Photo credit: World Vision Peru

Youth Ready Technical Brief
version 1:2022

World Vision is a global humanitarian and development organization that works with children, families, and their communities to reach their full potential by tackling the causes of poverty and injustice. World Vision takes a multisector approach to help vulnerable youth in fragile contexts discover their potential, plan for their future, and gain the skills, support, resources, character and confidence to succeed in both work and life. Youth Ready (YR) is World Vision's signature Positive Youth Development (PYD) project model (see Annex 5). It is an adaptable and holistic approach that equips young people to be healthy, productive and socially engaged as positive agents of change. Its twin goals are to prepare youth for economic opportunities and to contribute to the wider good and care for others. This technical brief introduces potential stakeholders to the key conceptual frameworks, components, and implementation approaches of the project model.

Table of Contents

- Project Model Overview
- Youth Superpowers: a positive identity-based change framework
- Youth Ready Curriculum
- Supported Pathways
- Optional Components and Technology
- Private Sector Engagement and Local Partnerships
- Annexes
    1. Detailed Curriculum Outline
    2. Youth Power Definitions
    3. Example of Youth Ready Learning Session
    4. The Youth Development Challenge
    5. Youth Ready and Positive Youth Development
    6. WV Gender Equity and Social Inclusion Approach

Project Model Overview

Youth Ready is World Vision's signature PYD project model that equips vulnerable and marginalized youth as positive agents of change in their own lives and in their communities, promotes an enabling environment for young people, and links them to opportunities to be healthy, productive and engaged. Developed for adolescents and emerging adults (15-24) in or out of school, YR is a holistic, multi-sectoral approach rooted in the conceptual framework of Positive Youth Development (PYD). Its focus is on building youth assets and agency, engaging youth as positive agents of change in their own communities (contribution), and promoting an enabling environment for youth. Implementation requires collaborative relationships and local partnerships that can include families and community leaders, youth-serving and youth-led organizations, the private sector, academic institutions, and providers of vocational training, financial services, and health services.

The YR experience is divided into two stages. In the first, youth are empowered for success in work and life through strengthened skills, agency, voice, vision, resilience, and positive relationships. In the second, empowered youth are linked to meaningful opportunities and support to take the next steps in their personal development and livelihood pathway plans that they defined in the first stage.
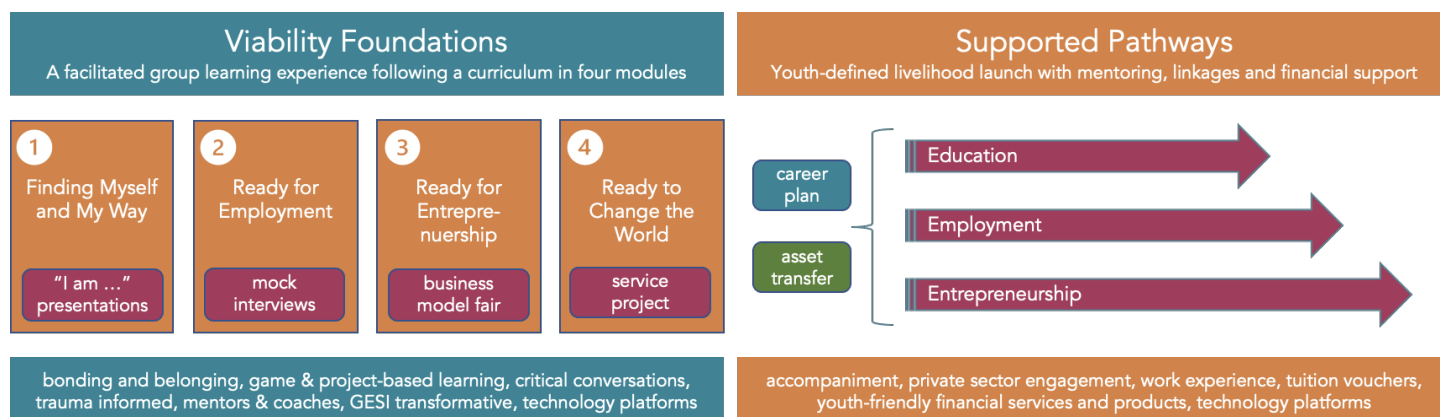
Viability Foundations

In the first stage, youth are invited into a physically and emotionally safe space, where they join with 20-30 of their peers to create a YR group. Youth gain ownership as they make key decisions about the group, including its name, shared objectives, and norms that foster an inclusive, open and mutually supportive learning environment. Each group is supported by a trained YR facilitator, who guides them through the curriculum, and by community mentors and coaches, selected by the youth members after determining their criteria. The four modules of the YR curriculum organize a series of participatory learning activities into roughly 40 three-hour sessions, designed to prepare youth with new knowledge, attitudes and skills to be healthy, productive and engaged. This includes skills related to maintaining a positive identity, soft and life skills (including social-emotional skills, self-care, coping, and decision-making), functional literacy and numeracy, financial literacy, digital and media literacy, career planning and job search, employability and workplace culture, entrepreneurship, and social innovation. Learning activities are designed for and facilitated with a pedagogical approach that strengthens the agency, voice, inclusion, and contribution of every participant.

At the end of each module there is a milestone event, which is a competency-based assessment and learning activity that brings together several key learning objectives from the module. For example, at the end of the second module, the youth participate in a scored mock interview event with members of the local business community. After each module is completed, families, friends, mentors and community leaders are invited to a

youth-led event, where they share and celebrate what they've done and learned, while acknowledging the support of their peers and community. The Viability Foundations stage culminates with each youth finalizing the livelihood pathway plan they developed over the course of all four modules. These plans define longer-term career direction and the specific next steps needed as the youth choose the opportunities and support available to them in the Supported Pathways stage. After the final module, there is a graduation ceremony during which the youth present their livelihood pathway plans, and they are presented with certificates of completion.

Supported Pathways

In the second stage, Supported Pathways, youth are provided with a range of resources and opportunities to pursue their plan and bridge into the work world, including technical-vocational training, entrepreneurial start-up capital and business coaching, a cash transfer for productive assets, links to microfinance and to entrepreneurial and employment opportunities. In addition to ongoing coaching, mentoring and peer support, YR projects build networks of partners in the local community, government, private sector, and civil society to ensure adequate backing and opportunity for a range of livelihood pathway plans. This can include vocational training, microfinance, internships, business incubation, entrepreneur networks and job matching, among others.

Theory of Change

If youth have access to physical and emotional safe spaces, experience belonging within an inclusive and supportive group of peers and mentors, and sustain a positive identity,

if they are equipped with knowledge, skills, competencies, and mindsets necessary to earn a livelihood, participate in decision making, and be resilient agents of positive change in their own lives and in their communities, and

if they have access to information and services, including sexual and reproductive health, mental health, and youth-friendly financial products and services, and

if they have access to meaningful opportunities for civic engagement and economic empowerment, **then**

Youth will be empowered to make healthy and prosocial choices, to participate in economic opportunities and to contribute to the wider good and care for others.

Youth Superpowers: a positive identity-based change framework

As youth progress through the curriculum, they are invited to experiment with new ideas, attitudes and behaviors. Within the safe and supportive environment YR creates, youth grow and change, and their sense of who they are in the world evolves. An identity-based skills framework gives clarity and language to meaningfully describe these changes. These identities are called "Youth Superpowers" because each one reflects a set of skills, competencies, and mindsets that empower the young person to respond to economic opportunities and contribute to the well-being of their communities in new ways.

Youth Superpowers give youth a concrete vision of themselves to which they can aspire and work (e.g., Creative Visionary or a Productive Citizen), and youth can more easily sustain these identities than they can a simple list of skills. Additionally, young people with Youth Superpowers understand and accept themselves for

both who they are today and for how they can be tomorrow. They believe that their lives have a purpose, value, and meaning, and trust in their ability to shape their own lives and become agents of positive change in their community. Even amidst complex and multidimensional social challenges, young people with Youth Superpowers can work through difficult and fragmented realities with an open mind and an open heart. They can imagine, think, care, and act. They maximize their impact by collaborating, experimenting, learning, persisting, and creating solutions with people from diverse backgrounds and with different perspectives.

The Youth Superpowers framework was developed in collaboration with the World Bank as the Evoke platform was being integrated into the Youth Ready curriculum in 2021 (see technology section below). Within each positive identity is a mixed cluster of Youth Powers – practical skills, social-emotional competencies, mindsets and character strengths – shown in the outer ring in graphic below. (See Annex 2 for the definitions of each outer ring Power.) Many of these youth powers have a hidden third level of detail, with several specific skill components making up the power. For example, one of the six powers of the Inclusive Collaborator superpower is communication. Of course, there are several elements to being a good communicator, including active listening, non-verbal communication, public speaking, and being assertive. Likewise, financial literacy has multiple elements, like setting financial goals, budgeting, calculating costs of borrowing, and savings. These power elements are noted at the individual learning activity level in the learning materials. Because all of these Youth Powers can be learned and developed, anyone can develop Youth Superpowers.

The following are the six Youth Superpowers and the key skills, competencies and mindsets of young people that achieve them.

Resilient Agent - Youth that are Resilient Agents have a sense of purpose, self-efficacy and an accurate recognition of who they are and who they can become, which enables them to persist, learn and grow, and exercise control over their lives. They are aware of who they are and the potential they have. They are empowered with a positive self-identity, perseverance, a sense of purpose, self-awareness, self-management skills, a growth mindset, and abilities for self-care.

Creative Visionary - Youth that are Creative Visionaries believe that they can help create a positive forward-looking future for themselves and for others. They envision and create a better tomorrow with their powers of creativity, vision, curiosity, imagination, entrepreneurial mindset and hope.

Reflective Innovators - Youth that are Reflective Innovators think clearly, creatively, and reflectively about a problem and experiment with possible solutions. They have the ability for critical reflection, problem solving, research & analysis, goal setting & planning, experimentation, and openness & adaptability.

Inclusive Collaborator - Youth that are Inclusive Collaborators develop healthy and trusting relationships with others and use their diverse strengths and background to accomplish shared and meaningful goals. They work collaboratively and are skilled in inclusiveness, teamwork, communication, relationship management, conflict resolution, and generosity of spirit.
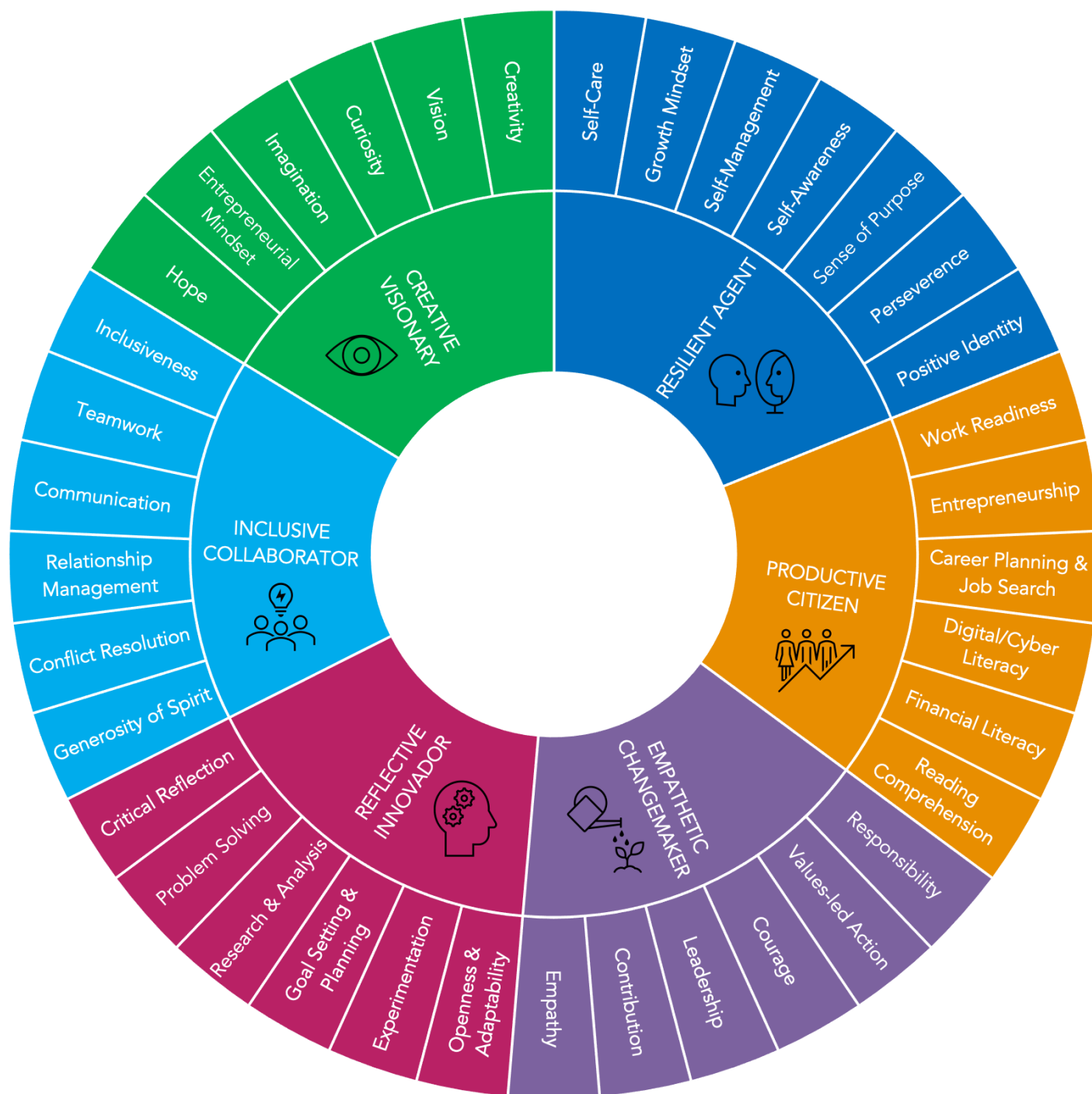
Empathetic Changemaker - Youth that are Empathetic Changemakers are proactive and show their commitment for justice. They actively listen for understanding, engage with issues, mobilize and serve with others in order to transform people's lives in their community and in the world. They take action and employ their powers of empathy, contribution, leadership, courage, values-led action, and responsibility.

Productive Citizen - Youth that are Productive Citizens are willing and capable to engage in socially responsible and economically productive activities. They are prepared for the world of work and economic citizenship with skills that include reading comprehension, financial literacy, digital/cyber literacy, career planning & job search, entrepreneurship and work readiness.

Youth Ready Curriculum

The Youth Ready curriculum was created by World Vision to help vulnerable youth across the globe discover their potential, plan for their future, and gain the skills, support, resources, character, and confidence they need to succeed in both work and life. Originally created in 2014 and piloted in Rwanda, the curriculum is now on its fourth iteration, having been developed and improved upon through a series of feedback and creator events that have brought together over 100 youth development facilitators, youth experts, and youth from over 20 countries representing Asia, Africa, Middle East/Eastern Europe, and the Americas. Several partner organizations have also made significant contributions, including the World Bank, Aflatoun, University of Pennsylvania, Search Institute, Enablis Senegal, and Pearson Australia. The core curriculum includes roughly 120 hours or learning activities organized into 3-hour thematic sessions, which are grouped into the following four modules:

Module 1: Who am I? Who are We?

In the first module, youth are encouraged toward greater self-knowledge and solidarity with their peers. Bonding, belonging, and positive identity are key themes. Initial activities focus on building the foundations of familiarity, trust and mutual commitment necessary for a YR group to provide a positive and empowering learning environment of both comfort and challenge. From the start, members are invited to exercise substantial ownership of their group. Youth decide on their group name, determine meeting times, articulate group objectives, and establish group norms. For example, in one early learning exercise, the youth reflect on the importance of being seen, heard and included as they articulate norms related to inclusion, valuing differences, and participation. Learning activities provide youth opportunities to reflect critically on definitions of wellbeing and success and the roles that money and status play. They explore concepts like locus of control and growth mindset, and they develop skills related to leadership, inclusion, teamwork, and communication, among others. They begin to identify the people, experiences and qualities in their lives that help them positively shape their future and accomplish their goals. In two special sessions, they meet with a local health care worker to discuss health and self-care, and how to access local health services. Where appropriate, they split into groups by gender to discuss reproductive health and sexuality and ask whatever questions they might have. The module ends with each member giving a short public "I am …" presentation, and a youth-led gallery walk of session artifacts to inform invited parents, peers, and mentors of their activities and learning progress, as they celebrate together the completion of the first module.

Module 2: Ready for Employment

In the second module, youth practice behaviors and develop skills to find, get and maintain a decent job. Those skills include personal and interpersonal social emotional skills, effective communication, preparing a CV and interviewing effectively. Youth also explore rights, responsibilities, and safety at work, matching interests and aptitudes with work, being resilient in the job search, budgeting and personal finance. They also tour local vocational and technical training centers to learn what certified training options are available to them, meet with instructors and students, and perhaps catch a vision of themselves as a student. Youth participate in a scored mock interview event with trained community coaches; and at their module completion celebration, they give personal budget presentations.

Module 3: Ready for Entrepreneurship

In the third module, youth discuss the entrepreneurial mindset, explore their personal entrepreneurial competencies and attitudes, identify real world success factors with local entrepreneurs, and use the business model canvas to develop a feasible business model. As their financial education continues, youth learn about managing debt and risk, how to calculate the cost of borrowing money, and how to avoid scams and frauds. The module graduation ceremony includes a business model fair, where the youth share and defend their business models in the module's milestone event.

Module 4: Ready to Change the World

Most of the content in the final module was developed and adapted in partnership with the World Bank, the creators of Evoke. This is an online platform and learning game that engages youth in a human-centered design process to research and understand a global social challenge that impacts their own community, to collaborate in small teams to design, prototype, test, and iterate feasible solutions, and to present their solutions in competition. During the process, youth develop skills to be social innovators, to solve complex problems, and to be agents of positive change in their community and in their world. Where youth have access to digital resources, Evoke is implemented as a hybrid online and in-person process, and the platform integrates with the YR mobile app through an application programming interface. (Additional detail is provided below in the section "Technology, Optional Components and Adaptations.")

Evoke takes the group through a series of learning activities, and it leads teams of 4-5 youth to collaborate on a series of missions that move them through the process of creating their "evocation" - their implementation plan for a feasible solution that would improve the wellbeing of their community. The game is built around a graphic novel that builds connection to and empathy for those facing a specific social challenge facing their communities. The social challenge is identified during the project design to ensure relevancy to the youth in context and alignment with broader development objectives. Examples of existing challenges include human trafficking, illiteracy, climate change and youth migration. Game mechanics help youth track progress through individual progress bars and a leaderboard, and earn micro-incentives, including virtual currency, a virtual marketplace, and badges linked to the Youth Superpowers identity-based skills framework. Teams present their solutions in competition, and each group of youth decides on a proposal (or hybrid of proposals) to implement as a service-learning project with resource support from the project. These projects may involve collaboration with community leadership, mobilization of community members, and/or additional fundraising.

Youth in Rwanda addressing elder care in their village by rebuilding the collapsing home of a widow and planting a garden with her.

Once the service-learning project is complete, youth return to the life plan they drafted in module 1. Throughout the curriculum, youth explore their options for livelihood direction; now they put together a concrete plan of action, for which they get feedback from their peers and mentors. Prepared with greater self-knowledge, a visit to a local vocational training center, interactions with local entrepreneurs, new skills and

knowledge related to job search, employment and entrepreneurship, and supported by their mentors and with resourced opportunities, youth complete individual detailed livelihood pathway plans. These plans bridge the youth from the first phase of YR to the second, which is detailed in the next section "Supported Pathways."

Noteworthy Characteristics

There are several important general characteristics of the curriculum and learning approach that are worth noting with some detail:

Trauma-informed | Youth Ready was designed for low-income and fragile contexts, where poverty, violence, weak protective factors and harmful social norms increase the likelihood of youth experiencing adverse childhood experiences and the effects of trauma. These experiences can include abuse, neglect, critical household dysfunctions and community violence. Trauma can negatively affect the physical and emotional development of a young person as well as their ability to learn. These include slowed brain development, poor immune system function, sleeping and eating disorders, trouble recognizing emotions, understanding social cues, and forming relationships, poor impulse control, increased risky behaviors, difficulty maintaining attention, and impaired memory, problem-solving and executive function. The CDC has published guiding principles for trauma-informed approaches to care, which include safety, trustworthiness & transparency, peer support, collaboration & mutuality, empowerment voice & choice, and cultural, historical, & gender issues. The learning activities and facilitator training are designed to create a trauma-informed learning environment that addresses these principles. In addition, YR projects provide referrals and support to access clinical MHPSS services as needed.

Gender Transformative and Inclusive | Youth Ready is a gender-transformative and GESI-mainstreamed model. It is designed to reach and empowers girls and other marginalized youth to exercise greater control and decision making in their lives, including making informed reproductive health decisions. Before YR is implemented in a new context, a GESI analysis is used to identify vulnerable groups and adapt programming to specifically address their needs prior to beginning activities. (see annex 6 for WV's GESI framework) Depending on the prevailing context, programs can be adapted to the needs of youth, whether male or female, typical, neurodivergent, or with physical disabilities, as well as to the needs of youth from vulnerable populations and underserved communities as identified by the USG. This includes- out-of-school youth, internally displaced persons, refugees, child soldiers, street youth, youth in gangs, youth in conflict with the law, LGBTQI+ individuals, youth living with HIV/AIDS, trafficked youth, and youth from ethno-linguistic minority groups.

A group of youth with mental disabilities who were raised in an orphanage now own their own mobile car washing business, a YR micro-franchise developed by WV Honduras.

All YR projects work with the community and youth to create physical and emotional safe spaces where all youth can feel seen, safe and accepted for who they are, their voices heard, their perspectives respected, and their full participation valued and expected. YR Facilitators are trained in gender and inclusion skills, including recognizing unconscious bias and applying GESI-responsive pedagogical approaches and facilitation techniques. The learning materials and

activities are informed by principles of Universal Design, making them more flexible, accessible, and equitable for youth with a wide variety of characteristics.

In 2022, an international team of GESI experts from WV conducted an intensive review of the YR model and curriculum that included field work in multiple countries, resulting in validation of the model as well as improvements to materials, facilitator training, and implementation modalities. Following the review, more than a dozen GESI experts contributed to the creation and revision of learning materials for the fourth iteration of YR. In addition to a stronger session for the youth on gender equality and social inclusion, the latest version (4.0) now also includes GESI call out boxes in the facilitator manual that provide specific adaptation guidance to ensure that all youth can fully participate safely in all learning activities. Alternative delivery methods to enhance inclusion have also been developed and used in various projects, including radio, mobile app, and sign language videos. WV also partners with local organizations that specialize in serving particularly vulnerable youth populations such as orphaned youth with disabilities, youth who identify as LGBTQ+, former child soldiers, and youth in conflict with the law, among others.

Pedagogy for Agency I Youth Ready learning activities and facilitator training are based a pedagogical approach that emphasizes youth participation, critical reflection, dialogue, learning by doing, and collaboration. It is informed by a number of participatory approaches, including Popular Education, Participatory Learning and Action (PLA), and Participatory Rural Appraisal (PRA), and by key educators and thinkers like Paulo Friere, Jane Vella, Robert Chambers and Kurt Lewis. Learning activities involve games, collaborative projects, role playing, critical reflection and sharing. They are designed to engage the cognitive, affective, and psychomotor aspects of learning, and get young people thinking, feeling, and doing in new ways. They are flexible and open, so that they adapt to the characteristics, context and personal experience of the youth, and provide them with many opportunities to lead and shape their learning experience. These approaches strengthen the ability of young people to share, analyze, and enhance their knowledge of themselves, their context, and conditions, and their ability to plan, act, and collaborate to improve their personal development, strengthen their economic condition, and enhance the well-being of others.

Milestones I At the end of each module, youth participate in a competency-based assessment and learning activity that integrates multiple lessons learned and skills developed across the module. These milestones help answer the pedagogical question, "How do learners know what they know?" Each milestone event has criteria for successful completion and are assessed with feedback by peers, mentors, or coaches. The expectation is that every member of a YR group meets the minimum standards of the milestone. Groups do not advance to the next module until every member has passed the milestone, and they are responsible for supporting and/or holding accountable members that fall short of these standards. Youth gain confidence in their skills through opportunities to prove them, while reinforcing the complementary values of personal responsibility and peer support. Since these events also involve community participation, they also strengthen the commitment of the community to youth development outcomes, while enhancing the youth experience of community bonding and support.

At the end of module 1, youth gather what they've learned about who they are, their context, strengths, and aspirations and prepare and presentation that they deliver using public speaking. The milestone for module 2 is a scored mock interview event involving members of the local business community who

provide feedback and assessment. A business model fair is hosted for module 3, where youth present and defend their entrepreneurship ideas using the business model canvas. For module 4, the youth collaborate in a human centered design process to develop, prototype and test ideas for social innovation and to plan, implement and assess a youth-led community service-learning project.

Celebrations | Status and recognition are highly valued and motivating for young people still forging their identity and sense of value in the world. Celebration is an often-underappreciated activity for personal and community development. They enhance positive identity, bonding, and perseverance. At the end of each module, youth prepare a visual gallery walk of session artifacts, and lead their invited parents, peers, and mentors on a tour and oral history of the learning activities that were important to them, the lessons they discovered, the skills they learned, and the mindsets they strengthened. After the tour, the community celebrate together with the youth their progress and accomplishments. If they are using the YR mobile app, digital badges are awarded to mark completion of the module, otherwise progress stamps are added to certificates that will be presented at final graduation. These small celebrations and acknowledgments give youth an opportunity to reflect on their progress and the personal and social changes they are experiencing. As they revisit, select, and communicate the key activities, moments, and lessons of each module, they deepen their own understanding and memory. As their family and community observe and participate, they gain an appreciation for the value of the project and increase their commitment to youth development outcomes.

Supported Pathways

Youth Ready projects aim to not only prepare youth for economic and civic participation, but also to prepare and provide access to opportunities for such participation. Each youth develops a personal development and livelihood pathway plan that defines the specific next steps each youth will take to bridge into the world of work. World Vision works with local partners to develop attractive opportunities and support mechanisms that facilitate access to them. These vary according to project objectives, local context, and available partners, and largely fall into three categories: education, employment, and entrepreneurship. These pathways are supported by the project through a variety of mechanisms that make inclusive access possible.

Education Pathways

For many young people, additional education or training is needed to pursue a feasible livelihood. This is especially true for out-of-school youth who did not complete formal secondary schooling. Many projects will develop multiple supported education pathways to meet the varied needs of the youth. Below are three common examples:

- **TVET |** Technical vocational education and training is the most common education pathway in Youth Ready projects. World Vision partners with private or public TVET providers to increase access for vulnerable youth. Usually this involves tuition vouchers, but there are other ways as well. For example, in Rwanda, World Vision negotiated reduced educational attainment qualifications for certain programs, allowing non-secondary graduates to earn vocational certificates. In Honduras, WV partnered with community leadership and the government to create vocational training pop-up centers in neighborhoods where territorial gang violence limited young people's ability to freely move in and out of their neighborhood to attend training. The community provided a safe training space, WV and private sector partners provided equipment, and the government provided trainers and certifications.

Every 3-6 months, the space was rotated to a new vocation, training young auto mechanics one season and young hairdressers the next. In Senegal, World Vision helped integrate financial literacy and soft skills training into the TVET curriculum. Elsewhere, private sector partners were mobilized to help TVET centers better prepare young people for work by providing more relevant market information, updating the technical curriculum and modernizing equipment.

- **Return to school |** In many contexts, the best path forward for many youth is to return to formal schooling. Where this is possible, the barriers that drove school desertion are identified and mechanisms are put into place together with local school authorities and student parent groups to overcome these barriers and allow the student to complete their studies. This may include financial or material support. It might also include helping schools and families implement child protection protocols and special measures to combat gender-based violence.

- **University |** It is a great injustice that so many highly capable students are unable to continue to higher education. In Honduras, a Youth Ready project helped dozens of its young graduates apply for and win university scholarships. In Guatemala, one project increased the number of rural and indigenous youth attending university by creating a partnership with a test preparation business to bring trainers to rural communities for extended stays to help youth prepare for the highly competitive entrance exams for public universities.

Employment Pathways

While youth make up about 17 percent of the world's population, they account for 40% of the global unemployed. Factors driving this gap include a relative lack of experience, anti-youth bias, and surging youth populations (bulges) that outstrip the supply of new jobs. The most common supported employment pathways in Youth Ready projects include:

- **Internships |** YR projects reach out to local businesses and help them set up internship programs that provide on-the-job training for youth, and a ready supply of eager and "field-tested" potential employees. Some agreements include wage support payments from the project to reduce the cost of providing a wage to the youth interns.

- **Employment Agreements |** For some larger employers and government programs, YR projects establish agreements to provide a specific number of trained youth for a specific number of positions. These agreements often include adaptations of the curriculum to streamline the training process and to more closely match the skills with the job requirements. Agreements with large employers usually include financial support from the employers.

- **Youth Opportunity Centers |** Many YR projects collaborate with local partners (churches, government, cooperatives, etc.) to establish dedicated spaces where youth can center their efforts to find work. Equipped with Internet-connected computers and printers, youth can conduct job searches and communicate with potential employers, prepare their curriculum vitae, and further develop professional skills through online or in-center trainings. These centers can also serve as hubs for youth entrepreneur networks and business incubation.

- **Job Search Support |** Many YR projects host periodic job fairs to bring together YR graduates with potential employers who value the skills, competencies and mindsets that they come with. A few YR projects have created or linked to online platforms to help match youth profiles with appropriate

employment opportunities. An example of this is *Banco de Talento,* developed and launched by WV Honduras from the YR project, "Youth Workforce Development".

- **Innovative Pathways |** Because the youth population served by Youth Ready rarely live in communities flush with employment opportunities, local implementation teams are encouraged to use project innovation funds to explore and develop new ways to connect YR graduates to good jobs. Three quick examples include (a) developing and launching youth-led microfranchize business models to employ mentally disabled orphans aging out of their group homes, (b) partnering with a US-based AI company and an impact outsourcing and training NGO to create youth-led BPO centers, and (c) partnering with Cisco and Certiport to help youth be work ready by providing online technical training together with globally recognized certification.

Entrepreneurship

Youth graduate from the Youth Ready curriculum with key skills for entrepreneurial success, including design thinking, business modeling, financial literacy, SWOT analysis, and more. However, for those who wish to actually put the wheels on their business idea, support to develop a feasible and compelling business plan, access to financing, and links to entrepreneur networks are key.

- **Business Plan Development |** YR projects find partners who have expertise in incubating business ideas and developing sound business plans that comply with local rules and regulations. Partners come from a wide variety, including financial institutions, B Corporations, non-profit organizations, and municipal governments.

- **Youth Friendly Financing |** There are many ways to help a young entrepreneur acquire the capital required to start their own business, and YR projects have a preference for those that empower the youth and treat them like entrepreneurs while at the same time protecting them from ending up worse than they started. For example, Youth Ready projects do <u>not</u> favor giving away business start-up kits because this does nothing to develop the entrepreneur mindset or skills, and in fact robs them of the opportunity to determine their own business plan, establish their own relationships with suppliers, and negotiate their own deals. Ideally, YR projects partner with local financial institutions to develop viable youth-friendly financial products and services, and they leverage project funds with the private funds to extend the scale and sustainability, looking for a win-win-win outcome that finds an appropriate balance of risk and reward for the project, the lender, and the youth.

- **Youth Entrepreneur Networks |** Entrepreneurial networks are key sources of motivation, ideas, information, and advice, as well as potential business partners, employees, and customers. Networks allow youth to validate ideas, identify new resources, link into the wider business community, coordinate training, and advocate collectively. YR projects often partner to link into or expand existing networks, but in some cases they support the youth to establish the first youth entrepreneur networks in an area.

- **Innovative Pathways |** Some projects have established supported pathways for <u>cultural entrepreneurs</u>, who are pursuing a livelihoods through music, art, theatre, dance, etc. Other projects have created supported pathways for <u>social entrepreneurs</u> to implement or scale their ideas for social innovation.

Optional Components and Technology

Literacy Support Booklets

In contexts where the educational quality or attainment for targeted youth has left them without the necessary minimum basic skills for success at work and in life, linking to an accelerated learning program (ALP) should be considered to provide youth with an opportunity to gain functional literacy and numeracy either prior to joining a YR group or concurrent with their participation. Where needed, an ALP can be integrated into the YR project in coordination with the education team of the national office, the Ministry of Education, or another youth-serving education partner.

To support youth with literacy learning and strengthen their reading comprehension skills, World Vision, with support from Pearson Australia, has developed 15 Youth Ready "shellbooks". These are essentially text only and require local adaptation and finishing. Adaptation can be coordinated with the Ministry of Education to ensure proper translation and leveling. Finishing can be completed with youth participation, including refining the language to their common vernacular and creating relevant illustrations for each booklet. There are instructions for adapting, finishing and using the booklets with the youth. The illustration shown here is a page from a booklet that was both written and illustrated by youth in rural Rwanda.

Ababyeyi bagize ngo baramubaza impamvu atakijya kwiga, atangira kubatuka no kubakubita. Nyuma y'iminsi mike yatangiye kumenyana n'abapushayi (abacuruzi b'urumogi).

Bitewe nuko nta mafaranga yagiraga, yatangiye kwiba ababyeyi be. Ndetse n'iwabo ntibari bakigira agakoresho kuko icyo yabonaga cyose yakigurishaga.

Example of a YR shellbook written and illustrated by youth in Rwanda. In this scene, a boy is arguing with his parents over his behavior at school stemming from his drug use.

The booklets feature youth-centered stories that reinforce the skills and lessons from the YR curriculum, like teamwork, goal-setting, critical thinking, self-control, and empathy. Each booklet is available in three basic reading levels and includes several reflection questions at the end for reading comprehension exercises.
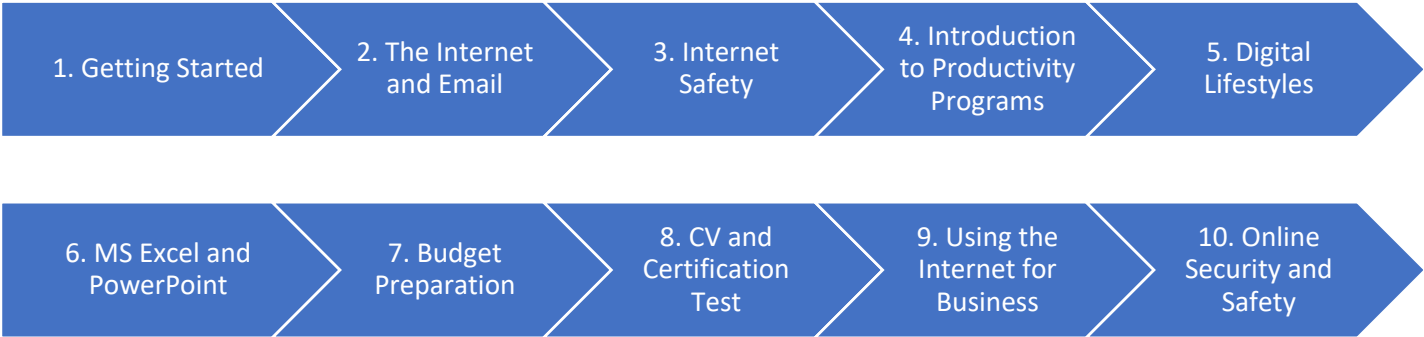
Titles include:

- Mary's Choice
- Richard's Mistake
- Fatima's Interview
- Hector's Job Search
- The Favor
- Lydia's Problem
- SWOT Analysis
- Entrepreneurship Dilemmas
- Lucas's Future Fund

Digital Literacy Sessions

There are an additional ten session specifically for digital/cyber literacy skills that are not included in the core curriculum because we so often implement YR in contexts where access to technology and Internet is limited. However, in contexts where it is appropriate and seen as a need to provide these skills, the projects can collaborate with a local partner and/or add these sessions to the facilitated curriculum. The optional digital literacy sessions leverage the free online basic digital literacy certification program provided by Microsoft and learning-by-doing assignments linked to the YR curriculum. For example, new skills in MS Excel are applied to

creating a budget for an activity in the core curriculum, and new skills in MS Word are applied to creating a resume in another activity. One objective of the optional curriculum is to reduce or prevent digital harm, which includes online security and safety, as well as recognizing misinformation. The following is a list of the ten optional sessions for digital literacy:

1. Getting Started	2. The Internet and Email	3. Internet Safety	4. Introduction to Productivity Programs	5. Digital Lifestyles

6. MS Excel and PowerPoint	7. Budget Preparation	8. CV and Certification Test	9. Using the Internet for Business	10. Online Security and Safety

Technology and the Gamefication of Youth Ready

Youth Ready is designed so that it can be implemented in-person and without the aid of technology. However, the ideal implementation modality is hybrid, using technology to enhance the learning experience, support greater inclusion, and facilitate more connectedness. One way technology can enhance the learning experience is to support game mechanics that orient, motivate, and reward learners for progress.

One benefit of creating a change framework rooted in positive youth identities is that it is so readily gamefied. Every learning activity in the curriculum earns the youth who successfully completes it a certain number of Power Points allotted across one or more powers from the change framework. As they complete learning activities, youth can watch their progress bars fill up, until they level up and/or earn their Youth SuperPower badges. As youth progress through Youth Ready, rather than tracking their progress at completing the curriculum, they track their progress of becoming, of having developed their powers and earning the title of Resilient Agent and Inclusive Collaborator until they've earned all six badges.
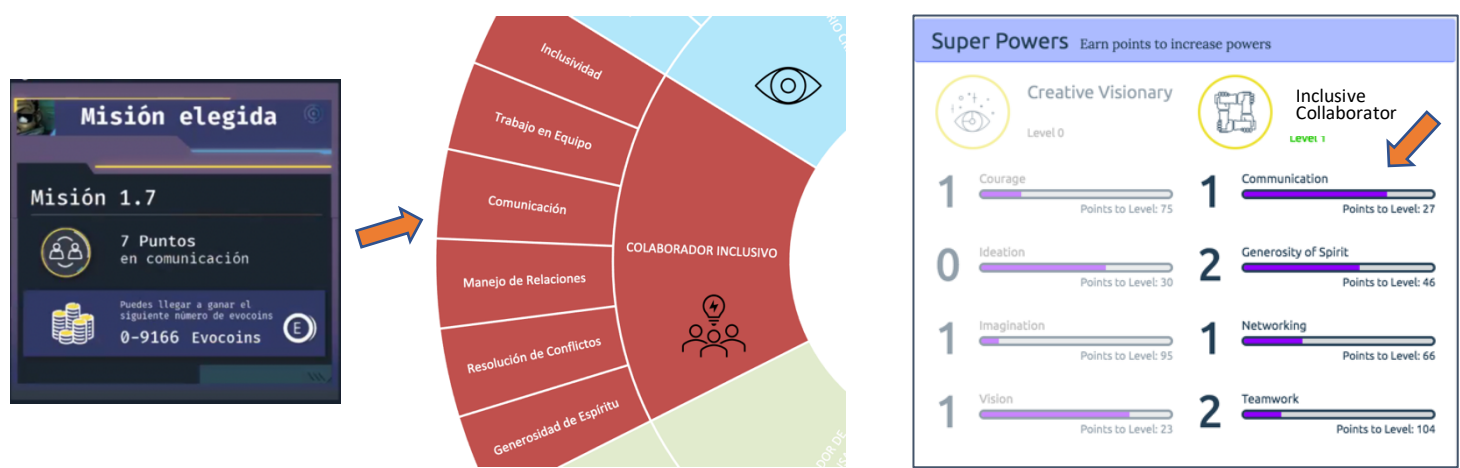

Figure: Every learning activitiy earns youth "Power Points" for strengthening specific skills, competencies and mindsets. Powerbars in the mobile app or online platform display progress and indicate when a youth "levels up" or achieves a power, and when a SuperPower badge is earned.

Evoke | The basic game mechanics of this were developed by the World Bank for their online platform Evoke. As Evoke was integrated into Youth Ready (see description of Module 4), this gamification process was also adapted. The Evoke platform is maintained by the World Bank and there is a global community of users able to access a variety of scenarios (versions of Evoke linked to a specific global social challenge). When the context allows, the preferred modality of YR implementation utilizes the Evoke platform to support facilitation of module 4.

Youth Ready app | Since 2019, WV Honduras has worked with a group of youth developers to create, pilot and improve the YR Mobile App. Initially conceived as a tool to augment in-person learning with new ways to access content, communicate, and incentivize, it quickly took on a much larger role as the primary delivery mechanism during the long COVID lockdown years. It features a group atmosphere with collaborative work while supporting individual advance. Similar to the Evoke platform, assignments and "evidence" can be uploaded for peer feedback or facilitator approval, which can unlock further advance, a micro-incentive in the form of virtual currency and an online marketplace, an advance on visual progress bars, and a digital badge when earned. There is a toolbox, exercise locker, questionnaires, notepad, and even an avatar of the Youth Ready creator who pops up with encouraging words and advice. Plans for future versions include adding functionality to improve access to youth with disabilities. Below are screenshots from the application. While it has not been adapted beyond Honduras yet, there are currently over 5,000 registered users and a positive evaluation.

Figure: screen shots from the Youth Ready mobile app

Both platforms are flexible enough to augment the in-person learning experience with project-specific video, text, links and tools for group communication and collaboration. The flexibility allows adaptations and translations of the curriculum to be made quickly. They are also robust enough to support hybrid online/in-person learning modalities to sustain relationships and group learning through strict Covid restrictions and to accommodate other barriers to in-person learning. WV Honduras is piloting an application programming interface (API) that allows youth to track their progress, earn badges, spend virtual currency, and communicate with each other and their mentors across both the Evoke platform and the Youth Ready mobile app.

Savings Groups

To further strengthen financial literacy skills, it is recommended that YR groups are supported to form savings and loan groups, where an adequate youth-friendly model for support is available. The primary purpose is more educational than practical. In other words, the point is for the youth to have a place to practice financial literacy skills, not to create a replacement for formal financial service providers. The savings group should be set up to encourage the habit of savings, and provide a safe, yet real world/real money, structure to learn how to calculate interest, manage debt, follow a repayment schedule, perhaps even establish an emergency fund. The savings group activities can either be facilitated by the same YR facilitator with additional training, or by someone specifically dedicated to supporting youth-led savings groups. For example, this could a colleague from the FSL team where World Vision implements its Savings for Transformation project model adapted for youth, or a facilitator from a trusted partner organization with a similar model. To date, about 25% of YR projects have included youth-led savings groups.

Private Sector Engagement and Local Partnerships

Youth Ready is a multi-sector, holistic project model that both prepares youth for success in work and life, and links them to opportunities for economic participation and social engagement. Effective implementation of Youth Ready that delivers impact requires effective partnerships, especially around the provision of appropriate, accessible, and advantageous opportunities for young people. When preparing for a Youth Ready project, national offices conduct a landscape analysis to identify potential partners to fill roles in the model in ways that WV can't. Below is a table of roles where partners are commonly sought out.

Youth Ready Partner Mapping Table:

Role	What Partner Provides	Potential Partners
Safe Spaces	An emotionally and physically safe place for young people to meet and collaborate that can be safely accessed by vulnerable male and female youth	churches, schools, community
Facilitators	People to be trained and certified as YR Facilitators	local youth-led and youth-serving organizations, community volunteer trainers, teachers
Inclusion	Local expertise on youth that require special knowledge, skills, or relationships to reach and serve well. (e.g. youth with disabilities, ethno-linguistic minorities, LGBTQ youth) Partners help identify and bridge youth to participation, provide resources, expertise and training.	local NGOs with expertise reaching and working with vulnerable or marginalized groups of youth.
Technology and Online Access	Access to devices and Internet connection so that youth can access digital and online resources to strengthen project outcomes. (e.g. job search, MS digital literacy course, resume creation, YR mobile app, Evoke platform, etc.)	local telecom for airtime, retailer for low cost devices, NGO with computer labs, church-based Youth Opportunity Centers
Health Partner	Access to youth health information and services, especially reproductive and mental health	local health clinics, medical schools
Vocational Training	Skills training and/or certification in vocations with market demand	Private or public TVET providers. Skills testing and certification for informally acquired skills
Psycho-Social Support	Clinical and non-clinical mental health services for youth	University psychology program, NGO partners
Entrepreneurial Support	Linkages to business development services and coaching, youth entrepreneur networks	business incubators and innovation hubs (e.g. Impact Hub or TechnoServe), existing entrepreneur networks, universities (business schools)
Job Placement	youth internships and work opportunities, online job match services, inclusion expertise for PSE and job placement (e.g. youth with disabilities)	local businesses, online job match sites, government work programs, industry associations (e.g. hotels)
Financial Services	youth-friendly financial services and products	Vision Fund or other MFI, banking cooperative
Research, Evaluation	technical MEAL and research expertise, independent evaluation services	universities, research firms, MEAL consultants

Of particular importance to the successful implementation of Youth Ready are partnerships with the private sector, which are key to driving employment and entrepreneurship results. Also of critical importance are the many local partners that play key roles requiring local expertise, presence and capacity. It is also worth noting the importance of local partners for inclusion.

Private Sector Partnerships

WV's approach to private sector engagement is rooted in the creation of shared—enhancing business competitiveness while simultaneously advancing the economic and social conditions in the communities in which they operate. To identify suitable partnerships, the YR implementation team finds alignment with businesses on social issues relevant to both partners that, if addressed, will achieve both social and financial outcomes and result in a competitive advantage. Of particular importance are partnerships that (a) provide certified vocational skills training, (b) create new internship programs and work opportunities for youth, or (c) provide youth-friendly financial products and services. One example of this is our partnership in Honduras with the cooperative Chorotega, with whom WV collaborated to prototype, pilot and expand special loan products for first time youth entrepreneurs. The project was able to leverage its limited funds to support youth entrepreneurship, the cooperative developed and scaled a viable product with limited risk, and the youth gained access to business loans that included protections for the youth in the event of a failed business.

Local Partnerships

Partnerships with local institutions provide critical services to youth at the community level. Partners include government service providers, youth-led and youth-serving community-based organizations, schools, churches, health clinics, universities and other academic institutions, business incubators and entrepreneur hubs and networks. Example of effective local partnerships include:

- In parts of Honduras, youth are unable to leave their neighborhoods to reach vocational training centers due to gang boundaries and activity. WV brought together government trainers, churches, and communities to create certified pop-up style TVET centers.

- In Peru, a partnership with the Ministry of Education led to the integration of WV-developed life skills training and financial education into the public curriculum.

- In Honduras, WV is partnering with top university researchers from the US-based Institute for Research on Youth Thriving and Evaluation and the Autonomous University of Honduras to conduct research on YR implementation, improve M&E tools, and strengthen local research teaching capacity.

Partnering on Inclusion

A special emphasis is put on partnering with youth-led and youth-serving organizations that cater to the needs of the most vulnerable youth. This may include persons with disabilities, individuals from ethnic, religious, or other minority populations, youth living with HIV/AIDS, former gang members, former child soldiers, refugees, and LGBTQI+ youth, among others. Partners have established relationships of trust with these groups of youth, and they provide expertise, resources and training to help WV better reach and serve all youth and ensure inclusive and equitable outcomes. One example of this is from a YR project in Zambia, where WV partnered with safe homes for girl victims of gender-based violence and local schools. Teachers and caregivers who were already working with the girls, but lacked a good curriculum for life skills training and work readiness, were trained as YR facilitators. Their sensitive approach to adapting the learning activities to the girls needs led to better outcomes and the adoption of the curriculum in other safe homes for girls.

Annex 1: Detailed YR Curriculum Outline

1.1 Introductions and Expectations

The Ball Game: Personal Introductions

What do We Think about This: Effort and Success?

Box of Expectations

Ready How? Change and Identity

What is Youth Ready?

The Learning Contract

1.2 The Power to Shape Our Future

If I Could Only Have One Thing

Succussful Life or Fullnes of Life?

Locus of Control

Tearing Down Walls

1.3 Building Trust and Group Identity

Guests of Honor

Team Trust Walk Challenge

Getting to Know You

Our Shared Identity

1.4 Baseline Surveys

Project MEAL Baseline Survey

1.5 Who am I?

Precious Gems

Elevation Life Maps

Mended With Gold

1.6 Building a Positive Social Network

What Do We Think About This: Shared Values and Beliefs Among Friends?

How Do Others See Me?

Peer Pressure

My Support Network

My Circle of Friends

1.7 Gender and Diversity

Gender Roles

Who Moves Forward?

Walking in the Shoes of Another

Concepts of Equality

1.8 My Interests & Aptitudes

The Puzzle of Life

What Moves Me: Dreaming of my Future

My First Life Plan

My Personal SWOT Analysis

1.10 "I am..." Presentations and Module Completion Celebration

Introduction of Parents and Guests

Gallery Walk

"I am..." Presentations

Module Completion Celebration

2.1 Developing Personal Social Emotional Skills

Emotions Bazaar

Introduction to Social Emotional Intelligence

Strategies for Self-Awareness

Recognizing and Managing Stress

Self-Management Strategies

2.2 Developing Interpersonal Social Emotional Skills

Physical Signs of Strong Emotions

Social Awareness in Action

Strategies for Relationship Management

The Tower Game

2.3 Effective Communication

Active Listening: Back to Back Drawing

Assertive Communication

The Robot

Giving and Receiving Constructive Feedback

2.4 Appropriate Workplace Behaviors

Brainstorming Appropriate Workplace Behavior

Profile of an Employee with Inegrity

Winning as a team

2.5 Rights, Responsibilites, and Safety at Work

My Rights and Responsibilities at Work

Safety at Work

Work Scenarios and Labor Law

2.6 Searching for a Job

Approaching the Labor Market

The Path to the Job of My Dreams

Job Search Strategies

Personal Shield: Résumé Preparation

2.7 Interviewing Effectively

What to Expect and What to Avoid

Good and Bad Interview Answers

Competenciy-Based Interviews and the STAR Method

2.8 Mock Interviews

Work Interview

Consolidation of Interview Scores and Group Feedback

Following Up after the Interview

2.9 Money, Well-Being, & Savings

What Do We Think About This: Money

Recognizing My Expenses

The Importance of Savings

"Selling a Fraud": How to Avoid Scams

2.10 Module Completion Celebration

Presentations of Family and Invited Guests

Gallery Walk

Presentations: CV and Skills

Module Completion Celebration

Special Session: Tour Of TVET Centers

Expectations

Code Of Conduct

The Visit

Reflection

3.1 Introduuction to Entrepreneurship

On the Starting Line of Entrepreneurship

The Dance of the "O's" and "A's"

Learning From Entrepreneurs

Personal Entrepreneurial Competencies (PEC)

3.2 Creativity and Innovation

Creativity

Innovation Exercise

Innovation Challenge (BOOTCAMP)

3.3 The Business Model Canvas

The Business Model Canvas

Approaching the Market: For whom are we creating value?

The Empathy Map

3.4 Designing Sales Strength

Fishing with a Hook

Value Proposition: What do we have to offer?

Relationships: How do we build them with our clients?

Distrubution Channels: How do we get our product to our clients?

3.5 Organizing Production Strength

The Ring Toss

Key Resources: What do have to operate the model?

Key Activities: What do we do to operate the model?

Key Partnerships: Who do we count o to operate the model?

3.6 Calculating Profitability

The Airplane Factory

Cost Structure: How much do we need to implement the model?

Revenue Streams: What do we expect to get from the model?

Calculating Profit

3.7 Business Finances

Types of Loans

Borrowing Money Wisely

Business Model Elevator Pitches

3.8 Business Model Fair and Module Completion Ceremony

Set up: Gallery and Business Model Fair

Business Model Fair

Module Completion Ceremony

4.1 The Power to Change the World

If the World Were a Village

Welcome to the Campaign: "Sustainable and Secure Communities"

What type of agent are you?

Aligning the Team's Strengths

Mission 1: Understanding the Issues

4.2 Becoming Agents of Change

Reporting Mission Results

I Can Be Part of the Change

Forms of Civic Participation

The Ship of Change

Mission 2: Valuing Opinions

4.3 Exploring Our Environment

Reporting Mission Results

Problem Trees and Trees of Strength

Choosing the Problem to be Addressed

Mision 3: Generate & Innovate Ideas

4.4 Designing a Project for Change

Socialize Results of the Mission

Mental Map

Styles of Community Leadership

4.5 Socializing the Project for Change

My Community Through Time

Story Formation / Initial Evocation

Mission 4: Arguing the Postion

4.6 Piloting the Project for Change

Mission 5: Materialize the Prototype

Impementation Plan and Impact Metrics

Mision 6: Resource Management

Mission 7: Identify Key Partners

Mission 8: Piloting the Prototypes

4.7 Deciding on a Group Project

Prepare Prototype Elevator Pitches

Final Evocations

Chosing a Winning Proposal

Refine Plan for Group Implementation

Mission 9: Group Implementation of Project for Change

4.8 Evaluating Impact

Sharing Experiences and Learnings

Evaluating the Results

Mission 10: Preparing Presentation to Socialize Results to Community

4.9 Livelihood Pathway Plan

Exploring Supported Pathway Options

Writing my Plan for Personal Development

Graduation Ceremony

Gallery Walk Setup and Tour

Change Project Presentation

Personal Development Plan Presentations

Graduation Celebration

Special Session: Health and Self-care

Healthy Living and Self-Care 1

Decision Making

Investigating My Health and Local Health Care Services

Special Session: Health and Self-care

Presenting the Results of Our Investigation

Healthy Living and Self-Care 2

Presentation from Local Health Care Provider

Annex 2: Youth Power Definitions

As young people progress through the Youth Ready curriculum, they learn and strengthen new skills, competencies and mindsets that will help them become agents of change in their own lives and in their communities. Youth Superpowers are positive identities defined by clusters of these new skills, competencies and mindsets, that we call "powers". With each youth superpower, a young person is empowered to show up in the world with a new way to contribute, whether as a creative visionary, an inclusive collaborator, or any of the other four positive youth identities that define the Youth Ready Change Framework. Below are brief definitions of each superpower and each of the powers (skill, competency or mindset) that define the superpower identity.

Youth Superpower: Resilient Agent

Youth that are Resilient Agents have a sense of purpose, self-efficacy and an accurate recognition of who they are and who they can become, which enables them to persist, learn and grow, and exercise control over their lives. They are aware of who they are and the potential they have and have:

- **Positive Self-Identity** is having an accurate self-perception and self-efficacy. People with a positive self-identity have self-compassion, self-confidence, and maintain a positive sense of self.

- **Perseverance** is the ability to persist through challenges. People with perseverance sustain their focus and effort in positive way and work through setbacks,

- **Sense of Purpose** is having a definition of success and meaning in one's life rooted in outwardly oriented goals. People with a sense of purpose articulate their values and find meaning in being part of something bigger than one's self.

- **Self-Awareness** is the ability to recognize one's emotions, strengths, and other factors that influence their behavior. People with self-awareness recognize their strengths, motivations, and interests, and can identify their emotions.

- **Self-Management** is the ability to exert emotional and physical self-control. People who have self-management skills have attentional focus, manage their impulses, respect rules, take responsible decisions under stress, manage their emotions, and build effective habits.

- **Growth Mindset** are motivated to keep learning. People with a growth mindset recognize that they can improve with effort and practice, accept that making mistakes does not mean that you are not smart, but rather see making mistakes as an opportunity for improvement. They challenge themselves to reach their goals.

- **Self-Care** is attending to your holistic wellbeing. People who practice self-care recognize their physical, emotional and spiritual needs and maintain healthy practices related to nutrition, hygiene, sexual and reproductive health, mental health, workplace safety and spiritual/personal growth. They know their civil and workplace rights and how to protect themselves from online risks.

Youth Superpower: Creative Visionary

Youth that are Creative Visionaries believe that they can help create a positive forward-looking future for themselves and for others. They envision and create a better tomorrow and have important skills:

- **Creativity** is the process of having original ideas that have value. It is the act of putting a person's imagination to work. Peoples who are creative generate lots of fresh and original ideas through play, research, testing, modifying, and learning and improving throughout the process.

- **Vision** is the ability to bring ideas to life and transform them into a tangible reality. Peoples with vision see possibilities when others may see only barriers and failures. They can paint a compelling picture of an idea that enables others to see the opportunities and motivates them to act.

- **Curiosity** is the desire to learn and understand more. Peoples who are curious are interested in other people and ideas. They keep an open mind and keep questioning as they seek out new knowledge and engage with novel experiences.

- **Imagination** is the ability to generate original ideas and to visualize and formulate a mental image of a concept that does not currently exist. Peoples who are imaginative envision a more positive future and a better world. They are willing to dream of original untried solutions and view familiar things in a different light.

- **Entrepreneurial Mindset** sees opportunity and pursues it. Peoples who have entrepreneurial mindsets navigate uncertainty, identify opportunities, envision a business model, take the initiative, manage risk, and see 'failure' as an opportunity.

- **Hope** is a desire for an outcome and a belief that the outcome is possible. Peoples who have hope maintain positive beliefs about the future and a goal-oriented way of thinking, consisting of different pathways to achieve their goals. They are creative in pursuing their goals and optimistic that their perseverance will pay off.

Youth Superpower: Reflective Innovators

Youth that are Reflective Innovators think clearly, creatively, and reflectively about a problem and experiment with possible solutions. They have the ability to:

- **Critical Reflection** is a process by which we make meaning from what we are learning and experiencing. People who are good at critical reflection question and examine their assumptions, reasoning, emotions, behavior, decisions, and actions. They refine, adjust, and develop their ideas by considering new ideas and evidence, both individually and with their team. They are also good at giving, receiving, and adjusting to feedback.

- **Problem Solving** is the process of finding solutions to (often) difficult or complex issues. People who are good at problem solving work through a problem-solving cycle, from identifying issues and generating possible solutions to planning and prioritizing solutions. They understand how different parts of complex issues fit together and influence each other, and they conceptualize and consider them holistically to make good decisions in the process of problem solving.

o **Research & Analysis** is the ability to examine and evaluate an issue in a structured way to gain a better understanding of it. People good at research and analysis gather information from multiple reliable sources, identify what is relevant, and use a range of congnitive tools to organize, analyze and make meaning of it. They are also able to conduct primary research through interview and survey.

o **Goal Setting & Planning** skills help us envision a preferred future and a pathway to it. People with these skills understand that goals are more likely to be attained if you plan to attain them. They set aspirational yet attainable goals, and identify the steppingstones that break the goal down into smaller manageable steps that can be focused on in sequence. They articulate and declare their goals and make a commitment to their plan, creating processes and habits that help them stick to their plan.

o **Experimentation** is the ability to test an idea or method and understand it in a real-world setting, observe it in action, learn from the experience, iterate on the idea, and repeat the process. People who are good at experimentation create a prototype of their idea, test it, accept feedback, and keep trying (iterate) when things do not turn out as originally planned.

o **Openness & Adaptability** is being receptive to new ideas, viewpoints, and approaches and receptive to changes in behaviors and beliefs based on new information, changing context or different ways of seeing the world. They resist thought rigidity and nurture the capacity to tolerate ambiguity and remain flexible.

Youth Superpower: Inclusive Collaborator

Youth that are Inclusive Collaborators develop healthy and trusting relationships with others and use their diverse strengths and background to accomplish shared and meaningful goals. They work collaboratively and are skilled in:

o **Inclusiveness** ensures that all people are respected and have fair and equitable opportunities, regardless of who or how they are. Peoples who practice inclusiveness value diversity, tolerate differences, show cultural sensitivity, and resist reducing people to stereotypes. They are conscientious of those at risk of being excluded and take actions that ensure everyone has a voice and can participate.

o **Teamwork** is the ability of a group of people to act together to accomplish a shared goal. People who are good at teamwork recognize that they can create something of even greater value when they collaborate together to share responsibilities, set roles, and work collectively. They are able to compromise and cooperate, and know what strengths they bring to the group, using them to contribute both to maintaining the team and to accomplishing the goal.

o **Communication** is the act of sharing and exchanging information, thoughts, values, and emotions. People who are good communicators listen actively and empathetically. They are respectful, and sensitive to body language, tone, and differences in communication styles. They present and defend their ideas thoughtfully, with confidence and in a compelling way. Good communicators can be assertive respectfully and without aggression. They can adjust how they effectively communicate according to the social or professional context.

o **Relationship Management** is the ability to build and maintain healthy relationships based on constructive conversations and trust. People with good relationship management skills use self-awareness of their emotions and those of others to manage interactions successfully. They develop

networks of mutual support and are able to see the benefit of connecting with many different people and creating bonds even with people they may not be fond of.

- o **Conflict Resolution** is the ability to resolve conflict peacefully and help others to do the same. People who are good at conflict resolution use their communication skills and emotional intelligence to facilitate mutual understanding and peaceful resolution, even when agreement isn't possible.

- o **Generosity of Spirit** is the willingness to share the best of who you are and what you have with others. People with a generous spirit share their time, attention, expertise, and resources with others, joyously and without expecting anything in return. They relate to others with kindness, patience, respect, openness and gratitude.

Youth Superpower: Empathetic Changemakers

Youth that are Empathetic Changemakers are proactive and show their commitment for justice. They actively listen for understanding, engage with issues, mobilize and serve with others in order to transform people's lives in their community and in the world. They take action and are skilled at:

- o **Empathy** is the ability to be aware of and care about another person's emotions, perspectives, or circumstances. People who are empathetic consider the emotions, concerns, aspirations & perspectives of others. They try to genuinely understand by listening and paying attention, recognizing that issues that led people to the situation they are in are often ambiguous.

- o **Contribution** is actively pursuing opportunities to provide for the common good and care of others. People who contribute volunteer their time, talent and resources to participate in community work. They support other people to create change and find purpose in the possibility of bringing about positive change.

- o **Leadership** is the ability to mobilize the collective capacity of people to act and dedicate their ideas and energies towards and making things better. They help others commit to tackling difficult challenges that do not have easy solutions, consider different styles and models, and foster team engagement over a sustained period. They are truthful.

- o **Courage** is the ability to act in a way that is consistent with one's values and conscience, despite fear and in the face of uncertain outcomes. People with courage stand up for positive values in the face of negative social pressure. They are willing to engage others in an authentic way, challenge status quo thinking and speak truth to power.

- o **Values-led Action** is doing things based on ethical decisions and a fairness orientation. People who take value-based action consider issues of social and economic justice and inequality issues, assess their rights and responsibilities, and act with honesty

- o **Responsibility** is means being accountable for one's beliefs, words, and actions. Responsible people commit themselves to act consistently with their values and their word, and understand when it is their duty to act. They speak truthfully, are trustworthy and dependable.

Youth Superpower: Productive Citizen

Youth that are Productive Citizens are willing and capable to engage in socially responsible and economically productive activities. They are prepared for the world of work and citizenship with:

- o **Reading Comprehension** is having functional literacy. People with reading comprehension read with adequate fluency and comprehend appropriately leveled text for both learning and pleasure.

- o **Financial Literacy** is the ability to set financial goals and plans to achieve them. People with financial literacy are competent managers of their financial health. They understand how budgeting, spending, saving, and borrowing affect their financial goals and make effective use of planning, monitoring and prioritizing to achieve them. They can distinguish trustworthy financial services and avoid scams.

- o **Digital/Cyber Literacy** is the ability to make effective use of computer and mobile technology, common appications, workplace software and online resources for personal and professional benefit. They can recognize online scams and threats to themselves and their information.

- o **Career Planning & Job Search** know how and where to search for a job. People with this ability plan their careers consider how to match their interest with job possibilities, create a job search portfolio, write and update a CV and cover letter, and how to be interviewed. They understand the importance of first impressions and resilience in their job search.

- o **Entrepreneurship** is the ability to identify and act upon opportunities and ideas to create value for others. Entrepreneurs assess potential, articulate a value proposition, create a business model, identify resources, and present their ideas.

- o **Work Readiness** is being able to get and maintain a job. A person who is employable behaves appropriately in the workplace, manages their time, and respect rules and other people. They know their rights and responsibilities and are aware of issues regarding safety in the workplace.

Annex 3: Example of a Youth Ready Learning Session

To better illustrate the pedagogical approach of Youth Ready, the following is a summary of a three-hour learning session from the first module, "Who Am I?". There are three learning activities in this session that work together to help youth begin exploring and describing their identity. They describe their strengths and the person they want to become, while reflecting on the people and events that have shaped who they are. Some of the powers from the YR Change Framework that are developed in this session include: self-awareness, positive identity, hope, sense of purpose, perseverance (which includes coping with loss), self-care, empathy, inclusiveness, communication, generosity of spirit, and growth mindset.

Precious Gems | In this activity, youth are invited to counter the negative messages and beliefs they might hold about themselves. Youth are first asked to name a few precious gems and reflect on what makes them "precious". Each youth is asked to think of three positive things they can say about themselves that describe how they are special, talented, strong, beautiful, unique and precious. Taking turns, each youth is invited to stand in the middle of their peers and declare out loud and without false humility their three statements. For example, "I am Julia. I'm a trustworthy fried; I'm a good dancer; I'm generous and kind to my siblings." The group then affirms each member by name, declaring in unison, "You are a precious gem, Julia!" Afterward, the group reflects together on how it felt to hear their peers call them precious, on ways that they can limit negative thoughts and beliefs about themselves, and how they hope this activity impacts their group as a whole.

Elevation Life Maps | In this activity, youth are invited to reflect on the different events and people that have influenced their personal development and sense of self. After a demonstration from the facilitator, youth are invited to create their own elevation life map, illustrating the "highs" and "lows" in their lives. Each youth has the opportunity to share their life story with a few peers. As they share and practice empathetic listening, the youth are encouraged to value their own stories, embracing both the good and the bad that has made them who they are today. They begin to recognize that they are not alone – that everyone has ups and downs in their lives. While each story is unique, most will find many similarities with the stories of their peers, and be inspired by how they have overcome hardship and coped with loss. These concrete examples from their peers frame and inform the discussion on coping with loss in the next activity, and the role played by perseverance and hope.

A young man in Rwanda using the Elevation Life Map technic to share his life story with peers and visitors.

Mended with Gold | In this activity, youth identify ways that they can cope positively with set-back and loss, and persevere in positive actions. In the first part of this activity, youth learn about "Kintsugi" - the Japanese tradition of mending broken pots with gold, increasing the beauty and value over the original piece before it

was fractured. The Japanese cherish the imperfections of a broken pot repaired in this way, seeing it as a creative addition to the pot's life story or even as a rebirth of the vessel.

Examples of modern "Kintsugi" ceramics

The second part of this activity is the "Beauty in Brokenness" craft, where youth are given photographs of themselves taken in the previous session. Youth are invited to remember a time in their lives when they felt like they were being torn apart by anxiety, grief, sadness, fear, pain or need. As they do so, they tear their own picture into pieces, representing how life can make us feel shattered, broken, torn, or destroyed. They then repair the image using golden glitter glue in the style of Kintsugi. Youth reflect together on the fact that many after being broken, many of them found ways to heal and move forward with their lives, even becoming stronger and wiser. For some, their most precious values and beautiful qualities and values were forged in dark ugly times of pain and loss. Youth are encouraged to write an encouraging message of hope for themselves display these" cracked" pictures in their home to remember how they've been mended in gold, and the treasures they've found in their broken places. Youth have used phrases like:

A "Kintsugi" portrait

- "I'm beautiful, even where I'm broken"
- "I'm mended with gold"
- "I once was broken, but God made me whole"
- "My scars are precious"
- "I may have failed, but I am not a failure"

In the third and final part of this activity, youth use their own life stories and those of their peers to reflect on how some were able to move toward emotional healing and take actions that were not harmful to themselves or others, while being restored to a place where they can enjoy life and live with hope. They brainstorm and agree on a list of healthy strategies for coping with loss in positive and life affirming ways, as well as a list of unhealthy ways of coping that slow down this process or cause harm. Each youth then selects three healthy strategies from their list that they would want to use when coping with loss and they write them into a space provided in their YR workbooks.

Annex 4: The Youth Development Challenge

The global youth landscape

Across the world, millions of young people face alarming circumstances defined by social exclusion, exploitation, violence and a stark lack of opportunities for education, gainful work, and participation in community life.


40%

17%
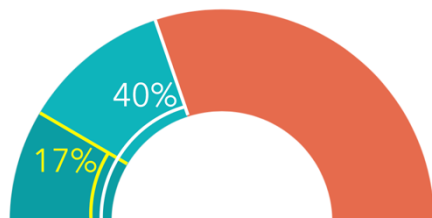
Youth are 17 per cent of the global population, but 40 per cent of the global unemployed.

Nearly one in five children, adolescents and youth are out-of-school - a total of 263 million. Nearly half of these are illiterate. While youth make up 17 per cent of the global population, they are 40 per cent of the global unemployed. Across Africa, youth make up more than 80 per cent of the unemployed. Half of the world's young people, it is estimated, are not in school, not employed and not in training. In essence, they are stuck.

With little hope, the desperation of youth is evidenced by the worldwide surge of youth migrating in search of work or fleeing from violence, of youth being trafficked or enslaved or pulled into criminal gangs or violent extremist movements, and leaving youth at risk of drug abuse, early pregnancy, STDs, depression, and even suicide. It should sound a global alarm that suicide is the second leading cause of death in the world for those aged 15-24 years.

Youth is a life stage, not a sector

The transition from childhood to adulthood is a critical life stage, requiring young people to acquire the knowledge, skills, resources, relationships, and access to opportunities to successfully navigate the expectations of adulthood. Young people face multiple simultaneous development challenges and risks as they navigate this transitory space. These can include deficient education systems, meager economic opportunities, social exclusion, exposure to crime and violence, inadequate physical and mental health resources, among others. All of this while young people are forging their identities and grappling to take the helm of their own lives amid intense physical, emotional, social and cognitive transformations. Failure to be adequately supported and equipped for adulthood often means young people get stuck in what we might call 'arrested liminality', where they have aged out of their childhood social contract, but are unable to participate meaningfully in the economic, social, and political spaces of the adult world as healthy, productive, and engaged members. They are like a boat lacking a sail, helm or rudder and dragging its anchor behind it, unable to successfully navigate the journey to adulthood.


Childhood

Adulthood
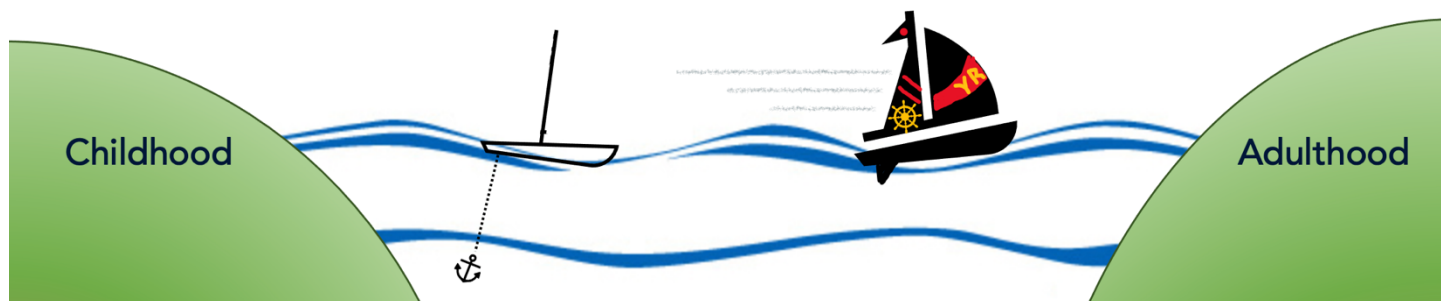
Whether it is food insecurity, early marriage and an inadequate education system in rural Niger or dealing with violence, stigma, and deficient employment skills in urban Honduras, youth face a wide range of impediments. Creating the conditions for a successful transition requires integrating programming

components from multiple sectors (versus focusing interventions within the narrow technical space of a single sector like health, education or livelihoods) while simultaneously addressing systemic gaps in the preparation of the youth and constraints in the enabling environment. Over the years, multiple frameworks have emerged to take on this complex challenge, including risk reduction, resilience, developmental assets, life skills and youth engagement. Positive Youth Development (PYD) has been identified by both practitioners and donors as a best practice for youth development. It uses a multisector approach that accounts for how the unique context and environment limit or condition access to opportunities.

Annex 5: Youth Ready and Positive Youth Development

PYD is a conceptual framework for a multi-sectoral, asset-based approach to youth development. In contrast to deficit-based or problem-based approaches to development, which focus on bridging gaps and correcting problems on behalf of young people as targets of development interventions, PYD focuses on empowering youth as positive agents of change. By strengthening the intellectual, physical, social, and emotional competence of youth, PYD programs recognize the potential for young people to be a leading source of change in their own lives and in their communities.

The framework, illustrated below by the USAID-supported website YouthPower.org[1], places healthy, productive and engaged youth at the center. It takes multi-sectoral programming working across multiple domains of change--assets, agency, contribution, and the enabling environment--to achieve the central PYD outcome.

Figure 1 – The four domains of Positive Youth Development
Image credit: youthpower.org
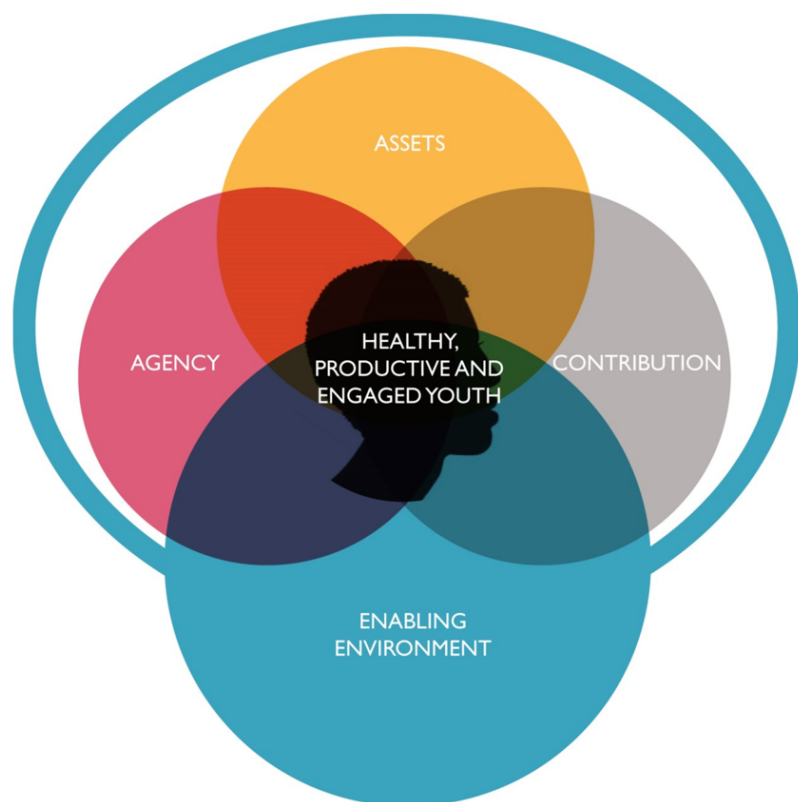
Assets are the skills, competencies, and resources that youth need to be effective in pursuing their desired future. These include knowledge and skills gained through education or training, interpersonal 'soft' skills like communication and teamwork, and social-emotional intelligence.

Agency is about youth taking decisions for their lives and the initiative to employ their assets to advance those decisions and achieve their desired future. It stems from the belief that persisting in positive actions can affect change and create a better future.

In all YR projects, youth are provided with opportunities to build a range of skills critical to self-efficacy and success in both work and life, including literacy, financial education, soft skills, and technical vocational skills. Youth are encouraged to strengthen their agency through participatory learning and action approaches, support for a range of

---

[1] YouthPower website - http://www.youthpower.org/positive-youth-development-pyd-framework

youth-defined livelihood aspirations, and the transfer of productive resources into their hands. The YR Viability Foundations curriculum provides 120+ hours of learning activities designed to build character, skills, self-efficacy and resilience in young people. Every activity in the curriculum is explicitly linked to powers in the positive identity based Youth Ready Change framework.

Contribution is youth engaging with opportunities to express shared visions, care for others, and advance a greater good. It is not passive or token participation, but empowered youth engaging in real decision-making, expression, community service, and leadership.

In Youth Ready, young people are given the skills to be social innovators and agents of change. They are empowered with training in civic participation, leadership, human-centered design, and social entrepreneurship. The YR curriculum also provides youth with opportunities to develop critical attitudes and character skills, including empathy, contribution, values-led action, responsibility, inclusiveness, and generosity of spirit. Learning activities use the Participatory Learning and Action (PLA) approach, which engages participants in a "problem-posing" pedagogy that links knowledge to action. This approach, informed by the work of Paulo Freire, empowers youth not only to identify the issues they and their communities face, but also to take positive actions for change and development. Learning activities are designed to engage the cognitive, affective, and psychomotor aspects of learning (thinking, feeling and doing).

In the final module, youth lead a social innovation change project that involves research into a community social challenge, community outreach, brainstorming and prototyping of solutions, project selection, planning, implementation, and evaluation. This process is guided by an adaptation of "Evoke", in partnership with the World Bank. At graduation, the youth give a presentation to their community to socialize their change project and its results. By engaging the community throughout, youth are given a chance to rewrite the narrative of youth/community relations from one of distrust and apprehension to one of hope and belonging.

Enabling Environment includes the social, normative, structural, and physical conditions that support, protect, encourage, and strengthen youth empowerment. It is an environment where opportunities abound for youth to develop their assets, strengthen their agency, access services and resources, and participate in economic and civic activities.

Youth Ready convenes and aligns the efforts of a network of partners from the community, church, private sector and government, working together to strengthen the enabling environment for young people. Examples of this include identifying positive and safe spaces for young men and women to meet, collaborating with local banking partners to provide youth friendly financial services and projects, engaging the private sector to create and expand internship and employment opportunities for youth, linking youth to social accountability activities to improve services for youth, supporting the formation of youth entrepreneur networks and linking youth to broader youth networks that advocate for youth issues.

On the following page is a chart that maps a number of Youth Ready project features and key activities to the Positive Youth Development framework.

Youth Ready activities by PYD feature

Domains	Program Features	Project Features and Key Activities
Assets	Skill Building	social emotional learning
		design thinking, business modelling, and entrepreneurship training
		work readiness and career planning skills
		financial literacy
		digital literacy (where appropriate)
Agency		pedagogical approach to learning activities designed to strengthen voice and agency
		technical vocational training (optional)
		tuition vouchers, cash or productive asset transfer
		functional literacy and numeracy (optional)
Contribution	Youth Engagement and Contribution	social entrepreneurship and human-centered design skills
		civic participation training
		youth-led community service projects
		youth participation in community social accountability activities (optional)
Enabling Environment	Healthy relationships and bonding	youth bond with peers in positive environment of youth cohorts
		participation of supportive families, community members and youth mentors
		positive youth/community relationship strengthened through service and engagement
	Belonging and membership	youth trained in gender equity and inclusion
		activities designed for inclusion, trustbuilding, and building shared identity
		promotion and links to positive youth networks
	Positive norms, expectations and perceptions	YR Change Framework based on positive youth identities and youth power
		gender sensitization and social inclusion training for youth and facilitators
		advocacy for inclusive youth employment in private and public sector
		youth participation in community leadership
	safe space	youth meet in trusted physical spaces already used by youth - men and women.
		youth define and help maintain a positive, supportive, and inclusive environment
		YR technology platforms for learning are moderated and secure
		strong child protection protocols in place for facilitators and partners
	access to age appropriate and youth friendly sevices	promotion of youth friendly employment and business development services
		partnerships to develop youth friendly financial services and products
		youth informed and introduced to local health care providers
		Youth Opportunity Centers
		access to savings through VSLA groups (optional)
		youth-led CVA activities improve access and quality of public services (optional)
		child care provision to facilitate access to trainings (where possible)

Annex 6: WV Gender Equity and Social Inclusion Approach

As an organization, WV is committed to build and implement inclusive models of development that promote equal and inclusive access of the most vulnerable, transform systems and social norms, and build individual and collective agency (or empowerment), resilience, and action. WV's Gender Equality and Social Inclusion (GESI) approach features five domains of change that need to have impact across all levels from individual to societal level.

- **Access:** The ability to access, use, and/or own assets, resources, opportunities, services, benefits, and infrastructure.

- **Participation:** The ability to participate in or engage in societal affairs and systems of power that influence and determine development, life activities and outcomes.

- **Decision-making:** The ability to make decisions free of coercion at individual, family, community, and societal levels. This can include control over assets and the ability to make decisions.

- **Systems:** The availability of equal and inclusive systems that promote equity, account for the different needs of vulnerable populations, and create enabling environments for their engagement.

- **Well-being:** The sense of worth, capability status, confidence, dignity, safety, health, and overall physical, emotional, psychological, and spiritual well-being. This includes living free from gender-based violence, HIV, and all forms of stigma and discrimination.