Introduction to Positive Youth Development

Engaging youth as partners in advancing our common development goals
Introductions and Objectives

- Why focus on youth
- What is Positive Youth Development (PYD)
- Features of PYD
- Identify youth engagement opportunities in USAID programs
- Resources to support your work
Defining Youth

Early Adolescence: 10-14
Adolescence: 15-19
Emerging Adulthood: 20-24
Transition into Adulthood: 25-29

Broader working definition
Problem or Opportunity?

Half the Global Population is Under the Age of 30

Population Aged Under 30
% of total population 2012
- 71.0 - 76.0%
- 61.0 - 70.9%
- 51.0 - 60.9%
- 41.0 - 50.9%
- 25.0 - 40.9%
- Not Illustrated
A Vulnerable Phase of Life

- Half of lifetime mental disorders begin by 14
- Suicide is the third cause of adolescent death
- 70% of all premature deaths are attributable to unhealthy behaviors established in adolescence
  - HIV related mortality has dropped in all age groups except adolescents, where the rate has tripled. Young women are 8x more likely to be HIV+
- Violence is a leading cause of injury and mortality among adolescents.
  - 30% of girls aged 15 to 19 experience violence by a partner
  - 50% of 1.5 billion people living in fragile and conflict areas are youth
  - 300,000 child soldiers
- 18 average age of new DAESH recruits
Relationship between Youth and Violence

• Youth are victims of and participants in violence…but not by their nature
  • Youth whose physical and socioemotional needs are not met, or who grow up in violence, may turn to violence as a consequence
• Youth may seek belonging, purpose and engagement in gangs or with extremist groups
• Youth may yield to abusive relationships as a substitute for adult figures, peer approval, or belonging
Pivotal and formative phase with lifelong consequences
Adolescent Brain Video
https://youtu.be/hiduiTq1ei8?t=3m46s
Reduced death rate + reduced fertility = **Demographic Transition**

Working Age Population > Dependents (Children and Elderly) = **Economic Opportunity**

Demographic transition + Health, Education and Socio-Economic Investment = **Demographic Dividend:**

[https://www.youtube.com/watch?v=UELV7r-Vlx4](https://www.youtube.com/watch?v=UELV7r-Vlx4)

**Democratic Dividend?**

Source: USAID, IDEA, PRB
What is Positive Youth Development?

- Both a **philosophy and an approach**
- A way of **understanding young people** that helps guide the design of policy, programs, supports and opportunities

- Focus on strengths
- Focus on assets
- Youth engagement
- All Youth
- Everyone’s role
- Long term commitment
- Holistic - based on developmental stages and needs

Source: YouthPower Learning
YouthPower: Definition of PYD

Positive Youth Development (PYD) engages youth along with their families, communities and/or governments so that youth are empowered to reach their full potential. PYD approaches build skills, assets and competencies; foster healthy relationships; strengthen the environment; and transform systems.
Youth in Development Policy

Goal
To improve the capacities and enable the aspirations of youth so that they can contribute to and benefit from more stable, democratic, and prosperous communities and nations.

Objectives
1) Strengthen youth programming, participation and partnership in support of Agency development objectives
2) Mainstream and integrate youth issues and engage young people across Agency initiatives and operations.
Policy Guiding Principles

1. Recognize youth participation as vital
2. Invest in assets and resilience
3. Involve mentors, family, communities, systems
4. Account for differences and commonalities
5. Create second chances
6. Pursue gender equality
7. Harness youth innovation & technology

Achieve Sustainable Results through Stronger Systems
Socio-Ecological Model

National Systems
Community Tribe Village
Peers Family Clan
Individual
PYD Achieves Multi-Sector Outcomes

- Crime & Violence Prevention
- Delay of Sexual Activity
- Increased Academic/Soft Skills
- Increased Community Engagement
- Substance Abuse Prevention
- Improved Relationships

Source: YouthPower Learning
www.youthpower.org
Key PYD Features

• Build skills, assets, competencies
• Healthy relationships and role models
• Belonging/membership
• Youth engagement and contribution
• Positive social norms, expectations and perceptions
• Safe spaces for constructive after school activities
• Access to integrated youth friendly services

Adapted from National Resource Council of the National Academies of Science
Build skills, assets and competencies

- Academic, technical
- Soft and life skills
- Opportunity to build competence and passion

Encourage family support youth participation in skill building

Extracurricular activities available, developmentally appropriate, intentional skill building

Policies, resources for youth skills programs, curriculum includes life skills and after-school activities

Adapted from National Resource Council of the National Academies of Science
Evidence on life/soft skills

“... rival IQ in predicting educational attainment, labor market success, health, and criminality

... more malleable in adolescence than cognitive skills... universally valued across culture, religion and society”

(James Heckman, Nobel Laureate economist)
Key Soft Skills for Youth Workforce Success

Source: USAID Workforce Connections Publication Implemented by ChildTrends
Healthy relationships

- At least one caring and consistent adult
- Positive role models
- Healthy peer relationships

- Parenting programs, teacher and youth worker selection and training
- Mentors, older youth tutors, apprenticeship sponsors, exposure to speakers
- Special programs for youth without family ties

Adapted from National Resource Council of the National Academies of Science
Healthy Relationships

Developmental relationships

• Express care
• Challenge growth
• Provide support
• Share power (respect, give voice, listen)
• Expand possibilities
Belonging

• Belief one is recognized and valued in community
• Social inclusion
• Support for cross-cultural competencies

Creating sense of community within youth programs, vocational programs, youth activities
Opportunities to reach and include marginalized and vulnerable youth
Anti-bullying programs; building tolerance and respect

Adapted from National Resource Council of the National Academies of Science
Youth participation and contribution

- Voice in decision making
- Opportunity for leadership and growing responsibility
- Meaningful contributions valued by others creates self-confidence and competence

Increased voice and role in decision making

Voice in youth programs, organized community service, youth-led activities, student government

Structures for participation in national political structures (National Youth Council, political parties, ability to assemble/speak out, youth accountability mechanisms)

Structures to support youth volunteer activities

Adapted from National Resource Council of the National Academies of Science
Positive social norms, high expectations and perceptions

• Clarity of rules and consequences; clear boundaries
• Rules respect and provide growing independence and responsibility
• High expectations; positive perceptions

Parenting, youth worker and teacher education

Positive view of youth in media

Adapted from National Resource Council of the National Academies of Science
Safe spaces

- Physical safety
- Emotional safety

- Youth mapping to identify safe and unsafe spaces
- Physical and virtual safe spaces
- Promoting safe peer group interaction (anti-bullying)
- Parent and youth worker education on creating emotionally safe environment

Policies and laws protect youth; support structure for youth exposed to violence

Adapted from National Resource Council of the National Academies of Science
Accessing integrated youth friendly services

Integration among family, youth programs, school and health services providers

Information on youth services

Youth friendly services
- Developmentally appropriate
- Training of service providers who interact with youth (health service providers, teachers, police, judicial system)

Continuum of services

Programs for youth with special needs

Adapted from National Resource Council of the National Academies of Science
PYD Case Study Exercise Instructions

• Participants form small groups and read through the RFP excerpts.

• In small groups, participants first take note of where PYD could have been incorporated into the solicitation.

• Using the 7 Features Matrix as a reference, identify what possible PYD approaches could be included in a proposal responding to the solicitation. Groups take notes on flipcharts.

• When groups report back in plenary, they choose from among the PYD approaches that they identified to highlight one PYD approach that they think would have the most impact during implementation.

• Questions for the post report-out discussion (in plenary):
  • What are challenges you anticipate in implementing your recommended PYD approaches?
  • How would you mitigate these challenges in the implementation of the project?
Meta Review of PYD in LMIC

- 97 PYD programs in 57 countries.
- “PYD” program engage youth 10-29 incorp. at least 2 PYD outcomes from framework.
- 80% of PYD programs measured health outcomes. Less than 50% democracy, eco growth, education, conflict outcomes.
- Most common activities: Skills dev. by adults; Peer Educ; Media.
- Most focus on PYD domains: Assets and Enabling Environment. Least focus on Contribution domain.
- Most effective combine systematic approach on structural and individual factors; multiple settings; engage supportive community; skill building; engage youth; shift social norms; provide safe spaces.
PYD in LMIC Meta Review Recommendations

- Use evidence of effectiveness to improve content of programs
- Address structural and individual factors in multiple settings
- Create safe and youth friendly spaces
- Understand shifting gender norms and those of LG BTI
- Engage youth in design, implementation, and evaluation
- Teach generalizable skills to youth
- Use peer and adult mentoring
- Articulate a theory of change and measure PYD outcomes
- Ensure fidelity of implementation
- Conduct evaluations and RCT when possible
- Use PYD indicators to capture data
The Challenge Ahead – From Conceptualization to Uptake

- Building a common language of PYD, Features, Indicators
- Disseminating the PYD Indicators Toolkit
  - Field test indicators across multiple sectors and draw lessons
- Mechanisms to fund across siloed sectors
- Consolidating the evidence database/Lessons Learned
Resources for PYD

• PYD Measurement/Indicators Toolkit
• Meta Review of PYD in LMICs
• www.YouthPower.org
• PYD Webinars, and DC based training
• Briefs of Cross-sectoral Skills PYD outcomes on SRH, Violence, Workforce Development
• Briefs on toolkit
What did you learn?