities include advocating for youth rights, particularly those pertaining to sexual and reproductive health, and capacity building for youth working on sexual health issues. The Coalition conducts a number of trainings around the world. For example, the organization called for applications to participate in a June 2009 training on the International Conference on Population and Development key documents and processes in the Middle East and North Africa region. The Youth Coalition also sends delegates to relevant global conferences and inter-governmental meetings. Finally, the Coalition has an excellent resources page that provides links to Youth Coalition-published documents (e.g., fact sheets, guidebooks), as well other publications related to youth and sexual and reproductive health issues.

Youth Communication Center

<http://www.okcbl.org/okc.php?tid=1&lng=en>

The Youth Communication Center (YCC) was founded in 1997, in a town in the Republic of Srpska in Bosnia and Herzegovina, by a group of youth whose first goal was to create a youth radio station to be used as a forum for young people to discuss youth issues within a post-conflict environment. YCC achieved that goal in 1997, when the organization launched what would become the most listened-to radio station in the area, Radio Balkan. YCC expanded its media projects to include publishing a monthly, youth-produced magazine, *Banja Luka Youth Bridge*. The radio and magazine, in addition to YCC’s other programs, intend to promote communication between youth of different nationalities and ethnicities in a “safe and neutral place.” YCC’s other peace-building programs include psychosocial

support programs for war-affected children and youth, youth volunteering and community service projects, and democracy development projects (e.g., advocacy, NGO capacity building).

Youth in Community-Driven Development

http://siteresources.worldbank.org/INTCDD/News%20and%20Events/21023971/C_Y_YDN_5_Youth_CDD.pdf

This World Bank Youth Development Note describes and gives examples of Youth in Community-Driven Development (CDD). CDD approaches present effective means to involve young people in local development decision-making, giving them voice and influencing power, with benefits for themselves and their communities. Sections include: “Potential to build skills and capacities”; “Entry points for engaging youth”; and “Principles for working with youth.”

Youth and Conflict: A Brief Review of Available Literature

<http://www.equip123.net/docs/e3-YouthandConflictLitReview.pdf>

This EQUIP3/Youth Trust comprehensive review of youth and conflict by Marc Sommers sets the context for this topic, providing definitions, debates and potentials; programmatic responses under five themes and six primary program areas; and concluding comments that reveal both promising trends and glaring deficits. The final section is 10 pages of relevant references and a supplementary bibliography. This thoughtful analysis of youth and conflict literature and the programs described is an important document for anyone interested in or working with youth and conflict issues and activities.

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Youth and Conflict: A Toolkit for Programming and Intervention

http://www.usaid.gov/our_work/cross-cutting_programs/conflict/publications/docs/CMM_Youth_and_Conflict_Toolkit_April_2005.pdf

This programming and intervention document explores the linkages among young people, development aid, and conflict in an effort to increase integration of conflict-specific perspectives in development programming. The kit examines key issues of youth participation in violence and discusses lessons learned in at-risk youth program development while providing policymakers and programmers with a range of program options to consider. The monitoring and evaluation tools included are tailored to conflict programs, with tie-ins to relevant USAID mechanisms and partners.

Youth Conservation Corps: Employment and Environment

<http://siteresources.worldbank.org/INTCY/Resources/395766-1186420121500/YDN6YouthCC.pdf>

This issue of World Bank Youth Development Note profiles Youth Conservation Corps interventions in developed and developing country contexts and offers some guiding principles on effective program design. Engaging young people in environmental service projects is an innovative way of achieving several priority objectives through one single intervention. Well-designed Youth Conservation Corps can provide youth with skills that enhance their employability, protect or restore critical eco-systems, and create a pro-conservation citizenry.

Youth Consultants for Change

<http://www.forumfyi.org/node/175>

“Youth participation” is a given in youth agencies. “Youth as resources” has almost become cliché. “Youth organizing” is the new powerhouse phrase. But consider “youth consulting for community

change.” That’s food for thought. Youth consulting for community change takes this idea to the next level. Staff members train youth to act as generators within community organizations. Youth help organizations generate positive community change. Also, youth and adult staff come together to support a network of organizations devoted to changing the odds for youth. Pittman, K. (2003, May). Youth Consultants for Change. A condensed version of this article appears in *Youth Today*, May 2003, 12(5), 43.

Youth Crime Watch

<http://www.ycwa.org/world/index.html>

Created in the United States in 1979, Youth Crime Watch (YCW) has spawned numerous international branches in Africa, Asia, Europe, and Latin America and the Caribbean. YCW’s international branches, like the YCW America, “challenge youth to reduce drugs, violence, and crime” through civic participation, community partnership, and crime prevention activities. In Nigeria, for example, in addition to launching a youth nonviolence magazine in December 2008, YCW has school and community chapters throughout the country. Jamaica’s YCW of Flanker created a Peace Wall Mural to symbolize the Flanker community’s commitment to peace. YCW Nepal held a press conference to draw attention to problems of drug abuse and crime. Information on what other YCW country programs are doing is available by following links from the YCW website.

Youth Development Program for Innovation and Social Action

<http://www.fondodejuventud.org/youth2/default.asp>

To enhance participation among marginalized and disadvantaged youth in Latin America and the Caribbean, the Inter-American Development Bank and Microsoft’s Unlimited Potential Technology Skills have partnered to create the Youth Development Program for Innovation and Social Action or “Youth Fund.” The Youth Fund provides support for innovative initiatives that focus on information and computer technology as well as human capital building to increase the employment potential of low-income

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youth. The website, available in both English and Spanish, provides a comprehensive overview of the application process in addition to evaluation criteria.

Youth and Employment in Africa: The Potential, the Problem, the Promise

http://siteresources.worldbank.org/INTAFRICA/Resources/ADI_Youth_Employment_summary.pdf

This Africa Development Indicators 2008/09 publication includes an essay on youth and employment on the African continent. Published by the Africa Region of the World Bank, the Forward of the ADI publication names youth unemployment as “surely one of the continent’s greatest challenges.” The report introduces facts about youth and labor markets, analyzes past interventions and potential policy responses, and offers case study examples from Burkina Faso and Kenya.

Youth Employment Network and Youth Employment Network for West Africa

<http://www.ilo.org/public/english/employment/strat/yen/>

<http://www.ilo.org/pls/apex/f?p=221:1:4348003901614238>
(YEN-West Africa website)

The Youth Employment Network (YEN) is an initiative of the United Nations in response to the global challenge of youth unemployment. In addition to implementing its own youth employment projects around the world, YEN offers a wealth of resources. Furthermore, in 2006, the YEN decided to create Youth Employment Network for West Africa (YEN-WA), a sub-unit that focuses directly on increasing employment opportunities for youth in West Africa (see link above). One of YEN-WA’s key initiatives is to develop private sector and civil society partnerships in order to create additional employment opportunities for youth.

Youth for Environmental Sanity

<http://www.yesworld.org/>

Youth for Environmental Sanity (YES!) is a youth-led environmental organization that challenges youth leaders to join forces and promote healthy ways of living and a sustainable environment. In addition to holding week-long networking and skills-sharing events and developing community-building initiatives across the globe, YES! sponsors Global Leadership Jams, which connect and empower young leaders. YES! programming also includes Leveraging Privilege for Social Change (LPSC), which promotes transformative community dialogue exploring power, privilege, wealth, and philanthropy.

Youth Forums Against Gender-Based Violence

http://www.icprd.org/young_men.htm

The Independent Commission for People’s Rights and Development (ICPRD) works in India as a national advocacy coalition that focuses its efforts on “special and vulnerable constituencies.” The Youth Forums Against Gender-Based Violence (YFAGBV) project is one of ICPRD’s primary activities. Initiated in 2006, the project targets in-school and out-of-school male youth aged 14-24, whom YFAGBV deems “the possible perpetrators of tomorrow,” and instead makes them partners/allies in combating GBV. The project organizes these boys and men into youth forums and uses training, street theatre, and other techniques to help them become catalysts for change in their communities. As a result of the project, a significant number of participants have stopped “eve-teasing” (i.e., teasing girls on the street) and have begun working within their families and communities to stop domestic violence and other forms of GBV. The YFAGBV project engages stakeholders at all levels, from families to village heads.

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Youth Grantmaking and Youth Advisory Committees

www.youthgrantmakers.org

Youthgrantmakers.org is part of the Michigan Community Foundation's Youth Project which promotes and provides technical support to Youth Advisory Committees (YAC) at local community foundations that provide small grants to other young people for projects of community benefit. YACs decide policy, invite and assess proposals, and decide what to support and how to organize follow-up and monitoring. Each YAC is supported by a host organization that provides capacity building and support. The website provides excellent tools such as a youth grantmaking manual and a brochure on effective YACs.

YouthInfoNet

<http://www.fhi.org/en/Youth/YouthNet/Publications/YouthInfoNet/index.htm>

YouthInfoNet is a monthly electronic newsletter rich with resources focusing on youth reproductive health and HIV prevention. YouthInfoNet is product of The Interagency Youth Working Group (IYWG) and produced by Family Health International. IYWG was formed in 2006 as part of the Global Leadership Priority (GLP) on Youth supported by the U.S. Agency for International Development (USAID). To subscribe to YouthInfoNet, email youthwg@fhi.org.

Youth InfoNet 49

<http://www.infoforhealth.org/youthwg/pubs/YouthInfoNet/YIN49.shtml>

This particular issue of *Youth InfoNet*, an e-newsletter published by the Interagency Youth Working Group, comprises a comprehensive list of program resources and research summaries of articles related to youth reproductive health and HIV/AIDS issues. The five program resources and 19 journal articles cover more than 15 countries across the globe. In addition to covering the more common challenges of pregnancy and HIV/AIDS, resources and articles listed in this Youth InfoNet also address issues like sexual violence, early sexual debut, and confidentiality laws.

Youth InfoNet 53

<http://www.infoforhealth.org/youthwg/pubs/YouthInfoNet/YIN53.shtml>

The Interagency Youth Working Group's 53rd edition of *Youth InfoNet* offers a broad list of program resources and research summaries/articles related to youth reproductive health and HIV/AIDS. The resources offered cover topics such as gender-based violence in schools, contraceptive use, migrating children, and HIV. One link, for example, leads to an advocacy guide for helping children living with HIV. The research summaries lead to articles and studies about issues such as sexual behavior, sexual abuse, male circumcision, and peer education. All of the resources were published in 2008 or 2009.

Youth Information Centre

<http://www.youthcentre.ru/?theme=index&lng=en>
<http://youthcentre.ru/?theme=index&lng=ru>
(Russian website)

Founded in 2000, St. Petersburg's Youth Information Centre is an award-winning organization that focuses on youth training, employment, exchange, and service. Youth Information Centre's past projects have included intercultural trainings using theatre, international youth informational campaigns against violence, youth exchanges to other countries, and professional development for youth. Please note that the Russian version of the website contains more updated information than the English version of the site.

Youth Leadership Development Foundation

<http://www.yldf.org/index.php>

The Youth Leadership Development Foundation works to empower youth, particularly underprivileged and female youth, to participate in Yemen's development. In order to achieve this goal, the Foundation runs two centers: the Youth Economic Development Center (YEDC) and the Girls World

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Communication Center (GWCC). Through these two centers, Yemeni youth receive training in areas such as leadership skills and business skills. Furthermore, the youth receive information about democracy, human rights, and gender issues.

Youth Leaders International

<http://www.leaders.org/>

Based in the US, Youth Leaders International brings together young leaders from around the world for three international meetings per year. At the meetings, youth develop their leadership skills through team building exercises, discussions on “What is Leadership” and peace-building, cross-cultural activities, and career development activities. In between the meetings, youth return to their home communities and work with their local Youth Leaders International Chapter via monthly meetings, service projects, and recreational activities. Participants in the program also communicate with each other via internet blogs and discussion boards. Youth Leaders International currently has chapters in 14 different countries from Peru to Moldova to China.

YouthLearn Resource Manual

<http://www.youthlearn.org/guide/index.html>

The YouthLearn Initiative offers youth development professionals and educators comprehensive ser-

vices and resources for using technology to create exciting learning environments. *The YouthLearn Guide: A Creative Approach to Working With Youth and Technology* is a hands-on manual with more than 160 pages of lessons, worksheets, and sample activities on how to set up a new learning program or enhance an existing one.

Youth Livelihoods Development Program Guide

<http://www.equip123.net/docs/e3-LivelihoodsGuide.pdf>

This Educational Quality Improvement Program 3 (EQUIP3) guide addresses misconceptions and offers suggestions and reference materials to improve youth livelihood development practices. For example, research in a variety of countries has disproved the myth that poor youth without jobs are idle and economically inactive—most contribute to their household incomes with work in the informal sector, in activities such as family farming or petty trading. The guide also expresses the need for the development community to move from a “learning, then earning” approach to “learning while earning” opportunities, as many youth use informal work to subsidize their education costs, support family members and build informal peer networks that can bolster their entrepreneurial projects.

Youth Made Media: I Make Media Because...

http://www.soros.org/resources/multimedia/youth_video_20050505?skin=printable

Open Society Institute Youth Initiatives offers this video compilation, which features clips of youth-made radio, film, and other media, as well as interviews with young people on the impact their involvement with youth media has had on their lives. The clips explore difficulties faced by youth, such as unreliable parents and assumptions that urban youth are criminals.



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Youth Media Exchange

<http://www.Ymex.org>

Ymex.org is a space for youth interested in using digital media like video, audio, games, and blogs to focus on major global issues. Youth are invited to showcase their passion for social change by participating in contests, collaborating with other youth on media projects, and finding resources to sharpen their skills. To get started, youth use an existing or new TakingITGlobal password.

Youth and the Millennium Development Goals: Challenges and Opportunities for Implementation

<http://www.un.org/esa/socdev/social/papers/YouthandMDGs.pdf>

<http://www.takingitglobal.org/themes/mdg/youthinpolicy.html> (Background)

This report was developed by the Ad Hoc Working Group for Youth, consisting of youth experts and on-line consultations with youth from across the world (background on this report can be found by following the link above). The report discusses ways in which youth are and can be involved in contributing to the MDGs, as well as ways for governments, the UN, and other organizations to involve and encourage youth participation. Part III and Appendix C provide specific strategies that can be taken to engage youth, followed by extensive resources and references.

Youth in Post-Conflict Africa: Community-Based Rehabilitation, Rebuilding and Reconstruction of Society

See under Youth in Africa, Partners in Peace and Development in Post-Conflict Countries

Youth Participation Guide: Assessment, Planning, and Implementation

<http://www.fhi.org/en/Youth/YouthNet/rhtrainmat/yppguide.htm>

This guide was designed to help organizations increase youth participation in reproductive health and HIV/AIDS programming. An Institutional Assessment and Planning Tool (IAPT) is included to assist organizations evaluate current level of youth participation, plan accordingly for the future and develop a work plan for involving youth at the institutional level. The guide also includes facilitator resources, participant handouts and PowerPoint presentations to be used during training sessions.

Youth Peer Education Toolkit

<http://www.fhi.org/en/Youth/YouthNet/Publications/peeredtoolkit/index.htm>

The Youth Peer Education Toolkit is a group of resources designed to help program managers and master trainers of peer educators. While specifically aimed at HIV prevention, collectively these tools should help develop and maintain more effective peer education programs in all program fields. The five parts of the toolkit are based on research and evidence from the field as well as local examples and experiences. They are designed to be adapted locally as needed. The toolkit resulted from collaboration between the United Nations Population Fund (UNFPA) and Family Health International. It was produced for the Youth Peer Education Network, a project coordinated by UNFPA.

Youth Policy and Strategy: A step-by-step approach

http://www.ifrc.org/cgi/pdf_pubs.pl?youth/step_english.pdf

The International Federation of Red Cross and Red Crescent Societies often have high youth response in emergencies. More than 90 percent of the Red Crescent volunteer force in Iraq is comprised of

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youth, and the American Red Cross has more than 290,000 volunteers under 24 years old. This handbook is designed chiefly for use by youth leaders in the Red Cross and Red Crescent movement, exploring steps from teambuilding and decision-making to project sharing. It also looks at four quality leadership skills for youth: technical skills, human relations, teaching skills and communication skills, and includes policy statements and a further reading list.

Youth Portal for Latin America and the Caribbean

<http://www.youthlac.org/>

The Youth Portal for Latin America and the Caribbean is a one-stop shop for youth networks and organizations and anyone else interested in Latin American and Caribbean youth. The site offers links to resources, publications, and organizations related to youth in LAC. It also provides space for thematic exchanges on topics such as violence, ICTs, education, citizenship, and work. Finally, it gives brief overviews of the two regions' countries and their response to youth issues.

Youth Reproductive Health Resources and Tools

<http://www.iyfnet.org/document.cfm/964>

The International Youth Foundation has recently published two new tools related to youth reproductive health (RH): *Family Planning, HIV/AIDS, and Gender Matrix: A Tool for Youth Reproductive Health Programming* and *A Framework for Integrating Reproductive Health and Family Planning into Youth Development Programs*. A quick and easy-to-use reference tool, the *Matrix* allows practitioners to identify what issues are appropriate for what age, when discussing family planning, HIV/AIDS, and gender. For example, how might you address family planning when talking to 10-14 year olds versus 15-19-year-old, married youth? The *Framework* discusses the integration of RH and family planning

into youth-focused health programs, education and leadership programs, and livelihoods and employability programs. In addition to the new tools, this site also contains links to additional websites and resources related to youth reproductive health.

Youth Skills Enterprise Initiative: A Zambian Case Study of Micro-Enterprise and Micro-Credit Support for Street-Based Youth

http://www.streetkids.org/assets/pdf/2002/SKI_YSEI_zambia.pdf

Street Kids International developed a program in Zambia to encourage youth economic empowerment through accompaniment, skills training, credit and savings, and peer support networking. A variety of profitable businesses have resulted, ranging from a catering company to a document processing service. The study outlines the program structure, elements of the model for the business start-up program, and lessons learned.

Youth Social Enterprise Initiative

<http://www.ysei.org/>

The Youth Social Enterprise Initiative (YSEI) offers resources to learn about social enterprising, an opportunity for mentorship and funding up to \$15,000, as well as networks for young social entrepreneurs. The projects encouraged and funded by YSEI are initiated by youth from developing countries, incorporate blended value components and ICTs, and address poverty reduction, improving disadvantaged/marginalized groups, environmental protection, gender equality, and human rights. YSEI offers a guidebook, a toolkit, and a variety of other links to assist youth in social enterprise development. YSEI also links youth to blogs and other forums to share their experiences and learn from each other.

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Youth Speak Out: New Voices on the Protection and Participation of Young People Affected by Armed Conflict

http://www.womenscommission.org/pdf/cap_ysofinal_rev.pdf

This Women's Commission for Refugee Women and Children report draws on research conducted by more than 150 adolescents interviewing more than 3,000 youth and adults in Kosovo, Northern Uganda, and Sierra Leone. The report provides a unique overview of the problems and challenges young people face during and after armed conflict and, more importantly, offers youth-driven solutions for addressing these problems. Information sheets sketch 10 issue areas.

Youth Star: Youth in Service to Cambodia

<http://www.youthstarcambodia.org/default.aspx?l=1>

Youth Star Cambodia is an organization that promotes service, civic leadership, and social entrepreneurship among Cambodian youth. Youth volunteers have tutored and mentored more than 2,000 students to help lower drop-out rates, increased vulnerable populations' access to varied livelihoods, and conducted campaigns to promote safe migration after receiving training by the International Organization for Migration. Throughout their many projects in three towns, Youth Star volunteers reflect on their roles as citizens and encourage community members to join in volunteer efforts to improve rural conditions and meet the Millennium Development Goals.

Youth and Sustainable Livelihoods: Linking Vocational Training Programs to Market Opportunities

http://womenscommission.org/pdf/ug_vsl_rep.pdf

This report, prepared by Columbia University's School for International and Public Affairs (SIPA) for the Women's Commission for Refugee Women

and Children, is an excellent resource on vocational training (VT) and market analysis. Focusing on Northern Uganda, this report analyzes a variety of youth VT programs at each stage of a VT programming cycle, identifying best practices and lessons learned.

Youth for Technology Foundation

<http://www.youthfortechology.org/frames.html>

Youth for Technology Foundation (YTF) is a non-profit organization that uses technology to expand opportunities to marginalized youth, especially girls, in rural communities. Beginning with Owerri Digital Village in Nigeria, YTF has created many community technology centers and provides technology leadership and entrepreneurial training to youth. YTF uses increasingly advanced programs to teach children (*TechKids*) and empower youth to become information workers and peer educators (*Young Science and Health Tele-Academy*).

Youth Today

<http://www.youthtoday.org>

Youth Today is a newspaper read by 70,000 professionals in the youth service field on youth work that is published 10 times a year by the American Youth Work Center.

Youth Venture

<http://www.genv.net/>

Established in partnership with Ashoka, Youth Venture is an initiative to encourage and enable youth between the ages of 12 and 20 to pursue social entrepreneurship so they will become and remain changemakers throughout their lives. YouthVenture provides coaching, useful resources, and seed grants to help youth launch sustainable social ventures that benefit the community. The website offers information for every step of the process of developing a successful and sustainable youth venture. For some brief examples of youth ventures, visit: <http://www.ashoka.org/examplesyouthventureers>.

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Youth Violence and Alcohol

http://www.who.int/violence_injury_prevention/violence/world_report/factsheets/fs_youth.pdf

The World Health Organization’s report “Youth Violence and Alcohol” draws a correlation between youth alcohol consumption and violence, including bullying, gang violence, sexual aggression, and assault. The report uses data from a range of surveys to explore the magnitude of alcohol-related youth violence. It also outlines risk factors for youth violence ranging from individual factors (e.g., low intelligence, attention disorders) to community and societal factors (e.g., presence of gangs, income inequality). Finally, the publication discusses prevention measures, including policy recommendations, and offers a couple of case studies of successful programs in Colombia and Australia.

Youth and Violent Conflict: Society and Development in Crisis?

http://www.undp.org/bcpr/whats_new/UNDP_Youth_PN.pdf

UNDP’s recent report explores the intersection between youth and violent conflict, with a view to enhancing policy and offering programming guidance. It identifies key issues, questions, and dilem-

mas related to youth and violent conflict, explores how issues of youth and violent conflict are currently addressed in key policy frameworks, and offers an overview of current programs put in place by UNDP and other key international actors.

Z

Zanmi Lakay

<http://www.zanmilakay.org/>

Zanmi Lakay, or “Friend’s Home,” works with street youth in Haiti, using a combination of photography classes and outreach services. In the photography workshops, youth aged 12 to 25 gain technical skills and interact with professional photojournalists, in addition to learning about the history and importance of photography. Zanmi Lakay’s outreach services include everything from distributing care bags with basic supplies (e.g., toothbrushes, soap) to paying for medical services, such as visits to the dentist or doctor. The Teens in Transitions Program supports youth who have outgrown children’s programs by providing scholarships and living expenses so that they can attend school. Zanmi Lakay’s future plans include a center where street children can take care of basic needs, in addition to developing work readiness and technical skills.



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Includes marginalized populations, orphans and vulnerable youth

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Civic Engagement

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Disaster

See Emergency Response

Economic Activities

Includes economic empowerment, income-generation, market development

See also Employment and Employability; Entrepreneurship; Livelihoods

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Economic Empowerment

See Economic Activities

Education (Formal)

Refers to formal schooling, alternative schooling recognized by Ministries of Education, teacher training

See also Nonformal Education and Training; Vocational and Technical Training

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Emergency Response

Includes disasters

See also Child Soldiers; Conflict and Post-Conflict; Refugees and Internally Displaced Persons

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Employment and Employability

Includes income-generation, skill building, workforce development, work readiness

See also Agribusiness; Career Building; Economic Activities; Entrepreneurship; Life Skills; Livelihoods; Nonformal Education and Training; Vocational and Technical Training

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Energy Issues

See Environment

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Entrepreneurship

Includes income-generation, small business development, social entrepreneurship

See also Agribusiness; Economic Activities; Employment and Employability; Livelihoods; Microfinance and Micro-credit; Vocational and Technical Training

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Environment

Includes climate change, conservation, energy issues

See also Water and Sanitation

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Exchange

Refers to both cultural and professional exchanges

See also Forums and Networks in Resources Section

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Finance

Includes banking, financial literacy

See also Microfinance and Micro-credit; Entrepreneurship

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Financial Literacy

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Fishing

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Games

Refers to video and online games

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Gender Issues

Includes gender-based violence

See also Boys and Young Men; Girls and Young Women

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Income-Generation

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Life Skills

See also Employment and Employability; HIV/AIDS; Nonformal Education and Training

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Livelihoods

Includes workforce development

See also Agribusiness; Economic Activities; Employment and Employability; Entrepreneurship; Vocational and Technical Training

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Marginalized Populations

See At-Risk Youth

Market Development

See Economic Activities

Media

Refers to mass media, radio, print journalism, television, documentary film

Includes information, communication, and technology (ICT)

See also Arts and Culture; Youth Participation and Youth Voice

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<i>See Arts and Culture</i>			
Nonformal Education and Training			
<i>Refers to training, supplemental education [either in- or out-of-school], education conducted by private institutions and NGOs</i>			
<i>See also Education (Formal); Employment and Employability; Life Skills; Literacy; Vocational and Technical Training</i>			

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