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EQUIP3
Educational Quality Improvement Program
Out of School Youth • Learning • Earning

YCoP Links: The Next Generation

Compilation of Issues 51-105

A Youth Community of Practice (YCoP) Publication

Educational Quality Improvement Program 3

Out of School Youth
Learning
Earning

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A Youth Community of Practice (YCoP) Publication

Produced as part of the USAID Youth Community of Practice (YCoP)
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ACKNOWLEDGEMENTS/INTRODUCTION

In the nine years since it began in 2003, EQUIP3 has represented USAID's single largest group of investments in global programming for youth. Projects in more than 25 countries have reached over 200,000 young people with opportunities to learn and practice livelihood and literacy skills and to contribute through service and entrepreneurship to the economies and societies of their home countries. At the same time, the world of youth development has learned a great deal about what works and under what circumstances.

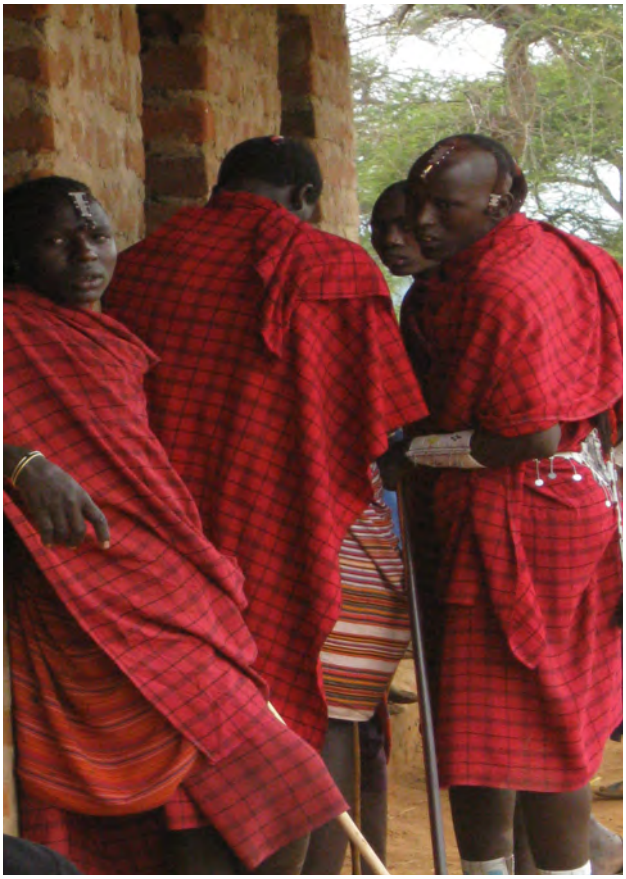
EQUIP3 has also become a gathering place and repository for good practice in the field of youth development — and there is a good deal of exciting experience both within and outside of the EQUIP3 family of programs. This publication, and the individual bulletins it collects, represents this broader family of good practice. This second compendium (the first was published in 2009) represents the continued work of the Youth Community of Practice (YCoP) that has formed around EQUIP3 since 2003. YCoP was launched in 2004 to share information on promising events, projects, and studies related to various topics within international youth development. YCoP Links: *The Next Generation* is meant to assemble everything since the earlier 2009 publication into a single reference.

The world was reminded of the immense impact young people can have on their communities and countries in the popular revolutions across the the Middle East and North Africa in 2011. The resulting renewed emphasis on youth within international programming highlighted the importance of timely information on youth issues. Perhaps not surprisingly, YCoP membership has continued increasing, especially in the last year (to more than 500 as of April 2012), reflecting the growing interest in this field.

Thanks go to all the people who helped develop *YCoP Links* from its beginning in 2004 to date. For this current document, thanks particularly to Sarah Sladen, Samuel Shepson, Adrienne Lynett, and Kerry White, who researched and compiled links for issues 51-105. They continued the tradition established by many previous EQUIP3 members and added their own ideas and improvements along the way.

EQUIP3 also thanks Erin O'Brien for her design work on this document, Ann Hershkowitz for five years of managing *YCoP Links*, and especially to Suzanne Kratzig, for picking up where she left off after the first compendium and, again, putting together this document.

Erik Payne Butler
Director, EQUIP3



HOW TO USE THIS DOCUMENT

YCoP Links: *The Next Generation* 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 Issues 51-105, 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 projects in Asia can find "Health" under the themes section and cross-reference by looking for organizations in under "Asia" in the regions section.

The Themes section contains more than 50 themes, ranging from advocacy to youth participation. This second compendium includes new or updated themes, which reflect the changing youth development environment. For example, this issue has updated the "Disability" theme to include inclusion: the new theme is "Disability and Inclusion." Other new themes are Child Labor, Food Security, and Trafficking. Most organizations or projects are listed under more than one theme. 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. Some

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organizations or networks, such as Catholic Relief Services, implement programs in multiple regions of the world; therefore, they are listed under the "Global" category.

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." This edition includes a new "Books" category. These categories were created after careful consideration of the Links featured since the beginning of *YCoP Links*. 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 Next Generation* 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 Issues 51-105 of *YCoP Links*. This document is for knowledge sharing only; EQUIP3 does not necessarily endorse any organization or group contained herein.

LINKS LISTINGS

A

10 Key Steps to Building a Better Future for the Children of Gaza

http://unispal.un.org/UNISPAL.NSF/0/592CDC474D35DF958525754C0053D354

This 2009 article from Sweden's Minister for Development and Cooperation and The Commissioner General of the United Nations Relief and Works Agency (UNRWA) reminds practitioners that in all conflicts, children and youth are among the most vulnerable, and indicates 10 steps to helping the children of Gaza. In the area of education, the authors point out that schools in Gaza, as in all conflict environments, bring important routines, social activity, and a way for children to escape stressful environments that may make them more susceptible to radical groups that promote violence.

2010 Edition of the World Programme of Action for Youth

http://www.un.org/esa/socdev/unyin/documents/wpay2010.pdf

The World Programme of Action for Youth, which served as a reference guide for the 2010 International Year of Youth, outlines the UN's 15 priority areas for the Year of Youth and their corresponding proposals for action. In addition, the publication includes the means for implementation of the International Year of Youth at the national, regional and international levels. The publication was developed in response to requests by youth-focused non-governmental organizations, youth policy practitioners, and youth themselves. Despite its focus on the International Year of Youth agenda, the publication's proposals for action extend beyond 2010.

2011 "State of the Field" in Youth Economic Opportunities Publication

www.YouthEconomicOpportunities.org/media.asp

Making Cents International's "State of the Field" of youth economic opportunities publication emerged from the 2011 Global Youth Economic Opportunities Conference. This practical resource features learning from over 80 leading organizations that are working around the world to increase and improve economic opportunities for young people. Topics include youth enterprise development; workforce development; youth-inclusive financial services; working with adolescent girls & young women; and monitoring, evaluation & impact assessment. The publication is available to download for free at the Youth Economic Opportunities website.

ABILIS Foundation—Global

http://www.abilis.fi/

ABILIS Foundation is a non-profit development organization founded in 1998 by people with disabilities in Finland. ABILIS offers small grants ranging from $700 to $14,000 to projects initiated by and serving people with disabilities in developing countries. ABILIS granted more than 100 organizations micro-grants in 2011 alone. Many of these grantees serve disabled youth through livelihood and life skills training. For example, the Ethiopian National Association on Intellectual Disabilities project trained 20 young people in modern weaving techniques; the Albanian Help the Life Association provided photography and handicraft training, and Vietnam's Noang Mai Blind Association offered computer training for visually-impaired youth.

About Concerned Parents Association-Lira—Uganda

http://www.cpa-uganda.org/about.html

Concerned Parents Association (CPA) is a Ugandan NGO founded by a group of parents affected by the abduction of children by the Lords Resistance Army (LRA) in Northern Uganda. CPA provides aid to affected communities by facilitating the formation of Parent Support Groups and Youth Groups. To date, CPA has formed more than 500 active Parent Support Groups and more than 100 Youth Groups in

four districts in Northern Uganda. CPA implements projects that strengthen child protection systems, conflict resolution systems, psychosocial support for former child soldiers, and community reintegration for formerly abducted children and other vulnerable youth groups. The Partnership to Strengthen Youth Employment and Empower Youth Voices is one such project, working through Plan International and with funding from the European Union to provide 1,500 former child soldiers and other youth affected by war in the Lira district with nonformal education and vocational skills classes and an additional 1,500 youth with life skills and counseling.

A Comparison of Two Methodologies: Digital and Paper-based

http://www.equip123.net/docs/e1-DigitalDataCollection.pdf

In this white paper, the American Institutes for Research (AIR) launched a comparative study of paper versus digital data collection approaches. Global Relief Technologies' digital data collection was compared to UNICEF's Child-Friendly Schools paper-based data collection. Applicable to data collection for any program, the study strays away from endorsing one method over the other, instead comparing the data collection along multiple standards: materials, time, accuracy, transportation, security, flexibility, cost, and ease of data entry.

Active Labor Market Programs for Youth: A Framework to Guide Youth Employment Interventions

http://siteresources.worldbank.org/INTLM/214578-1103128720951/22795057/EPPNoteNo16_Eng.pdf

This World Bank publication addresses the need to integrate young people more efficiently into the labor market by providing policymakers and youth-serving organizations with a framework to better diagnose constraints facing unemployed youth and to design evidence-based youth employment interventions. This document considers Active Labor Market Programs (ALMP) designed to enhance labor market re-integration within existing institutional and macro-economic constraints.

Addressing Early Marriage of Young and Adolescent Girls

http://www.ungei.org/resources/files/YL34e.pdf

Produced by the UN Interagency Youth Working Group on Reproductive Health and HIV/AIDS, this program note provides five approaches for organizations working to delay marriage of young people, especially women. Including case studies of programs effectively utilizing these strategies, the authors provide concrete support and illustrations of how to extend girls' schooling and safe-guard its quality; assist girls to establish supportive relationships with female peers and role models; help girls develop skills that enable them to earn an income; mobilize community members and parents to recognize girls' rights and development; and encourage the implementation of existing laws and policies designed to protect everyone, including girls.

Adobe Youth Voices

http://youthvoices.adobe.com/

Launched in 2006, Adobe Youth Voices delivers multimedia technology to underprivileged urban youth and helps them to use it to build creativity, communication, and collaboration skills that are essential for success in today's economy. Using this technology and Youth Voices curricula, educators implementing the Youth Voices program advance and develop youth voice, youth personal development, media literacy, skill development, and civic engagement. Participating youth have developed in these areas by completing projects such as a documentary about gender disparity in science in Kampala, Uganda, or the impact of terrorism on Children in Delhi, India. The Youth Voices website includes a page where educators and practitioners can find a road map for creating, planning, and

implementing innovative media projects with youth, as well as other resources. Since its inception, Youth Voices has engaged over 27,000 youth and 1,500 educators in schools and community programs in 32 countries.

The Adolescent Experience In-depth: Using Data to Identify and Reach the Most Vulnerable Young People (series)

http://www.popcouncil.org/publications/serials-briefs/AdolExpInDepth.asp

The purpose of this series, which draws principally on data from the Demographic and Health Surveys (DHS), is to provide decision-makers at all levels—from governments to NGOs to advocacy groups—with data on the situation of adolescent girls and boys, aged 10 to 24 years. The data are presented in graphs, tables, and maps and strives to be accessible to a range of audiences. The Adolescent Experience In-depth series began as a continuation of the Facts about Adolescents series to provide decision-makers, planners, and advocates with an evidence base about the diversity of experiences of young people in the developing world. While this series provides a wider range of variables to highlight the vulnerabilities that many young people experience, the two series can be used side-by-side to gain an understanding of how the issues may have changed from one survey year to the next. More than 50 countries are profiled in the series.

Advocates for Youth – International Youth Leadership Council

http://www.advocatesforyouth.org/index.php?option=com_content&task=view&id=120&Itemid=115

Formed in 2000, the International Youth Leadership Council (YLC) is a project of Advocates for Youth, an international non-profit focused on advocating for adolescent sexual health for youth ages 14 to 25 in the US and overseas. The YLC is comprised of youth leaders with family ties to and interest in the developing world. Members of the council develop their leadership and advocacy skills by working to improve the reproductive health and well-being of their peers around the world. Youth interested in serving on the council in 2011 can apply through the Advocates for Youth website.

Aflateen

http://www.aflatoun.org/programme/programme-selected/aflateen

Aflatoun is a non-profit organization that has been using social and financial education to empower children to save their resources and begin their own microenterprises since 2005. In May 2011, with the support of the MasterCard Foundation, Aflatoun developed Aflateen, a social and financial education program geared toward youth aged 15 to 18. By delivering curriculum in out-of-school settings and via an online e-learning platform, Aflateen teaches youth through hands-on activities including savings clubs, enterprise creation, and community projects. The Aflateen curriculum anticipates implementation in 50 countries, reaching 250,000 youth globally.

Africa Education Trust (AET)

http://www.africaeducationaltrust.org/what-we-do/nomadic-pastoralist-groups.html

Africa Education Trust works across Somaliland, Puntland, and Central Southern Somalia to support nomadic and pastoralist communities to design and implement education and training programs that are sensitive to their culture and relevant to their needs. AET trains grassroots organizations to conduct needs assessments and then assists in training local community members, helping local staff produce teaching and learning materials based on traditional culture, identifying appropriate life skills classes through IRI and other ICT, and providing vocational training linked to their pastoralist livelihoods. AET also conducts research into nomadic and pastoralist needs in order to further support relevant and specific interventions in these communities.

LINKS LISTINGS

African Regional Youth Initiative

http://www.africaninitiative.org/af/index.php?option=com_content&task=view&id=1&Itemid=2

Started in 2005, the African Regional Youth Initiative (ARYI) is an organizing network of over 500 youth and community organizations in Africa that seeks to bring together people and groups to develop joint projects, distribute resources, provide grants, and facilitate the development of long-term relationships. Additionally, ARYI provides technical assistance to local and national organizations and promotes multi-sectoral, transnational collaboration. Programs developed by teams created under ARYI include a Poverty Reduction Strategy Program, Reproductive Health Policy Program, and several others. For more information on ARYI and its activities, as well as information on how to sign-up for the ARYI listerv and get involved, see the link above.

African Youth with Disabilities Network

https://www.facebook.com/#!/pages/African-Youth-with-Disabilities-Network/195404070503436

African Youth with Disabilities Network provides an online portal for advocates to share opportunities for youth activism and participation in the disability movement on the African continent. Based out of Kampala, the network consists of more than 50 members sharing resources, links, tools, and engaging in discussions to how to create a more inclusive Africa.

A Ganar—Latin America and the Caribbean

http://www.partners.net/partners/History1.asp

Led by Partners of the Americas, A Ganar (Vencer in Brazil) is a youth workforce development program that provides entrepreneurial training, nonformal education, and job-seeking support through soccer and other team sports for at-risk youth aged 16-24. Providing life and employability skills by applying sports lessons to personal development, A Ganar has trained over 4,000 youth in Ecuador, Brazil, Uruguay, and Colombia and has now expanded to Jamaica, the Dominican Republic, St. Vincent and the Grenadines, and St. Kitts and Nevis. A Ganar also works to increase the capacity of local partners, mobilize donors to support development through sport, and create a network of alumni that remain active in civic engagement and service learning.

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Akazi Kanoze: Youth Livelihoods Project

http://akazikanoze.edc.org/

Akazi Kanoze is a USAID-funded EQUIP3 project in Rwanda that provides youth, aged 14 to 24, with market-relevant life and work readiness training and support, hands-on training opportunities, and links into the employment and self-employment job market. The project also strives to build the capacity of local institutions—government, private sector, and civil society—to serve Rwandan youth to achieve these same work readiness and employment objectives.

American Youth Policy Forum

http://www.aypf.org/

The American Youth Policy Forum is a nonprofit, nonpartisan, professional development organization providing learning opportunities for policymakers on youth policy issues at the national, state, and local level. AYPF offers publications on youth and community engagement, regular events, and study tours to promote youth participation in policy making.

Arctic Youth Network

http://www.taiga.net/ayn/home.html

The Arctic Youth Network is a grassroots organization that connects youth from the Circumpolar North with one another and with new opportunities to address the challenges and policies that confront their communities. The Network includes youth from the eight member states and six permanent participants of the Arctic Council—an intergovernmental forum designed to promote cooperation, coordination and interaction among the Arctic States. Included in its efforts, the Arctic Youth Network has released a Declaration on Climate Change from Youth from the Arctic that can be accessed in full on the organization's website. The declaration identifies the significant and accelerated impact of climate change felt in the Arctic that poses a direct threat to young people's environment, culture, and communities. The Arctic Youth Network calls on world leaders to take on the challenge of climate change and work toward building a more sustainable future and notes that, "If you protect the Arctic, you protect the world."

Areté Youth Foundation

http://www.areteyouth.org/index.php

Areté Youth Foundation provides opportunities in education, leadership development, and diversity training. Areté focuses its investments on promising but economically disadvantaged Roma youth, providing them with opportunities to attend summer camps that foster leadership and directly investing in students through university scholarships. Currently, Areté focuses its work in Bulgaria, with plans to expand its programming throughout the Balkans. At present, the foundation supports Camp GLOW (Girls Leading Our World) in Bulgaria, and Forward Together, a camp for Roma youth.

Armando Paz—Latin America

http://www.armandopaz.com

Armando Paz (Arming Peace) is a collaboration between USAID and the Organization for American States (OAS) to mobilize young people in El Salvador, Guatemala, Nicaragua, Panama to build a "culture of peace." Part of the USAID-funded Central American Regional Security Initiative, Armando Paz engages government officials and youth-serving organizations, offering trainings to mitigate conflict and promote peace. It also uses multiple news media outlets to interact with at-risk youth and offers one "Seed Grant" of $5000 per country annually to youth with innovative ideas to prevent drug and gang-related violence. For example, the first class of grantees developed projects such as a documentary on young Nicaraguans who have turned their lives around, a radio and television series for Guatemalan children to prevent family violence, and the creation of safe public spaces with organized neighborhood

sports and team-building activities for young people in inner-city San Salvador.

Association of Albanian Girls and Women

http://www.aagw.org/index.html

According to the Association of Albanian Girls and Women (AAGW) website, more than 6000 Albanian girls and women either are survivors or are still victims of sex trafficking. The survivors have come together to form AAGW, an organization that helps recent survivors – who have an average age of 17 – reintegrate into their communities. AAGW helps these young women through job training and placement and handicraft production programs. More importantly, however, AAGW provides a platform through which these marginalized girls and women can express themselves and educate others about sex trafficking; through their prevention and activities, the organization's members hope to reduce the stigma associated with being a survivor.

Associations Between Early Marriage and Young Women's Marital and Reproductive Health Outcomes: Evidence from India

http://www.guttmacher.org/pubs/journals/3613210.html

In this report, data from 8,314 married women aged 20–24 living in five Indian states, were used to compare marital, reproductive and other outcomes between young women who had married before age 18 and those who had married later. Logistic regression analyses were conducted to identify associations between timing of marriage and the outcomes of interest. Results showed that young women who had married at age 18 or older were more likely than those who had married before age 18 to have better outcomes regarding planning their marriage, rejecting wife beating, using contraceptives, and having a healthy first birth in a health facility. These findings underscore the need to build support among youth and their families for delaying marriage and making healthy choices after marriage.

A Survey of Programs on the Reintegration of Former Child Soldiers

http://www.mofa.go.jp/policy/human/child/survey/

This policy paper produced by the Japanese Ministry of Foreign Affairs examines case studies in the implementation of programs for former child soldiers in Cambodia, Colombia, El Salvador, Mozambique, Sierra Leone, Liberia and Kosovo, drawing lessons learned, challenges, and recommendations from each nation, as well as for youth reintegration on a whole. Through the case study discussion, the paper reinforces the need for programs to assist former soldier youth in obtaining the skills needed to be financially independent, and highlights UN and NGO initiatives that have successfully linked former soldiers to job opportunities and training programs.

B

Bahamas Urban Youth Development Center

http://www.bahamasurbanyouth.org/

The mission of the Bahamas Urban Youth Development Center is to educate and empower children and young people through early intervention trainings, academic support and youth development programs that will prepare them for economic self-sufficiency. The organization runs extended after-school care, youth employment services and financial literacy workshops, HIV/AIDS prevention and substance abuse education programs, among other youth-centered activities.

LINKS LISTINGS

Bangladesh Youth Employment Pilot (BYEP)

http://www.equip123.net/webarticles/anmviewer.asp?a=677

From October 2008 to June 2010, the Bangladesh Youth Employment Pilot (BYEP) program, and EQUIP3 Associate Award, worked to recruit and train out-of-school youth, particularly young women, to be placed into jobs or self-employment in the prawn farming industry. Participating youth learned how the prawn industry operates, and were given training in work readiness, technical, and entrepreneurship skills. Connections were made with employers during training to ensure that the skills taught in training sessions matched the needs of the local job market. BYEP recruited local experts to serve as trainers in the program, providing the trainers with any additional skills they need to develop and sustain the training activities. To-date, BYEP has trained 420 youth.

Before She's Ready: 15 Places Girls Marry by 15

http://www.worldvision.org/resources.nsf/main/early-marriage.pdf/$file/early-marriage.pdf

This report drawing on the experiences of World Vision field staff examines the primary factors driving early marriages in developing countries. It also discusses approaches not only to assist directly the young women engaged in, and often forced in, early marriages, but also to address the causes in the community and to help the families involved in early marriages. Using the 15 countries with the highest prevalence of child and adolescent marriage as case studies, World Vision highlights the multiple factors that contribute to women marrying before they are physically, emotionally, or intellectually ready.

Benchmarks for Youth Employment 2011 (ILO)

http://www.ilo.org/public/english/employment/yen/whatwedo/projects/benchmark.htm

In order to identify benchmarks for successful youth employment policies and programs, the Youth Employment Network (YEN) produced its first report of "Benchmarks for Youth Employment." Based on quantitative youth labor market indicators and an overview of new employment initiatives, the report analyses the situation of youth labor markets in developing countries, as well as measures taken to improve the situation of youth. The ultimate objective of the report, which will be issued regularly, is to promote a culture of results measurement and evidence-based policymaking.

Berhane Hewan

http://www.popcouncil.org/projects/100_Berhane-HewanEthiopia.asp

Berhane Hewan ("Light for Eve" in Amharic) is a project designed to assist unmarried adolescents by imparting the knowledge, skills, and resources they need to avoid early marriage, as well as give support to adolescent girls who are already married. The program promotes functional literacy, life skills, livelihoods skills, and reproductive health education. Girls may join formal schooling, take part in girls' clubs including nonformal education and life skills led by adult female mentors, or participate in weekly married girls' clubs. Separate groups of married girls and unmarried girls are formed by adult female mentors and monthly community-wide conversations are undertaken to discuss early marriage and issues that affect the well-being of girls and female youth. Launched as a pilot by Population Council in 2006, the program has served more than 110,000 female youth, and is now being brought to scale by DFID and the Nike Foundation.

Beyond School Books – UNICEF Podcast Series on Education in Emergencies

http://www.unicef.org/education/index_factsheets.html

The UNICEF Podcast series is a new global radio service from UNICEF focusing on the health, education,

equality, and protection of young people worldwide. In Podcast #18 of UNICEF's Beyond School Books Series, the discussion focuses on the efforts of two young women working in their communities to promote the right to education in the face of extreme poverty and violence. Moderator Amy Costello speaks with Brazilian youth Mayra Avellar Neves, and Zambian youth Thandiwe Chama, both recipients of the International Children's Peace prize. The interview offers a powerful example of youth engaged in pioneering work to bring peace and educational opportunities to young people in their communities, and to children worldwide. UNICEF has continued the podcast series, which covers a number of other topics related to gender, education, and emergencies.

Beyond Suppression: Global Perspectives on Youth Violence

http://books.google.com/books?hl=en&lr=&id=4_XkrDXM53UC&oi=fnd&pg=PP1&dq=youth+prevention+gangs+global&ots=dLWnX5AZwP&sig=BN72bQJnoku8jsRjPg3mDTaEa3Q#v=onepage&q=youth%20prevention%20gangs%20global&f=false

This text, published by the AFL_CIO, offers a comprehensive overview of youth violence, including background information that defines the problem internationally, a conceptual framework for understanding approaches to youth violence, examinations of multiple case studies, and examples of prevention programs. The final section presents conclusions and suggested strategies for dealing with interpersonal violence and recommendations for future policy.

Boxgirls Nairobi

http://www.boxgirls.org/nairobi/start.html

Girls and young women in Nairobi's disadvantaged communities face many hazards including unemployment, early pregnancy, and a lack of educational opportunities. In 2007, Boxgirls Nairobi was founded by girls who wanted to fight for a better future. The program offers girls and young women from the slums of Nairobi Eastland an opportunity to engage in boxing and running. In doing so, female youth are empowered through the friendships they form with one another, and through the development of physical and mental strength, discipline, teamwork, and self-defense skills offered by sports. The program's participants also learn coaching skills and conflict resolution and communications training, as well as life skills training related to health, HIV/AIDS and domestic violence.

BRIDGES: The Role of Education in Livelihoods in the Somali Region of Ethiopia

https://wikis.uit.tufts.edu/confluence/display/FIC/The+Role+of+Education+in+Livelihoods+in+the+Somali+Region+of+Ethiopia

The BRIDGES project implemented by Save the Children UK, Mercy Corps, and Islamic Relief promotes

peace in the Somali Region of Ethiopia through education. This report born out of that project explores youth perceptions of education among Somalis still actively engaged in pastoralism, those considering themselves pastoralists but reaching out beyond their community, and those actively seeking new livelihoods. Across these populations, education is considered a means to economic independence, and for those seeking education outside of the pastoralist community, a way to improve the pastoralist community as a whole. The report also explores barriers to education, discrimination towards pastoralists, and employment shortages that could negatively impact pastoralists seeking to broaden their livelihood options.

Building Human Capacities in Least Developed Countries to Promote Poverty Eradication and Sustainable Development

http://unesdoc.unesco.org/images/0019/001915/191597e.pdf

As a major contribution to the preparation of the Least Developed Countries (LDC) conference, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) has produced a report on the role of education, the sciences, culture, communication, and information in poverty eradication and sustainable development. The report provides information on the progress of the LDCs in achieving the goals of the Brussels Program of Action. In response to a call for a "new international support architecture" in favor of the LDCs, to be discussed further in the run-up to UNLDC IV, the report sets out an agenda of what should be included in this support mechanism. Drawing on experience from a range of countries, it identifies problems and sets out solutions that can help make education, the sciences, culture and communication and information a force for sustainable, equitable human development in the LDCs.

C

CARE International's Small Economic Activity Development (SEAD) Programs

http://www.care.org/careswork/whatwedo/sead/

Of the world's 500 million micro and small enterprise owners, less than two percent have access to financial resources and business training. CARE's Small Economic Activity Development (SEAD) programs, active in 39 countries, are working to remedy these problems by providing program participants, many of whom are young women, with access to financial and business services, training tools, and resources that will help their businesses thrive. Specifically, services provided include access to bank accounts and credit, and training in marketing and accounting. SEAD services like these are used to help young dairy farmers in Bangladesh integrate themselves into value chains that make their business more lucrative and to give victims of the 2006 Tsunami access to microcredit in India.

Caribbean Youth Empowerment Program (CYEP)

http://www.iyfnet.org/CYEP

CYEP, a two-year initiative that began in late 2008, aimed to empower 700 young people in the Caribbean as part of the well-known Entra 21 program. CYEP focused on youth who were generally "harder to hire," because of their particular circumstances, such as being located in a rural area or previously being involved in gangs, crime, or drug activity. Youth learned technical, life, and job-seeking skills, designed to help them successfully initiate and sustain small business enterprises. By the end of the project, CYEP planned to bring at least 50 percent of youth participants without high school diplomas into educational programs, secure jobs for at least 40 percent of the 700 participants, and ensure a 90 percent satisfaction rate with those employers who hired CYEP participants. The program also included a rigorous evaluation, learning and dissemination component

that was meant to contribute to the growing body of knowledge on youth education for employment.

Catholic Relief Services—Savings and Internal Lending Communities (SILC)

http://crs.org/publications/showpdf.cfm?pdf_id=79

The Savings and Internal Lending Communities (SILC) program is a savings-led microfinance methodology providing financial services to marginalized communities, including youth. SILC creates a safe savings system and a community social insurance fund, keeping community money in the community and fostering cooperative approaches to improving livelihoods and addressing emergencies. The SILC savings model provides the basis of Catholic Relief Services' microfinance programming and has been used with youth in Rwanda and Zimbabwe. Evaluations of SILC programs in both Zimbabwe and Rwanda have proven the effectiveness of savings-led microfinance in the case of orphans, out-of-school youth, and other vulnerable youth groups.

Center for Peacebuilding International

http://www.cpbinternational.org/

The Center for Peace Building International (CPBI) was founded to shed light on young people in conflict-affected areas of the world. The organization's mission is to enhance local capacities for peace by understanding the role of young people in fragile environments; promoting youth engagement in peace processes and development; and strengthening connections between youth around the world. The organization's work focuses on Asia, with particular emphases on Sri Lanka, Cambodia, and Nepal. Among the organization's activities are the Evaluating Youth Programs in Areas of Conflict meetings among organizations involved in youth programming. The CPBI has also developed a curriculum toolkit, Rwanda Peace Narratives, which tells the story of young people affected by conflict with the aim of motivating young students to make positive change in their own communities. The Rwanda Peace Narratives toolkit was designed with American youth in mind, but can be adapted for use in developing countries as well. The toolkit is available for download at http://www.cpbinternational.org/images/stories/pubs/RwandaPeaceNarratives.pdf.

The Central American Youth Programme

http://www.interpeace.org/index.php/programmes/central-american-youth-programme/

Interpeace's Central American Youth Programme operates in areas prone to post-political violence, gang, and narco-trafficking conflict in Central America. It aims not only to assist the most affected youth, but also to use these youth as a resource towards lasting peace. Operating on the principle that conflict can become an engine for social change when youth are mobilized in positive ways, the Central American Youth Programme works on the policy level in Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua and Panama; recently expanded into Haiti; and has helped design and support at least 10 local community plans for the prevention of youth violence. By strengthening the capacity of the youth themselves through peace-building activities, as well as strengthening the policy environment around them, the Central American Youth Programme introduces conflict resolution, human rights and equality, and respect for diversity and human rights to the communities in which is works. Interpeace also serves to foster networks between the countries and gathers relevant research for knowledge sharing. The Central American Youth Programme has also published a series of studies focused on preventing gang violence and rehabilitation of violent youth in Central America. Each report explores the causes and results of violence in each specific country, overviews the projects currently in place, and prescribes policy options to comprehensively support prevention among vulnerable youth, address violence in schools, and reintegrate former violent gang members in youth society. They can be found at http://www.interpeace.org/index.php/

publications/cat_view/8-publications/9-central-american-youth-programme.

The Centre for Justice and Crime Prevention (CJCP)

http://www.cjcp.org.za/local-gov-crime-prevention.asp

The Centre for Justice and Crime Prevention (CJCP), an off-shoot of the Open Society Foundation South Africa, formed to conduct research, advise policy-makers, and provide programming in innovative and evidence-based crime prevention practices. CJCP currently implements three programs through partnerships in the Northern and Western Cape provinces, offering constructive mentorship in the criminal justice system, community support centers to strengthen families, and conflict mitigation training to ease tensions between South Africans and non-South Africans. CJCP also offers training to government departments and community-based organizations to build management capacity in crime prevention. CJCP has produced two dozen research papers, bulletins, and presentations studying youth violence and is currently expanding to do research in Namibia, Mozambique, and the Democratic Republic of Congo on the effect of violence on education

Centre for Youth Development

http://www.cyd.org.za/index.html

Founded in 1995 by a group of concerned youth and students, The Center for Youth Development (CYD) seeks to train and develop entrepreneurial skills among youth, inculcate a spirit of pro-activeness in dealing with societal and personal problems, to provide career guidance and life skills training, and protect the interests of students and youth. CYD provides an array of youth programs in four different divisions including Counseling, Training and Development, Computer Skills, and Research. In the Training and Development Division, for example, CYD offers Job Preparation modules including dealing with unemployment, CV preparation, interview skills, professional behavior, and trainings on dealing with sexual harassment in the workplace. The division also includes modules in the areas of entrepreneurship training, life skills, and sexual reproductive health. All services are free of charge, and youth and youth organizations can register for trainings and find more information on the CYD website.

Chanuka Express

http://www.esd-world-conference-2009.org/en/esd-projects-exhibition/africa.html

Chanuka Express, Kenya is a UNESCO-sponsored youth-to-youth advocacy program that provides practical learning and outreach services aimed at improving health and the environment. The program's motto, "learning for sustainable living," embodies its approach to youth and sustainable development. The project produces a monthly educational newspaper, Young African Express, which serves as an educational tool aligned with the Kenyan curriculum and filled with illustrated articles, cartoons, facts and games focusing on essential life skills. The newspaper is combined with interactive, hands-on training by the Chanuka Express team that travels the country to educate Kenyan youth on how to promote peace in their communities, improve their health, and protect the environment.

The team visits selected sites two-to-three times a year and works with pre-selected groups of teenagers, teachers, and other members of community. Participants engage in games, demonstrations, role-play and discussions designed to identify local challenges and sustainable solutions. Youth also form Chanuka clubs in participating schools (60 out of Kenya's 5,000 secondary schools, and 150 out of 20,000 primary schools). Between visits by the Chanuka Express teams, Chanuka Clubs stay actively engaged with issues related to health, water and sanitation, safety and peace, and the environment, and work to mobilize others in their community.

Chapter 59 Adolescent Health Programs

http://www.ncbi.nlm.nih.gov/books/NBK11778/#A8956

Chapter 59 in the book Disease Control Priorities in Developing Countries, published by the World Bank, focuses on Adolescent Health Programs. It reviews the primary direct causes of loss of productive life years among adolescents and the range of interventions to address these causes. It pays special attention to sexual and reproductive issues, which can have a direct effect on young people's immediate health, as well as potential long-term consequences.

Chiang Mai Youth Community Center

http://www.ashoka.org/fellow/laddawan-chaininpun

In response to rising crime perpetrated by Chiang Mai's growing street gangs, Laddawan Chaininpun decided to tap into the leadership and youth potential already existing in these ready-made youth organizations. Founding The Chiang Mai Youth Center (CYC) in 2001, her community center reaches out to gangs and works with gang leaders to build capacity for positive outlets. The community center, which is strictly drug and violence free, holds meetings for youth gang members to engage in healthy socialization, take advantage of basic psychological and health services, and learn about nonformal education options in Chiang Mai. The CYC also holds leadership camps, where former gang leaders are trained in conflict resolution and brought to drug rehabilitation centers, orphanages, and the juvenile justice Center to foster positive mentorships among vulnerable youth.

Child Art Collective

http://www.childartcollective.com/index.php

The Child Art Collective, a project of the International Society for Education through Art (InSEA), was established after a library search revealed many references to books about youth and art, but few listings for collections of artwork done by youth. The Child Art Collective has established an online directory of youth art organized by medium, country, child age, and collection name. The Directory also enables youth to submit their own works and allows those in the field of art education to identify other practitioners who share their interests.

Child and Youth Finance International

http://childfinanceinternational.org/

Previously known as "ChildFinance," Child and Youth Finance International is a newly registered organization seeking to increase financial access and education for youth around the world. With a core supervisory board comprised of leading experts, Child and Youth Finance International sets strategic goals and structured solutions for bringing reliable savings opportunities and financial education to youth around the world. Members of the youth finance movement can access expert opinions and share documents with other practitioners via the organization's website.

LINKS LISTINGS

Child and Youth Participation Resource Guide – Emergencies and Natural Disasters

http://www.unicef.org/adolescence/cypguide/resourceguide_emergencies.html

The Child and Youth Participation Resource Guide website put together by UNICEF includes 10 links to resources pertaining to work with children and youth in emergency and post-emergency relief situations. Topics addressed in the various reports include the impact of complex emergencies on children, the part youth can play in disaster response, treatment of children and youth separated from their family during emergencies, the issue of children's physical security in emergency situations. The reports come from such organizations as Save the Children, UNICEF, and Plan International.

Child Status Index Manual

http://www.cpc.unc.edu/measure/tools/child-health/child-status-index

The Child Status Index (CSI) toolkit was designed by MEASURE Evaluation at the University of North Carolina Population Center to assess the vulnerabilities, needs, and outcomes of orphaned and other vulnerable children. CSI has successfully been field tested for inter-rater reliability and construct validity in Kenya and Tanzania and is being adapted to local languages and contexts in Ethiopia, Rwanda, India, and Cambodia. MEASURE EVALUATION has also tested and evaluated its use with youth, and found the CSI to be successful at collecting youth wellbeing information, assessing youth-serving programs, and comparing youth issues within and across programs, countries, and cultures.

Children in Hazardous Work: What We Know, What We Need To Do

http://www.ilo.org/ipecinfo/product/download.do?type=document&id=17035

This report reviews the current state of knowledge concerning children in hazardous work and presents the case for a new focus on the issue as part of the wider global effort to eliminate the worst forms of child labor. The report highlights recent global trends while comprehensively summarizing the scientific evidence base related to health and wellbeing of working children.

Children, Youth and Media Around the World: An Overview of Trends & Issues

http://www.unicef.org/videoaudio/intermedia_revised.pdf

This overview of trends and issues concerning young people and the media is based on a broad review of existing print and electronic sources, interviews with child media experts from different regions, and analysis of media research group InterMedia's surveys in transitional and developing countries. The trends and issues highlighted here—from young people's media options and behavior, to the quality and influence of media aimed at them — all point to the need for more effective use of the vast positive potential of mass media and new technologies to advocate for, and enrich the lives of, young people worldwide.

Childtrafficking.com

http://www.childtrafficking.com/

Childtrafficking.com is a digital library that focuses on child and youth trafficking. The website claims to serve as a "global platform" for the sharing of knowledge and resources on trafficking. The extensive library contains more than 2600 documents, including manuals, journal articles, and reports. Users can search the library by either using key words or phrases or by clicking on one of the catalogue links, which range in topic from "Migration" to "Sex Work" to "Protection and Ethics." Switzerland's Terre des Hommes and Nepal's Ray of Hope are the founding organizations of the library.

LINKS LISTINGS

Child Trends – Youth Development Resources

http://www.childtrends.org/_listAllPubs.cfm?LID=14856219-D5D2-4547-AC3203F6C3726495

Child Trends seeks to expand information on out-of-school programs in the US that work, implementation approaches that are effective, and approaches to evaluation. In the realm of youth development, this nonprofit provides resources in the categories of research briefs; executive summaries; and full reports, speeches, presentations and briefings. Topics range from incorporating technology into after-school programs, parent involvement in youth development programs, and assessing peer conflict and aggressive behavior, among many others. Child Trends also maintains searchable databases on an even wider array of child and youth topics at: http://www.childtrends.org/Links/ and http://www.childtrendsdatabank.org/.

Children, Youth and Economic Strengthening (CYES) Network and Portal

http://www.cyesnetwork.org/

The Children, Youth and Economic Strengthening (CYES) Network and Learning Platform was designed to foster partnerships between organizations, link practitioners and initiatives, and showcase effective programs. Through the learning portal, members can submit organizational profiles, project documents, contribute to a global event calendar, and subscribe to CYES Network newsletters. Content includes blog entries on monitoring and evaluating savings schemes, job postings for financial advisors, and adaptable frameworks for financial services programs.

Children/Youth as Peacebuilders

http://www.childrenyouthaspeacebuilders.ca/about_us_history.html

Children/Youth as Peacebuilders (CAP) is an international network of organizations promoting children and youth as peacebuiliders in post-conflict settings. Originally part of a project implemented through Defense for Children International-Canada (DCI-Canada), CAP registered as an independent, international NGO in 2005. The primary activities of CAP involve capacity building of youth-led organizations; research and documentation of youth as witnesses, victims, and actors in conflict and peace; creation of networks among countries with common historical, cultural, and/or political background; gathering delegates for international conferences regarding post-conflict development; and support of community-based, youth-led projects. CAP also works to build partnerships between large international agencies (such as CARE in Bosnia and World Vision in Uganda), national organizations (such as Taller de Vida in Colombia and Development Workshop in Angola), and youth-only groups (Burma-Thailand refugee committee in Thailand and CAMP in Cambodia). CAP is currently operating in Angola, Burma/Thailand, Cambodia, Colombia, Uganda and the Philippines, mobilizing young people up to age 24. The website includes resources manuals for conducting the peacebuilding work.

Cisco's Least Developed Countries Initiative

http://www.cisco.com/web/about/ac227/ac222/society/socioeconomic_development_programs/least_developed_countries.html

Technology giant Cisco's Least-Developed Countries Initiative was started as a result of the G-8 Summit in Okinawa, Japan, in 2000. The program has offered education and training in information technology to more than 35,000 students, approximately 30 percent of them female, in more than 50 countries. The program was implemented in partnership with USAID, the United Nations Development Program (UNDP), and other organizations, with a focus gender opportunity, workforce development, and financial sustainability.

Classes pour l'Education et la Formation en Alternance (CEFA)

www.swiss-cooperation.admin.ch/albania/ressources/resource_en_63263.pdf

The Swiss Agency for Development and Cooperation has partnered with local NGO Mdihme Per Femijet (NPF) to bring "CEFA – Classes pour l'Education et la Formation en Alternance" to Albanian Roma communities. CEFA was designed to enhance educational opportunities for Roma children and youth, and alleviate poverty for their families. CEFA does this through introducing internship opportunities for Roma students, vocational training for youth, and educational support for Roma children and youth (10-18 year olds) attending formal schooling. CEFA also seeks to strengthen the Roma community through cultural activities.

Coalition for Global School Safety and Disaster Prevention Education

http://cogssdpe.ning.com/

The Coalition for Global School Safety and Disaster Prevention Education maintains an online forum where anyone with an interest in this topic can access and contribute to the resources provided by this global online community. The website facilitates networking between professionals in the field of disaster relief and preparedness, newsletters from contributors, event listings, and reports. Members can create their own welcome page that presents the information most pertinent to their own needs and activities.

Combating Exploitive Human Trafficking through Education and Civic Participation

http://www.worlded.org/WEIInternet/projects/ListProjects.cfm?Select=Topic&ID=14&ShowProjects=Yes&ProjectStatus=Active#p3161

World Education's Combating Exploitive Human Trafficking through Education and Civic Participation in Guinea (PROTÉGÉ) project prevents human trafficking among the youth of Guinea by strengthening education systems, including nonformal education, adult learning, and vocational training programs. PROTÉGÉ also conducts awareness campaigns at the community level to strengthen community response to trafficking. Supported by the United States Department of State, PROTÉGÉ works in two prefectures, Forecariah and Kindia.

Concern for Children and Environment

http://www.concern.com.np/Frame.htm

Concern for Children and Environment (CONCERN), located in Nepal, supports and rehabilitates underprivileged and working children and youth, particularly porters and those who work in stone quarries. Established in 1993, the organization runs centers where child and youth workers can receive nonformal education, vocational training (for youth over 14 years old), and medical services, and some are eventually able to return to formal education. They also have an emergency shelter for displaced children and youth who are potential victims of exploitation. CONCERN has ensured that children and youth are consulted before and throughout program implementation by forming children's clubs in schools and in its nonformal education classes at the centers. CONCERN also advocates and raises awareness on issues of education, children's literacy, children's participation, and the Convention on the Rights of the Child.

The Concerned for Working Children

http://www.workingchild.org/

Located in India, The Concerned for Working Children (CWC) envisions and works towards a world in which children do not have to work; however, recognizing the current reality, CWC "empowers working children so that they may be their own first line of defence [sic] and participate in an informed manner in all decisions concerning themselves." Child and youth participation in programming is

the cornerstone of CWC's programs. They have facilitated a children's union for children and youth below 18 years of age, and youth who outgrow the children's union can join Namma Sabha, a union for young workers and artisans. The organization has created a number of other ways for children and youth to advocate for their labor rights, including a labor rights task force, village children's councils, and training centers where government officials and other parties can learn how to improve their working relationships with children and youth. The Concerned for Working Children also conducts research, and many resources and publications can be found on the organization's website.

Confidence, Capacity, Connections: A Young Woman's Guide to Leadership

http://www.ndi.org/files/Confidence,%20Capacity,%20Connections.pdf

This publication from the National Democratic Institute (NDI) aims to equip the next generation of young women leaders with the knowledge and tools to create change. The guidebook aims to help young women with all aspects of leadership—from balancing personal and professional responsibilities to planning and carrying out advocacy projects. Among other things, it consolidates advice and lessons learned from 25 young alumni of NDI's Youth of Today, Leaders of Tomorrow program, but its advice is applicable in many contexts. The book combines ideas and strategies from the Institute's Youth of Today program with best practices and recommendations from NDI's work with women leaders around the world.

Conflict Transformation through Educational and Youth Programmes

http://edoc.vifapol.de/opus/volltexte/2011/2587/pdf/schell_faucon_hb.pdf

This Berghof Research Center for Constructive Conflict Management handbook explores the feasibility of youth programs in conflict areas as tools to promote peace. Looking at formal vocational programs and nonformal education and skills programs, the paper outlines the opportunities and limits to the role of youth programs in conflict resolution. The paper explores theoretical frameworks before discussing activity and intervention options for youth in conflict situations and former combatants, including cross-sectoral programming, curricula reform, peer education, community programmes, socio-economic integration programs, and more.

Conservation Agriculture Project with Land Tenure Support for Women and Youth

http://www.care.org/careswork/projects/SLE045.asp

This three-year project from CARE in Sierra Leone introduces productive and sustainable agricultural practices to 11,000 people, with an additional goal of empowering and granting access to women, youth and other marginalized groups. CARE and its partners (local and international) will implement the project, which will include technical assistance in practices such as conservation techniques, livestock, fish farming, beekeeping, and land access.

Cooperative Facility for Africa (COOPAFRICA)

http://www.ilo.org/public/english/employment/ent/coop/africa/index.htm

The ILO Cooperative Facility for Africa (COOPAFRICA) has been supporting youth employment through the promotion of cooperatives in East and Southern Africa for over three years. While focusing on the formulation and implementation of policies supporting the promotion of employment for young people through self-help, the programme aims at strengthening the capacity of service providers in offering youth-tailored cooperative services. For instance, cooperative colleges in Ethiopia, Kenya, Tanzania and Uganda received support in upgrading their entrepreneurship and innovation curricula.

Moreover, the programme co-financed a Challenge Fund targeting projects which directly contribute to boosting youth employment. For example, the Wider Opportunities for Women and Youth Services Savings and Credit Cooperative in Uganda received support to offer young women workers in the sex industry an alternative and safer means of making a living through cooperative poultry farming.

Courageous Women

http://www.matenwa.org/CourageousWomen/index.htm#Representation

http://www.womens-rights.org/Publications/Americas_English.pdf (Airwaves to Courage)

Established in 2000, Courageous Women is a women's group that works on La Gônave, an island off the coast of Haiti. Courageous Women aims to improve the situation of women, children, and youth and to combat Haiti's restavèk ("stay with") system generally considered tantamount to modern-day slavery. Restavèks, or child or youth domestic workers, are frequently abused, seldom fed, subject to long working hours, and rarely allowed to attend school. Courageous Women uses popular theatre and music and trainings to educate La Gônave women, children, and youth about their rights and to create a community dialogue about their issues. The organization strives to form clubs for women who seek alternative forms of disciplining and treating their children and restavèks. The organization plans to devote more than three-fourths of its current budget to assist restavèk children and youth. A 2005 publication called "Airwaves to Courage" offers an in-depth look at the founders of Courageous Women and their work (see link above).

Creating Problems for Africa's Urban Youth: The Challenge of Marginalization

http://home.hiroshima-u.ac.jp/cice/10-1MarcSommers.pdf

With the highest youth population growth rate of any world region, as well as the fastest urban growth rate in the world, Sub-Saharan Africa must support its poor and marginalized urban youth to foster the region's political, social and economic stability and development. This academic paper is designed to help practitioners address this critical need by identifying the most pressing challenges, considering the programming context for Africa's urban youth. It outlines six principles to keep in mind when developing programs, provides insights from the field regarding monitoring, evaluation and assessment, and suggests ways to enhance the inclusion of female youth in programs.

Cultural Waves

http://www.culturalwaves.org/

Cultural Waves Uganda uses ICT and creative arts to create dialogue among youth of different cultures and religions in the Masaka district of Uganda. Linking youth forums and ICT, the program fosters youth participation by gathering their knowledge, ideas and experiences through group emails, e-news, and social networking blogs. Cultural Waves Uganda's art programs use theatre as a tool for youth development and education with the aim of fostering a positive perspective of youth as assets in their communities, especially in rural and urban slum areas. In addition, the program teaches and uses Ugandan music, dance and drama to exhibit Uganda's diverse cultural heritage among youth.

D

Darfur Dream Team: Sister Schools Program

http://www.darfurdreamteam.org/

The Darfur Dream Team is a partnership of organizations and professional basketball players that support the Sister Schools Program, an initiative to connect American middle schools, high schools, colleges, and universities with sister schools in 12 Darfuri refugee camps in Chad. Founded by the Enough Project and professional NBA player Tracy McGrady of the Houston Rockets, the Darfur Dream Team's Sister Schools Program has two key objectives: 1) to provide quality education to refugee children from Darfur, and 2) to develop connections between students from Darfur and the United States in order to promote mutual understanding. The Sister Schools Program is comprised of a diverse coalition of students, professional athletes, and international, private, and nonprofit organizations. Tracy McGrady's visit to the refugee camps in eastern Chad is chronicled in the movie 3 Points and can be viewed on the Darfur Dream Team website.

Decent Work Pilot Program

http://www.ilo.org/public/english/bureau/dwpp/countries/ghana/index.htm

This ILO program in Ghana has provided workplace training in the form of internships as well as on-the-job training to young people ages 13 to 30. An important component of the intervention is to upgrade work and production techniques with a special attention to safety and health issues. The program has provided a framework for the broader ILO Decent Work Country Program for Ghana.

Decent Work and Youth: Latin America

http://white.oit.org.pe/tdj/informes/pdfs/tdj_informe_regional%5Bingles%5D.pdf

First published in 2008, this extensive report published by the ILO discusses in detail the challenges that youth face obtaining employment in Latin America and the ways in which the problems may be addressed. Beginning with a discussion of the scope and extent of the youth unemployment problem in Latin America, the report moves on to examine the dimensions of the youth labor market in the region and the challenges to obtaining employment for youth. The second half of the report offers potential solutions to the problem, including appropriate labor regulatory frameworks, better social protections, education and vocational training for work, business training, and entrepreneurial development. Special attention is given to young women, rural youth, and indigenous youth.

Democracy Camps in Kyrgyzstan

http://www.ifes.org/Content/Projects/Europe-Asia/Kyrgyzstan/Kyrgyzstan-Democracy-Camps.aspx

The International Foundation for Electoral Systems (IFES) has held numerous Democracy Camps for students in Kyrgyzstan since 2000. Tailored to high school students, the 10-day camps are intended to develop students' problem-solving skills and promote values such as leadership, responsibility, and civil participation to strengthen democratic society. Using lectures, group work, competitions, theater, and sports, these summer camps provide a place where young people can discover their talent and potential. The goal is to impart an increased sense of confidence and empowerment so that youth can carry out projects to improve their own communities. The 2010 camp ran from July 19 to July 28 and included student participants from throughout Kyrgyzstan.

Democracy Is … Campaign

http://www.democracyphotochallenge.america.gov/index.html

Democracy Is … is a global multimedia essay contest that asks engaged youth around the world to complete the phrase "Democracy is…" through online

challenges and offline dialogue. The State Department, in partnership with more than 15 companies and organizations, sponsors different contests, including the recently completed Democracy Photo Challenge. The winners of the photo challenge were announced on September 15th, the United Nations International Day of Democracy. The 12 winning entrants and photos - selected from nearly 3,000 entries from 131 countries - can be viewed on the campaign's website. The photo challenge was inspired by the Democracy Video Challenge, a short video contest launched in 2008. Between 2008 and 2010, more than 1,600 people from 111 countries submitted video entries and spurred the online engagement of nearly 3.5 million people.

Democracy: With Women, For Women

http://www.unifem.org/attachments/products/UNDEF_Round_I_Evaluation_web_1.pdf

This publication presents an overview and brief analysis of a first round of grants issued by the United Nations Democracy Fund in partnership with the UN Entity for Gender Equality and the Empowerment of Women (UN Women, formerly UNIFEM). Both organizations are engaged in advancing gender equality and democratic governance around the world. The report shows, what was achieved through seven grants to improve women's political participation in a diverse set of countries and regions. A series of project profiles, drawn from reports and independent evaluations, summarizes objectives and activities, results, challenges, lessons and ideas for future work. Collectively and individually, the profiles shed light on effective strategies in implementing gender and governance programs.

Demographic and Health Surveys: Youth Corner

http://www.measuredhs.com/Topics/youth/start.cfm

The Youth Corner of the Demographic and Health Surveys website highlights DHS findings about youth and features in-depth profiles of young adults ages 15-24 from more than 30 countries worldwide. The data comes from surveys conducted in Africa, Asia, Latin America and Eastern Europe since 2000. DHS has interviewed thousands of young people and gathered valuable information about their education, employment, media exposure, nutrition, sexual activity, fertility, unions, and general reproductive health, including HIV prevalence. Youth Corner is part of the broader effort by the Interagency Youth Working Group (IYWG) to help program managers, donors, national and local governments, teachers, religious leaders, and NGOs plan and implement strong, relevant programs to improve the reproductive health of young adults.

Development and Education Programme for Daughters and Communities

http://www.depdc.org/index.htm

Located in Thailand, Development and Education Programme for Daughters and Communities (DEPDC) primarily focuses on preventing the trafficking of women, children, and youth into Thailand's flourishing sex industry. DEPDC's projects range from providing shelter for young women who are fleeing sex work to educating vulnerable children and youth who are outside of the education system. The bulk of their projects contain an education component aimed at preventing trafficking and teaching about human rights. For example, one such activity, the Mekong Youth Net, comprises trained youth leaders who educate about trafficking in their communities, in addition to supporting trafficked young women and children as they reintegrate into society. DEPDC also has computer and literacy programs and teaches vocational and life skills to vulnerable youth and their parents.

LINKS LISTINGS

The Disconnect between Education, Employment and Job Growth in Jordan

http://www.jcpprd.org/Files/ResearchDatabase/06-0314-3%20ch06.pdf

This 2009 publication explores the challenges encountered by Jordanian youth when trying to capitalize on the country's recent economic growth, particularly the growing divide between this economic growth, education, and young people's transition to employment. Although Jordan's educational reforms have led to higher school enrollment and a better quality of education, the country's labor market has shifted toward low-skilled jobs that are poorly regarded by Jordanian youth. The challenge is whether Jordan can create stronger links between a diverse labor market, its strong education system, and the talents of its young people. To overcome this challenge, the document emphasizes the importance of policies that include youth's input and ensure their inclusion in society.

Dowry and Division: Youth and State Building in Sudan

http://www.usip.org/publications/dowry-and-division-youth-and-state-building-in-south-sudan

The United States Institute of Peace special report follows a series of analyses of the various aspects of state-building in South Sudan. This report addresses the massive youth population struggling to reconcile conservative cultural norms with new social challenges. Based on interviews with youth, adult, government officials, and nongovernment representatives, the findings point to the impact of dowry (bride price) inflation on economic instability, crime, and threats against women as young South Sudanese men try to find their way in an ever-changing society.

The Dutch Coalition on Disability and Development (DCDD)

http://www.dcdd.nl/default.asp

The Dutch Coalition on Disability and Development is a coalition of persons and organizations working in development cooperation with people with disabilities. While not specifically geared towards youth, the site serves as a clearinghouse of information on improving the lives of people with disabilities in the developing world, the place for disabilities services in international education policy, and integrating people with disabilities into the workforce in developing economies.

E

Earth Care Campaign 2010-2014: Life-Link Friendship Schools Program

http://earthcare.life-link.org/

The Life-Link Friendship Schools program promotes sustainable development through stronger networks and cooperation among young people and their schools around the world. Life-Links has developed range of shared projects focused on the environment, human rights, conflict resolution, and constructive collaboration. Life Link's Earth Care Campaign initiatives in particular have been used to mobilize youth between the ages of 13 and 17 at schools in Arab nations and around the world. The program is designed around three annual actions: Culture of Care, Water for Life and Reduce-Reuse-Recycle. Each action includes three lesson and two student field studies that can be integrated into school curricula. The Water for Life project has also incorporated a "Dialogue-Schools" initiative that links each participating school with two partner schools, one in a neighboring country and the other on another continent. Throughout the project, partner schools share program experiences and results. The website includes access to teachers' guides.

Economic Integration of Disadvantaged Young People

http://www.gtz.de/en/weltweit/afrika/kongo/30593.htm

The Economic Integration of Disadvantaged Young People in Maiema project is a 7-year project implemented by the German Federal Ministry for Economic Cooperation and Development in cooperation with the Congolese Ministry of Planning. The project's aim is to assist former soldiers and victims of the Congolese civil war with integrating into working adult life in Congolese society. To date, more than 1,200 former child soldiers have completed vocational education; 70 percent of graduates obtained employment in their chosen occupations. More than 1,000 young people are receiving basic education, and six youth clubs have formed to provide psychosocial care for 150 particularly disadvantaged former child soldiers and female victims of rape.

ECPAT International

http://www.ecpat.net/EI/index.asp

http://www.yppsa.org/ (Youth Partnership Project)

http://www.ecpat.net/A4A_2005/index.html (Global Monitoring Report)

ECPAT International is a global network of organizations that share the mission to end "child prostitution, child pornography and the trafficking of children for sexual purposes." The network includes more than 80 organizations and coalitions in more than 70 countries across the world. ECPAT's programs, which rely on a rights-based approach, work in the areas of advocacy, prevention, training (e.g., of caregivers, police), and care. Child and youth participation is key to ECPAT's work. The organization has created a youth network and a youth advisory committee, and their Youth Partnership Project (YPP) in South Asia is an example of a youth-led project that builds the capacity of youth survivors of commercial sexual exploitation, helping them become leaders and activists in their communities. In addition to implementing projects, ECPAT has produced numerous publications and resources, including training manuals, research reports, child- and youth-friendly publications (e.g., Young Person's Guide to Trafficking), and journals. Their online resource center contains more than 1000 documents, videos, and CD ROMS related to child and youth sexual exploitation and trafficking. Of particular interest is their "Global Monitoring Report on the Status and Action against the Commercial Sexual Exploitation of Children," which contains country reports that explain key actors and what they are doing to protect children and youth.

Educating Adolescent Girls in Support of Community Development in Mauritania

http://www.unicef.org/adolescence/index_15245.html

This project of the United Nations Children's Fund aims to improve the lives of adolescent girls in Mauritania through 1) contributing to the Government of Mauritania's efforts to reduce gender and regional

disparities in terms of education and future opportunities; and 2) contributing to an equitable and sustainable development by reinforcing the capacity and participation of girls in the social economic and political life of the country. Specifically, the project will improve secondary schools; facilitate school access and registration for girls; reduce the female student dropout rate, and offer life skills training.

Education during humanitarian emergencies: The situation of displaced children and youth in Darfur, Sudan, Brief No. 32, March 2009

http://www.popcouncil.org/pdfs/TABriefs/32_Darfur.pdf

Published by the Population Council and the Women's Refugee Commission, this brief forms part of a series focused on promoting healthy, safe and productive transitions to adulthood for youth. The brief outlines the two-year qualitative and quantitative research and advocacy project on education in emergencies conducted by the Population Council and the Women's Refugee Commission in Darfur since 2008. The findings from the study will inform recommendations outlined in a series of forthcoming reports focused on improved educational policies and programs to support the needs of displaced children and youth. The reports can be accessed via the Population Council website or by request at publications@popcouncil.org.

Education for Rural People

http://www.fao.org/erp/en/

Education for Rural People, an initiative from the Food and Agriculture Organization (FAO) and the United Nations Educational, Scientific and Cultural Organization (UNESCO), works to empower young people in developing countries to take an active role in sustainable agriculture and rural development. The initiative has included projects in Mali, Burkina Faso, and other countries, as part of the ongoing effort to include youth in establishing food security and sustainable development. Publications detailing some of the group's findings are available on the website.

Effective Marketing for Scaling Up Financial Services to Youth

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

This toolkit published by the SEEP Network addresses the lack of research dedicated to best practices for scaling up financial services to youth. Stressing that scaling up strategy should be included at the earlier program development phases, this working paper explores strategies in using youth-specific marketing to foster sustainability and maximize the impact of scaling up. The paper takes the reader through the design, implementation, and evaluation of marketing campaigns for youth-focused financial services in developing countries, equipping them with tools to use local knowledge to appeal to wide markets and ensure scalability and sustainability.

Egypt@Work

http://www.iyfnet.org/egypt@work

The International Youth Foundation, Nahdet El Mahrousa (an Egyptian NGO), and the MasterCard Foundation have partnered together in Egypt@Work, a four-year, $5 million program to give youth employment training, entrepreneurship guidance, and linkages to the formal private sector. With 90 percent of the country's unemployed under the age of 30, Egypt@Work seeks to increase employment prospects for youth specifically, so that 10,000 youth (50 percent of which are female) will have increased employment prospects by the close of the project. With an estimated 12,000 family members indirectly benefiting from the improved economic situation of youth, Egypt@Work's lessons learned will be valuable for adapting and scaling up youth projects across MENA.

LINKS LISTINGS

Empowering Cocoa Households with Opportunities and Education Solutions Alliance

http://www.worldcocoafoundation.org/what-we-do/current-programs/ECHOES_summary.asp

Cocoa is a key source of jobs and revenue in Ghana and Côte d'Ivoire, yet an aging population of cocoa farmers and the continued migration of youth to urban areas in search of education and employment combine to put small farming communities at risk. Where school quality is poor and the benefits of attendance are not readily apparent, some farmers prefer to keep their children out of school to assist with the farm. With these issues in mind, the Empowering Cocoa Households with Opportunities and Education Solutions (ECHOES) Alliance aimed to expand opportunities for youth living in cocoa-growing communities. Begun in October 2007 and completed in September 2011, the programs in Ghana and Côte d'Ivoire were intended to serve as replicable models for agricultural education throughout rural West Africa. The program was funded by USAID, in partnership with the World Cocoa Foundation and other private sector partners, and implemented by the International Foundation for Education and Self-Help, Winrock International and Making Cents International. Program components included formal in-school training for primary and secondary school students; youth leadership clubs; applied learning training for out-of-school youth; development of school gardens and cocoa plots; and enhanced community participation.

Empowering Women's Leadership in Civic Leadership and Journalism

http://www.usaid.gov/our_work/cross-cutting_programs/wid/leadership/senegal_radio.html

http://www.worlded.org/WEIInternet/index.cfm

USAID's Office of Women in Development supports women's leadership through media in Senegal with a two-year project implemented by World Education and its Senegalese partners. The project will increase the voices and views of women and girls presented on radio programs; ensure that key gender issues are mainstreamed into radio programming; increase the role that women play in radio programming and management; increase the visibility and public awareness of gender inequalities; improve attitudes of the public toward women as content experts; and engage civic activism and advocacy for social change around gender issues.

Empowering Young Women to Lead Change

http://www.worldywca.org/Resources/YWCA-Publications/Empowering-Young-Women-to-Lead-Change

This publication from World YWCA is a training tool for developing effective young women leaders and is available in English, French, and Spanish. A resource group of women leaders and activists under age 30 from nine countries was established to guide the production of this publication. Through consultation, seven key issues were identified as having a crucial impact on young women: HIV and AIDS; sexual and reproductive health and rights; self-esteem and body image; violence against women; human rights; economic justice; and peace. Focusing on these issues, the manual provides young women with information and tools to gain insights into the issues; facilitate training to educate and mobilize peers to collaborate on the issues and; develop advocacy skills and take concrete action on the issues. The manual has been tested in Belarus, Jamaica, El Salvador, Lebanon, Zambia and the Philippines to ensure it is a practical and youth-friendly resource in diverse cultural settings.

Engaging Youth in Decision-Making: A Path toward Active Youth Citizenship in Eritrea

http://www.cipe.org/publications/fs/pdf/011510.pdf

This winning essay from the Center for International Private Enterprise's International Essay Competition discusses the importance of fostering a sense of citizenship among Eritrea's youth. Young people in Eritrea have played an immense role in the struggle to establish a democratic society. Still, despite their efforts and past involvement in public life, today Eritrean youth struggle to influence policymakers and to have opportunities to participate in decision-making. This article outlines the importance of fostering the participation of young people in Eritrea's development.

"Engaging Youth in Sustainable Development: Learning and Teaching Sustainable Development in Lower Secondary Schools"

http://www.ensi.org/media-global/downloads/Publications/223/Engaging_Youth_08_internet.pdf

Published in 2008, "Engaging Youth in Sustainable Development" is a tool developed by the Council of Europe and the United Nations Decade on Education for Sustainable Development. Aimed at students in grades 5 to 9 and between the ages of 10 and 15 years, it is designed to help students and teachers alike integrate Education for Sustainable Development (ESD) into their school curriculum. Examples are drawn from school activities implemented across Europe and elsewhere. The selected case studies reveal a diverse range of ESD programming, and address ecological, cultural, economic and social aspects of sustainable development.

ENTERATE

http://www.dol.gov/ilab/projects/americas/Nicaragua_ENTERATE.pdf

This U.S. Department of Labor-funded project aims to contribute to the elimination of exploitative child and adolescent labor in Nicaragua. The project provides education and training to young people; strengthens the capacity of national institutions to combat child labor; raises awareness of the importance of education for all children and youth; mobilizes a wide array of actors to improve and expand education infrastructures; supports research and the collection of reliable data on child and youth labor; and ensures the long-term sustainability of these efforts.

EQUIP3 Lessons from Experience: Sports for Youth Development in Uganda

http://www.equip123.net/docs/e3-EFAUganda.pdf

This report summarizes the lessons from a fairly small-scale EQUIP3 effort in two regions of Uganda - Lira and Kumi - to use sports as a means of engaging young people in education, healthy living, and peacebuilding in these post-conflict regions. In particular, the project sought partnership with a local NGO, The Kids League (TKL), in an effort to document the life of the project and to establish a system for monitoring and evaluation of this and similar asset-based approaches to youth development. This document speaks about the project's lessons learned in tracking youth developmental assets throughout the project as a way to monitor and document a holistic youth intervention.

Erasmus for Young Entrepreneurs

http://www.erasmus-entrepreneurs.eu/

Initiated by the European Union, Erasmus for Young Entrepreneurs helps aspiring young entrepreneurs develop relevant skills for starting and managing a small or medium-sized enterprise (SME) by spending time with a business professional in another EU country. In addition to giving on-the-job training to young entrepreneurs in different countries, the program also facilitates exchanges of experience

and information between established and aspiring entrepreneurs, enhances market access, and provides opportunities for identifying potential business partners. Financed by the European Commission, the program is operational in 24 countries and is open to youth who have either started or are interested in starting their own SMEs. The website above provides a User's Guide in three languages, success stories, and information on how youth and managers of SMEs can apply to participate in the program.

European Youth Portal

http://europa.eu/youth/enews.cfm?l_id=EN&CFID=14273837&CFTOKEN=2755efa3ef12ba05-49D6E723-BBB5-2422-B4E4F9168F4F12C6&jsessionid=4207fb81366f2677113eTR

This European Youth Portal, managed by the European Commission, offers information on eight different topic areas in 25 different languages to the youth of the EU. News, information about ongoing initiatives and projects, student exchanges, and employment opportunities are some of the many areas covered by the website.

F

Facts on the Sexual and Reproductive Health of Adolescent Women in the Developing World

www.guttmacher.org/pubs/FB-Adolescents-SRH.pdf

This Guttmacher Institute/IPPF fact sheet provides an overview of the state of young marriage and pregnancy in developing countries (for women ages 15-19). The sheet offers information on adolescent marriage, adolescent childbearing, contraceptive use, and other related topics. One key finding was that in order to attain the full benefit of longer schooling, gain productive experience in the labor market before marriage, and develop a readiness for parenthood, girls must have access to reproductive health services.

Facts on Youth Unemployment

http://www.ilo.int/wcmsp5/groups/public/---asia/---ro-bangkok/documents/publication/wcms_098543.pdf

Published after the 14th Asian Regional Meeting of the International Labor Organization, this two-page brief contains useful facts and figures regarding Youth Employment in Asia.

Farm Radio International

http://www.farmradio.org/

http://weekly.farmradio.org/ (Farm Radio Weekly)

From Farm Radio International's "Welcome Page," follow "Broadcaster Resources" to gain access to a wealth of radio-related resources that have been used throughout the developing world. Farm Radio International (FRI) "supports broadcasters in meeting the needs of local small-scale farmers and their families in rural communities, and helps broadcasters build the skills to develop content that responds to local needs." Youth organizations hoping to improve communication exchange and learning for rural youth farmers can mine FRI's resources for educational radio scripts on topics such as crop production and pest management. Each script is accompanied by Voices, a newsletter that explains the

script theme, offers broadcaster tips, and encourages participating partners to share best practices. The site also provides links to a community radio start-up information guide, training materials that assist in programming for rural audiences, and a host of radio networks and support organizations across the globe. FRI also implements Farm Radio Weekly (FRW), a forum for rural broadcasters located in sub-Saharan Africa to discuss agricultural and development news and ideas (see link above). Finally, FRI also implements the Africa Farm Radio Research Initiative, which researches the effect of radio communication on food security in rural farming households.

Federation of Liberian Youth

http://www.flyliberia.org/

The Federation of Liberian Youth is an umbrella organization of nearly 100 youth and student groups in Liberia. The federation engages in activities such as civic education, school-to-work transitions, income generation, and other work. For example, the federation worked to mobilize young voters in Liberia by calling on young people ages 18-35 to register and turn out to vote in the October 2011 election.

Feeding Minds Feeding Hunger

http://www.feedingminds.org/

Feeding Minds Feeding Hunger is an "international classroom" that addresses hunger, food security problems, and malnutrition worldwide. The website has lessons for teachers to use with students, activities for young people, and a discussion forum to encourage young people to learn about global hunger and become active in eradicating it. The site has a section called Youth Window, which aims to inform children and young people about hunger and malnutrition, information about past activities related to youth and hunger in various countries around the world, and links to other important resources.

Fight for Peace

http://www.fightforpeace.net/home.php

Fight for Peace was founded in 2000 as a Viva Rio project by former English amateur boxer Luke Dowdney in the Complexo da Maré, a group of favelas (shantytowns) in Rio de Janeiro, Brazil. Fight for Peace uses its prevention and rehabilitation model to confront the problem of child and youth participation in crime, gangs, and gun violence in these disadvantaged communities. Using the sport of boxing and martial arts, combined with education, work-skills training, the promotion of a culture of peace, and leadership development, Fight for Peace offers youth in the favelas a positive alternative to violence.

Final Report of the entra21 Program – Phase 1: 2001-2007

http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=2191107

Launched by the International Youth Foundation (IYF) in 2001 with support from the Multilateral Investment Fund (MIF) of the Inter-American Development Bank (IDB) and other donors, entra21 provides disadvantaged young people ages 16 to 29 with comprehensive training and job placement services or support to start a micro-business, so they may find decent work. In phase I, entra21 funded 35 projects in 18 countries in Latin America and the Caribbean, benefitting almost 20,000 youth through training. More than half of the program graduates became employed by the completion of their program. This final report of the program describes how these projects have been implemented, the results in terms of employment rates, quality of employment, sustainability, and other indicators, and the lessons learned from these experiences.

LINKS LISTINGS

Five Years Later – Rebuilding Lives After the Tsunami

http://www.preventionweb.net/files/12547_tsunamireport20091.pdf

Five years after the massive tsunami that struck 11 countries in Southeast Asia, Save the Children recently released this retrospective report that evaluates the organization's progress in child protection, education, livelihoods, and disaster risk reduction. The report includes a focus on the transition from saving lives and assisting survivors in the immediate aftermath of the catastrophe to helping families return to self-sufficiency and enabling children to return to school. The importance of preparing for emergencies became apparent in the aftermath of the tsunami, and the report includes a discussion of the ways in which this may be achieved.

First Principles: Designing Effective Education Programs For Underserved Populations Compendium

http://www.equip123.net/docs/E1-FP_Underserved_Compendium.pdf

This EQUIP1 First Principles paper is intended for both the designers and implementers of programs supporting marginalized and disadvantaged populations. Included in the guide are principles of educating the underserved, sample indicators, and step-by-step guidance to inform program design. In addition, the guide offers advice for implementation of program activities and program evaluations. The report is also helpful to USAID education officers, government officials, and donor agencies in a variety of settings attempting to reach the hardest-to-reach populations.

Forgotten Diaries

http://www.forgottendiaries.org/

Forgotten Diaries (FD) works to empower youth to be effective agents in promoting peace and non-violence in communities otherwise torn by war and conflict. FD recently sponsored nine youth-led projects in "forgotten" conflict zones aimed at teaching peace to youth who have grown up seeing only conflict. The aim of the Forgotten Diaries project is to raise awareness about under-reported "forgotten" conflict zones and to empower young people in these areas to bring about positive community development and build a culture of peace. Currently, 50 young people participate as citizen journalists, blogging about life in conflict zones and helping raise awareness of issues on the ground.

Forum for Youth Investment

http://www.forumforyouthinvestment.org

The Forum for Youth Investment is dedicated to increasing the quality and quantity of youth investment and youth involvement in areas such as planning, research, advocacy, and policy development. It produces toolkits and resource guides on youth participation for policymakers and program designers.

Foundation for Youth Social Entrepreneurship Blog

http://www.fyse.org/blog/

This blog, maintained by the Foundation for Youth Social Entrepreneurship, discusses topics related to entrepreneurship in the Asia Pacific region with an emphasis on youth and social entrepreneurship. Blog post topics range from participatory development initiatives in Pakistan to success stories from Singapore's young social entrepreneurs.

FreeChild Project

http://www.freechild.org

This comprehensive website provides resources for social change by and for young people, including useful tools on working with adults as allies and an excellent bibliography of youth involvement resources.

Friends of Orphans/UgandARTS – Arts for Global Development

http://www.art4development.net/fro.html

In the war-torn district of Pader in northern Uganda, tens of thousands of children have been victims of violence and/or witnessed horrific atrocities and have become internally displaced persons (IDPs). Many of these children have lost their families, as well as a sense of social structure and even their own identity. Friends of Orphans, in conjunction with UgandARTS, is working to supply 1,650 Ugandan orphans with the means and mediums to express themselves through art. In addition to helping orphans, the project will convey culturally appropriate messages regarding peace, HIV/AIDS, human rights, gender-based violence, child protection, and sustainability. The project will be implemented by way of a four-wheel drive "ArtMobile" that will travel to IDP camps throughout the region where it will serve as a base from which to conduct classes and trainings.

From Brussels to Istanbul: Key Development Challenges Facing the Least Developed Countries

http://www.unctad.org/Templates/Download.asp?docid=14890&lang=1&intItemID=5548

This report is a compilation of documents from pre-conference events organized by the United Nations Conference on Trade and Development (UNCTAD) in preparation for the LDC conference in Istanbul. This includes the report from a 2010 meeting in Geneva on building capacity in LDCs; issues for discussion drawn from a pre-conference event, also in 2010; and proposals stemming from a meeting on tourism for development in LDCs, among other documents.

G

Garissa Youth (G-Youth) Project

http://www.g-youth.org/main/

In partnership with local NGOs, private sector companies, and higher education institutions, G-Youth's objective is to create enabling environments that empower youth to design and lead initiatives that improve economic and social opportunities for themselves and their communities. Central to the project is the creation and support of a youth-led and managed local organization that will set direction for and oversee a range of activities related to employment, education and community participation. Increased numbers of Garissan youth will have greater access to livelihood opportunities and will be better prepared to enter and succeed in the world of work. The project also aims to increase youth retention and transition to secondary schools and higher education; and civics activities will promote principles and practices of tolerance and peaceful coexistence among diverse communities. The project began in 2009, and will work with more than 5000 youth by the anticipated end date of October 2012.

Generation in Waiting: The Unfulfilled Promise of Young People in the Middle East

http://www.brookings.edu/press/Books/2009/agenerationinwaiting.aspx

Youth in the Middle East continue to face severe economic hardship and social exclusion stemming from poor education, high unemployment, and pervasive poverty. The region's youth also present a great opportunity for development in the region, and Generation in Waiting, published by Brookings Institution Press, is a resource for researchers, policymakers, civil society, and private sector leaders who want to better understand the challenges and opportunities facing Middle Eastern youth. It covers the following areas of concern to youth: ac-

cess to decent education, opportunities for quality employment, availability of housing and credit, and transitioning to marriage and family formation. The report also makes policy recommendations and sets an agenda for economic development.

Generation of Peace—Yemen

http://yemen.usembassy.gov/gop.html

"Generation of Peace," a cooperation between the Yemeni Ministry of Youth and Sports and USAID, has recently launched with the goal of engaging youth in their government, society, and communities. The initiative will consist of workshops on democratic processes and community service, training to build conflict-resolution capacity, and athletic/arts activities to encourage tolerance. Nearly 300 youths have already taken part and an estimated 700 more will be engaged in the workshops, which also include NGOs and government representatives, all dedicated to maximizing the positive youth contribution during Yemen's transitional period.

Give Girls a Chance – Tackling Child Labour, a Key to the Future

http://www.ilo.org/ipecinfo/product/viewProduct.do?productId=10290

Published in June by the International Programme on the Elimination of Child Labor, this seminal report gives an in-depth analysis of "the international legal framework as it relates to child labor and children's rights," as they specifically relate to girls. Girls aged 5-17 years old account for approximately 46 percent of child workers, according to the report. The lengthy document describes why girls are particularly vulnerable to the child labor and exploitation (including the Worst Forms of Child Labor), different types of labor (e.g., agricultural, domestic, sexual exploitation), and how and why investing in the education of girls can remedy the problem. The report devotes an entire chapter to adolescent girls and the youth labor market, describing their problems and their opportunities. Give Girls a Chance also provides numerous global statistics on girls and child labor, including, for example, the female youth labor force participation rate.

Global Citizen Corps

http://www.globalcitizencorps.org/

Global Citizen Corps is Mercy Corps' youth initiative, prompting discussion and taking action on not only humanitarian aid, but also climate change, education, and other issues. The organization's website has blog posts, contest and volunteer opportunities, and information about global issues. The initiative also operates a young leader program, which trains thousands of youth worldwide to help organize events and projects in their schools and communities. The program has a duration of one year and uses Mercy Corps' tools, training and resources.

Global Employment Trends

http://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/@publ/documents/publication/wcms_150440.pdf

The 2011 Global Employment Trends report found that, despite a sharp rebound in economic growth for many countries, global unemployment in 2011 was likely to continue at the record highs of the past three years, highlighting the need for long-term policies that prioritize quality job creation. Worldwide, 78 million young people were unemployed in

2010, well above the pre-crisis level of 73.5 million in 2007, but down from 80 million in 2009. The unemployment rate among youth aged 15-24 stood at 12.6 percent in 2010, 2.6 times the adult rate of unemployment. The report also emphasized that unemployment rates understate the extent to which the crisis impacted young people. Many youth were not counted among the unemployed because they are not actively seeking work. Please note that the 2012 Global Employment Trends report can be found at the following link: http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_171571.pdf.

Global Girl Media

www.globalgirlmedia.org

Global Girl Media (GGM) develops the voice of teenage girls in underserved communities by training them to become citizen journalists by harnessing the power of new digital media to inspire self-esteem, community activism and social change. By linking young women internationally with reporters, educators, and filmmakers, GGM works to empower girls to develop media, improve media literacy, and encourage the promotion of healthy media messages about girls and women. GGM works to foster new and innovative models of reporting, disseminating and amplifying news, with a concentration on promoting and developing the female voice.

Globalization of Youth Activism and Human Rights

http://projektiqytetar.org/Chapter%208%20Youth%20Activisim%20and%20Human%20Rights.pdf

This brief report authored by UNESCO's Carla Koffel discusses the intersection of youth activism and human rights within the context of our increasingly interconnected and globalized world community. Focusing on how youth have played a powerful role in pushing social and political change, the report discusses the ways in which youth may become more informed about the critical issues that they face, and how globalization can give them the power to cooperatively confront some of the world's most pressing problems.

Global Partnership to Promote Youth Employment & Employability

http://www.gpye.org/

The Partnership to Promote Youth Employment & Employability was created in 2008 by the International Youth Foundation (IYF), in partnership with the Youth Employment Network (YEN), the Arab Urban Development Institute (AUDI), and the Understanding Children's Work Project (UCW), and with support from the World Bank. The goal of the initiative is to build and disseminate evidence on effective programs and approaches to help address the challenges facing young people in their transition to work. A major component of the initiative is informing policymakers on youth employment issues. To date, partners have launched a range of youth employment programs, research initiatives, and learning events in Africa, the Middle East, and Latin America.

The partnership supports:

- Studies on youth employment issues and policies to inform policymakers
- Impact evaluations of partner-supported youth employability programs
- Tools and workshops to promote effective monitoring and evaluation of programs
- Local government programs serving disadvantaged youth in the Middle East
- Events to promote evidence-based policy dialogue on youth employment issues

Longer-term outcomes include a broader evidence base for youth employability programs through better evaluation and improvements in the design of youth employment policies and programs.

Global Youth Coalition on HIV/AIDS

http://www.gyca.org/

The mission of the advocacy group Global Youth Coalition on HIV/AIDS is to improve HIV and AIDS policies and programming geared toward young people around the world by facilitating the inclusion of youth voices. GYCA has coordinated the inclusion of young leaders on government delegations who have addressed the United Nations General Assembly and worked directly with government ministers of health and education. GYCA has secured advocacy opportunities for young leaders affected by or infected with HIV, such as the opening ceremony and plenary sessions at International AIDS Conferences. GYCA also connects young people to opportunities in their home countries, such as employment with national AIDS control organizations, leadership at NGOs, and work focused on designing prevention and outreach programs.

Global Youth Media Council

http://globalyouthmediacouncil.com/who-are-we/

The Global Youth Media Council is made up of more than 30 young people from more than 20 countries, including the United Kingdom, Bolivia, Zambia, and Sweden. Council members aim to address and respond to issues involving young people and media with the use of communication tools such as text messaging, e-mail, Skype, and others. The council has presented at the World Summit on Media for Children and Youth. At the Summit, the council has made recommendations to global organizations including Save the Children, UNICEF, and UNESCO, among many others.

Global Youth Service Day, April

http://www.gysd.org/

Global Youth Service Day (GYSD) is organized by Youth Service America with the Global Youth Action Network (GYAN) as its key partner, and a consortium of national and international partner organizations. GYSD is an annual global event that highlights and celebrates the ongoing contributions of youth to their communities through volunteer service and service-learning. The GYSD website offers resources and toolkits for planning projects, and an online registration portal for each GYSD.

Global Youth Village International Summer Program

http://globalyouthvillage.org/

Operated by Legacy International since its founding in 1979, the Global Youth Village has served as a US-based international youth camp that brings together youth from around the globe. Camp programs include Peace Building and Cross-Cultural Immersion. To date, the camp has hosted young people from 102 countries. Legacy International is a non-profit, educational organization affiliated with the United Nation's Department of Public Information as an NGO. More than 3500 alumni hail from around the world.

GOLD Peer Education Development Agency

http://www.goldpe.org.za/index.php

GOLD Peer Education Development Agency (GOLD) is a nonprofit organization operating in South Africa, Botswana and Zambia. GOLD's strategy is to mobilize young people to be positive role models and agents of change in their schools and communities. GOLD aims to reduce the number of HIV infections and risky behavior among youth; mitigate the negative impact of inadequate education and HIV and AIDS on youth, orphans and vulnerable children, families and communities; and build social capital for sustainable community development within Africa. GOLD works with community-based organizations, schools and other groups to implement peer education programs in their communities, and to effectively work with youth.

LINKS LISTINGS

Grassroot Soccer

http://www.grassrootsoccer.org/

Grassroot Soccer (GRS) provides African youth with the knowledge, life skills, and support to live their lives HIV-free. Using teambuilding lessons from soccer and professional players as role models, GRS utilizes the popularity of the game to engage hard-to-reach youth. The GRS curriculum combines social theory, public health methodologies, and monitoring and evaluation with three core principles of education: 1) "kids learn best from people they respect," 2) "learning is not a spectator sport," and 3) "it takes a village." The GRS staff deliver programs directly to communities in South Africa, Zambia, and Zimbabwe. GRS curriculum is also used by implementing partners in Botswana, Ethiopia, Liberia, Lesotho, Sudan, Namibia, Coe D'Ivoire, Burkina Faso, and the Dominican Republic.

The Growing Connection (TGC)

http://www.thegrowingconnection.org/

The Growing Connection (TGC) is a grassroots project with programs in the U.S., Asia, Africa, and Latin America. TGC was developed by the Food and Agriculture Organization of the United Nations (FAO) and is supported by private and public partners. Through school gardening programs and community gardens, TGC trains youth in water-saving and high-yield agricultural techniques to grow produce. The organization also utilizes modern information technology installations to create a global online platform for its participants where they share information and advice. In the Indian province of Andhra Pradesh—a region hard hit by drought—TGC's youth are helping to grow fresh produce to feed their families and selling the surplus to break the cycle of debt and hunger. A list of other participating schools and groups can be found on the TGC website.

Growing Together: Youth and the Work of the United Nations

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

Since the adoption of the World Programme of Action for Youth by the United Nations General Assembly in 1995, the UN Programme on Youth of the Department of Economic and Social Affairs has spearheaded UN efforts to deal with youth issues across the globe. The Programme on Youth is not, however, the only entity within the UN dedicated to serving youth, and "Growing Together" profiles the myriad ways in which the United Nations system as a whole supports youth development with a wide range of programs and activities and a diverse group of partners. Specifically, the document chronicles the development of youth programs at the UN, argues for the importance of youth programming, and profiles how more than 30 different UN agencies work to promote youth development.

Growing Up Global: The Changing Transitions to Adulthood in Developing Countries

http://www.nap.edu/catalog/11174.html

This book, published by the National Academy for the Sciences, reflects on the work of a panel of experts gathered by the National Research Council to examine how the transition to adulthood is changing in developing countries. The panel found common trends of lengthened adolescence, increased education, job shortages, and delayed marriage that can create difficulties in societies that previously dictated children move directly from childhood to adulthood. After sharing the panel's findings, the book presents a conceptual framework partnered with policy and program recommendations to help programs serving youth in developing countries equip themselves for adulthood.

LINKS LISTINGS

Growth, Productive Employment and Decent Work in the Least Developed Countries

http://www.ilo.org/empelm/info/docs/lang--en/WCMS_153868/index.htm

This report from the International Labor Organization (ILO) addresses key issues in growth and employment in Least Developed Countries (LDCs) in Africa, Asia, and the Pacific. It reviews trends in growth, employment and decent work in LDCs, highlighting challenges and opportunities for structural transformation, job creation, and poverty eradication. It offers policy recommendations to be tailored to country needs and circumstances, with the goal of contributing to productive transformation and social progress in LDCs. The report states that there has been a weak increase in productive employment, especially for young people, and that the youth population must be addressed in any policy recommendations.

Grupo Luna Nueva

http://www.grupolunanueva.com.py/index.php

Grupo Luna Nueva, which translates to the New Moon Group, has been working with sex workers and child and adolescent survivors of sexual exploitation since 1995. Located in Paraguay, Grupo Luna Nueva targets adolescent girls whose boyfriends or parents force them into the sex trade. The organization started a Comprehensive Care Program that provides these girls with opportunities for livelihood training, in addition to psychosocial support. Grupo Nueva Luna's Center of Integral Attention (CAI [Spanish acronym]) offers medical and health services, nonformal education that includes art and theatre programs, work readiness training, and transitional support, as the adolescents explore ways to leave the streets and reenter school, pursue a non-exploitive trade, or in some cases return to their families. Grupo Nueva Luna's CAI is the first center of its kind in Paraguay. The website is only offered in Spanish.

Guide to Assessing and Designing Tourism Workforce Development Programs – with a special focus on job and career opportunities for youth

http://www.equip123.net/docs/e3-tourismguide-april2010.pdf

This EQUIP3 publication identifies tourism as a promising industry in which youth can develop their skills and careers, and provides managers from government, NGOs and the private sector with tools to assess and design programs in the tourism sector. The Guide will be especially useful in those countries where managers seek to build a sustainable tourism sector that integrates sustainable approaches to natural resource management while also providing jobs and generating economic growth. The Guide includes a plan for a tourism and youth workforce assessment, guidance on program design, project examples, as well as three survey instruments that can be used to assess the needs of a tourism workforce project.

Guide to Cross-Sectoral Youth Assessments

http://www.equip123.net/docs/e3-CSYA.pdf

The guide is intended for use by monitoring and evaluation specialists, USAID Mission Staff, and program designers to provide foundational data for developing country-based youth strategies or youth program. The guide offers instructions in both qualitative and quantitative data, conceptual framework, instruments, and tools for designing and implementing youth assessments in developing countries. The guide is designed to be followed sequentially, but tools and sections can easily be pulled, and a reference guide is included for more in-depth documents within certain themes.

A Guide to Service Learning for Disaster Preparation

http://www.fsu.edu/statefarminitiative/RevisedGuideBookComplete.pdf

The State Farm Florida Service Learning and Education Initiative, a cooperative effort to raise awareness about the importance of disaster preparation, has produced this guide to serve as a resource for anyone interested in engaging youth in service learning projects focused on disaster preparation, response, mitigation, and recovery. Utilizing knowledge and experience gained in relief efforts in Florida after eight hurricanes that struck the region in 2004 and 2005, the Guide provides detailed information and numerous examples of ways in which programs have combined service and learning to prepare for and respond to disasters.

H

Handicap International

http://www.handicap-international.org.uk/where_we_work/africa/algeria

Handicap International (HI) is an international NGO operating in 60 countries, assisting people with disabilities and other vulnerable populations in situations of poverty, conflict, and disaster. HI has been promoting disability rights and policies, enhancing the capacity of local associations, supporting inclusive education, and supporting youth organizations in Algeria since 1998. Through awareness campaigns, HI aims to reduce the exclusion of people with disabilities, enabling them to play a full role in society. HI also supports the activities of youth organizations with an emphasis on projects relating to exclusion, social inclusion and prevention of disability.

How Youth Drive Change

http://unesdoc.unesco.org/images/0019/001937/193773E.pdf

This issue of the UNESCO Courier looks back at the International Year of Youth and the youth-led events that transpired, in Tunisia and then in Egypt, and the expansion to other countries in the region, later involving communities as far as Western Europe. Throughout the world, youth are mobilizing for a range of causes. The Courier takes the close of the year as an opportunity to assess the role of young people as agents of change in their communities, and the technologies and tactics they employ to do so.

Human Development Report 2011: Sustainability and Equity, A Better Future for All

http://hdr.undp.org/en/

UNDP's annual Human Development Report is available for download. In addition to updating the Human Development Index, the Gender Inequality Index, the Inequality-Adjusted HDI, and the Multidimensional Poverty Index global indicators, the 2011 report focused on the interconnectedness of sustainability and equity, and offers policies recommendations to empower nations to support the most disadvantaged people. It also looks ahead at the need for new approaches to global development financing to ensure continued work towards equality and sustainability.

Humanitarian Action for Children Report

http://www.unicef.org/hac2011/index.html

The United Nations Children's Fund released the Humanitarian Action for Children Report (HAC) 2011, in which the international body requests $1.4 billion in its annual appeal to donors to assist children and women caught in the throes of crises. The 2011 appeal highlights 32 countries and emphasizes

the increasing importance of strengthening the resilience of communities.

The Hunger Project's Youth Initiatives

http://www.thp.org/learn_more/on_the_record/harnessing_the_creativity_and_power_of_youth

The Hunger Project, a global organization dedicated to ending chronic hunger, has several initiatives in various counties to engage young people in its mission and to achieve the goal of youth employment, which The Hunger Project recognizes as crucial to overcoming hunger and poverty. These programs include a youth forum in Bangladesh called Youth Ending Hunger (YEH), a youth leadership initiative in Mexico, and youth health clubs in Uganda.

I

iEARN Curriculum Integration Resources

http://us.iearn.org/projects/curriculum-integration-toolkit

The International Education and Resource Network's index on Curriculum Integration contains dozens of Project Integration Plans and Success Stories. The database features curricula for the formal classroom, as well as professional development resources for teachers and school administrators. Curricula are organized into disciplines such as Creative and Language Arts; Humanities and Social Science; and Math, Science, and Environment.

Improving Training for Quality Advancement in National Education (Itqane) Project

http://www.iyfnet.org/Itqane

The Itqane Project in the Fez and Boulemane Doukkala-Abda regions of Morocco seeks to mitigate middle-school dropout rates by improving the quality of teacher training and student learning in local schools. To help improve the quality of teaching and relevance of educational content, International Youth Foundation is adapting its Passport to Success life skills curriculum to address the needs of Moroccan middle school students.

Improving the Well-Being of Married Adolescent Girls in Ethiopia

www.icrw.org/where-we-work/improving-well-being-married-adolescent-girls-ethiopia

The International Center for Research on Women (ICRW) and CARE Ethiopia have partnered to address the vulnerability of young married women in Ethiopia's Amhara region, where almost half of girls are married by the age of 15. The project aims to combine health programs with economic empower-

ment interventions to reach 5,000 married girls in Ethiopia. ICRW will then evaluate the intervention and track the behaviors of the program participants.

Inclusion International

http://www.gmalik.com/ii/i_home_index.php

Inclusion International is a federation of NGOs advocating for rights for people with intellectual disabilities. It currently represents more than 200 member federations in 115 countries throughout the Middle East and North Africa, Europe, Africa and the Indian Ocean, the Americas, and Asia Pacific. Inclusion International supports inclusion in society, full citizenship, self-determination, and family support for people with disabilities through advocacy, member support, knowledge sharing, research, partnership building, and communications.

Incubating young entrepreneurs – opportunity or challenge

http://www.idisc.net/en/Article.38975.html

The World Bank estimates that by 2015, three billion people will be under the age of 25. With the growth of the youth population outpacing the emergence of new opportunities for youth employment, InfoDev, a global development financing program run by the World Bank, began an incubator initiative that includes a working group on Youth and Business Education. The outcomes of the working group revealed many insights about youth business education. Based on those insights, the working group recommends that youth entrepreneurship can best be fostered by providing youth with social capital in the form of connections and market access, facilitating collaboration with universities and vocational schools, improving access to finance, building up youth capacities, and helping youth to discover their life objectives. The full report of the working group is available at the link above.

INEE Global Consultation 2009: Outcome Report

http://www.ineesite.org/index.php/post/global_consultation_2009

In March and April 2009, the INEE Global Consultation brought together more than 250 members to explore emerging developments in the field of education in emergencies, chronic crises, and early recovery. The outcome report from the consultation is available for download on the INEE website.

Initiative for Middle Eastern Youth

http://www.rand.org/international_programs/cmepp/imey.html

The Initiative for Middle Eastern Youth (IMEY) is a combined research and outreach effort within the RAND think-tank organization, dedicated to understanding and serving the greater Middle East's youth population. Through relationships with regional counterparts and interaction with the youth themselves, IMEY seeks to learn from and with youth, evaluating existing programs, making policy recommendations, and testing development and post-conflict youth activities. In addition to news and updates on IMEY's current projects, the IMEY website provides a bulletin board to discuss youth-related issues, publications highlighting their research, and additional resources for youth-serving organizations and practitioners in the MENA region.

InnovAction

http://www.myybiz.net/yabt/main/innovaction/

Young Americas Business Trust (YABT) holds week-long workshops focusing on building innovation management skills among aspiring youth entrepreneurs in Paraguay, Uruguay, and Argentina. Young entrepreneurs who participate in the workshops address such issues as how to develop creative ideas and turn them into business plans and how to turn that plan into action. Participants build a network of fellow participants through the workshops and create Innovation Communities of Practice that continue to meet after the workshops end. By increasing their capacity for managing new and creative business ideas, participants can build and expand their operations, creating new opportunities for themselves while bettering their communities in the process.

Innovation Center for Community and Youth Development

http://www.theinnovationcenter.org

Promoting innovative concepts and practices, this group provides cutting-edge tools for youth workers in diverse settings, including a youth/adult partnership training curriculum and a toolkit, Building Community: A Tool Kit for Youth and Adults in Charting Assets and Creating Change. The Innovation Center works across the United States and partners with the Qatari government supporting their youth participation strategy.

Innovations in Civic Participation (ICP): Green Youth Service

http://icicp.org/projects/green-youth-service/

The aim of Innovations in Civic Participation (ICP) is to facilitate opportunities for youth to have a positive impact on their communities while building essential skills for future success through civic engagement. ICP works globally with individuals, organizations, and groups to support the development of innovative approaches to two civic participation strategies: national youth service and service-learning. The Green Youth Service is one example of ICP's efforts. Aimed at fostering citizen mobilization around global climate change and sustainability, the Green Youth Service initiative collects information about existing scalable models that use youth service as a strategy to reduce greenhouse gas emissions, as well as promising approaches to national service or service-learning that combat global warming. The site offers a link to a Green Service Resource Center, containing information and resources for implementing programs via schools, organizations, etc.

Integrating Financial Education and Savings Opportunities into Health Interventions for Adolescent Girls in the Kibera Slum of Nairobi, Kenya

http://www.popcouncil.org/pdfs/2009PGY_KenyaUgandaSavingsICUH.pdf

This study integrates data from on evaluation of financial education within health-based programming and a baseline study for group-based savings accounts in Kibera, Kenya. The Binti Pamoja Center program for adolescent girls aged 10 to 22 initially focused on HIV and reproductive health. After market research found that girls engaged in transactional sexual relationships in times of economic need and believed safe saving spaces could support career and family planning, the Center expanded to include savings groups and financial mentoring. The conclusions of this study highlight the complementary relationship between health and economic livelihood and the importance of financial skills and savings opportunities in improving the health of young women worldwide.

The Inter-Agency Network for Education in Emergencies

http://www.ineesite.org/

Founded in 2000, INEE is a global network of development and humanitarian NGOs, UN agencies,

donors, researchers, practitioners and other individuals committed to ensuring the right to education in emergency and post-conflict settings. Today, INEE includes more than 2,700 members who work in cooperation within a humanitarian and development framework to achieve the right to education in emergencies and early recovery. INEE does not act as a formal organization, implement projects or coordinate agencies. Rather, the network aims to provide a dynamic and responsive mechanism to foster partnerships and shared knowledge among those committed to the right to education. Through the INEE list-serv and website, and with the support of its core secretariat staff based in the New York offices of UNICEF and the International Rescue Committee, INEE members communicate, self-organize and engage through working groups, task teams, interest groups, language communities, and individual member initiatives and organizations.

Inter-Agency Network for Education in Emergencies Minimum Standards Toolkit: Focus on Youth and Adolescents

http://www.ineesite.org/uploads/documents/store/doc_1_INEE_Toolkit_-_Adol_and_Youth.pdf

This document presents resources for enhancing the quality of educational preparedness and response in emergencies, increasing access to relevant learning opportunities, and ensuring humanitarian accountability in providing these services. The tools featured in this document are a selection from the INEE Minimum Standards Toolkit, which has been developed in response to a growing need for clear, practical tools to guide humanitarian aid workers, government officials and educationalists in implementing the INEE Minimum Standards.

Interfaith Youth Corps

http://www.ifyc.org/

Interfaith Youth Core (IFYC) is a global organization that works to builds mutual respect and multicultural awareness among young people from different religious traditions. The program empowers youth to work together to serve others. The primary focus areas of the IFYC are Public Advocacy, Outreach Education & Training, and Leadership. These three program components work cohesively within the framework of the organization's goals that include building widespread public support for interfaith youth work; equipping youth-focused institutions to positively engage their religious diversity; and cultivating long-term impact by emerging leaders in this movement.

International Alliance for Youth Sports (IAYS): Game On! Youth Sports Initiative

http://www.iays.org/programs-and-services/game-on-youth-sports/

Established in 2003 by the National Alliance for Youth Sports (NAYS), the aim of the International Alliance for Youth Sports (IAYS) is to promote the value of sports for children worldwide. The IAYS's Game On! Youth Sports Initiative attempts to address the obstacles to youth participation in sports such as the lack of trained volunteers and the absence of programming, facilities, and equipment. Game On! Youth Sports Initiative provides communities and schools in Africa, Asia, the Caribbean, Europe, and North and Latin America with sports programming that incorporates life-skills training related to health and conflict resolution skills among children and youth.

LINKS LISTINGS

International Clearinghouse on Children, Youth & Media

http://www.nordicom.gu.se/clearinghouse.php

This website, run by the University of Gothernerg, Sweden, is a place to access publications, links, databases, and other materials relating to youth and media. An important task of the International Clearinghouse is the publication of yearbooks on various themes. Some of the clearinghouse's latest titles are Children and Youth in the Digital Media Culture, Youth Engaging with the World, and African Media, African Children.

The International Committee of the Red Cross (ICRC) Youth Education Programs in Jammu & Kashmir

http://www.icrc.org/Web/Eng/siteeng0.nsf/html/india-feature-280809

The International Committee of the Red Cross (ICRC) is a Swiss-based humanitarian organization and founding member of the International Red Cross and Red Crescent Movement (1863). ICRC works globally to provide assistance to people affected by armed conflict, as well as to promote international humanitarian law (IHL) among armed forces and police, university students, and other young people. In the conflict-affected state of Jammu and Kashmir in northern India, 19 schools have been implementing the ICRC's mission through the "Exploring Humanitarian Law" (EHL) program aimed at helping young people to integrate the principles of humanity into their daily lives. The IHL program promotes humanitarian values by encouraging teachers to allow their students to express themselves freely through debates, theatre, and open discussion.

International Federation of Red Cross and Red Crescent Societies Youth Commission

http://www.ifrc.org/en/what-we-do/youth/youth-development/youth-commission/

The Youth Commission of the IFRC is responsible for advising on matters that relate to young people. It also promotes the implementation of the International Federation Youth Policy and seeks youth opinions worldwide to ensure that they are considered by the federation's leaders. The commission is made up of young volunteers and staff of National Red Cross and Red Crescent Societies. There is a chairperson and eight members, all younger than 31 years old at their appointment, which is for a four-year term. Appointments are made at alternating IFRC General Assemblies.

The International Fund for Agricultural Development—Tanzania

http://operations.ifad.org/web/ifad/operations/country/project/tags/tanzania/1306/project%20overview

The International Fund for Agricultural Development (IFAD) is a specialized agency established by the United Nations in 1977 with the express goal of eradicating rural poverty in developing countries. In Tanzania, IFAD works with the herder and agro-pastoralist groups, focusing especially on women and youth. IFAD helps farmers identify their needs, teaches agro-technological techniques, assists famers in getting their products to market, and promotes a participatory approach to local and national government management of natural resources. IFAD also addresses the large numbers of rural poor afflicted with HIV/AIDS by providing improved health care and water management. With 10 closed operations and five current projects, IFAD has reached more than 3 million beneficiary households.

The International Institute for Environment and Development

http://www.iied.org/climate-change/key-issues/drylands/education-for-nomads

The International Institute for Environment and Development is an independent international research

and advocacy organization representing vulnerable populations in policy discussions. Its "Education for Nomads" program website presents a library of research into enhancing the lives of nomadic populations in Kenya through formal and non-formal education for children, youth, and adults. Some examples are featured below.

Towards Education for Nomads: Community Perspectives in Kenya

http://www.iied.org/climate-change/key-issues/drylands/education-for-nomads-voices-people

http://pubs.iied.org/pdfs/10026IIED.pdf? (DVD: The Voices of the People)

This booklet and accompanying DVD document community perspectives on nomadic education and training programs. The "voices of the people" can be used to design programs in a participatory manner specific to the needs of nomadic pastoralists.

Mobile Pastoralists and Education: Strategic Options

http://pubs.iied.org/pdfs/10021IIED.pdf?

This report provides an overview of the conceptual terrain of education and then highlights approaches that most effectively inform nomadic education development. Specifically, the paper explores popular understanding of education, the trade-offs between formal and non-formal education, and the relationship between pastoral production and skills development. Throughout the paper, the authors challenge the traditional notion of "education" and encourage program designers to focus on the goals of education and not the means. The paper concludes by outlining three successful approaches to nomadic education: family learning, open learning, and core curriculum.

IIED Scenario Planning with African Pastoralists: A 'How To' Guide

http://pubs.iied.org/pdfs/10023IIED.pdf?

This booklet is designed for use by development practitioners to implement the scenario planning methodology in designing programs for nomadic pastoralists. In addition to providing background on why nomadic pastoralist's oral tradition lends itself to scenario planning, the booklet provides a step-by-step guide for field workers to use scenario planning to engage pastoralists in community development planning. Through scenario planning, pastoralists are empowered to be active participants in the creation of educational and livelihood development programs geared towards their communities.

Using Scenario Planning with African Pastoralists

http://pubs.iied.org/pdfs/12562IIED.pdf?

This booklet reports on the use of scenario planning in Niger and Kenya with nomadic pastoralists. By engaging pastoralists to explore multiple futures, something naturally a part of their characteristically unpredictable lifestyle and culture, SOS Sahel UK and IIED created an innovative participatory approach. This report describes their approach, the formative lessons learned, and possible takeaways for the development community at large.

International Labor Conference Resolution Concerning Youth Employment

http://www.ilo.org/public/english/standards/relm/ilc/ilc93/pdf/resolutions.pdf

The 2005 International Labor Conference adopted a resolution concerning youth employment setting

out ILO policy and an overarching framework for the ILO's work in this area. The resolution is based on an agreement that tackling youth employment requires an integrated approach combining supportive macro-economic policies and targeted measures addressing labor demand and supply as well as the quantity and quality of employment. The resolution also contains a list of the main international labor standards relating to young people.

The International Movement of Agricultural Rural Youth (MIJARC)

http://www.mijarc.org/index.php?id=37

MIJARC is an international Catholic organization of young people working for and with youth to provide training and contribute to sustainable agriculture in Africa, Latin America, Asia, and Europe. Participants in the movement are rural youth, ages 12 to 30 years, who voluntarily involve themselves in agricultural development in their communities. MIJARC's youth-led local initiatives are accompanied by training toward income-generating projects in agriculture, cooperatives or micro-enterprises. The aim of the organization is to support local youth initiatives around agriculture and to ensure that the interests of rural youth are represented in their societies and the Catholic Church.

The International Platform on Sports and Development

http://www.sportanddev.org/

This online platform is focused on enhancing the effectiveness and credibility of the use of sports for development and humanitarian work. The platform offers an online community for sharing knowledge and best practices, fostering partnerships, and creating a solid network of stakeholders and practitioners committed to sports and development. The platform also devotes a section of its website to resources focused on the use of sports, education, and child and youth development that include: the healthy development of children and young people through sports; physical education in schools; social and emotional development; policy developments; practical considerations on sports in education; and a selected bibliography of resources and tool kits.

International Programme on the Elimination of Child Labour

http://www.ilo.org/ipec/lang--en/index.htm

The International Labour Organization (ILO) created the International Programme on the Elimination of Child Labour (IPEC) in 1992, to strengthen the capacity of participating countries to combat child labor and to advocate globally for the end of child labor and slavery practices. IPEC currently works in 88 countries across the world, promoting policy reform, raising awareness about child labor conventions, and building the capacity of institutions. The program's website contains a host of resources, ranging from training manuals (e.g., child labor monitoring guides, resource kits for policymakers) to child labor statistics and country reports.

The International Seminar on Youth Migration and Transitions to Adulthood in Developing Countries Report

http://www.iussp.org/Activities/adolc/report10.pdf

The International Seminar on Youth Migration and Transitions to Adulthood in Developing Countries was held in Rio de Janeiro by the International Union for the Scientific Study of Population (IUSSP), the Instituto Brasileiro de Geografia e Estatística (IBGE) and the Centre for Demographic, Urban and Environmental Studies (CEDUA) in December 2010. In this report, the 23 papers presented on migration and adulthood are summarized within the context of various themes: decision-making, urban migration, adolescent migration, how migration influences empowerment and vulnerability, the impact of migration on the transition to adulthood, the role of gender in migration, and others. The report also

includes a list of panels with presenters and e-mail addresses for readers seeking to contact paper authors or panel presenters.

International Youth Day

http://www.un.org/en/events/youthday/

The aim of International Youth Day is to advance the full and effective participation of youth in all aspects of society. More information can be found on the International Youth Day website. Nearly 100 youth events take place around the world during the lead up to and after International Youth Day on August 12.

Investing in the Sustainability of Youth Programs: An Assessment Tool for Funders

http://www.financeproject.org/Publications/Funders_Tool_PM.pdf

This brief and toolkit published by the Finance Project is intended to help foundation leaders funding youth programming evaluate and address issues of sustainability. With program leaders seeking funding frequently before results have been established and projects field tested, the ability to evaluate sustainability can strengthen grant-makers and funders' decisions in the still-evolving arena of youth programming. The brief outlines a framework for thinking through sustainability, and the toolkit offers funders an assessment tool to include sustainability in their decision-making for grants and funding and in their program designs. The toolkit includes suggestions for adapting the tool to multiple contexts.

Investing in Your Country's Children and Youth Today: Good Policy, Smart Economics

http://siteresources.worldbank.org/INTCY/Resources/395766-1187899515414/Note-Investing_Countrys_CY_Aug_2010.pdf

The Children and Youth Unit at the World Bank has released "Investing in Your Country's Children and Youth Today: Good Policy, Smart Economics," a new publication to emphasize the importance of investing in children and youth. Complementing traditional arguments of demographics and human rights, the publication provides an economic rationale to focus on the young generation. It argues that policymakers should treat public expenditure on children and youth as a public investment that generates returns to society through higher economic growth, reduced social cost, and increased quality of life for

all. The publication further emphasizes that under-investments in children and youth are difficult to reverse later in life and that the price for society is high.

Iran's Youth: Agents of Change

http://www.usip.org/files/resources/PB%2051%20Iran's%20Youth%20Agents%20of%20Change.pdf

This publication is part of the United States Institute of Peace's Peace Brief series. It highlights how Iran's youth are one of the two main agents of change, along with women, now challenging the rigid Islamic rule. The document identifies four key issues that are particularly pressing for Iranian youth: unemployment, independence, sexual interaction, and drug use. It also provides background on youth involvement in political developments in Iran. The brief is co-sponsored by USIP's Jennings Randolph Fellowship Program and the Youth and Peacebuilding Working Group in USIP's Centers of Innovation.

J

Joint Programme of IOM and UNODC under UN.GIFT to Combat Human Trafficking—Rwanda

http://www.ungift.org/knowledgehub/en/programmes-database/summary-rwanda.html

Despite a rise in trafficking rates and significant vulnerability to trafficking among Rwandan youth due to limited livelihood alternatives and a high population of orphans and vulnerable children, a lack of research or documentation of trafficking in the area has made awareness-raising among youth difficult. Additionally, incomplete legislation and a lack of data has led to no recorded convictions of trafficking in Rwandan courts and a dearth of victim assistance programming. UN.GIFT's program is working to increase knowledge of human trafficking among governments, build capacity of law enforcement officials, establish victim supports systems, and educate vulnerable youth about human trafficking. The program began in October 2011 and is scheduled to run until April 2013.

Juba Technical High School (Plan International)—South Sudan

http://plan-international.org/what-we-do/economic-security/first-skills-school-opens-in-southern-sudan

After years of planning and preparation, Plan International launched the first vocational and technical school in South Sudan in September 2010. Currently, 150 students attend the Juba Technical High School, specifically created to serve unemployed youth and former child soldiers. The program offers programs in auto-mechanics, electronics, hospitality, cosmetology, and other pertinent skills based on market assessments, identified needs of employers, and local value chains. After two decades of civil war in which at least 20,000 child soldiers fought, the Technical High School provides opportunities to build the economy of the newly independent nation.

K

L

Latin American Center for Service Learning

http://www.clayss.org.ar/ingles/index.htm

The aim of the Latin American Center for Service Learning (CLAYSS) is to promote the development of service learning methodology in the region. The center provides training to principals, teachers, and community leaders for the development of service-

learning projects in schools and universities. The center also supports youth organizations and other NGOs interested in investing in social responsibility programs. Training services include service-learning seminars and on-line education courses, as well as technical support for service-learning project development and implementation. The center also supports service-learning research and fosters local and regional networks. CLAYSS publications and monthly newsletters are available on the Center's website.

Latin American Youth in Transition: A Policy Paper on Youth Unemployment in Latin America and the Caribbean

http://www.eldis.org/assets/Docs/12360.html

Realizing that the school-to-work transition is a lengthy process in which youth move between unemployment, schooling, unpaid employment, and low-wage unskilled employment, this report looks at the relationship between the formal and informal sectors of the labor market in explaining the nature of this difficult transition. The author isolates various factors affecting youth unemployment, including shifts in demand to new sectors, growth in informal and temporary work, demand for more high-skilled labor, and fluctuations in wages. Various projects are then examined for their ability to help youth overcome these obstacles, yielding helpful recommendations for policymakers and youth education practitioners.

Launch of European Parliament Intergroup on Youth

http://youthforum.org/index.php?option=com_content&view=article&id=716%3Alaunch-of-european-parliament-intergroup-on-youth&catid=25%3Anews&Itemid=30&lang=en

The first ever meeting of the newly created Intergroup on Youth took place during the plenary session of the European Parliament in Strasbourg, France, on February 11, 2010. This newly created body within the European Union (EU) gathers a diverse group of 20 members of the European Parliament to discuss issues such as youth employment, mobility, and active citizenship. The creation of the Intergroup follows a written declaration from the European Parliament in 2008 pledging more attention to youth empowerment in EU policies. The Youth Forum will follow the policy decisions taken by the EU towards youth and will evaluate developments on the forum website.

Leonard Cheshire Disability

http://www.lcint.org/livelihoods

Leonard Cheshire Disability is a UK-based global organization supporting 250 independent Cheshire partner organizations in 54 countries in Africa, Asia, the Americas, and Europe. In addition to providing education and health care opportunities, Leonard Cheshire organizations offer livelihoods training for disabled young people. Programs include self-employment in places lacking a strong formal economy and providing vocational training matching local markets, such as a computer training course in Bangalore. Leonard Cheshire Disability also focuses on supporting the creation of disabled-owned businesses through entrepreneurship support to foster disability-friendly hiring and training in local developing markets.

List of Youth Organizations in Latin America

http://www.iadb.org/topics/youth/idbyouth/resources/Organizations.pdf

This PDF provides a list of youth organizations active in Latin America.

Literacy for Out-of-School Youth: A Program Guide

http://www.equip123.net/docs/e3-Literacy.pdf

Literacy can be an especially powerful motivator for young people, building a sense of empowerment, dignity, independence, and efficacy. Putting

a premium on youth literacy strengthens and adds stability to ongoing development initiatives supporting basic education, economic growth, health and family planning and social justice. This program guide, produced by EQUIP3, offers a resource for development specialists initiating or strengthening integrated literacy programs for youth ages 15 to 24 who are not involved in formal education. The Guide is divided into three parts. Part I makes the case for investment in integrated literacy programs for out-of school youth and explores how literacy skills are developed. Part II describes the policy context necessary to ensure the success of literacy programs for out-of-school youth. Part III includes a step-by-step process for designing, implementing, and evaluating effective literacy programs.

Local Development Agency on Reproductive and Maternal Health (LODARMAH)

http://lodarmah.webs.com

LODARMAH is a local organization working to advance reproductive and maternal health in Ghana. Through community participation, the organization designs, implements and evaluates programs in areas such as adolescent pregnancy, family counseling, maternal nutrition, and others. Programs involve the community by approaching community members about specific needs and by soliciting assistance with projects such as the provision of ambulances, maternity homes, and youth centers.

M

Making Our Way: Resettled Refugee and Asylee Youth in New York City

http://womensrefugeecommission.org/resources/doc_download/797-making-our-way-resettled-refugee-and-asylee-youth-in-new-york-city

Making Our Way: Resettled Refugee and Asylee Youth in New York City, released by the Women's Refugee Commission (WRC), provides critical information to help practitioners and policymakers who serve conflict-affected displaced youth aged 15-24. The report outlines ways to provide successful education and safe, dignified livelihoods to resettled refugees or asylees (asylum seekers who have been granted asylum) in the United States. The report is part of the WRC Displaced Youth Initiative (2008-2011), a multi-country global advocacy initiative that sought to increase international attention and support for appropriate education, training, and employment programs that prepare displaced youth for greater economic self-sufficiency.

Malaria No More's Theatre in Education Program in Tanzania

http://www.malarianomore.org/news/updates/tanzania-pilot-program-aims-teach-youth-malaria-prevention-through-art-performance

Malaria No More is a nonprofit group dedicated to ending deaths from malaria. The group's Theatre in Education initiative is a pilot program that holds performances in secondary schools in malaria-endemic communities. These malaria-themed performances are conducted by young, well-recognized artists from the Tanzania House of Talent, a non-

profit arts organization for youth. The shows include theater, song and dance to not only educate youth on malaria prevention, but also encourage students to take an active role in preventing malaria in their community. The program also educates teachers about malaria and provides them with a malaria education toolkit that includes a lesson plan and photo cards that feature questions and information about the performance.

Market-Aligned Skills Training (MAST) Program for Urban Youth in India

http://www.aif.org/mast.html

As India's youth population continues to grow rapidly and an ever-greater proportion of Indians live in urban areas, the MAST program seeks to promote the economic productivity of urban youth by providing them with skill sets that are in-demand in the local or national labor market. Managed by the American India Foundation (AIF), the MAST program begins by conducting a market assessment to discover what skills are most in-demand. AIF then utilizes a standardized curriculum development process with quality standards to produce a specific curriculum for the target area. AIF collaborates with other civil society organizations conducting vocational training to engage with the government for effective implementation of the program. To date, MAST has trained 45,535 youth with a 71 percent job placement rate.

Measuring Learning Outcomes in Developing Countries: A Primer

http://www.equip123.net/docs/e2-Measuring-LearningOutcome_IssuesBrief.pdf

In this Issues Brief, EQUIP2 explores the need for measurement of learning outcomes at multiple levels and presents a framework for developing assessments and measuring learning outcomes. The paper offers common features of high quality assessment programs, and places learning outcomes in the global context of international testing. The paper concludes with an appendix of adaptable sample items across multiple grades and subject areas, case studies, and additional resources.

MEDA YouthInvest

http://www.meda.org/web/connect/whats-new/meda-in-the-news/393-meda-youthinvest-from-market-research-to-product-design

MEDA is an international NGO that designs and implements market-driven economic development programs to improve the livelihoods of millions of people living in poverty around the world. MEDA's YouthInvest program partners with well-established Microfinance Institutions and NGOs in Egypt and Morocco to increase financial and business support services for youth ages 15 to 24. Within five years, YouthInvest aims to connect at least 50,000 young people to innovative financial and non-financial products and services that will help them develop skills needed to secure employment opportunities. As part of these efforts, in 2009, YouthInvest conducted market-research with 500 youth and found that young people require a wider-range of financial products that include prioritized savings, training and internships, and practical work experience, in addition to loans. To meet these needs, MEDA has partnered with a range of institutions including microfinance institutions, banks, training centers and governments to create and eventually scale up sustainable youth financial products and services.

Meeting EFA: Reaching the Underserved through Complementary Models of Effective Schooling

http://www.equip123.net/docs/e2-MeetingEFASynth_WP.pdf

In response to the shortcomings in education for all initiatives that struggle to reach the rural poor in resource constrained environments, this EQUIP2 working paper proposes community-based schooling as an effective mechanism to reach these traditionally underserved populations. Comparing nine

models of complementary alternative education in Afghanistan, Bangladesh, Egypt, Ghana, Guatemala, Honduras, Mali, and Zambia, this paper explores the adjustments each model makes for school size, curriculum, language of instruction, teaching staff, and school management. These case studies are then offered to demonstrate the cost-effective nature of each program and documents evidence of learning outcomes reached by each.

The Middle East Youth Initiative

http://www.shababinclusion.org/section/topics/marriage

The Middle East Youth Initiative (MEYI) was founded by the Brookings Institution and the Dubai School of Government in July 2006 to increase understanding of Middle Eastern youth's evolving needs. Through an alliance of academics, policymakers, youth leaders, private sector representatives, and civil society organizations, MEYI connects research and policy to advocacy and action. One of MEYI's latest initiatives encourages governments to address the changing institution of marriage. Voluntary delays in marriage due to expanding opportunities for women are compounded by involuntary delays due to a lack of affordable housing and job scarcity for both women and men, creating an inevitable impact on national macroeconomics and the economics of the region. MEYI has so far worked to influence governments and other key stakeholders by developing an online interactive map with key statistics and issues for all 18 Middle East countries, writing working papers and policy briefs on the relationship between marriage and housing policy in Iran and Egypt, speaking on marriage in the scope of Arab youth's economic engagement on America Abroad, and holding a panel on youth development at the Dubai Initiative Conference.

Middle East Youth Initiative Ambassador Youth Think Tank

http://www.shababinclusion.org/content/blog/detail/1445/

MEYI's Youth Ambassador Think Tank is an online forum for the initiative's Youth Ambassadors to educate one another and to discuss topics of relevance to young people in the region. The aim of the forum is to encourage an exchange of diverse perspectives and new ideas from youth on youth-related research and projects in the Middle East. Forum topics include a focus on sustainable development and how it can be effectively pursued in the Middle East. MEYI's Youth Ambassadors point to the need for greater public support and participation in the planning and implementation of sustainable development initiatives in the region. Discussants also identify key obstacles, such as corruption and weak education systems. MEYI's Youth Ambassador Think Tank contributes to a growing number of online spaces where young leaders can connect and exchange ideas on the issues that impact their lives. Although Youth Ambassadors provide initial responses to each topic, the discussion is open to the public and can be accessed via the Point of View page on the MEYI website.

Mind to Change

http://www.mindtochange.nl/Mind%20to%20Change%20Founding%20Principles.pdf

Founded by two former child combatants and a Dutch anthropologist, Mind to Change is a community organization based in Sierra Leone providing assistance to other ex-combatants in need. The group provides outreach through sports and healthy socialization, assistance finding housing, and support to family or childhood community members with locating contacts. The skills project specifically offers vocational training paired with basic literacy skills and individual career and life counseling. Both men and women former soldiers learn skills such as mechanics, carpentry, electrics, plumbing, welding, hairdressing, agriculture, and healthcare assistance.

Mind to Change also provides material support for attendees to procure food, housing, and childcare in order to be able to attend classes.

Mobilizing Married Youth in Nepal to Improve Reproductive Health: The Reproductive Health for Married Adolescent Couples Project, Nepal, 2005–2007

http://www.acquireproject.org/archive/files/11.0_research_studies/er_study_12.pdf

The Reproductive Health for Married Adolescent Couples Project (RHMACP) sought to improve health outcomes for married adolescents in two target districts in Nepal. The two-year USAID-funded project established peer education networks, disseminated reproductive health information to married couples, and supported local health facilities to provide youth-friendly services. The project also encouraged parents, in-laws, and influential community members to increase married adolescents' access to, and use of, health services. This document evaluates the impact of the project using baseline and end line surveys structured after the Demographic and Health Surveys model. Showing significant positive results, the document recommends using the project model to expand to other areas in Nepal, and highlights elements of the model that would be applicable to health development and governance initiatives in diverse country settings.

Mosaic

http://book.coe.int/EN/ficheouvrage.php?PAGEID=36?=EN&produit_aliasid=2482

Mosaic is a toolkit developed by the North-South Centre and by the Partnership on Euro-Mediterranean Youth Cooperation designed to provide youth workers and leaders with opportunities to strengthen intercultural learning, citizenship and participation, and human rights education within youth in both regions. Through its discussion of inclusive training methods, dialogue activities, and "starting points," the toolkit highlights the interconnections between European, African, Arab, Muslim, Jewish, and Christian realities for community building. Mosaic can be used by youth workers and project leaders, as well as trainers.

Mozambique — Entrepreneurship Development for the Youth

http://www.unido.org/index.php?id=6021

This United Nations Industrial Development Organization project partners with the Government of Mozambique to carry out secondary school system reform to make education more practical and relevant for the economic and social needs of the country. Part of the government's poverty reduction strategy, this collaboration aims to help youth create jobs through an entrepreneurship training and curriculum. This entrepreneurship curriculum, funded by the Government of Norway, was expanded between 2007 and 2010.

My Future is My Choice – Namibia's Life Skills Program through Peer Education

http://www.unicef.org/lifeskills/index_8798.html

To counter the growing threat of HIV to young people in Namibia, My Future is My Choice was designed to reach young people with sexual health information. The Government of Namibia and UNICEF cooperated to develop the program. Young people between the ages of 14 and 21 receive a 20-hour training course providing information and life skills they need to make choices about their future. Using an interactive approach, the program focuses on life skills training specifically for teen pregnancy reduction, HIV/AIDS prevention, substance abuse, and rape. Each program graduate prepares a peer education action plan to reach at least 10 friends and/or become a member of an AIDS drama, role play, or debating club. Trained young people around

the country are facilitating the 20-hour life skills education and, so far, have reached over 100,000 of their peers, both in- and out-of-school.

N

Naseej Foundation—MENA Region

http://www.naseej-cyd.org/en/index.php

The Naseej Foundation was originally a regional initiative under Save the Children and, in 2010, transitioned to an independent Foundation. Naseej envisions a world in which Arab youth and adults have equitable partnerships and mutually work towards development and social justice. Operating in 16 countries in the MENA region, it takes steps towards this vision by building capacity of youth-serving organizations; promoting youth engagement in social, political, and economic levels; and advocating for youth issues in development policies and government agenda. Through partnerships and sub-grants with formal and informal community organizations, Naseej builds on current initiatives, and supports youth in their entrepreneurial initiatives and development of youth leadership. To date, Naseej has provided 130 sub-grants to 100 organizations operating in 250 localities.

National Youth Radio Program

http://www.equalaccess.org/country-programs/laos/laos-projects/national-youth-radio-program/

The National Youth Radio Program, initiated in 2006 by Equal Access, is a project that works for social change through community and media engagement. The project's radio show, Peuan Jai Vai-Noom, or Youth Heart Friends, is a 30-minute series that combines music, drama and youth conversation to convey and discuss life skill issues. The project also provides a creative outlet to rural youth who have few such opportunities during or after school.

National Youth Service—Jamaica

http://www.nysjamaica.org/index.php

The National Youth Service (NYS) was re-launched in Jamaica in 1995 to address concerns about the high level of youth unemployment, academic underachievement, and a lack of training opportunities for Jamaican youth. The NYS mandate and its programs are primarily focused on Jamaica's nearly 140,000 out-of-school and unemployed youth. NYS has numerous youth service projects including the Corps Program, a four-week career training and socialization initiative that is followed by a six-month job placement for high school graduates, ages 17 – 24 years. The Corps Program is focused on fostering positive behavior, volunteerism, and career development skills among youth. It offers training in Early Childhood Education, Health Promotion, Uniform Service, Clerical Administration, Conservation, Micro-entrepreneurship, and Sales Administration and Customer Service. The NYS is a government funded initiative with additional contributions from the private sector.

National Youth Service

http://thenewservice.wordpress.com/2009/04/09/philippinenys/

In April 2009, Philippine President Gloria Macapagal-Arroyo signed an executive order to establish two branches of national youth service. The programs include the National Service Corps and the Youth Conservation Corps. The National Youth Corps offer unemployed Filipino youth (including college graduates) an opportunity to contribute to education and community service, while the Youth Conservation Corps links unskilled Filipino youth with service opportunities related to conservation and infrastructure development. The Conservation core integrates a previous program called OYSTER (Out of School Youth Serving Towards Economic Resistance), that offered out-of-school youth modest pay in exchange for work in the environmental, government infrastructure and road maintenance sectors. Both programs recruit Filipino youth ages

18 – 24 to commit to two years of service in exchange for an opportunity to participate in community development while simultaneously developing skills and earning a stipend.

Nepalese Youth for Climate Action

http://nyca.net.np/

Founded by and working in partnership with the Clean Air Network Nepal, the Nepalese Youth for Climate Action (NYCA) is a youth-led network of youth groups and organizations from across the country. Together, these organizations work to build stronger links among youth groups focused on the environment and to raise awareness about clean energy and climate change among youth and policymakers alike. NYCA activities include training workshops and educational events in schools and universities throughout Nepal. In addition, NYCA is focused on providing a youth voice for environmental policy advocacy and lobbying campaigns. Among its efforts, NYCA has conducted an awareness and sensitization campaign for Nepal's Constitution and Assembly members with the goal of incorporating concrete provisions for safeguarding the environment in its new constitution.

Not For Sale: The Return of the Global Slave Trade and How We Can Fight It

http://www.notforsalecampaign.org/resources/

Produced by the international non-profit Not For Sale, this book presents the stories of people, programs, and resources reaching out to the victims of human trafficking. Through interviews and narratives, the book highlights many programs specifically targeting vulnerable youth and youth already engaged in trafficking, including former child soldiers in Uganda, former sex trade victims in Cambodia, and agricultural indentured servants in South Asia. The website also contains other resources, including curricula and toolkits, which can be used to education students about trafficking.

O

Obra Project

http://www.iyfnet.org/obra

International Youth Foundation (IYF) launched Obra ("work" in Spanish) in 2009 with support from USAID. Building on foundational IYF programs, Obra works to ensure that at-risk youth have improved access to the programs and services needed to

prepare them for citizenship, work, and life. In addition to creating multi-sector alliances to support those goals, Obra works to develop mechanisms for identifying and sharing best practices and apply these practices in specific education and employability projects. Obra's outcomes include partnerships to support youth at risk in the Caribbean, Central America, and South America; 1,000 vulnerable youth in three target countries equipped with the knowledge and skills needed to pursue productive employment; and more effective programs and policies for at-risk youth.

The One Stop Youth Information Resource Center – Rwanda, Uganda, Kenya, Tanzania

http://www.unhabitat.org/content.asp?cid=5955&catid=531&typeid=13&subMenuId=0

City governments in Kampala, Uganda; Nairobi, Kenya; Kigali, Rwanda and Dar es Salaam, Tanzania are partnering through the Global Partnership Initiative for Urban Youth Development (GPI) to address the growing need to engage youth as full partners in urban development and governance issues. The One Stop Youth Information and Resource Centers being piloted in these four East African cities are designed to provide youth with safe spaces in urban settings where they can meet and take the lead in their own development, as well as that of their urban environment. The Nairobi Center, for example, has offered courses in Basic IT skills and web design, organized a youth market day where youth showcased their products and ideas for potential investors and other young entrepreneurs, and sponsored youth-to-youth talks and a street soccer tournament. The concept of One Stop centers grew out of a collaborative process with key stakeholders including youth, municipal leaders, and UN-HABITAT.

Open Society Youth Citizen Journalism Initiative

www.soros.org/initiatives/youth/focus/journalism

The Open Society Institute's Youth Initiative sponsors youth citizen journalism workshops to accompany the Moving Walls International documentary photography exhibit in the Middle East and North Africa. Together with local partners, the OSI has sponsored workshops in Bahrain, Jordan, Lebanon, Israel, the West Bank, and Egypt.

Open Society Youth Initiative

http://www.soros.org/initiatives/youth/about

The Open Society Institute Youth Initiative works to identify, inspire, empower, and learn from a network of young, active citizens promoting Open Society ideals. The Youth Initiative supports projects that promote youth as partners in all aspects of the Open Society Institute's work, which is devoted to building tolerant and vibrant democracies worldwide. Among the Youth Initiative's programs are the Debate Program, which supports youth engaged in critical discussion of issues that affect their communities, and the Youth Action Fund, a small grants program to fund youth-designed and youth-run projects. Other projects have included journalism training in the Middle East for young photojournalists, and an international camp in Turkey that brought together OSI programs, foundations, grantees, and young activists to share their work on web communities for marginalized youth, youth in closed societies, and national youth policies.

Opportunities Fund

http://www.unhabitat.org/content.asp?typeid=19&catid=531&cid=5695

A project of UN-HABITAT, the Opportunities Fund for urban, youth-led development is designed to improve understanding and lead to more effective ways of involving young people in sustainable urban development. The Fund aims to facilitate achievement of the Millennium Development Goals and

their youth-related targets by helping young people in the poorer neighborhoods of cities in the developing world find new opportunities, especially when it comes to employment and entrepreneurship. It will also be used to strengthen youth-related policies, help governments, civil society organizations and the private sector address youth concerns, and support new information and learning channels for young people. It will help pilot innovative ideas on employment, governance, shelter and secure tenure; share best practices, and assist vocational training and credit mechanisms to promote entrepreneurship and employment for young people. It will also seek to ensure that gender concerns are incorporated into all policies.

Opportunity in Crisis: Preventing HIV from Early Adolescence to Young Adulthood

http://www.unicef.org/media/files/Opportunity_in_Crisis_LoRes_EN_05182011.pdf

This publication by UNICEF, UNAIDS, UNESCO, UNFPA, ILO, WHO, and the World Bank relates findings on the prevention of the spread of HIV in young people throughout the world. It presents data on HIV infections among young people and highlights the risks adolescents face as they transition to adulthood. The report's findings include the following:

- People aged 15-24 accounted for 41 percent of new infections among adults over the age of 15 in 2009. Worldwide, an estimated 5 million (4.3 million to 5.9 million) young people in that age group were living with HIV in 2009.
- Among the 10- to 19-year age group, new data shows an estimated 2 million adolescents (1.8 million to 2.4 million) are living with HIV. Most of them live in sub-Saharan Africa; most are women, and most do not know their status.
- Globally, young women make up more than 60 percent of all young people living with HIV. In sub-Saharan Africa that rate jumps to 72 percent.

The report was released in conjunction with a one-pager (http://www.unicef.org/media/files/OiC_one_pager.pdf), fact sheet (http://www.unicef.org/media/files/OiC_FactSheet.pdf), and poster (http://www.unicef.org/media/files/Opportunity_in_Crisis_Poster_LoRes_EN_05182011.pdf).

Oracle Innovate Program

http://www.oracle.com/us/corporate/press/015417_EN

The Innovate program was inaugurated in February 2010, in Bucharest, Romania. Created by the information technology (IT) company Oracle, the Innovate program seeks to identify and encourage technology-based business ideas conceived by IT graduates. At the launch of the program, Oracle emphasized that the synthesis of youth, technology and entrepreneurship in the Innovate program will allow youth to contribute to the economy, create jobs and build a better future for themselves and their country. Qualifying participants will receive business advice and access to funding and technical resources, allowing youth to concentrate on developing and promoting their products.

Out-of-School Youth in Developing Countries: What the data do (and do not) tell us

http://www.equip123.net/docs/e3-OSY.pdf

This newest EQUIP3 publication offers the first systematic analysis of out-of-school youth populations. In so doing, it estimates the youth bulge worldwide and measures key characteristics of out-of-school youth for sub-Saharan African countries. The report points out the value and limitations of an existing data set—the Demographic and Health Surveys—administered in 75 countries every five years since 1984. In addition, as examples of how existing data can be used for analysis at the national and subnational levels, the report constructs country statistical profiles for out-of-school youth in Kenya and Ethiopia. These profiles examine indicators related

to four sectoral dimensions of out-of-school status: education, employment, livelihood, and health. The analysis pays particular attention to age, gender, and urban versus rural status—all key factors that shape the lives of out-of-school youth. In addition, the study distinguishes patterns between and within countries, challenging the conventional wisdom that youth populations are a monolithic cohort. The report is meant to help policymakers and practitioners improve the effectiveness of youth policy and programming.

P

Paintbrush Diplomacy

http://paintbrushdiplomacy.org/

Paintbrush Diplomacy is a nonprofit organization dedicated to encouraging awareness of international issues and supporting children's causes. The organization hosts an annual international art exchange, in addition to other programs. Practitioners implementing programs across the world, including teachers in the classroom, are invited to have their students or participants join the exchange. For a modest fee, Paintbrush Diplomacy will send those interested in the exchange a diplomatic pouch with 12 to 15 pieces of art along with descriptions of where they have come from, as well as information on how to get started on new artwork. Art produced can then be mailed back to Paintbrush Diplomacy, which will continue the exchange by sending the art to another exchange participant.

Panabo Multi-Purpose Cooperative

http://panabocoop.org/

Panabo Multi-Purpose Cooperative (PMPC) is a member-owned and operated financial service cooperative based in the Philippines and catering to the needs of 25,000 members. PMPC offers specific programs geared toward youth aged 13 to 18 through its Power Teen Savers Clubs. Participants are offered complementary financial counseling as well as bonuses and rewards to encourage greater savings. Using highly targeted marketing and tailored incentives designed to appeal to youth, PMPC has reached 2,300 Power Teen savers across its seven local branches.

Papua New Guinea Urban Youth Employment Project

http://web.worldbank.org/external/projects/main?Projectid=P114042&theSitePK=40941&piPK=64290415&pagePK=64283627&menuPK=64282134&Type=Overview

The World Bank's Urban Youth Employment Project for Papua New Guinea aims to provide urban youth with income from temporary employment opportunities and to increase their employability. There are three components to the project: 1) life skills training and public works job placement for 17,500 unemployed youth; 2) on-the-job training and work experience for about 4,000 youth; and 3) project management. The project, approved in January 2011, is scheduled to close in 2016.

Paragon Fellowship

http://www.paragon100.asia/

Through the Foundation for Youth Social Entrepreneurship's annual Paragon fellowship program, 100 young entrepreneurs and social change-makers will be selected for a one-year fellowship that will allow them to spread their ideas and make connections through speaking engagements, interviews, and online profiles. Fellows will also receive mentors who will support them in their development as entrepreneurs and will take part in capacity and leadership-building activities and workshops. The workshops, activities, and mentorship allow each fellow to develop their own skills and vision, while the outreach activities allow the fellows to spread their knowledge and inspire other young aspiring entrepreneurs. Entrepreneurs in the fields of business or

social change from the Asia Pacific region under the age of 30 are eligible to apply. More information on the fellowship program, including specific selection criteria is available at the website listed above.

Participation Works

http://www.participationworks.org.uk/

Participation Works provides a hub for information, resources, news and networking on the involvement of young people in dialogue, decision-making and influence across a wide range of settings. Registration with the site provides access to a wide range of information on participation training and events, case studies, toolkits and resources including accessible "how-to" guides.

Peace and Sport Organization (L'Organisation pour la Paix par le Sport)

http://www.peace-sport.org/

Based in Monaco with programs in seven countries around the world, Peace and Sport promotes the practice of structured sport and sporting values to educate young generations and help foster social stability, reconciliation and dialogue between communities. The organization uses a combination of long-term peacebuilding programs, short-term peace promotion events, and emergency aid through sport programs. The peacebuilding program in Timor-Leste uses table tennis to give more than 300 young people from violent neighborhoods in Dili access to twice-weekly structured and supervised sports activities. The project also organizes visits between youth centers located in districts formerly in conflict, to encourage peaceful relations through sport.

PeaceBag Toolkit

http://peacebag.org/articles/toolkit.html

The PeaceBag Toolkit is the product of collaboration between 18 organizations spanning seven countries in the Middle East and seven European countries. Available in 12 languages online and in print, the Toolkit offers youth organizations, especially those in post-conflict and emergent democracy areas, working tools, samples of activities, training tips and best practices, DIY guides, and links to additional resources. Designed to assist youth-serving organizations across sectors, the Toolkit works peace and community building into existing projects using a holistic peace framework.

Peace Corps Field Training Materials

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

The collection of online resources is divided into five categories: culture, language, teaching and learning, community development, and volunteer resources and support. The materials may be used to train staff, volunteers, and in-country partners, as well as to raise awareness of international development among U.S. audiences, including in schools.

Peer Educator Retention Strategies

http://www.iyfnet.org/sites/default/files/Field-Notes14RetainingPeerEducators.pdf

Finding ways to motivate and retain peer educators is a challenge shared by peer education programs everywhere. This issue of the International Youth Foundation's Field Notes publication highlights some of the innovative ways that IYF and its partner organizations around the world are using not only to recruit peer educators but also to keep them actively committed to their important work. The key strategies identified for retaining peer educators are:

- Emphasizing close supervision
- Harmonizing personal and organizational values and beliefs
- Developing creative compensation approaches
- Promoting full participation of peer educators in program implementation
- Fostering career development opportunities

Peer Education Toolkit

http://www.unfpa.org/public/global/pid/360

The Peer Education Toolkit is a group of resources designed to help program managers and master trainers of peer educators. Collectively, these tools should help develop and maintain more effective peer education programs. 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 components are:

- The Training of Trainers Manual
- Standards for Peer Education Programs
- Theatre-Based Techniques for Youth Peer Education: A Training Manual
- Performance Improvement: A Tool for Youth Peer Education Projects and Managers
- Assessment Tool for Youth Peer Education Programs

The toolkit is the result of collaboration between the United Nations Population Fund and Family Health International (now FHI 360). It was produced for the Youth Peer Education Network, a project coordinated by UNFPA.

Peer Education Training of Trainers Manual

http://www.aidsmark.org/ipc_en/pdf/sm/tm/Peer%20Education%20Training%20of%20Trainers%20Manual.pdf

This publication from the Sub-Committee on Peer Education in the UN Interagency Group on Young People's Health focuses on the training-of-trainers (ToT) of peer educators. The manual also features a sample curriculum that is based in part on experiences gained in a series of sub-regional training workshops in Eastern Europe and Central Asia, organized by the Joint United Nations Interagency Group on Young People's Health Development and Protection in Eastern Europe and Central Asia. The manual is intended to be used by master trainers in peer education when training future trainers. However, many of the exercises included in the training curriculum could also be used for training peer educators aged 16 years and older. The training curriculum is focused on sexual and reproductive health, and special attention has been given to gender and cultural sensitivity. The overall training guidelines and suggested techniques can, however, be applied easily to peer education activities in any field.

Persons with Disabilities Initiative

http://globalaid.ort.org/europe/montenegro/disabled-horseback-riding/

Through USAID-funded grant, World ORT is implementing a two-pronged approach to increase employability of young people with disabilities in Montenegro. The Persons with Disabilities Initiative (PWDI) assists businesses by providing a job-matching service between disabled young people and employers. PWDI also provides legal and financial advice to businesses to understand the rights of the disabled as well as the financial tax benefits for employing youth with disabilities. The second prong of the program is a partnership with a local Montenegrin NGO, Koraci, to convert a lodge in the Durmitor national park to become a location for therapeutic horse riding programs for young people with disabil-

ities. Capable of serving 160 youth per summer, the program provides disabled youth from rural areas an opportunity to meet other disabled youth while also training the youth in horse care. By learning to care for horses, youth leave with additional skill set for potential employment in rural areas.

Plan Sudan, Juba Technical High School

http://plan-international.org/what-we-do/economic-security/first-skills-school-opens-in-southern-sudan

September 2010 marked the opening of the Juba Technical High School, a project coordinated by Plan International with funding from USAID. The new vocational and technical school will provide young people from South Sudan with an opportunity to learn the skills they need to prosper. The project was initiated after the results from two independent feasibility studies concluded that increasing vocational and technical training skills for youth is essential for helping to secure the stability and economic growth of South Sudan. To date, 150 youth have enrolled in the school, which provides marginalized youth and former child soldiers with skills training in subjects ranging from electronics to hospitality.

Play for Peace

http://www.playforpeace.org/

Play for Peace is an international sports and development organization with initiatives in Guatemala, the Middle East, Northern Ireland, India, and North America. The organization emphasizes importance of youth-adult partnerships and brings together local leaders and youth facilitators from communities in conflict to teach children, teens, and adults to "live together, play together, and work together." Play for Peace programming is based on the idea that "play" fosters collaboration and cooperation, enabling young people to connect in a more positive way by overcoming their prejudice and fear.

Population Council's Audio Computer-Assisted Self-Interviewing

http://www.popcouncil.org/projects/246_ACASI.asp

Audio Computer-Assisted Self-Interviewing (ACASI) was developed by Population Council researchers and information technology specialists to allow for increased privacy and standardization in interviews. Using ACASI, a respondent listens to prerecorded questions from a computer through headphones and records his/her responses using a touch screen or key pad. The respondent may or may not simultaneously read the questions from the computer screen. The Population Council has developed its own software to make use of this technology. ACASI can accommodate many question or response types, can be used with literate or illiterate populations, and is configured for use in 13 languages and dialects. The technology is supported by PDA and tablet/laptop computers for more flexibility in research design. ACASI has been used in a variety of surveys, clinical trials, and studies, including: a safety and effectiveness study of two microbicide candidates in Malawi; a school-based longitudinal study of adolescents, also in Malawi; and a simulated clinical trial to explore willingness to participate and methods for improving reporting of adherence in India.

Population Dynamics in the LDCs: Challenges and Opportunities for Development and Poverty Reduction

http://unfpa.org/public/home/publications/pid/7599

This recent report from the United Nations Population Fund states that investments in young people are critical to boosting least developed countries' productive capacity and speeding their escape from poverty. According to the report, the world's 48 least developed countries (LDCs) have a large and rapidly growing youth population, with some 60 percent of their population under the age of 25.

These young people can drive economic growth and poverty reduction if they enjoy health, education and employment, especially young women and girls.

Positive Youth Development Resource Manual

http://www.actforyouth.net/documents/YD%20Manual%20Complete%20web%209-6-06.pdf

Produced by the Act for Youth Upstate Resource Center at Cornell University, the Positive Youth Development Resource Manual provides user-friendly resources and tools to community members and professionals seeking to promote positive youth development. The manual is divided into six different topical areas, each of which includes training activities, handouts, brief PowerPoint presentations, and references to other resources. The guide is both extensive and flexible, allowing practitioners operating in a variety of contexts to benefit from the content of the Guide. The guide concludes with a list of websites, references, and other manuals that youth development practitioners may find useful in their work.

PRACHAR—India

http://www.pathfind.org/site/PageServer?pagename=Programs_India_Projects_PRACHAR

Since 2001, Pathfinder's Promoting Change in Reproductive Behavior (PRACHAR) Project has been working to help newlywed adolescent and youth couples learn about and accelerate the use of family planning. Working with 30 NGO partners across five districts, Pathfinder has brought reproductive health information to 650,000 people in 700 villages. In the first phase of the project, from 2001 to 2005, PRACHAR trained more than 400 partner staff to support delayed childbirth, spacing of children, role models and support systems, and trained birth attendants. The second phase, from 2005 to 2009, tested several communication approaches to identify the most effective sets of tools and messages for creating supportive environments for newlywed youth. Now in its third phase, PRACHER continues to facilitate access to contraception and is working with government workers to implement family planning services and counseling in public health services.

Preparing for Work Website

www.preparing4work.org

EQUIP3's website Preparing for Work is an online collection of materials and training curricula that have been effectively used to provide out-of-school youth in developing countries with work readiness and life skills. Some of the featured curricula are available for download directly from the site; others may be acquired by contacting the authoring organization. The site also offers guidance on how youth program managers can select and adapt curricula for their programs. The site is searchable by a range of criteria (such as literacy level, location, content area) and is organized into four curriculum areas: Work Readiness, Entrepreneurship, Technical Skills, and Life Skills. Examples of curricula featured on Preparing for Work are the GoVenture Idea Book from MediaSpark, Inc., MicroEnterprise Fundamentals from Making Cents International, and the Street Banking Toolkit from Street Kids International.

In addition, EQUIP3 unveiled Preparing for Work at a thought-provoking forum about youth and work. Practitioners from government, foundations, and other implementing organizations participated in the event, both in person and via webinar, on September 27, 2010. The creators of Preparing for Work led a demonstration of the features of the website and encouraged participants to contribute materials and share the site with their colleagues at home and abroad. The event featured a panel discussion with representatives from the International Youth Foundation, Making Cents International, and YouthBuild International. A recording of the webinar is available at http://vimeo.com/15534294, as well as on the Preparing for Work website.

The Prevention of Youth Violence in Latin America: Lessons Learned and Future Challenges

http://www.wilsoncenter.org/event/the-prevention-youth-violence-latin-america-lessons-learned-and-future-challenges

In 2008, citizens throughout Latin America cited crime as the most important problem their communities face, ahead of unemployment. In response to this rising concern, the Woodrow Wilson Center's Latin American Program and the Inter-American Coalition for the Prevention of Violence (IACPV) sponsored a 2009 meeting of experts, practitioners, researchers, and government officials to address the current state of youth violence, cultivate lessons learned, and brainstorm possible policies for the future. The papers written by participants of "The Prevention of Youth Violence in Latin America: Lessons Learned and Future Challenges" as well as executive summaries and a webcast of the proceedings can be found online.

Private Sector Initiative

http://www.ilo.org/public/english/employment/yen/whatwedo/projects/private.htm

The Youth Employment Network (YEN) is currently working through its Private Sector Initiative (PSI) to strengthen the role that businesses in West Africa can play in providing employment opportunities and increasing the employability of youth. YEN's PSI proceeds through a three-stage process, beginning with an assessment of existing business-sponsored youth programs in the region. In the second stage, YEN networks with these businesses, as well as NGOs and governments, to generate a consensus on priorities for youth education-for-employment in the private sector. Finally, YEN utilizes the knowledge and network that has been created to find partners for new projects and additional partners for scaling-up pre-existing projects. These businesses, ranging from small- to medium- enterprises to big businesses in the cocoa and telecommunications industry, provide youth participants with on-the-job training through internships and apprenticeships that increase the employability of youth participants. In addition to this hands-on training, YEN businesses also cooperate in assisting youth to establish or strengthen their own enterprises and providing technical and financial support. Information on current partners and other activities within the PSI can be found at the link above.

Programa Juventud y Empleo

http://www.youth-employment-inventory.org/inventory/view/473/

This program is implemented by the Secretaria de Estado de Trabajo (SET) of the Dominican Republic in collaboration with the Instituto Público de Formación Técnico Profesional (INFOTEP). A major focus of this youth employment intervention, aimed at at-risk youth in the poorest areas, is to increase awareness of safety in the workplace. The program's main components are: 1) classroom vocational and life skills training, and 2) private sector apprenticeships and internships.

Promoting Entrepreneurship Among Rural Youth through ODL: Agricultural Programmes in the North-East Region of India

http://www.ou.nl/Docs/Campagnes/ICDE2009/Papers/Final_Paper_082Khare.pdf

This 2009 publication highlights the growing popularity of open and distance learning (ODL) as a method for teaching and learning worldwide. Through the use of multimedia and ICT-enabled technologies, ODL can reach rural youth to provide education and training for entrepreneurship, and as a result, contribute to improved socioeconomic conditions. In India, Indira Gandhi National Open University has successfully implemented the ODL method for various agricultural training programs for its distance learners in the country's North-East region. Author Asha Khare draws from the university's curriculum as a case study to argue that the

ODL system can serve as an effective tool to impart entrepreneurial skills and education in agriculture for rural youth.

Promoting Tolerance and Dialogue through Interactive Theater in Eastern Indonesia

http://www.irex.org/project/promoting-tolerance-and-dialogue-through-interactive-theater-eastern-indonesia

Funded by Great Britain's Strategic Program Fund and implemented by IREX and the Center for Civic Education Indonesia (CCEI), this one-year program aimed to train teachers in the use of interactive theater techniques with youth to prevent and mitigate conflict and to address extremism and ethnic and religious intolerance. The project, which came to a close in December of 2009, also engaged youth in dialogue about conflict, extremism, and intolerance, and hoped to contribute to the goal of reducing the influence of extremist groups among Indonesian youth. The program utilized the "Forum Theater" technique, in which diverse youth of different religions and ethnicities from varying parts of the country were brought together to produce a play based on real-life events. At the main point of crisis in the play, a facilitator enters to solicit ideas from youth in the audience, creating a collaborative environment in which solutions to the problems demonstrated in the play may be found.

Promoting Youth Employment in the Philippines: Policy and Action

http://www.youth-employment-inventory.org/inventory/view/449/

This initiative, implemented by ILO and partners from 2005 to 2007, sought to improve the national youth employment policy and action agenda in the Philippines; strengthen the capability of institutional partners to provide employment services to youth, especially women; broaden the range of effective models of providing youth employment support services; and enhance the knowledge base on youth employment through improved documentation and adoption of best practices in the delivery of youth employment support services. Some of the benefits of the program were enhancing the employability of a number of young workers, increasing enthusiasm among trainees, and demonstrating programs that involve training of young workers.

Proyecto Alcatraz

http://www.fundacionsantateresa.org/inicia_pa.php?lang=esp

Proyecto Alcatraz is a project of the Santa Teresa Foundation in Aragua, Venezuela. The initiative identifies gang members to participate in a three-month program. The program includes intensive labor, skills training, and work readiness, as well as psychological assistance, community service, and opportunities for positive social activities. In providing gang members options for a life within mainstream society, Proyecto Alcatraz not only prevents gang violence among youth, but effects change at the community level by adding qualified workers to local economies. To date, Proyecto Alcatraz has contributed to the disarming of five local gangs, assisted in job placement for more than 30 project members, and formed a rugby team of rehabilitated youth that has traveled throughout Latin America to participate in tournaments. Please note that the above website is in Spanish.

Q

R

Radio ABAJENE!

http://www.psi.org/news/press-releases/2010/09/psirwanda-and-rwanda-national-university-launch-youth-radio-program

Population Services International and the National University of Rwanda (NUR) have launched a USAID-funded youth radio program entitled Radio ABAJENE!. Radio ABAJENE! airs every Saturday afternoon for one hour, and is part of the ABAJENE! DUSHISHOZE movement, meaning "Youth! Think About It" in Kinyarwanda. The movement targets in-school and out-of-school youth aged 15-24, but also aims to reach their parents/caregivers, younger siblings, teachers and local youth leaders who provide social support to youth.

Red Cross and Red Crescent Youth Climate Kits

http://www.climatecentre.org/site/youth

The Red Cross and Red Crescent Societies are working to educate and promote a new generation of young volunteers to respond to the challenges and humanitarian consequences of climate change. Red Cross and Red Crescent youth are being educated on the causes and effects of climate change in their countries and communities, and forming networks and projects to help ensure that youth voices are being heard. The Red Cross and Red Crescent have produced a number of Youth Climate Kits that are available to download and are intended for youth practitioners and activists who seek to address climate change in their communities.

Reflective Peace Building: A Planning, Monitoring, and Learning Toolkit

http://kroc.nd.edu/sites/default/files/reflective_peacebuilding.pdf

Although not designed specifically for youth peacebuilding projects, this toolkit, published in 2007 by the Joan B. Kroc Institute for International Peace Studies at the University of Notre Dame, in association with Catholic Relief Services, encourages peacebuilders to be "reflective practitioners," learning before, during, and after implementation of peacebuilding programs. The toolkit includes chapters on ethical practice in peacebuilding, the four dimensions of change in conflict transformation, peacebuilding theories, suggestions on indicators of progress in peacebuilding projects, and other issues of critical importance for peacebuilders.

Reintegrating Child Soldiers in the Philippines: Agenda for Education and Governance

http://www.napsipag.org/PDF/5_1__Article_1_Pacoy.pdf

This paper examines the three areas of research, policies, and programs aimed at reintegrating former child soldiers, placing the issue in the specific cultural context of the Philippines. Emphasizing the need for education, training, and community engagement, the paper offers specific recommendations for creating sustainable efforts backed by research, embedded in the legal system, and successfully addressed by civil society organizations.

Report of Youth and Policing Summit in Lagos State

http://www.cleen.org/Report%20of%20Youth%20and%20Policing%20Summit%20in%20Lagos%20State-1.pdf

The CLEEN Foundation, based in Lagos, Nigeria, is a civil society organization promoting public safety and justice reform through research, advocacy, and publication. Its Report of Youth and Policing in Lagos State contains proceedings from a summit bringing together stakeholders in the fight against youth violence to discuss the challenges at-risk youth face and how they can be addressed through strengthened relationships between youth and police. The publication reviews summit addresses and roundtables as well as publications presented during the summit. It closes with agreements and resolutions reached during the summit and how these can be used to create workable solutions to the problems of both youth and police.

Reproductive Health Lessons: A Supplemental Curriculum for Young People

http://www.iyfnet.org/sites/default/files/Supplemental%20RH%20Lessons%202010.pdf

The purpose of this supplemental reproductive health curriculum from the International Youth Foundation (IYF) is to provide life skills-based youth development organizations with a minimal set of reproductive health and family planning lessons for inclusion in their programs. The supplemental lessons are best suited for young people ages 14 and up and can be used with both in-school and out-of-school youth. The lessons, which can be presented by teachers, instructors, youth leaders or peer educators, address issues such as personal values, puberty, teenage pregnancy, and substance abuse, among others. The curriculum also includes annexes that include handouts, questionnaires, and a pre- and post-test.

The Reproductive Health Response in Crises Consortium

http://www.rhrc.org/about/what.html

The Reproductive Health Response in Crises (RHRC) Consortium consists of seven international agencies working together to promote, advocate, and encourage reproductive health in humanitarian crises. RHRC's objectives include developing guidelines for the design, monitoring, and evaluation of health programs in humanitarian settings, and capacity building for local and national organizations to assess, implement, monitor, and evaluate programs. RHRC has many tools to assess, monitor, and evaluate youth-focused health services, including A Rapid Assessment of Youth Friendly Reproductive Health Services, a Reproductive Health Focus Group Discussion Guide for Adolescents/Youth, and a report on Behavior Change Communication (BCC) Strategies for HIV Prevention targeting in- and out-of-school youth.

Resource Pack for Capacity Building in Curriculum Development

http://www.ibe.unesco.org/Curriculum/Rpack/h_intro.htm

This training tool published by UNESCO's International Bureau of Education (IBE) aims to build the individual and collective capacity of education

specialists for decision-making, management, and operational functions and roles related to curriculum policy design, development, implementation, monitoring, evaluation and research. It builds on the experience of curriculum development specialists in Southeast Asia, but may be used in many other regions. It is particularly suited to developing countries.

Restless Development (sub-Saharan Africa and South Asia)

http://www.restlessdevelopment.org/news/2011/07/25/training-ministry

Restless Development is a youth-led development agency working full-time in India, Nepal, Sierra Leone, South Africa, Tanzania, Uganda, Zambia and Zimbabwe with offices in London, Melbourne, Lusaka and Delhi. Through Restless Development, young professionals with an average age of 21 design and deliver programs in 50 countries in sub-Saharan Africa and South Asia. One program currently underway is the strengthening of monitoring and evaluation of programs for youth, by youth. In July of 2011, the Restless Development team trained 19 regional and district youth officers from Sierra Leone's Ministry of Employment, Youth, and Sport on monitoring, evaluation, and database session plans. The training has empowered young Ministry employees to monitor and evaluate youth programming in the public and non-profit sector to improve delivery of services to Sierra Leonean youth.

Right to Education Indicators

http://www.right-to-education.org/node/1063

The Right to Education Project has produced a series of indicators to assess the extent education systems are addressing and improving human rights issues. The project bridges development practitioners and lawmakers to advocate for education that empowers through a full framework of indicators, explanations of the indicators, case studies using the indicators, and resources on using indicators to monitor systems. Within the framework is a branch for adapting education to children and youth engaged in labor, marginalized groups, persons with disabilities, and multiple categories for youth engaged in conflict. These subsets provide specific indicators to monitor non-formal education offerings for former soldiers, former prisoners, and those actively engaged in combat.

The Role of Youth in Developing After Conflict: A Case Study—Development and the Next Generation: Investing in Iraqi Youth

http://www.acdivoca.org/site/Lookup/Iraq-Development%20and%20the%20Next%20Generation-Web/$file/Iraq-Development%20and%20the%20Next%20Generation-Web.pdf

This ACDI/VOCA paper investigates the role of youth in developing post-conflict Iraq, where more than 60 percent of the population was younger than 25 in 2006. In particular, the paper investigates young Iraqis' opportunities to contribute in economic sectors; skills needed for meaningful contribution; and the perception of adult leaders of young people as a source of positive, constructive energy and leadership. The paper also looks at contributions made by the USAID-funded Community Action Program I and II, which emphasized the role of underrepresented groups, including youth, in promoting democracy and effective governance along with community development.

The Roles, Responsibilities, and Realities of Married Adolescent Males and Adolescent Fathers: A Brief Literature Review

http://www.popcouncil.org/pdfs/MA-Fathers_Adol_Men.pdf

With all the literature and research surrounding child, adolescent, and early marriage, attention often focuses on the young married females, with

conclusions about young married men being drawn from research with women. While early marriage occurs statistically more frequently with women and the consequences of early marriage and child bearing can be more significant for women, men face unique challenges in early marriages and their attitudes and behaviors play a large part in the health of the marriages and women involved. This paper begins by acknowledging variations that exists across regions, from rural to urban, and among social classes, and then goes on to explore resources regarding young married men and young fathers, and concludes with specific suggestions for engaging young men in programming to support better reproductive health and healthy relationships.

Rural Litigation and Entitlement Kendra

http://southasia.oneworld.net/fromthegrassroots/nomad-children-find-a-school-of-hope

The Rural Litigation and Entitlement Kendra is an NGO providing livelihood development for young people of tribal and rural hill communities in north India. RLEK runs 15 schools, 4 of which cater to the Van Gujjar forest community, a nomadic Muslim clan that lives in the Himalayan Mountains of Uttarakhand in north India. RLEK's work is unique in that it began programming with adult literacy and worked its way down to youth and children, ensuring adults in the community could support their children's studies. RLEK closes its schools during the summer so the community can migrate, but has volunteers travel with the tribes during the transmigratory period to keep the learning cycle unbroken. During these migratory cycles, volunteers also cater to the adult community with non-formal life skills training. According to figures compiled by RLEK, there are more than 160,000 Van Gujjars, and to date, RLEK has helped 21,000 attain literacy.

Ruwwad: Palestinian Youth Empowerment Program

http://www.ruwwad.org/

Ruwwad, which means pioneers in Arabic, is a youth-centered, community-based, service-learning program in the West Bank/Gaza. The goal of this EQUIP3 project is to build youth leadership skills through: 1) catalyzing positive civic participation among young Palestinians through community service and grassroots youth-led initiatives, and 2) enhancing life and employability skills via the design and delivery of community service projects. Ruwwad's approach includes the establishment of a National Youth Corp (NYC) to help at-risk youth who cannot find jobs and are in need of livelihood skills. Ruwwad's NYC assists marginalized Palestinian youth to learn positive leadership skills by engaging them in the design and implementation of grassroots community development projects. Through this process, youth in the NYC acquire new knowledge and skills such as research and communication skills, self-confidence, and self-discipline.

S

SALTO-Youth

http://www.salto-youth.net/rc/cultural-diversity/

Founded in 2000, SALTO-Youth stands for Support, Advanced Learning and Training Opportunities within the European Commission's (EC) Training Strategy for its Youth Action program. The SALTO-Youth.net is a network of eight Resource Centers located throughout the EC, whose work is focused on European priority areas within the field of youth. These centers offer young people opportunities for work and training resources. Among them is the SALTO - Cultural Diversity Resource Center that provides training, learning and resources for youth leaders across Europe dealing with issues related to intercultural learning (culture, identity, faith, and

ethnicity). The center's cultural diversity priority areas include advocacy and support to Roma youth, conflict management, and intercultural competence. SALTO has also created a toolkit for designing work and training programs for youth with disabilities. The organization resources on mixed ability youth work projects, funding for disability projects, preparing a disability project, and logistics support for traveling and work venues that are disability-friendly.

The Sandwatch Project

http://www.sandwatch.ca/

Sandwatch is a volunteer network of schools, youth organizations, NGOs, and community-based organizations that work together to monitor and protect their coastal environments. First established in the Caribbean in 1999, Sandwatch now works worldwide to raise awareness among children, youth and adults about the importance of conserving the marine and coastal environments on which their communities depend. Sandwatch takes an educational approach, encouraging students and educators to work cooperatively to evaluate and measure changes in the environment, and to develop sustainable solutions to address these issues. Sandwatch is supported by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and coordinated by the non-profit organization, The Sandwatch Foundation.

Schooling, Livelihoods, and Marriage

www.popcouncil.org/projects/38_SchoolingLivelihoodsMarriage.asp

This Population Council project in Bangladesh is designed to improve girls' opportunities and delay marriage through two large-scale interventions: a secondary school scholarship scheme and a pilot scheme to impart livelihood skills to adolescent girls. The goal of the interventions is to empower young people to gain greater control over important decisions such as schooling and marriage.

Search for Common Ground

http://www.sfcg.org/programmes/children/what-wedo.html

With 26 programs in 14 countries, Search for Common Ground (SFCG) provides alternatives to violence to youth in conflict zones. Youth are frequently victimized by war or recruited into militias or gangs; SFCG provides economic empowerment, leadership training, and media creation to youth to become agents of positive social change. In Rwanda, Sierra Leone, Liberia, Cote d'Ivoire, and the DRC, SFCG supports youth-produced radio programming to raise awareness of youth issues and provide positive outlets for youth expression. In Angola, Burundi, and Guinea, programs use mentorship, skills training, youth parliaments, and leadership training in addition to radio programming to support youth in becoming productive members of their community and agents of social change.

Seeds of Peace

www.seedsofpeace.org

Seeds of Peace is an international conflict resolution and leadership program for youth from regions of conflict. Established in 1993 with 45 youth from the Middle East, the Seeds of Peace leadership network now encompasses over 4,000 young people. Currently, the organization is actively working in the Middle East and South Asia. Seeds of Peace's internationally recognized program model begins at its summer camp in Maine and continues through programming in regions around the world with conferences, regional workshops, educational and professional opportunities, and an adult educators program. The program encourages youth to develop empathy, respect, and confidence as well as leadership, communication and negotiation skills—all critical components that will facilitate peaceful coexistence for the next generation.

LINKS LISTINGS

Sentebale Herd Boy Night School

http://www.sentebale.org/home/06035934.html

Sentebale ("forget-me-not" in Sethoso) is a non-profit founded by the royal families of Lesotho and Great Britain to respond to Lesotho's vulnerable children. One of these interventions, the Herd Boy Night School, offers young men an opportunity to gain basic literacy and numeracy skills four nights a week, while continuing their herding duties during the day. Boys attend the Semongkong Children's Centre from herding posts up to two hours away and are given a hot meal and warm clothing while attending classes. The lessons in math, English, and Sethotho are designed to support their livelihood development in a modern world while not affecting their cultural pastoralist values.

Setting Standards for Youth Participation

http://www.ippf.org/NR/rdonlyres/DF423C28-F09C-4912-BE27-6C9970354EE5/0/Setstand_YouthPart.pdf

This guide was developed for members of the International Planned Parenthood Federation (IPPF) to assist member associations with encouraging dialogue, mutual respect, and understanding among young people. Although developed for use by IPPF associations, it is relevant to any agency interested in reviewing and planning their development work with young people. Building off a structure that already includes youth as peer counselors and educations, the guide assists associations in incorporating youth participation at all levels and sharing decision-making powers with a diverse group of youth stakeholders. The guide includes a discussion of the advantages and barriers of youth participation, best practices and case studies, references and resources, and as step-by-step guide for organizations to use the self-assessment tools provided.

Shaqodoon: Somalia Youth Livelihood Program

http://idd.edc.org/projects/shaqodoon-somalia-youth-livelihood-program

Funded by USAID and a part of EQUIP3, Shaqodoon was created to provide Somali youth with greater access to training, internships, work and self-employment opportunities in order to productively engage youth and add to the stability and development of the region. Shaqodoon, which is Somali for "job-seekers," works with employers to better understand their needs for skills, assist education and training providers to develop programs more focused on meeting labor market demand, and build upon existing technical training programs via direct financial support distributed through an open, competitive process. The project uses innovative technology to help achieve its goals: Shaqodoon is producing interactive, Somali-language audio programs on financial literacy and entrepreneurship and linking youth to opportunities through the use of cell phones and web-based technologies. The program is active in Somaliland, Puntland, and South Central Somalia.

Shell Intilaaqah—Libya

http://www.intilaaqah-libya.com/en/

Part of the Shell Group's Live Wire global initiative to support youth enterprise, Intilaaqah Libya is an entrepreneurship program supporting youth to start their own businesses. Prioritizing unemployed youth, Intilaaqah supplements business workshops with guidance to craft a business plan, linkages to additional training in skills needed for each specific business, and assistance in completing loan applications. Launched in 2007, Intilaaqah has trained 738 youth and has received more than 3,000 applicants.

Shell Tameer – Building on Young Business Ideas

http://www.tameer.org.pk/index.php

The Shell Tameer program encourages young people ages 18-32 to see starting a business as a desirable and viable career path by providing information, training, mentoring and other support to youth. Part of the broader LiveWIRE initiative, Tameer Pakistan gathers youth participants from a wide variety of backgrounds to participate in events such as the "Bright Ideas" workshop, where youth learn to become successful owners or managers of a business. The Tameer website offers online tools such as downloadable lessons for youth to help them generate business ideas, write their first business plan, and market their service or product. The website also includes success stories from youth who have started their own businesses with assistance from Tameer in Pakistan.

Sirajgonji Community Development Project in Bangladesh

http://www.gnint.org/board/list.php?mode=read&number=33&gum=&choice=&searching=&start=0&scale=15&board_name=tblboard_casestory

This initiative of international development organization Good Neighbors International focuses on income generation, agricultural development, and social education. The targeted participants are Bangladeshi youth, with special attention paid to young women. An important component of the program is a Young Farmers' Basic Training module, which provides young farmers with the tools to cultivate food sustainably. Other food security-related components are a cattle and poultry farming programs, and a cash crop cultivation program.

Siraj Youth Leadership

http://www.usaid.gov/omep/programs/activity_134.html

http://www.wupy.org/whos-doing-what/programs/93-the-siraj-youth-leadership-program.html

Siraj Youth Leadership is a USAID-funded project that offers promising youth leaders from the Middle East and North Africa with opportunities for training, resources, and networks to help them develop their potential to contribute to their communities. "Siraj" means "torch" in Arabic, and through activities that include regular leadership and advocacy training as well as a regional support network, the program provides youth with practical examples of how they can have a positive impact on their societies. Siraj operates in Egypt, Jordan, Lebanon, West Bank and Gaza, and Yemen. The program works with youth between the ages of 14 and 30, youth development practitioners, and youth-focused organizations.

Smooth Flight: A Guide to Preventing Youth Trafficking

http://www.childtrafficking.com/Docs/ppat_2003_smooth_flight_guide_prevent_youth_trafficking.pdf

Although published in 2003, Smooth Flight: A Guide to Preventing Youth Trafficking is still a useful resource, particularly because of its focus on adolescents. The guide is split into three parts. The first part—What is Human Trafficking?—defines and describes youth trafficking. The second part—Human Trafficking Prevention Strategies—draws

on the lessons learned from the Project for the Prevention of Adolescent Trafficking and includes lesson plans and activities, in addition to information on developing an awareness-raising campaign and providing counseling for youth who wish to go abroad. The final part—Advocacy and the Rights of Trafficked Persons—discusses methods for assisting trafficked youth and partnering with government, law enforcement, and the media to develop anti-trafficking strategies.

Songhai Center

http://www.songhai.org/

Based in multiple locations throughout Benin, the Songhai Center provides youth and adults with training, production, research, and development of sustainable agricultural practices. The aim of the center is to improve the standard of living of all Africans through the utilization of effective and sustainable agricultural enterprises. The center trains young agricultural entrepreneurs to become leaders in their communities and emphasizes the use of both traditional and modern agricultural methods to draw on local resources for farming; it also works to provide training in management and implementation. The center conducts year-round follow up with its trainees. In addition, Songhai receives more than 4,000 visitors each year and has partnered with more than 40 public and private organizations, NGOs, universities and international donors including USAID and UNDP.

Special Project for Sierra Leone Abducted Girls

http://www.rescue.org/program/building-future-former-child-soldiers-programs-glance

Many official demobilization processes fail to support young women abducted by militias, as they were often not direct combatants. Compounding the lack of support is a fear among many young women that they had shamed their families and would be ostracized by their home communities. The International Rescue Committee (IRC) has a protocol in place specifically for these female youth in Sierra Leone, many of whom are young, single mothers lacking education or skills and living in poverty. IRC begins by tracing and locating the young women's family members and then videotaping positive and welcoming messages from the family encouraging the young women to return home. Since 2002, IRC has reunited more than 60 young women with their families.

Sri Lanka Unites

http://www.srilankaunites.org/AboutusWhatwedo.php

Sri Lanka Unites (SLU) represents youth from varied ethnic and religious groups across Sri Lanka who are united to recover from the previous ethnic conflict and represent a future of hope and reconciliation. SLU empowers local youth leaders with financial and organizational support to introduce reconciliation initiatives in their communities; holding Future Leaders' Conferences in which youth come together to discuss roadmaps to peace; and providing relief, school provisions, and scholarships to youth in conflict-affected areas. SLU partners with national civil society organizations and with an executive committee comprised of youth aged 18-30 and has local "SLU Clubs" based in all 25 districts of Sri Lanka.

Starting from Scratch: The Challenges of Including Youth in Rebuilding Southern Sudan

http://reliefweb.int/node/366686

This report for donors, policymakers and field practitioners is based on an assessment in Southern Sudan in June 2010 to identify young women and men's skills-building needs, challenges and opportunities; extract lessons learned from existing training programs; and document current and emerging demand for skills in the Southern Sudanese labor market. The assessment sought to establish how vocational training and alternative education pro-

grams could be designed to better suit the demands of the Southern Sudanese economy and accommodate the specific needs of different sub-groups of youth. It was part of the Women's Refugee Commission's global research and advocacy project that aims to increase the scope, scale and effectiveness of educational and job training programs for displaced, conflict-affected young people aged 15-24 years.

Startup and Change the World

http://seno-nola.org/documents/guidebook_06.pdf

This Youth Social Enterprise Initiative publication is a guide for young people planning to start a social enterprise. The guide broadly outlines the common strategies, tactics and elements involved in planning a social venture and getting it off the ground. In addition, the organization has endeavored to bring clarity to the concept of social entrepreneurship and identify various resources that might be useful for young entrepreneurs.

State of the Field in Youth Enterprise, Employment and Livelihoods Development

http://www.youtheconomicopportunities.org/media.asp

At Making Cents International's 2009 Global Youth Enterprise and Livelihoods Development Conference, practitioners, educators, funders, policymakers, researchers and youth entrepreneurs gathered to review the progress made and the challenges that lie ahead in the field of youth enterprise, employment, and livelihoods development. This publication is a consolidation and synthesis of the key findings, lessons learned, common challenges, and recommended next steps highlighted by participants during the 2009 conference. The Guide is divided into two main parts: 1) Programming and Policymaking in Youth Enterprise, Employment and Livelihoods Development; and 2) Youth-Inclusive Financial Services. Each part contains lessons learned and practical "where do we go from here" sections on a wide variety of relevant topics.

State of the Urban Youth 2010/2011: Leveling the Playing Field

http://www.unhabitat.org/pmss/listItemDetails.aspx?publicationID=2928

Based on data from a UN Habitat survey conducted in 2009 showing that pre-determined circumstances such as gender, location, and parents' education and income influence social mobility and opportunities for youth, this report argues for implementing targeted policies and programs that seek to level the playing field for disadvantaged urban youth. With the data provided by surveys conducted in Mumbai, Rio de Janeiro, Lagos, Kingston, and Nairobi, the report offers specific criticisms of existing urban youth programs in some of the developing world's biggest cities, as well as recommendations for improving policies and programs for urban youth in the developing world. Among the report's recommendations are improving cross-sectoral coordination among national and local governments, communities and the private sector, increasing the quality of primary education in low income areas, and establishing an Education Fund to address income inequality. The full report is available for US$10.00.

State of the World's Children 2011: Adolescence – An Age of Opportunity

http://www.unicef.org/publications/index_57468.html

The 2011 edition the UNICEF's State of the World's Children report examines the global state of adolescents; outlines the challenges they face in health, education, protection and participation; and explores the risks and vulnerabilities of this pivotal stage. The report highlights the opportunities that adolescence offers, both for adolescents themselves and for the societies they live in. The accumulated evidence demonstrates that investing in adoles-

cents' second decade is our best hope of breaking the intergenerational cycle of poverty and inequity and of laying the foundation for a more peaceful, tolerant and equitable world. The report includes Country Panels with thematic looks at youth in such countries as Haiti, Mexico, and Jordan; a section on technology; and essays by national leaders, celebrity athletes, and young people themselves.

Steady, Ready, Go! Advocating for Effective Youth HIV Prevention Interventions

http://who.tigweb.org/

Steady, Ready, Go! is a World Health Organization-supported website on HIV prevention geared toward young people, with a specific focus on advocacy. Young people can explore the site to learn why youth are especially vulnerable to HIV and to discover which HIV prevention interventions WHO recommends. The site also features a glossary of important terms, a crash course on HIV prevention strategies, information about getting involved in the youth AIDS prevention movement, and links to other relevant resources.

Stop Girl Trafficking College Scholars

http://www.himalayan-foundation.org/projects/girl-trafficking

The American Himalayan Foundation (AHF) is a US-based non-profit with a field office in Kathmandu, dedicated to partnering with local NGOs and civil society organizations to support communities in the Himalayan mountain range. AHF projects support schools, provide care for children and elders, and preserve sacred sites and local ecologies. The Stop Girl Trafficking (SGT) partnership has served 10,000 girls in Nepal through education, counseling, and mentoring; recently, SGT launched an additional programming element to serve the adolescent and young women SGT graduates by offering vocational training in teaching, health care, or business. With 372 young women currently enrolled, the College Scholars program ensures that the young women are not only less vulnerable to being sold into bondage, but supports them in becoming active members in their community, role models, and change agents.

Stuck: Rwandan Youth and the Struggle for Adulthood

http://www.ugapress.org/index.php/books/stuck

Published in association with the United States Institute of Peace, this book examines in detail the new challenges emerging for Rwandan youth attempting to become adults in a culture that dictates near impossible landmarks be achieved before Rwandan youth can marry, live independently, and become "adults." In the face of inability to succeed according to rural social mores, many Rwandan young men migrate to the cities, where they face additional barriers of HIV/AIDS, poor economic outlook, and slum housing situations. In addition to placing these issues in the context of Rwanda's history of genocide and current status as a "success story," the book includes interviews with youth, adults, and government officials, and drafts policy recommendations drawn directly from the insights of the youth themselves.

Support Program for the Rural Microenterprise Poles and Regional Economies (PROSPERER)

http://operations.ifad.org/web/ifad/operations/country/project/tags/madagascar/1401/project%20overview

The UN's International Fund for Agricultural Development (IFAD) is currently implementing PROSPERER in five of Madagascar's poorest and most densely populated regions. PROSPERER is working to provide efficient business development services that respond to the needs of small and micro rural enterprises. The program helps small enterprises develop and utilize systematic, modern value chains that encourage long-term sustainability and in-

crease the potential for success and market expansion. A major focus of the program is to support young adults who are entering the job market by providing training and apprenticeships, in the hope that these youth may eventually found their own enterprises. Youth will have access to the network of organizations involved in the PROSPERER program, allowing them to obtain financial and other services.

Support for Youth Entrepreneurs Project (PAJE-Nièta)

http://www.equip123.net/webarticles//anmviewer.asp?a=711&z=123

http://idd.edc.org/projects/mali-out-school-youth-project

This five-year EQUIP3 Associate Award works to provide 12,000 rural, out-of-school youth with improved basic education, work readiness and technical training, social and leadership development, and accompaniment towards livelihood activities. The project, together with Government of Mali's Agency of Youth Employment, employs an innovative Mali Youth Volunteer Corps strategy. PAJE-Nièta is recruiting and training educated, unemployed youth to serve as community-based literacy, work readiness, and youth leadership trainers. The project will also integrate appropriate information technology to support linkages to agriculture market information, workforce opportunities, and job networking and cell phone multimedia lessons to enhance instruction and learning.

Survey of Young People in Egypt

http://www.popcouncil.org/projects/234_SurveyYoungPeopleEgypt.asp

Population Council researchers have conducted a nationally representative survey covering 15,000 young people in Egypt aged 10–29 to update the state of knowledge on youth and adolescents in Egypt on issues of health, education, employment, family formation, and civic participation. In the coming decade, Egypt will have the largest demographic cohort ever making its way to adulthood. Young people are important catalysts for development and change, and investment in this crucial age group provides an unprecedented opportunity to accelerate growth and reduce poverty. Success or failure in policies in the areas of education, employment, or health will have a decisive impact on this cohort of young people.

T

TakingItGlobal Climate Change Youth Guide to Action

http://www.tigweb.org/resources/toolkits/view.html?ToolkitID=1225

TakingItGlobal is an online collaborative learning platform for youth that provides young people across the globe with access to new opportunities, networks, and strategies and tools for meaningful participation in their communities. The Climate Change Youth Guide to Action is a product of TakingItGlobal's Climate Change Action Resource Center and is intended for youth in search of a way to be informed, get organized, and take meaningful action against climate change.

Taking Participation Seriously

http://www.kids.nsw.gov.au/kids/resources/participationkit.cfm

The Taking Participation Seriously kit is a resource produced by the New South Wales Commission for Children and Young People. It provides practical advice about how to involve children and young people in activities, events and decision-making about issues that affect their lives.

Taking Stock of the Youth Challenge: New Data and New Questions

http://www.brookings.edu/articles/2010/06_middle_east_youth.aspx

This recent research by the Brookings Institute attempts to shed light on the challenges that youth continue to face in the Middle East. An interactive map and corresponding fact sheets provide key statistics associated with youth issues for all 18 countries in the Middle East. In the accompanying note, the authors provide an overview of the data and their main findings.

Targeting Social Cohesion in Post-Conflict Societies through Sport

http://www.coe.int/t/dg4/epas/Publications/Handbook-1_Sport-Post-Conflict-Societies.pdf

The handbook examines how sport can be used as a mediating tool and how sport can strengthen social cohesion in post-conflict communities, focusing on youth programming in the Western Balkans and South Caucasus. The first part of the book discusses the benefits and limits of sport for development in post-conflict reconciliation and reconstruction. The second part presents a range of best practices and case studies of youth sport initiatives. Central to the book's theme is acknowledging that sport is not inherently or automatically a positive factor in post-conflict development for youth and indeed can be a setting for extreme nationalism and discrimination. As such, the authors provide specific tools for understanding the cultural context of the communities in which practitioners work in order to use sport as a way to foster tolerance and not exclusion.

Teen Toolkit – Prepare Today, Lead Tomorrow

http://servicelearning.org/filemanager/download/7309a_PrepareToday-LeadTomorrow-Toolkit.pdf

Realizing the importance of reducing the negative impact emergencies have on families and the value of being prepared for disasters before they strike, this Toolkit was created by Camp Fire USA to support teen community preparedness service-learning experiences. The Toolkit provides background information on community preparedness and service learning and takes teens through the entire process of designing a service-learning project, assessment, and reflection. It also includes over a dozen worksheets and ideas for projects.

Toolkit of Good Practices to Counter Human Trafficking

http://www.caaht.com/Toolkit_Final_Sept09_English.pdf

The USAID-funded Albanian Initiative: Coordinated Action Against Human Trafficking (CAAHT) program, implemented by Creative Associates International in partnership with the Government of Albania between 2003 and 2009, built capacity of Albanian civil society and government to fight trafficking. Drawing on lessons learned cultivated during CAAHT working groups and conferences, this Toolkit is designed for anti-trafficking practitioners in the NGO, government, and civil society organization realms to learn from the successes and mistakes of Albania's social service and educational programming. Based on worked done by organizations such as the International Organization for Migration, UNICEF, Save the Children, and Terre des Hommes, the toolkit includes sections on awareness-raising tools for formal and nonformal education programs, prevention through youth-focused vocational training and employment placement, counseling for vulnerable populations, and capacity building tools for youth-serving populations.

Trafficking in Persons and Human Development: Towards a More Integrated Policy Response

http://mpra.ub.uni-muenchen.de/19234/1/HDRP_2009_51.pdf

Trafficking and development have traditionally been addressed in separate policy arenas, despite the

overlap between lack of development and susceptibility to trafficking. This paper outlines a possible framework for a more evidence-based approach to understanding the linkages between trafficking, trafficking policy, and human development. It also describes the positive effect greater coherence between trafficking policy and development policy could have on human development, using links between unemployment and trafficking vulnerability for youth, especially women.

Training and Employment Opportunities to Address Poverty Among Rural Youth

http://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/documents/publication/wcms_112928.pdf

This multi-country study by the Food and Agriculture Association, the International Labor Organization, and the United Nations Educational, Scientific and Cultural Organization provides guidance on improving on- and off-farm income for rural youth in order to increase the availability of food and decrease poverty. The report is gleaned from case studies in three countries: the Philippines, Thailand and Vietnam. An important focus of the report is the reliance on agriculture as a key source of income for rural youth.

The Transitions Initiative

http://www.iofa.org/index.php?option=com_content&view=article&id=135&Itemid=128

The International Organization for Adolescents is a US-based non-profit working in support of human rights for vulnerable adolescents and youth. The Transitions Initiative specifically assists youth aging out of alternative care, a population facing additional barriers and risks to transitioning to adulthood that is often vulnerable to human trafficking and recruitment into violent activities. The Transitions Initiative partners with local NGOs to implement an orphanage-based life skills curriculum, a centralized support program for youth, and a coordinated referral network among civil society organizations. The Transitions Initiative is currently piloting in sub-Saharan Africa and Southeast Asia and will be replicated in additional regions after evaluation.

Traveller, Nomadic and Migrant Education

http://books.google.com/books?id=O32sFAYtEc0C&lpg=PP1&dq=patrick%20alan%20danaher&pg=PP1#v=onepage&q&f=false

This book surveys approaches to migrating mobile communities around the world, including herders, hunters, Roma, Travelers, and circus workers. It synergizes decades of research on the challenges of educating mobile populations and identifies programs that have produced positive results and hold possibility for replication. Traveller, Nomadic and Migrant Education analyzes traditional formal schooling models as mobile students attend schools in each new location and explores the impact these students have on traditional schools. The book also presents a range of non-formal education options including literacy programs, online learning, livelihood development, and mobile programming.

Tune-in Tunisia

http://mepi.state.gov/mh11411e.html

As Tunisia transitions to democracy, the State Department's Middle East Partnership Initiative and the American Islamic Congress are helping youth support their new government through social entrepreneurship with the Tune-in Tunisia program. Twenty-three youth from diverse backgrounds participated in workshops to help them complete project proposals for their home communities. The youth are currently implementing their projects, which include an education initiative in Bizerte to address the issue of bribery in schools, a hotline for battered women in Sfax, a debate series in Tunis covering the values of debate and persuasion, and a monitoring group in Kasserine to guard against

corruption in public infrastructure projects. They continue to meet to share challenges and lessons learned.

Tunza Youth Strategy

http://www.unep.org/tunza/youth/

In 2003, the Tunza Youth Strategy was adopted by the Governing Council of the United Nations Environmental Program (UNEP) with the aim of fostering capacity building, environmental awareness, and knowledge exchange among youth around the world. The word 'Tunza' means "to treat with affection or care" in Kiswahili, a concept that underlies all of the initiative's activities, including the annual Tunza International Youth Conference, Tunza Advisory Council, and a quarterly Tunza magazine. The 2009 – 2014 Tunza Youth Strategy—the second long-term UNEP strategy for how to engage youth on environmental issues—can be downloaded from the Tunza website.

U

Understanding Political Violence among Youth: Evidence from Kenya on the Links between Youth Economic Independence, Social Integration, and Stability

http://www.mercycorps.org/sites/default/files/full_report_-_kenya_youth_and_conflict_study.pdf

Following the disputed presidential election in December 2007, many street gangs of armed Kalenjin and Kikuyu youth engaged in street violence, incited by politicians and community members who urged them to "defend their community." Pressure to retaliate perpetuated gang violence on the basis of tribe and community for years to come. This research report takes a methodological look at the demographic that took to the streets, drawing conclusions about the effectiveness of employment, education, peace dialogue, community strengthening, and conflict mediation that are applicable to any community where youth violence threatens local stability.

UN Enable: Youth and Disabilities in Development

http://www.un.org/disabilities/default.asp?id=1578

This brief article provides an overview for where the cross-cutting youth agenda and the enforcement of the Convention on the Rights of Persons with Disabilities overlap. UN Enable provides statistics and data to support interventions for youth with disabilities, and then provides links to organizations and further documents on the issue of disabilities in other cross-cutting issues such as HIV/AIDS and advancement for women.

UNESCO Youth Forum Final Report

http://www.unesco.org/new/en/social-and-human-sciences/themes/social-transformations/youth/youth-forums/7th-unesco-youth-forum/

The Final Report from the 7th UNESCO Youth Forum was published in 2011, along with youth blogger reports and video journalism pieces. The Forum brought together youth delegates, civil society participants, UN entities, intergovernmental organizations, academics and the private sector. Participants were to examine lessons learned during the International Year of Youth and look forward to future global youth initiatives. The report includes key recommendations regarding the central theme "how youth drive change" and sub-themes on youth in political life, countering youth exclusion, and improving youth employment opportunities.

UN-HABITAT's Urban Entrepreneurship Program

http://www.unhabitat.org/content.asp?cid=5956&catid=531&typeid=13&subMenuId=0

UN-HABITAT Partners and Youth Section and Environmental Youth Alliance established the Urban Entrepreneurship Program in Nairobi, Kenya, drawing from the learning and findings of the Environmental Entrepreneurship Program. The program, started in 2008, combines vocational and entrepreneurship training to a cross-section of urban youth groups, with the goal of enhancing and strengthening their capacity to generate income and sustainable livelihoods through socially and environmentally sound business activities in their communities. As the implementing partner, Environmental Youth Alliance will focus most of the activities on engaging youth in entrepreneurship and livelihood activities.

The UN-Habitat Youth Fund

http://www.unhabitat.org/content.asp?cid=7901&catid=637&typeid=24&subMenuId=0

Established in 2007, the UN-Habitat Youth Fund aims to mobilize young people through youth-led development projects that encourage youth to play a direct role in bettering their communities. Youth-led development projects funded by the Youth Fund give young people valuable skills, such as project management and teamwork skills, which boost their ability to find jobs and participate actively in their communities. The Youth Fund provides grants ranging from $5,000 - $25,000 for organizations seeking to develop new ideas and solutions for job creation, good governance, adequate shelter and secure land tenure. To qualify, organizations must be led by young people aged 15-32 and be based in cities or towns in developing countries. The Fund targets disadvantaged youth living in urban slums and is currently supporting innovative and sustainable urban youth development projects in more than 30 countries.

UNICEF Child and Youth Participation Resource Guide – Governance and Politics

http://www.unicef.org/adolescence/cypguide/index_governance.html

This section of the UNICEF Child and Youth Participation Resource Guide features links, reports, case studies and other resources focused on young people's participation in policy analysis. The resource collection may be especially useful for practitioners seeking to involve children and youth worldwide in governance and the public decision-making processes. Some examples of resources available for download are "Children and Young People Build Participatory Democracy in Latin American Cities"; "Remixing Citizenship: Democracy and Young People's Use of the Internet"; and "Broadening the Bounds of Youth Development: Youth as Engaged Citizens."

UNICEF Child Participation Guide

http://www.unicef.org/adolescence/cypguide/index_intro.html

This online guide, consisting of a series of interlinked websites, is aimed at practitioners and managers involved in promoting child and youth participation in government, community-based organizations, child-led organizations, NGOs and UN and donor agencies. It contains a list of key websites on children's participation, and provides a summary of key portals, networks, list-servs, and organizations for child and youth participation. Youth participation resources are also presented specific to content areas such as sanitation, governance, conflict, and the environment.

UNICEF's Voices of Youth: "Reaching Out— Rural Voices of Youth"

http://www.unicef.org/voy/takeaction/takeaction_1115.html

Created by UNICEF in 1995 as a way to connect young people with global leaders, Voices of Youth serves as an online forum for youth participation in global issues. Since its launch, Voices of Youth has reached young people in more than 180 countries, with more than 60 percent of its users from developing countries. Voices of Youth's mission is to serve as a safe and supportive global cyberspace for all children and adolescents to explore, discuss, critically engage and partner on issues related to human rights, social change, and community development. UNICEF's Voices of Youth member Oyebisi Babtunde Oluseyi founded Rural Voices of Youth in his home country of Nigeria to reach out to young people in rural areas who do not have internet access. Each month, Seyi and his fellow volunteers travel to rural areas to discuss and record the perspectives of young people on different issues. The "voices" of rural youth recorded by Seyi can be found on Voices of Youth website.

United Nations Alliance of Civilizations - Youth

http://unaocyouth.org/2010/02/17/international-year-of-youth-2010-dialogue-and-mutual-understanding/

The Alliance of Civilization (AoC) was established in 2005, at the initiative of the Governments of Spain and Turkey, under the auspices of the United Nations. The aim of the Alliance is to explore the roots of division between societies and culture and to recommend action to address them. The AoC Secretariat works cooperatively with states, international and regional organizations, civil society groups, foundations, and the private sector to help mobilize efforts to promote cross-cultural exchange among diverse nations and communities. In keeping with the International Year of Youth, the AoC has identified youth as one of the key priorities for the work of the alliance. Youth are directly involved with the work of the AoC in the form of collaboration with broad networks of youth organizations.

Unpacking Youth Unemployment in Latin America

http://econ.worldbank.org/external/default/main?pagePK=64165259&theSitePK=469372&piPK=64165421&menuPK=64166093&entityID=000158349_20090824083220

Authored by the World Bank and published in August of 2009, this academic study sheds light on what traditional education for employment programs may be missing. The paper finds that, especially for youth between the ages of 19-24, a high level of "churning" occurs, in which this segment of the youth cohort moves frequently between informal wage employment, unemployment, and occasionally moving out of the labor market entirely. Many "first employment" programs are, therefore, not addressing the key constraints on attaining gainful employment for Latin American youth. After answering questions such as where unemployed youth come from and which youth are most likely to encounter difficulties finding and keeping jobs, the author suggests that programs focus on helping youth make informed decisions during the "shopping" period when they are hunting for jobs and are likely to "churn" between various types of employment.

Updating Asian Transitions to Adulthood on the Basis of Adolescent and Youth Surveys

http://www.asianpa.org/download/doc_download/9-3-transitions-to-adult-life

This research study sponsored by the Asian Population Association examines surveys spanning decades across Asia to paint a picture of the changing facing of adulthood. The paper assembles data from large-scale DHS surveys down to civil society qualitative surveys and disaggregates data along gender, class,

ethnicity, language group, and educational levels. It summarizes the events that mark adulthood such as the onset of menstruation, school entrance and leaving, and marriage in order to show generalities evident in the data that span across countries. The analysis is important contextual knowledge for policymakers and program designers working with an Asian youth bulge struggling to move into adulthood.

Urban Centre International – Kenya

http://orgs.tigweb.org/urban-centre-international

Urban Centre International (UCI) in Nairobi is an independent, nonpartisan, non-governmental organization working towards community development and sustainability. The main themes of UCI's work are: HIV/AIDS and reproductive health, democracy and governance, environment, entrepreneur and community income activities, and ICT. The organization also offers information about internship opportunities for local and international youth. The organization is run by and for young people — the majority of the staff are youth, as is the CEO of the organization.

Urban-In - Serbia

http://orgs.tigweb.org/urban-in

Serbia's Urban-In program promotes the civic, cultural and democratic education of citizens from Novi Pazar and Sandžak through the organization`s educational, cultural and psycho-social programs, with the goal of building an open, democratic civil society that encourages youth participation. Urban-In's main programs are youth and children programs, including debate clubs and a youth parliament; educational programs, including a project called Learn to Teach for teachers of English; women-centered programs; and others.

Urban Youth for Africa

http://www.urbanyouthforafrica.org/#!

Urban Youth for Africa is a program of the Kalamazoo Deacons Conference, an organization based in Kalamazoo, Michigan. The program began in January 2009 out of a desire to give underprivileged youth in Kalamazoo a chance to step out of their circumstances and realize the incredible power they possess to change their world for the better. In July and August 2009, Urban Youth for Africa took eight teens from Kalamazoo Public Schools to spend 19 days working alongside a group of teens from Sierra Leone. Urban Youth partnered with an organization called Word Made Flesh in the capital city of Freetown. The teens built relationships while helping paint and restore a church in Kroo Bay, the poorest slum in Freetown. Word Made Flesh uses this church for their weekly children's programs, which benefit more than 300 young members of the community. Urban Youth for Africa's work has expanded to include Senegal and another partner organization, Africulturban.

U.S. Aid to Pakistan: Countering Extremism Through Education Reform

http://www.heritage.org/research/asiaandthepacific/hl1029.cfm

In a lecture delivered at the Heritage Foundation in 2007, Lisa Curtis discussed the ways in which a stronger and more effective education system in Pakistan could serve to counter extremism within this conflict-torn country. Curtis praised examples of USAID-led education programs aimed at empowering local communities, but emphasized the need for Washington to encourage the Pakistani government to follow through on its own education reforms. She also pointed to the problem of endemic corruption within the Pakistani education system as a major obstacle to achieving improved education nationwide. Curtis argued that lack of adequate education opportunities in Pakistan has contributed to the development of extremist ideologies that have led to terrorist acts, exacerbated sectarian tensions, and stifled economic growth.

V

Visayan Forum Foundation

http://www.visayanforum.org/portal/index.php

Visayan Forum Foundation (VF) primarily focuses on marginalized migrants, particularly trafficked women, children, and youth and domestic workers. Located in the Philippines, VF's activities include advocacy campaigns, direct service provision, and community-based prevention programs. The organization's Kasambahay Program, for example, provides direct services such as medical, legal, and psychosocial help for child and youth domestic workers; those who are abused or trafficked can move in to VF's temporary shelters, where they can learn life skills and participate in income-generation activities while waiting to be reintegrated into their families or foster programs. The program also collaborates with school administrators and government officials to help child and youth domestic workers combine work and study and to advocate for protective policies and laws, respectively. VF has supported the creation of Bantay Bata sa Komunidad, an advocacy organization made up of more than 2,000 child and youth workers and advocates, and Child Laborers and Advocates for Social Participation (CLASP), a nationwide organization created by Filipino youth in response to the Global March on Child Labor in March 1997. VF has recently partnered with MTV for the War Against Human Trafficking Campaign.

Vocational Training and Food Security for Youth

http://www.acdi-cida.gc.ca/CIDAWEB/cpo.nsf/vWebProjByPartnerEn/D8E0D-BEE23107583852575E100374F40

This project, funded by the Canadian International Development Agency (CIDA), aims to build and equip a vocational training center for youth in Rwanda. The center provides these underprivileged youth with training sessions to give them the skills necessary to work in vocational trades so they can then enter the job market. The project also includes establishing a rice field to ensure food security for the youth and the community as a whole.

Voices of Hope: Adolescents and the Tsunami

http://www.unicef.org/publications/index_28137.html

Soon after the December 2004 tsunami in Southeast Asia, young people mobilized, helping to distribute aid, assisting with clean-up and rebuilding, and caring for those younger than themselves. This UNICEF publication highlights young peoples' enthusiasm, creativity and energy in times of crisis and suggests the potential of this population to help in rehabilitation and development efforts is not fully realized. The report states that it is time to engage them as key partners, as they have repeatedly proven that they can provide innovative solutions in the midst of complex humanitarian crises.

Voices of Youth

http://www.voicesofyouth.org/en

This UNICEF initiative is an online forum for young people around the world to explore, discuss and take action on global problems and for youth programs practitioners to access important resources. The website, which had an initial objective of connecting young people around the world when it began in 1995, has interactive games, discussion boards, and features on youth-oriented programs, with a special focus on youth in media. A key component of Voices of Youth is the Media Magic digest, which is produced with the help of the International Children's Day of Broadcasting (ICDB). The digest is updated several times per year and highlights a new youth-related media project with each issue. The site's content is available in English, French and Spanish.

Voices of Youth: Children of the Arab Spring

http://voicesofyouth.org/sections/children-of-the-arab-spring

Voices of Youth was launched in 1995 as UNICEF's online hub for young people to communicate about the issues their generation faces. In the wake of the Arab Spring, Voices of Youth branched off, creating a home for young people in the MENA region to connect and learn more about the issues affecting them. In addition to a news feed, links, and discussion forum on current events in the MENA region, Children of the Arab Spring links back to the Voices of Youth page, where youth can access resources on education, environment, conflict mitigation, health, and human rights.

W

Web 2.0 for Social Change: A Facilitators Guide

http://www.tigweb.org/images/resources/tool/docs/2103.pdf

This document is a facilitators' guide aimed at empowering young people to enact change through the use of digital media tools. The guide is a product of TakingITGlobal.org, an online community that connects youth to find inspiration, access information, get involved, and take action in their local and global communities. It includes technical information about specific social media tools, such as blogging, RSS feeds, wikis, photos and videos, podcasting, and other technologies. There is also information on conducting a digital media workshop, and additional resources including a glossary of important terms.

We Can Empower Young People to Protect Themselves from HIV

http://www.unaids.org/en/media/unaids/contentassets/documents/unaidspublication/2010/2010-12-16_JC1830_young_people.en.pdf

This UNAIDS publication on HIV in youth people is part of the agency's Outcome Framework/Business Case series. Each publication in this series focus on a priority area of UNAIDS—one of which is youth. This report cites information about HIV prevalence in youth worldwide and addresses the vulnerability of young people to infection because of a lack of access to sexual and reproductive health programs that provide the information, skills, services, commodities, and social support needed to prevent HIV. Young people are put at even greater risk by laws and policies that go so far as to exclude young people from accessing sexual health and HIV-related services, such as HIV testing and counseling, the provision of condoms, and age-appropriate sexuality and HIV prevention education. The report goes on to list effective prevention measures, including strengthening the availability and use of strategic information on young people and HIV, and developing essential capacities among service providers and establishing strong civil society partnerships.

Welfare Associations for Rehabilitation of Disabled and Society (WARDS)

http://wardsbengaluru.org/ourservices.html

WARDS is an Indian non-profit founded in 1991 supporting individuals with autism, cerebral palsy, and intellectual disabilities from Bangalore slums. WARDS operates out of a community center in Jeevan Bima Nagar and currently serves 35-40 children and youth. In addition to providing therapy and home support to more severely disabled individuals, the WARDS "day program" offers basic education, life skills, and vocational training. WARDS participants learn basic literacy, numeracy, and computer skills as well as candle-making, bag-making, and other handicrafts to use as income-generating activities.

Women Win

http://www.womenwin.org/

The Women Win organization supports projects for adolescents and youth using sport to educate, empower, and enable young women in developing countries. Acting as a "convener" for female sports initiatives, Women Win conducts research, facilitates partnerships, tests innovative approaches in addition to developing, implementing, monitoring, and evaluating gender-sensitive sports programs in developing areas. Through partnerships with private sector organizations and well as NGOs, Women Win helps small programs access cutting-edge tools. Women Win has produced guides to implementing women sports activities and how to use sports programs to combat gender based violence. Since 2007, Women Win has assisted in the design and implementation of 26 programs in 19 countries worldwide.

Working Youth Centres

http://www.youth-employment-inventory.org/inventory/view/192/

Working Youth Centres (WYC) are located in rural areas and less urbanized centers in nine regions of the Philippines. WYCs have served more than 41,325 young workers though livelihood projects and supported the work of 1,551 youth organizations. The WYC is a part of the Philippines Medium Term Youth Development Program (PMTYDP), a program implemented by various government agencies and departments. The aim of the program is to strengthen working youth organizations, to increase their level of awareness on issues and matters affecting workers, and to develop their skills to equip them for employment. An important component of the WYCs' work is to provide young people with the ability to address concerns related to their employment, including unsatisfactory working conditions.

The World Development Report 2011: Conflict, Security, and Development

http://wdr2011.worldbank.org/sites/default/files/pdfs/WDR2011_Full_Text.pdf

The World Development Report 2011: Conflict, Security, and Development examines the changing nature of violence in the 21st century and underlines the negative impact of repeated cycles of violence on a country's or region's development prospects. The Report is based on new research, case studies, and extensive consultations with leaders and development practitioners throughout the world. While not exclusively focusing on youth, the report outlines ways to mobilize stakeholders, increase confidence in local institutions, and invest in prevention through citizen security, justice, jobs, and increase knowledge and resources of citizens and countries.

World Health Organization Website on Adolescent Health in the European Region

http://www.euro.who.int/en/what-we-do/health-topics/Life-stages/child-and-adolescent-health

A renovated World Health Organization (WHO) website on adolescent health in the European region aims to give readers more information about the approach to adolescent health programming and the nature of support that WHO Europe has provided to countries.

World Youth News

http://www.worldyouthnews.org/

World Youth News is a global online news project for secondary school students from around the world. Adhering to journalistic standards, students select the issues they want to report on, and write, edit and publish their articles on the web-based news service. Any secondary school student (between 14-19 years old) can join this project as a reporter after successfully completing an online training and certification course.

World Youth News aims to take students beyond basic media literacy to becoming international correspondents for student publications. Its worldwide team of reporters and editors works collaboratively while researching, writing and editing articles. With an emphasis on unbiased reporting and respect for a diversity of views, World Youth News hopes to not only develop journalistic skills among students but also broaden cross-cultural understanding and provide an important global youth perspective. This initiative was launched in 2004 as a partnership between iEARN (International Education and Resource Network) and the Daniel Pearl Foundation.

X

XacBank and Women's World Banking (WWB)'s program for Mongolian youth

http://www.swwb.org/category/tags/mongolia

Women's World Banking (WWB) is a global network of 39 microfinance institutions typically targeting adult women. Through a partnership with XacBank, a Mongolian microfinance institution offering customized services to specific demographic groups, WWB now offers Mongolian adolescent girls and young women a savings and financial education program geared specifically toward them. Since 2008, XacBank has reached more than 2,000 female youth with a financial curriculum intended to empower young women to effect change in both

Y

The YAI Enhancing Livelihood and Job Creation Program

http://www.youthactioninternational.org/

Youth Action International (YAI) is an international NGO whose work is focused on rebuilding African communities affected by war. YAI seeks to promote the wellbeing and development of children and to provide economic empowerment for youth (ages 13-30) affected by conflict. Its services include scholarships and educational assistance, small business development (including microloans), vocational and agricultural training, and health care. In February 2009, YAI's agricultural initiative launched its Enhancing Livelihood and Job Creation program in Kono, Sierra Leone. The aim of the initiative is to provide unemployed Kono youth with the skills to engage in sustainable farming and income generation. The project utilizes former diamond mines that have been given to Kono youth to cultivate food. At present, YAI's project engages 500 youth in rice and vegetable production and estimates that as many as 2,850 residents in 22 marginalized villages in the districts of Kono will directly benefit from its youth farmers.

YCoP Links: The First 50 Issues

http://www.equip123.net/webarticles//anmviewer.asp?a=662&z=123

Since 2004, EQUIP3 has been publishing YCoP Links as part of the Youth Community of Practice (YCoP). This e-bulletin has highlighted innovative and promising events, projects, and studies related to international youth development. The YCoP Links compendium serves as reference guide that collects 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.

Young People, From Vulnerability to Resistance

www.ippf.org/NR/rdonlyres/B2E81DF5-F401-4F79-91C6-512F8737EDCC/0/YoungPeopleVulnerableResilience.pdf

This report from the International Planned Parenthood Federation (IPPF) reveals lessons learned from three projects focusing on parenthood, family life and reproductive health in young people. The projects, implemented in Bangladesh, Tunisia, and Ethiopia, were designed to empower young people and their communities to better protect and advance the rights of young men and women and to enable them to make choices to improve their lives. Among the findings were levels and causes of vulnerability of the particular populations in each project; needs of the communities beyond reproductive health services; and the strength of the rights-based approach to increase the resilience of young people.

Young People: Health Risks and Solutions

http://www.who.int/mediacentre/factsheets/fs345/en/index.html

This World Health Organization (WHO) Fact Sheet presents some of the health issues facing young people, with an overview, a key facts section, and a description of WHO's response to the challenge of youth health. The sheet lists the main issues affecting young people around the world: early pregnancy and childbirth, HIV/AIDS, malnutrition, mental health, tobacco use, harmful use of alcohol, violence, and injuries. WHO also created a Fact File called "10 Facts on Adolescent Health," to inform and educate about the main health issues facing young people worldwide.

Young People Most at Risk of HIV

http://www.iywg.org/sites/default/files/Young_Most_Risk.pdf

This report calls attention to young people ages 10-24 within the populations considered most at risk of HIV infection: men who have sex with men, those who sell sex, and those who inject drugs. Despite the growing attention that has been given to programming for these groups, little explicit focus has been given to the needs of young people in these populations. At the same time, efforts to prevent HIV among young people have tended to focus on the general population. As a result, young people in most-at-risk groups are often not targeted in either type of programming. This report is based on the 2nd annual meeting of the International Youth Working Group in 2009, which focused on young people most at risk of HIV, and on additional material from literature reviews and field experiences. The paper concludes with suggested actions for addressing the needs of vulnerable and most-at-risk young people.

Young People, Participation, and Sustainable Development in an Urbanizing World

http://www.globalyouthdesk.org/Research/Article-Download.aspx?fname=A20114126322_1.doc

Although the proportion of young people in cities is growing rapidly, few studies take into account the diversity of and views on their urban experiences. This working paper from UN-HABITAT examines the lives, capacities, and agencies of urban youth in the developing world and identifies significant gaps for research.

Young People in South Eastern Europe: From Risk to Empowerment

http://siteresources.worldbank.org/INTCY/Resources/395766-1187899515414/Young_People_in_SEE_Risk_Empowerment.pdf

Youth who have come of age in the period of transition from a closed to an open economy in South Eastern Europe have faced many challenges as they move toward adulthood. In this study, the World Bank finds that unemployment has contributed to risky behaviors among youth, such as unsafe sex,

substance abuse, and involvement in crime. To avoid these and other problems caused or made worse by high levels of unemployment, the World Bank provides a roadmap for youth development in the region, stressing that an integrated approach must be taken that incorporates social, economic, and political participation of young people in society. In particular, the report stresses that school and work programs should be integrated to smooth the entry of youth into the labor force.

Young Voices

http://youngvoices.lcdisability.org/

Young Voices is a UN-supported initiative implemented by the Leonard Cheshire Disability organization gathering and training youth with disabilities from 21 developing countries in Africa and Asia. The Young Voices program trains these groups in campaigning, advocacy and human rights while teaching them marketable media skills. The young people then produce videos on their own experiences as youth with disabilities which are broadcast publicly and used to advocate for disabled rights in the youth's home countries.

Young Women Leaders Academy

http://ywla.org/

The Young Women Leaders Academy (YWLA), a project of the National Democratic Institute (NDI), empowers young women from the Middle East to improve their communities through political or civic activism. Young women, ages 20 to 28, are selected based on their track records in political activism and a demonstrated interest in a career in politics, government or civil society. Emerging women leaders attend a year-long program that involves an intensive academy, practicum and advanced leadership retreat. Participants then utilize their newly acquired political, advocacy and leadership skills to implement independent projects that aim to increase young women's local political participation. Program graduates from across the Middle East and North Africa have formed a network for political activism in the Arab world.

Youth Action for Change

http://www.youthactionforchange.org

Youth Action for Change (YAC) is an international, youth-run nonprofit organization that equips young people with knowledge and skills that enable them to get directly involved in improving their communities. YAC's work included training and support for youth so that they are empowered to instigate positive community development projects and train their peers on vital development issues. YAC implements its work through two key streams: (1) free online courses, and (2) grassroots youth empowerment projects. Some initiatives launched by YAC are Forgotten Diaries, an online collection of reporting by young people in conflict zones, a scholarship fund for Indian youth, and Young Innovations Europe, a youth-focused magazine.

Youth Action Net

http://www.youthactionnet.org/

Developed by the International Youth Foundation with a task force of youth, this website aims to provide a virtual space where young people can share lessons, stories, information, and advice on how to lead effective change, as well as get information, resources, and tools.

Youth Agents of Change to Stop Tuberculosis

http://www.comminit.com/en/node/301125/3499

This initiative draws on the popularity of soccer and one of its prominent players to inspire young Latin Americans to join in the global fight against tuberculosis (TB). In this 2009 spinoff of the MTV Latin America "Youth as Agents of Change" program, the Stop TB Partnership and the Inter-American Development Bank (IADB)'s Youth Program (or "BID Juventud") worked with soccer player Luis Figo and MTV to create a special report, a public service announcement (PSA), and a comic book about TB. The initiative is meant to inspire and spur youth to take action and become protagonists of social progress in their communities and to themselves become agents of change.

YouthAIDS

http://www.psi.org/youthaids/

YouthAIDS is an HIV/AIDS fundraising and awareness campaign of PSI targeting young people ages 15-24. The campaign, which began in 2001, solicits help from corporations, celebrities, the media and individuals to leverage the power of media, pop culture, music, theatre and sports to stop the spread of HIV/AIDS. YouthAIDS-related information has been featured in various magazines, newspapers, and websites, and the campaign has hosted various star-studded events to raise money and awareness for AIDS prevention. For example, H&M held a Fashion Against AIDS campaign, which featured clothing with AIDS awareness-related messages to raise awareness of the disease's prevalence and prevention methods. YouthAIDS has also worked with ALDO, National Geographic, and celebrities such as Ashley Judd, Tina Fey, and Timbaland.

Youth Arts Forum

http://www.youth-arts-forum.com/about.html

Talented youth from around the world are invited to submit their artwork to the Youth Arts Forum. This New York City-based group reviews all submissions, frames or otherwise arranges to exhibit the best works, and displays submissions online at youth-arts-forum.com. Youth can also choose to put their works up for sale, and 10 percent of any proceeds are donated to local and international organizations that help children in the areas of disease control and education. Youth Arts Forum also blogs regularly on youth and art education.

YouthARTS Toolkit

http://www.americansforthearts.org/youtharts/howtouse.asp

Americans for the Arts, in coordination with a coalition of three American arts organizations, have produced the YouthARTS Toolkit, which draws on lessons learned and best practices from youth arts programs that encourage personal development for at-risk youth. Divided into four sections on the topics of Program Planning, Team Training, Evaluation, and Costs, Resources and Advocacy, the Toolkit provides a wealth of information for those interested in assisting disadvantaged and at-risk youth find their own voice and self-confidence through arts programs. Operating under the principle "Art Saves Lives," the toolkit encourages practitioners and funders to contemplate the cost of implementing programs for at-risk youth alongside the potential costs of failing to implement them, namely the costs of counseling, incarceration, and other societal and human costs of juvenile delinquency. The full toolkit is available for download in PDF at the link above.

Youth Business Sri Lanka

http://www.ybsl.lk/index.php

Modeled after Youth Business International based in the UK, Youth Business Sri Lanka (YBSL) seeks to address the socio-economic exclusion of youth from disadvantaged backgrounds by providing marginalized youth with the support they need to turn their ideas for a business into their own enterprise. YBSL provides youth with funding, mentorship, and connections through existing institutional frameworks and business mentors, giving them the resources they need to make their idea a reality. YBSL also recently began its District Credit program, through which it made one-year loans of less than $500 each to selected youth in four districts to start their own businesses. YBSL programs that encourage opportunities for youth employment are especially important in a post-conflict environment such as Sri Lanka, where unemployed youth are more prone to recruitment into violent organizations.

Youth Business Trust Belize

http://www.youthbusiness.bz/

Youth Business Trust Belize (YBTB) takes an assets-based approach to youth in the context of employment, entrepreneurship, and economic development. As a part of the broader Youth Business Trust organization, YBTB links youth to business mentors through the Belize Chamber of Commerce and Belize Rotary Club. These mentors advise youth on business plan development, marketing, law, finance, and product promotion. Interacting with business leaders also provides a valuable networking opportunity for youth interested in starting their own business or working with other, more established entrepreneurs. This initiative is just one of a dozen similar initiatives managed by the Youth Business Trust throughout Latin America and the Caribbean.

Youth Councils: An Effective Way to Promote Youth Participation

http://www.equip123.net/docs/e3-YouthCouncils.pdf

This EQUIP3 publication focuses on the role of youth councils as valuable forums for youth participation that develop youth's critical social and interpersonal skills, in addition to connecting them to their communities and to the global arena. The paper illustrates various types of youth councils, including their challenges and successes, through case studies of youth councils in sub-Saharan Africa. It also includes a step-by-step guide to work with existing or create new youth councils.

Youth Creating Change

http://www.yccghana.org/

Youth Creating Change of Ghana (YCC) is dedicated to improving the lives of young people and encouraging youth participation in knowledge sharing, leadership roles, volunteering and community development projects and programs. YCC is currently operating in 10 communities in Ghana, West Africa.

YCC has worked to support hygiene programs in rural and urban areas; community education initiatives; job creation and training opportunities; counseling services; and tourism, exchange and volunteering programs.

Youth Development, Reintegration, Reconciliation and Rehabilitation in Post-Conflict West Africa: A Framework for Sierra Leone, Liberia, and Côte d'Ivoire

http://www.academicjournals.org/INGOJ/PDF/Pdf2008/September/Mac-Ikemenjima.pdf

This paper discusses the challenges of youth development in West Africa, the global dynamics of youth development programming, and key recommendations for youth programming in the post-conflict countries of Sierra Leone, Liberia, and Côte d'Ivoire. The paper's recommendations include an integrated approach to youth development programming: investing in education (especially for girls), establishing youth-friendly health services, and including youth as part of delegations to international meetings and processes. Also recommended is the formation of a national youth peace corps that brings together all stakeholders in the country to educate youth on peacebuilding and conflict resolution.

Youth Education Project, Thailand Securities Institute

http://www.tsi-thailand.org/EN/Youth/Youth_index.html

The Youth Education Project, managed by the Thailand Securities Institute and the Thai Ministry of Education, promotes financial management skills among Thai youth, ranging from elementary to university students. The Project educates young people in economics and management principles to increase their abilities to plan for a successful career and a better life. The Project includes several different programs. In the Middle School program, students spend one day each on the topics of Personal Economics, Business Matters, and the International Marketplace, building on knowledge as each day proceeds. Higher level programs for high school and university students include Fundamentals of Market Economics, as well as Management, Business, and Stock simulations. The Youth Education Project also runs an annual Youth Camp where youth are taught financial, savings and investment principles in a fun and interactive setting.

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

http://siteresources.worldbank.org/EXTSTATINAFR/Resources/ADI-200809-essay-EN.pdf

In 2009, the World Bank published this version of its Africa Development Indicators (ADI) report with a special essay on youth employment in Africa. The report finds that most African youth live in rural areas and that migration to urban areas is likely to increase, putting a strain on urban areas already struggling to provide adequate education, housing, infrastructure, and other public goods. In order to ease the difficulties placed on both urban and rural communities by youth migration, this report argues that youth development policies must bridge the urban/rural divide, as well as take into account the fact that many youth have come from violent backgrounds, and that youth who enter the workforce at an early age may be sacrificing an education that could help them find better work in the long run. In conclusion, the report argues that education and employment opportunities should be expanded in rural areas (where most youth still live) while efforts are made to create an environment more conducive to business in both urban and rural areas. Simultaneous efforts should also be made to improve access to skills formation opportunities and to reduce child labor.

Youth Employment Inventory

http://www.youth-employment-inventory.org/

The Youth Employment Inventory (YEI), a project of the German Ministry of Economic Cooperation

and Development, the Inter-American Development Bank, the International Labor Organization, the World Bank and the Youth Employment Network, is a database with comparative information on youth employment interventions worldwide. Featuring more than 300 youth employment programs from about 90 countries, YEI documents program design, implementation, and achieved results. The programs range from interventions for improving the labor market information base (counseling, job search skills) to programs that aim at increasing the demand for youth labor (wage subsidies and public works) and those focusing on improving chances for young entrepreneurs (providing financial, technical, and training assistance).

Youth Employment Knowledge Sharing Platform

http://papyrus.ilo.org/YE

The International Labor Organization (ILO) has launched the Youth Employment Knowledge Sharing Platform (YEKSP), an interactive, web-based resource that creates a Community of Practice surrounding youth employment issues. The tool aims to respond to the needs of specialists, practitioners and those interested in the subject. The user is able to contact experts directly, ask for support, and find working papers and other youth employment key documents, project and country information, links, youth employment areas of work, available tools and good practices. Please note that visitors to the site must have an account with a U.N. organization.

Youth Empowerment through Arts and Media

http://www.comminit.com/en/node/306537/38

The Youth Empowerment Through Arts and Media (YETAM) project seeks to engage African youth aged 12-18 through arts, traditional media, and new media tools and encourage them to participate and lead the process of developing their communities. Participating youth are trained to use performance, visual arts, and social media to raise their viewpoints and dialogue with their families and peers, community members, decision-makers and the general public. Youth are organized into small teams. Together, the teams identify resources and challenges in their communities, and then they receive training and support in how to produce art and media dealing with those issues. Further, youth are encouraged to develop an action plan outlining how they can raise awareness about relevant issues and how the community can deal with those issues. Collectively, youth have produced more than 100 short videos, 100 art works, several theater pieces, and hundreds of photos.

Youth Entrepreneurship and Local Development in Central and Eastern Europe

http://www.ashgate.com/default.aspx?page=637&calctitle=1&pageSubject=413&pagecount=2&title_id=8362&edition_id=10495

Published in 2008, this book from Paul Blokker and Bruno Dallago analyses the opportunities and obstacles for youth entrepreneurship in Central and Eastern Europe. Taking a critical examination of the excitement over youth entrepreneurship in the region, the authors point out that excessive optimism may cause practitioners to overlook major pitfalls to increasing opportunities for youth in the region. By providing numerous case studies on youth entrepreneurs in Eastern Europe, this book can serve as a valuable resource to those seeking to promote youth entrepreneurship in Eastern Europe.

Youth Entrepreneurship: Recommendations for Action

http://www.youblisher.com/p/5078-Youth-entrepreneurship-recommendations-for-action/

Predictions for a sustained rise in youth unemployment as young people comprise an ever-larger share of the global population makes finding solutions to youth unemployment an increasingly urgent need for the world. Produced by Youth

Business International, this brief report provides suggestions for how businesses, governments, and civil society organizations can help young people get started in business. Specifically, the report draws on best practices from multiple different organizations to "make cross-sectoral recommendations for creating a culture of youth enterprise." Recommendations are broken down in categories for businesses, governments, and civil society organizations. Suggestions for NGOs include engaging in community outreach and mobilization, identifying synergies with other organizations to deliver more effective support to youth entrepreneurs, and catering vocational and life skills training according to local community needs.

Youth for Change

http://yfc.tigweb.org/

Youth for Change is a youth-led program supported by TakingITGlobal and Bibliotheca Alexandrina that aims to inspire, inform and involve Arab youth as agents of change in their communities. Youth for Change works with local organizations in all 22 Arab countries to ensure the success and support of the region's youth, and to build their skills to take more action in their own communities. Youth for Change provides support in the form of grants for youth-led organizations, scholarships, online courses, knowledge-sharing events, and other initiatives.

Youth for Peace (YFP) Peace Education and Leadership Project (Cambodia)

http://www.yfpcambodia.org/index.php?page=program

The Youth for Peace (YFP) organization is now entering its ninth year of providing Peace Education Project and Leadership Project workshops to youth in Cambodia. The Peace Education project begins with a "Building Good Self Workshop," in which youth learn to listen to others, express themselves, and learn that, although conflict is a normal part of life, it need not escalate into violence. "Second Step" workshops then follow, in which the themes of conflict resolution, non-violence, national identity, prejudice and tolerance, loyalty and building good family values, and gender, are all addressed, and youth work in small groups to help them internalize the lessons of the workshop. To further instill these lessons in youth, field trips, reflection trips, and outreach activities are conducted after the two main workshops have been completed. After youth have graduated from the Peace Education project, they are also encouraged to participate in YFP's Leadership Project, in which youth learn to develop their own initiatives for social change in their families, schools, and communities, based on the lessons of the Peace Education project workshops.

Youth Guide to Action on Maternal Health

www.womendeliver.org/assets/WD_Maternal-Health_Toolkit.pdf

This guide, published by the maternal health advocacy group Women Deliver, is a resource for young activists working to improve maternal health. The guide was designed to support the 2010 Women Deliver Youth Symposium Workshop, the goal of which was to equip young people with the resources and knowledge they need to advocate for maternal health.

Youth Health Corps

http://www.children.org/YouthHealthCorps.asp?sid=429FDA0D-4BEB-4782-BAB3-3B78F12F6EE1

The Youth Health Corps (YHC) is a Children International program using peer education to increase knowledge of health topics among youth in various communities around the world. Trained youth ambassadors teach children about proper hygiene and fellow youth about reproductive health and pregnancy prevention. The YHC enlists young volunteers to deliver life-saving information, keeping in mind that when the subject is sensitive, often the best teachers for youth are the youth themselves.

Youth Initiative for the Promotion of Peace in the North Caucuses

http://www.irex.org/project/youth-initiative-promotion-peace-north-caucasus-yipp

As it enters its third year of operation, the Youth Initiative for the Promotion of Peace in the North Caucuses (YIPP) continues to advance the economic potential and peacebuilding skills of young adults in the North Caucuses. YIPP seeks to achieve this goal by pursuing four different objectives. First, YIPP seeks to develop professional and life skills among youth through providing training in entrepreneurial, managerial, and life skills. YIPP also works to cultivate cultural understanding through youth sport and leadership camps that bring together youth from different ethnic groups. Third, the program supports youth-initiated community development, and has so far conducted more than 80 training sessions providing over 450 youth with skills in conflict mitigation and civic participation. Finally, YIPP works to improve access to information among youth by funding Centers for Accessing Technology (CATs) and providing three-month basic computer courses.

Youthink! Website

http://youthink.worldbank.org

The World Bank website Youthink! is designed to be an interactive space for young people to learn the latest on development, exchange ideas, and find ways to get involved in international development, disease prevention, free trade, and other pressing and cross-cutting issues. The website now has an updated design and new features, such as automatic feeds that display the latest blogs, stories, events and other content; polls and quizzes; and associated pages in French and Spanish. Young people are encouraged to visit the site to contribute ideas, comments and opinions. The goal of the new Youthink! is to make participation easier for young people.

Youth in Post-Conflict Reconstruction: Agents of Change

http://bookstore.usip.org/books/BookDetail.aspx?productID=238605

This book, written by a youth expert at the United States Peace Institute of Peace Center for Mediation and Conflict Resolution, examines three cases of post-conflict reconstruction—Mozambique, the Democratic Republic of the Congo, and Kosovo—to explore how young people affect the post-conflict reconstruction process and how domestic policy, NGO programming, international interventions, and cultural contexts influence that role. These comparisons were designed to be useful to practitioners in guiding future research on youth's role in post-conflict reconstruction as well as in helping facilitate the youth population's transition from war to peace during reconstruction.

Youth Leadership Project Africa

http://www.youth-africa.org/

Based in the UK, the Youth Leadership Project Africa (YLPA) aims to provide leadership opportunities to African youth and to migrant African communities living in the UK. YLPA focuses its work on establishing and supporting grassroots youth leadership projects in the countries where it operates through strategic partnerships with local community organizations, businesses, and local and international agencies. At present, YLPA has three subsidiary projects: Zimbabwe Young Leaders, South African Young Leaders, and a project in Malawi called Young Leaders Project.

Youth Producing Change

http://ff.hrw.org/film/youth-producing-change

The Youth Producing Change project compiles work by young filmmakers around the world to create a film each year highlighting human rights issues faced by youth and their communities (the filmmakers are all under the age of 19). The program is supported by Human Rights Watch and Adobe Youth

Voices, the Adobe Foundation's global philanthropic initiative that empowers youth from underserved communities to comment on their world using multimedia and digital tools. The finished films are presented at film festivals or other international venues.

Youth Savings Accounts: A Financial Services Perspective

http://www.yfslink.org/resources/general-resources/youth-savings-accounts-a-financial-service-perspective

This 2009 literature and program review from USAID draws on data from existing youth savings literature as well as interviews with practitioners, researchers, and donors from projects spanning Africa, Asia, and Latin America. The report analyzes youth savings from a financial service—rather than social service—perspective, examining demand for youth savings services and the specific barriers to providing these services. It offers recommendations for addressing these elements unique to the youth market and concludes that savings accounts can be one piece of a promising comprehensive packing of financial services to boost youth livelihood and economic opportunities.

YouthStart Initiative

http://www.uncdf.org/youthstart

The United Nations Capital Development Fund (UNCDF) together with the MasterCard Foundation has announced the program YouthStart, an initiative to increase access to financial services for 200,000 low-income youth in Sub-Saharan Africa. YouthStart was catalyzed by a four-year, $12 million contribution from The MasterCard Foundation. With a specific emphasis on savings, YouthStart is a competition-based program that will identify and support up to 12 financial institutions to pilot and roll out sustainable financial services tailored to youth. As part of YouthStart, UNCDF will encourage collaboration among financial institutions and providers of non-financial services. It will also encourage the dissemination of lessons learned to spur innovation and influence policy decisions. YouthStart expands the capacity of UNCDF and microfinance institutions to enable youth to participate in inclusive financial sectors.

Youth and United Nations Global Alliance Website

http://www.yunga.org/

The Youth and United Nations Global Alliance (YUNGA) is intended to facilitate collaboration between UN agencies and other organizations working with children and young people (such as schools, youth and civil society groups, NGOs and government institutions). The objective is to create a gateway to facilitate the engagement of young people in activities of key environmental and social concern at the local and international levels.

Youth Upliftment Through Employment

http://www.yutejamaica.com/

The Youth Upliftment Through Employment (YUTE) program originated as the private sector organization of Jamaica's response to the May 2010 armed conflict between civilians, drug gangs, and the military that resulted in the death of 73 civilians and the arrest of more than 500 citizens. YUTE developed a two-year project to address the violence among youth in Kingston through mentoring, life skills development, and employment support for youth identified as at-risk for violence. Based on background and education level, youth are placed into tracks to receive work experience, entrepreneurship training, or in the case of the most high-need violent youth (YUTE "U-TURN" participants) mentorship, counseling, and life skills.

Youth in War-to-Peace Transitions: Approaches of International Organizations

http://www.berghof-conflictresearch.org/documents/publications/br10e.pdf

This study from the Berghof Research Center for Constructive Conflict Management in Germany assesses the role of youth in peacebuilding processes as well as the efforts of international organizations to integrate youth into their policies and programs. It explores several themes, including the approaches that international organizations have developed regarding youth; the assumptions about youth and their role in violent conflicts that these approaches are based on; and whether the different approaches affect program development.

Youth Parliament of Pakistan

http://www.pildat.org/youthparliament/index.asp

The Pakistan Institute of Legislative Development and Transparency launched the Youth Parliament of Pakistan in 2007 to engage youth in Pakistan in healthy discourse and expose them to the democratic process and practices. Members of Youth Parliament Pakistan are selected for duration of a year at a time. The specific objectives of Youth Parliament Pakistan are to educate Pakistani Youth about politics and democracy and to demonstrate how parliaments legislate, debate and enact reform. In addition, the Youth Parliament serves as a forum for young people to voice their views about a range of national and international issues. The debates in the Youth Parliament are meant to not only help the young members in their personal development as a useful citizen, but also to serve the purpose of articulating views of the youth on vital issues facing the nation and conveying these to the government of Pakistan.

Youth Participation in Development: A Guide for Development Agencies and Policy Makers

http://ygproject.org/sites/default/files/6962_Youth_Participation_in_Development.pdf

This guide was developed by the DFID/CSO Youth Working Group, a consortium of 11 organizations and a wider network of 30+ youth-serving organizations. Designed to assist donor agencies, policy advisors, and youth-serving organizations, it aims to increase understanding of the importance of and potential for youth participation in development practice. The guide highlights "promising practice case studies," offers a number of quality standards for organizations to adapt and apply, and provides information on building partnerships in a culturally sensitive manner. With young people as workshop coordinators, members of the project committee, reviewers, and researchers, developing the guide was in itself a process of participation in a project spanning the UK, Uganda, and Nepal over 18 months.

Youth Participation and Leadership: An Effective Tool to Combat HIV and AIDS in Southern Africa

http://www.restlessdevelopment.org/file/youth-participation-and-leadership-pdf

Produced by the Students Partnership Worldwide (SPW), this paper seeks to address the under-utilization of youth in fighting HIV and AIDS, a disease to which they are disproportionately vulnerable. Focusing on various National AIDS Authorities' (NAAs) work in Southern Africa, the paper clearly outlines the benefits of working with young people, offers ideas and examples of youth participation working well in similar campaigns, analyzes barriers NAAs face around incorporating youth participation into their strategic plans, and offers simple and effective solutions for overcoming them. Through providing case studies, recommendations, general guiding principles, and next steps, the paper aims to move

NAAs and youth-serving organizations forward in utilizing youth in the global fight against HIV and AIDS.

Youth Policy Watch

http://www.youthforum.org/index.php?option=com_content&view=category&layout=blog&id=55&Itemid=88&lang=en

The Youth Policy Watch is a bi-weekly bulletin that aims to deliver the latest news pertaining to education, human rights, employment and social affairs, youth work development and participation, and youth policy mainstreaming in the European Union. Available in both English and French, the bulletin is intended for those interested in youth development in the region. Topics in the latest edition include increasing cooperation between youth organizations and EU governing institutions, critical discussion of the EU's 2020 Strategy, and new employment initiatives for European youth.

Yes Youth Can!

http://kenya.usaid.gov/programs/education-and-youth/47

Yes Youth Can! is a USAID-funded project supporting youth-led recovery and development in areas of Kenya that experienced post-election violence or are at risk of experiencing violent conflict in the future. Not just supporting Kenyan youth through economic empowerment, Yes Youth Can! empowers youth to take part in national reform and form a coalition of young people actively working towards a peaceful future. Yes Youth Can! supports grassroots activities, provides leadership training, administers a youth-managed "Youth for Change" grant fund, and creates networks of strength, peacebuilding, and resources among youth in conflict-prone regions across Kenya.

The Youth Career Initiative Human Trafficking Awareness

www.youthcareerinitiative.org

The Youth Career Initiative (YCI) is a six-month education program providing 18- to 21-year old youth who are at risk for exploitation with life and work skills through job placements, training, and support. YCI programs take place within international hotels, where participating youth are placed in jobs and concurrently receive 750 hours of work and life skills training. YCI began instituting training for hotel staff, including human trafficking victims, in October 2011. The workshops, which are conducted with support from the U.S. Department of State Office to Monitor and Combat Trafficking in Persons, raise awareness of human trafficking that takes place within the hospitality industry and provides support to YCI coordinators working with survivors of human trafficking. The pilot program involved 45 youth beneficiaries, 15 of whom are survivors of human trafficking. The program will eventually be expanded to include all 11 YCI countries spanning six continents.

Youth Employability and Retention Program

http://www.mdgfund.org/program/bihyouthemployabilityandretentionprogramme

The youth unemployment rate in Bosnia and Herzegovina is nearly 60 percent, the highest in southeastern Europe. As European integration proceeds, chances for migration both within and between countries in Europe have increased, presenting youth with opportunities for employment that were previously unavailable. Managed by the Millennium Development Goals Achievement Fund (MDG-F), the Youth, Employability and Retention project works with governments, the private sector, and civil society organizations to improve the employability of a targeted 13,000 young men and women through life skills and career development training. The program will also provide support to would-be migrants and an opportunity for returning youth to

retrain and reintegrate into the local labor market using skills gained while abroad. The MDG-F is currently implementing more than a dozen similar projects across the globe as part of the Youth, Employment and Migration Initiative.

Youth-Inclusive Financial Services Linkage Portal

www.yfslink.org

Making Cents International's Youth-Inclusive Financial Services Linkage Program (YSF-Link) is a three-year initiative designed to strengthen the capacity of financial service providers and youth-serving organizations to work together to serve the youth population. YFSLINK.ORG serves as a portal for professionals to connect in order to share ideas, experiences and tools to increase youth access to finance. The site offers frequently asked questions, online discussions, and the latest youth financial service news to facilitate on-going learning among practitioners and policymakers.

Youth Initiative: National Youth Service

http://www.youthinitiative.org.np/contents/page_17.html#content

Youth Initiative (YI) is a youth-led volunteer organization based in Kathmandu, Nepal. YI established the National Youth Service program to serve as a "hub of young volunteers" and to foster a culture of volunteerism amongst Nepalese youth at the local and national level. NYS promotes of volunteerism through school and college visits, the training and development of a pool of youth volunteers between the ages of 15-29, and by linking youth with opportunities to volunteer with YI partner organizations across Nepal. In addition, NYS offers recommendations to educational institutions, NGOs and the government with a goal to permanently link voluntary service to Nepal's education system. NYS areas of volunteerism include humanitarian and community service, education, health, the environment, human rights, differently-able and marginalized groups, and organizational development.

YouthSave

http://www.youthsave.org/

YouthSave is a consortium project launched by Save the Children with the support of the Mastercard Foundation and Washington University's Center for Social Development. Working with partners in Colombia, Ghana, Kenya, and Nepal, the Consortium's homepage is a clearinghouse of lessons learned, toolkits, multimedia research, and case studies to support the development of youth savings services for low-income youth.

Youth Theater for Peace

http://www.irex.org/news/youth-transformed-final-evaluation-youth-theater-peace-released

USAID's Youth Theater for Peace (YTP) program in Tajikistan and Kyrgyzstan, implemented by IREX, works at the local level to enable young people to engage their communities in resolving local issues and building peace through a methodology called Drama for Conflict Transformation. Through YTP, youth write and perform short plays about community conflict issues; during the plays, the youth engage with the audience, taking suggestions from audience members about how to resolve the conflict. After the performances, the dialogue continues as youth facilitate discussion about the play, intentionally engaging community members from diverse cultural groups. Through this method, the program reached 25 adults and 100 youth as primary beneficiaries in each country, but reached approximately 10,000 community members through performances. Recently IREX released a final evaluation by an external evaluator using comparison groups and mixed methodology to assess the impact YTP has had on youth and their communities. The evaluation especially focuses on the effect Drama for Conflict Transformation can have on fostering positive interactions with people of different nationalities and mitigate conflict in multi-ethnic settings.

Y-PEER (Youth Peer Education Network)

http://38.121.140.176/web/guest/home

Y-PEER, the Youth Peer Education Network, is a youth-to-youth initiative pioneered by UNFPA, with a focus on sexual and reproductive health peer education. Y-PEER is a network of more than 500 non-profit organizations and governmental institutions, with a diverse membership that includes thousands of young people from more than 36 countries. The network consists of youth from Central and Eastern Europe, Central Asia, the Middle East, North and East Africa, and was recently initiated in Brazil. Y-Peer builds partnerships between young people and adults by advocating for national youth development strategies; increasing access to information, knowledge, and services on sexual and reproductive health; improving training resources for peer educators; and strengthening the knowledge base of peer educators and trainers of trainers. The Y-PEER website features news, information about upcoming events, FAQs about sexual and reproductive health, a peer education toolkit, and a virtual learning tool to certify participants as peer educators, among other features and activities.

Z

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See Advocacy

Advocacy

Includes activism, awareness-raising, social change

See also Human Rights; Legal and Justice Issues; Policy

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Civic Engagement

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

Includes information, communication, and technology (ICT)

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Refers to training, supplemental education [either in- or out-of-school], education conducted by private institutions and NGOs

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Refers to journal articles, lessons learned documents, reports, studies, issue sheets

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2011 "State of the Field" in Youth Economic Opportunities Publication 1

Active Labor Market Programs for Youth: A Framework to Guide Youth Employment Interventions 2

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