



# IMPACT Clubs: An Examination of the Evidence

A review of the evidence-base that supports the IMPACT Club model as an effective approach to youth livelihood programming

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## Acronyms

ADP	Area Development Program
CoP	Community of Practice
EDLH	Economic Development Learning Hub
GOED	Global Centre for Economic Development
ILO	International Labour Organisation
INGO	International Non-Government Organisation
JCC	Jovenes Constructores de la Comunidad
MEER	Middle East, Eastern Europe
NGO	Non-Governmental Organisation
NHF	New Horizons Foundation
NO	National Office
PM	Project Model
SEED	Social Entrepreneurship and Economic Development
SO	Support Office
UKCES	United Kingdom Commission for Employment and Skills
WV	World Vision
WVA	World Vision Australia
WVI	World Vision International
YELH	Youth Empowerment Learning Hub
YLIG	Youth Livelihoods Interest Group

## Executive Summary

World Vision Australia's Social Entrepreneurship and Economic Development (SEED) Unit has produced this report reviewing the evidence-base that supports the IMPACT Club model as an effective approach to youth livelihood programming.

SEED proposes to pilot the approach with the objective of developing an endorsed project model (i.e. a framework and process) that can be applied to appropriate contexts across the World Vision Partnership.

World Vision exists to help every child experience life in all its fullness. However, when childhood ends, the lives of many young people are severely affected by lack of employment opportunities, few prospects for engagement in meaningful activities, and a limited sense of belonging or connection to their community.<sup>1</sup>

Today's generation of young people is the largest in history. Over the next decade, one billion young people will enter the global labour market. By some estimates 40 million new jobs must be created each year simply to keep pace with this growth, in addition to absorbing the 200 million existing unemployed - 75 million of whom are considered 'youth.'<sup>2</sup>

Youth Unemployment - the numbers	
1.8 billion	the number of youth world wide
85%	of the worlds youth live in developing countries
40%	of the worlds unemployed are youth
3 times	youth are more unlikely to be unemployed than an adult

The growing challenge of absorbing youth into labour markets has created an urgent need for innovative projects that provide skills as well as meaningful employment and self-employment opportunities for young people. World Vision can play a pivotal role in this integration as it is in a unique position to build upon its investments in early-childhood programming by continuing to invest in children as they make the transition to adolescence and adulthood.

As part of a drive to ensure that the transition from childhood to adolescence and adulthood is safe and successful, SEED has been commissioned by World Vision's Global Office for Economic Development to develop an evidence-based project model for youth livelihood programming.

Although World Vision currently engages in youth programming, the development of a project model for youth employment and income generation would increase World Vision's capacity and efficiency in implementing effective approaches to economic development for youth across the Partnership. The development of a project model would also deliver additional benefits such as:

- The opportunity to learn and gather evidence, not only to deliver more effective projects, but also to assist in engendering the support necessary to acquire future project funding;
- The development of a learning and support framework, including complementary tools that will assist Area Development Program staff in implementing youth livelihood projects; and
- The development of a monitoring and evaluation framework.

<sup>1</sup> Wheaton, A, Nessa, K. (2011) Youth Employment, Social Entrepreneurship and Economic Development Unit, World Vision Australia, Victoria, Australia

<sup>2</sup> Manpower Group (2012) How Policy Makers Can Boost Youth Employment, URL: <http://files.shareholder.com/downloads/MAN/2074956109x0x600960/1f9d24d2-d737-40c7-805f-a38b183e7766/How%20Policymakers%20Can%20Boost%20Youth%20Employment%20FINAL%2009-18-12.pdf> (accessed 24/11/2013)

### Service-learning defined...

A form of experiential education, service-learning is defined as a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities.

Previous research conducted by SEED concluded that *“one of the main challenges facing programs targeted at disadvantaged youth is to make it possible for them to break the cycle of persistent poverty while enabling them to gain the skills, attitudes, behaviours and perceptions needed to incubate a positive adulthood. One-dimensional, simple solutions do not work. Instead, what is required are multi-dimensional programs which target the principal causes that underlie the perpetuation of disadvantage.”*<sup>3</sup>

Building on this understanding, this report finds that economic strengthening interventions (such as vocational training, business development training and savings groups) which target vulnerable youth should be applied as part of an integrated approach, layered into projects that cultivate their participants’ social and emotional skills and abilities.<sup>4</sup> This report identifies service-learning programs as effective in fostering critical social and emotional skills and abilities while preparing young people for economic participation.

Evaluations<sup>5</sup> of service-learning programs targeting unemployed youth found that participants commonly reported:

- Enhanced personal development, including improved positive values and personal identity as an overwhelmingly positive response from community beneficiaries about youth-led initiatives.
- A stronger civic identity, with a greater sense of responsibility for others and the society itself.
- That they learned new information and practical skills.
- That through their community-based service activities, they were able to apply the leadership concepts and theories they had learned during their training sessions.
- An increased sense of belonging and opportunity

In addition, approximately 50% of young participants have gone on to continuing education or technical training and an estimated 35 % are now employed or self-employed.

This report presents relevant case studies and reviews available evidence on the impact of these programs and identifies the IMPACT Club model as an effective approach to helping disadvantaged youth develop the skills, behaviours and attitudes necessary to obtain sustainable livelihoods and participate constructively in their communities.

The report concludes that the holistic and integrated nature of the IMPACT Club model is highly effective in fostering the social and emotional skills and competencies necessary for social, civic and economic participation in daily life.<sup>6</sup> Furthermore, IMPACT has the ability to increase the opportunities for young people to obtain meaningful employment and/or start a business. It is thus recommended that SEED pilot the IMPACT Club model.

<sup>3</sup> Williams, K, Suarez, D. (2013) Youth Engagement through Employment and Entrepreneurship: A Review of Implemented Models and Opportunities, Social Entrepreneurship and Economic Development Unit, World Vision Australia, Victoria, Australia

<sup>4</sup> Save the Children (2008) Interventions Economic Strengthening for Vulnerable Children: Principles of Program Design and Technical & Recommendations for Effective Field Interventions, Save the Children

<sup>5</sup> Israel, R, Nogueira-Sanca, S. (2011) Youth Service Programs: A study of promising models in international development, Educational Quality Improvement Program 3, Washington D.C., USA

<sup>6</sup> World Bank (2006) PROMISING APPROACH # 2: Invest in Job Training Programs that Include a Mixture of Technical Skills, Life Skills, and Internships, World Bank, Washington DC, USA

## 1. Introduction

This report has been produced by World Vision Australia's (WVA) Social Entrepreneurship and Economic Development (SEED) Unit. It builds on previous 2011 and 2013 SEED-conducted research<sup>7,8</sup> as well as a 2012 review<sup>9</sup> of approaches to youth livelihood programming commissioned by World Vision International's (WVI) Youth Livelihoods Interest Group (YLIG).

SEED is a research and development unit that identifies proven approaches to local economic development, then prototypes, reviews, evaluates and innovates these with the view to progress them into World Vision endorsed project models (i.e. a framework and process) which any National Office (NO) or Area Development Program (ADP) can use in their economic development programming.<sup>10</sup> The SEED system is comprehensive and allows for an ever-increasing building of staff competence, continuous collective learning and improvement, and intentional broad-based evidence building.<sup>11</sup>

As part of a drive aimed at ensuring that children experience successful and safe transitions through youth to adulthood, SEED has been commissioned by World Vision's Global Centre for Economic Development (GOED) to develop an evidence-based project model that addresses the root causes of youth unemployment while increasing the opportunities for young people to obtain meaningful employment or start a successful business.

This report is the outcome of an extensive desktop review which identified the IMPACT Club model (pioneered by the New Horizons Foundation) as a proven multi-dimensional approach to youth livelihood programming. This report identifies the IMPACT Club approach as a critical means in facilitating young people's growth to become principal decision makers in their own economic and personal development as they transition into adulthood.

The purpose of this report is to review the evidence that supports the piloting of the IMPACT Club model, with a view to develop a project model for application in appropriate contexts across the World Vision Partnership. In doing so, this report:

- Defines 'youth' in the context of a prospective World Vision target group;
- Outlines the evidence for the importance of a greater emphasis on social and emotional learning in order to prepare young people for safe and successful transitions to adulthood and the workforce;
- Describes what is meant by social and emotional skills, their roots, and their links to creativity and enterprise;
- Identifies experiential learning as one such approach that effectively nurtures young people's social and emotional skills;
- Highlights the effectiveness service-learning programs (which have their origins in the experiential education discipline) in cultivating critical life, work readiness and technical skills required by young people for social, civic and economic participation;
- Identifies the IMPACT Club model as a proven approach that successfully utilizes service-learning methodologies; and
- Presents the multi-dimensional benefits of the IMPACT Club model.

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<sup>7</sup> Wheaton, A, Nessa, K. (2011) Youth Employment, Social Entrepreneurship and Economic Development Unit, World Vision Australia, Victoria, Australia

<sup>8</sup> Williams, K, Suarez, D. (2013) Youth Engagement through Employment and Entrepreneurship: A Review of Implemented Models and Opportunities, Social Entrepreneurship and Economic Development Unit, World Vision Australia, Victoria, Australia

<sup>9</sup> Lewin, K. (2011) Economic Development Community of Practice : Youth Livelihoods Development Approaches Document, Youth Livelihoods Interest Group, World Vision International, Washington DC, USA

<sup>10</sup> Noble, J. (2013) Case Statement: Social Entrepreneurship and Economic Development (SEED) Unit Beyond 2014, SEED Unit, World Vision Australia, Melbourne, Australia

<sup>11</sup> Noble, J. (2013) Case Statement: Social Entrepreneurship and Economic Development (SEED) Unit Beyond 2014, SEED Unit, World Vision Australia, Melbourne, Australia



## 2. Youth as a Target Group for World Vision

In the context of this report, it is important to clarify what is meant by the term ‘youth.’

Some simply define ‘youth’ as the period of human life between childhood and a level of maturity associated with adulthood. This definition is too vague, as it does not recognize that the transition from childhood to adulthood varies demographically across individuals, genders, countries and cultures.

World Vision has adopted the International Labour Organization’s (ILO) definition of youth and as such identifies youth as the cohort of young people aged between 15 and 24 years of age.<sup>12 13</sup> While this constitutes the generally accepted international standard used to define youth, a young person is often characterized as such based on socioeconomic, cultural, or institutional contexts that vary by country and individual situation.<sup>14</sup>

This report links the above concept of youth to that used by World Vision, which works to transform the lives of the most disadvantaged and at-risk.

Although the opportunities and constraints faced by vulnerable and disadvantaged youth vary widely, generally SEED’s target youth group, as considered by this report:

- Are aged between 15 and 24 years;
- Live below the poverty line (as per their country’s definition) or have a low-income status;
- Are unemployed or underemployed;
- Have low education attainment (have not completed primary education); and
- Are considered “at risk” of or already engage in risky behaviour such as gang membership, teen pregnancy, crime, substance abuse and so on.

## 3. Youth in the Context of Brain Development

Youth is a life-period whereby young people experience a variety of physical, cognitive, emotional, economic and social changes, all of which influence their needs, identities and behaviour as well as their opportunities. Over the past decade, a growing body of research has documented that during this life-stage the brain experiences a period of major development comparable to that of early childhood. *“Neuroscience has made it clear that the brain is not “done” by age 6 as was previously believed.”*<sup>15</sup> Developmentally, adolescence and youth are as critical as the first few years of life.

Emerging scientific evidence shows that adolescence and youth are periods of gradual and continuing brain development beginning in puberty and continuing through to the mid-20s. Young people’s experiences during this period play a critical role in shaping their futures.<sup>16</sup> Neuroscience also makes clear that support during this process of cognitive, social, and emotional development can lead to healthy and constructive adulthood. This demonstrates that opportunity, investment, education and support are essential during this unique period so that young people can develop knowledge, skills, and confidence to carry throughout their lives.

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<sup>12</sup> US AID (2012) Youth in Development: Realizing the Demographic Opportunity, US AID Policy on Youth, US AID, Washington DC, USA

<sup>13</sup> Ibid 9

<sup>14</sup> UNESCO (2012) What do we mean by youth?, United Nations Environmental Scientific and Cultural Organisation, URL: <http://www.unesco.org/new/en/social-and-human-sciences/themes/youth/youth-definition/> (accessed 05/12/2012)

<sup>15</sup> Jim Casey Youth Opportunities Initiative (2013) The Adolescent Brain: new research and its implication for young people transitioning from foster care, Jim Casey Youth Opportunities Initiative, St Louis, USA

<sup>16</sup> Jim Casey Youth Opportunities Initiative (2013) The Adolescent Brain: new research and its implication for young people transitioning from foster care, Jim Casey Youth Opportunities Initiative, St Louis, USA

#### 4. The Developmental Context: Supporting successful transitions to adulthood

*“The high percentage of youth unemployment has been recognized as one of the most serious barriers to economic and social development in many developing and developed countries.”<sup>17</sup>*

Young people are living, learning and negotiating transitions to adulthood and independence in an increasingly complex and challenging world.<sup>18</sup>

Entering the labour force is a critical life transition point for youth, however in many of the communities where World Vision works, the lives of young people are severely affected by lack of employment opportunities. This is often further compounded by few prospects for engagement in meaningful activities and a limited sense of belonging or connection to their community. For these young people, one-dimensional, simple solutions do not work. Rather, there is a need for multi-dimensional programs that target the principal causes perpetuating disadvantage.

Young people require a diverse range of support mechanisms to foster the individual competencies necessary for participation in social, civic, and economic life.<sup>19</sup> Evidence suggests that economic strengthening interventions (such as vocational training, business development training and savings groups) which target vulnerable youth should be applied as part of an integrated approach, layered into projects that cultivate their social and emotional skills and abilities.<sup>20</sup>

Beyond this, evidence shows that there is a clear connection between social and emotional capabilities and positive life outcomes, including *“labour-market outcomes (employment, earnings, etc.), family life, conflict resolution, civic engagement, and health behaviours.”*<sup>21</sup> Paradoxically, evidence also indicates that approaches which focus on supporting personal and social development can have greater long-term impact than those that focus on directly seeking to reduce the ‘symptoms’ of poor outcomes for young people such as stand-alone economic strengthening interventions.<sup>22</sup>

The following chapters explore the evidence for and importance of a greater emphasis on social emotional learning in order to prepare young people for safe and successful transitions to the workforce.

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<sup>17</sup> GIZ (2012) Economic Development and Employment, Background, URL: <http://www.giz.de/Themen/en/32223.htm> (accessed 11/10/2012)

<sup>18</sup> McNeil, B, Reeder, N, Rich, J. (2012) A framework of outcomes for young people, The Young Foundation, London, UK

<sup>19</sup> World Bank (2006) PROMISING APPROACH # 2: Invest in Job Training Programs that Include a Mixture of Technical Skills, Life Skills, and Internships, World Bank, Washington DC, USA

<sup>20</sup> Save the Children (2008) Interventions Economic Strengthening for Vulnerable Children: Principles of Program Design and Technical & Recommendations for Effective Field Interventions, Save the Children

<sup>21</sup> USAID (2013) State of the Field Report: Holistic, Cross-Sectoral Youth Development, USAID, Washington DC, USA

<sup>22</sup> McNeil, B, Reeder, N, Rich, J. (2012) A framework of outcomes for young people, The Young Foundation, London, UK

## 5. The Fundamental Skills Mismatch

More than 85 percent of the world's 3 billion young people (aged between 0 to 24 years) live in developing countries, where most are poor and suffer disproportionately from chronically high levels of unemployment, underemployment and working poverty.<sup>23 24</sup> While insufficient economic opportunity remains a problem in many parts of the developing world, persistently high unemployment rates are partly a function of skills mismatches, the result of workers being inadequately equipped for the demands of employers.<sup>25</sup>

In many economies, employers repeatedly complain that *"new recruits lack the skills they need to relate to others."*<sup>26</sup> They are remiss in teamwork and fail to communicate, motivate and manage themselves effectively. Employers are searching for workers who possess the social and emotional capabilities considered essential to thrive in today's rapidly evolving globalized economies, such as teamwork, communication, diligence, creativity, and entrepreneurship.<sup>27</sup>

In a survey of 1,137 employers conducted by the Learning and Skills Network in 2008, while strong literacy and numeracy skills were said to be critical, *"equally important are enthusiasm, commitment and timekeeping. Lack of any one of these 'big four' employability skills would prevent a job offer being made to around half of respondents."*<sup>28</sup> Qualifications consistently ranked beneath social and emotional competencies in recruitment frameworks.

Thus, solely improving workers' technical and vocational skills will not always meet employers' needs. Programs that build personal skills also have to ensure the development of these added behavioural attributes. This contention is further supported by research from Nobel Prize-winning economist James Heckman that demonstrates, with statistically significant results, that social and emotional competencies are at least as important as technical skills in determining employability, earnings and career success.<sup>29</sup>



A young person in a World Vision ADP learning technical skills in the hope of gaining a livelihood

It also is widely acknowledged that social and emotional competencies, such as those that are fostered through the IMPACT Club model, are not just useful for preparing young people for economic opportunities, but also aid in the construction of cohesive communities where citizens play an active role in civic life.<sup>30</sup>

<sup>23</sup> The 'working poor' includes those working people whose incomes fall below a given poverty line.

<sup>24</sup> Rusten, E, Ogasawara, T, and Brady, K. (2010) Programa Para O Futuro: Enabling Disadvantaged Youth to Build New Futures, Academy for Educational Development, Washington DC, USA

<sup>25</sup> World Bank (2013) Stepping up skills for more jobs and higher productivity, World Bank, Washington D.C., USA

<sup>26</sup> Roberts, Y. (2012) Grit: The skills for success and how they are grown, The Young Foundation, London, UK

<sup>27</sup> World Bank (2013) Stepping up skills for more jobs and higher productivity, World Bank, Washington D.C., USA

<sup>28</sup> Roberts, Y. (2012) Grit: The skills for success and how they are grown, The Young Foundation, London, UK

<sup>29</sup> McNeil, B, Reeder, N, Rich, J. (2012) A framework of outcomes for young people, The Young Foundation, London, UK

<sup>30</sup> Khan, L, McNeil, B, Patrick, R, Sellick, V, Thompson, K, Walsh, L. (2012) Developing Skills For Life And Work: Accelerating Social And Emotional Learning Across South Australia, Foundation for Young Australians, Melbourne, Australia

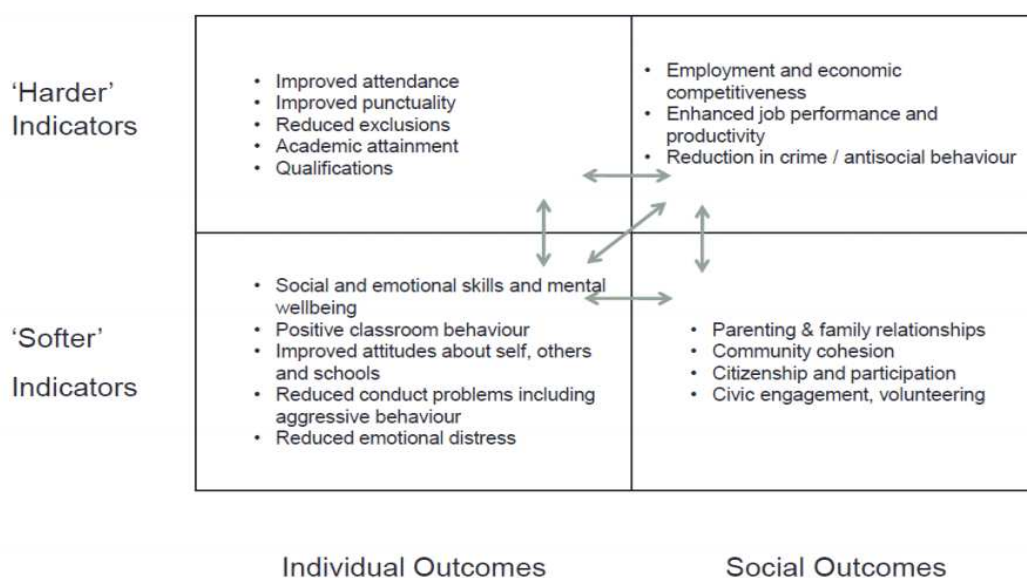
## 6. Emotional and Social Competencies: Skills for work and life

There are a number of competing terms for the behavioural attributes described by this report as social and emotional skills and competencies. These include: social and emotional learning; life skills; non-cognitive skills; employability skills; work-readiness skills; and character education. Beyond this, there is no agreed definition for these competencies.

For simplicity, the Young Foundation<sup>31</sup> has suggested the acronym 'SEED' which represents the four clusters of social and emotional competencies:

- S** is for social and emotional competencies that include self-awareness, social awareness and social skills.
- E** is for emotional resilience – the ability to cope with shocks or rebuffs that may be short- or long-term.
- E** is for enterprise, innovation and creativity – the ability to shape situations, imagine alternatives, remain open to new ideas, problem-solve and work in teams.
- D** is for discipline – both inner discipline to defer gratification and pursue goals, as well as the ability to cope with external discipline.

Despite the fact that definitions of social-emotional skills or competencies differ, there is consensus around their importance in the context of employability. Scientific research suggests that these competencies have a fundamental role to play in successful and safe transitions, and positive outcomes throughout the life course.<sup>32</sup> This is demonstrated in Figure 1 below:



**Figure 1. Individual and societal outcomes of social and emotional skills and learning**

<sup>31</sup> Khan, L. McNeil, B, Patrick, R, Sellick, V, Thompson, K, Walsh, L. (2012) Developing Skills For Life And Work: Accelerating Social And Emotional Learning Across South Australia, Foundation for Young Australians, Melbourne, Australia

<sup>32</sup> McNeil, B, Reeder, N, Rich, J. (2012) A framework of outcomes for young people, The Young Foundation, London, UK

The literature on this topic is broad, ranging from large scale reviews and longitudinal studies tracking young people over time, to subjective polls and qualitative interviews. However, there are significant patterns. Exemplifying this is recent research from the Foundation for Young Australians<sup>33</sup> which found that young people with well refined social and emotional competencies were:

- **Higher achievers**
- **More likely to be employed and to progress at work**
- **More disciplined** and displayed fewer conduct problems, aggressive behaviours and emotional distress.

In addition, young people with good social and emotional competencies also go on to play a significant role in society by:

- **Improving workforce performance** - youth were less likely to be absent from work, and demonstrated improved performance, productivity and creativity in the workplace.
- **Building civic behaviour** - many cross sectional studies show a correlation between wellbeing, social ties and pro-social behaviour, such as participation, civic engagement, and volunteering. In turn, pro-social behaviour has also been found to lead to increased positive affect.
- **Supporting their own children to become socially mobile** - studies show that parents with high social and emotional competencies are more able to support their child's educational performance. This has associated longer term benefits such as income etc. so that in turn they go on to earn more. As such, the up-skilling of today's generation of young people has far-reaching consequences for the lives of their children in 20 or 30 years' time, without which the cycle of entrenched disadvantage is unlikely to be broken.

Traditionally there are three key environments in which young people learn and develop these social and emotional skills: the *family*, the context of their *schooling*, and through what they do in their *leisure time*.

In recent years, due to *"increasing family breakdown, serial changes in adult partnerships, and the more limited role of the extended family, plus the effects of deprivation,"*<sup>19</sup> the transmission and acquisition of these core behavioural competencies has, for the most part, fallen to education systems. However it has been increasingly recognised that there exists a misalignment between that which is being provided in curriculum and those skills that are needed in reality. Education systems (for those who are able to access them) rightly provide young people with skills in numeracy and literacy and academic qualifications. However, the emphasis on a set of core academic skills, and a culture of intensive testing, has too often squeezed out non-cognitive abilities, which could be said to negatively impact on young people in developed and developing contexts alike.

This is further exacerbated for young people from developing economies who are more likely to have underdeveloped social and emotional skills. This may be largely due to the fact that *"it is disproportionately young people from poorer backgrounds and communities who lack the circumstances through which to develop these skills."*

Consequently, the facilitation of programs - such as IMPACT Clubs - which nurture the development of cognitive, social and emotional skills in young people, particularly those who lack the contexts in which to develop these, is a crucial task that requires a way of learning different to that which is often found in the contemporary classroom. One such approach is known as experiential education.

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<sup>33</sup> Khan, L. McNeil, B. Patrick, R. Sellick, V. Thompson, K. Walsh, L. (2012) Developing Skills For Life And Work: Accelerating Social And Emotional Learning Across South Australia, Foundation for Young Australians, Melbourne, Australia



## 7. Experiential Education: Learning through experience

*“The things we have to learn before we do them, we learn by doing them.” Aristotle*

Experiential education, the methodology that underpins the IMPACT Club model, refers to a pedagogical philosophy and methodology in which educators purposely engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop the learners’ capacity to contribute to their communities.<sup>34</sup>

The origins of experiential education date back to the early 20th century and the work of American philosopher, psychologist and educational reformer, John Dewey. Dewey believed that learning is the interaction between a young person and their environment, and that students thrive in an environment which allows them to experience and interact with the curriculum.<sup>35</sup> In order for education to be most effective, the content must be presented in a way that allows the student to relate the information to real life experiences, thus deepening the connection with this new knowledge and allowing the student to take part in their own learning.<sup>36</sup>



Young people participating in an IMPACT Club meeting which is based on experiential learning methodologies

Dewey was instrumental not only in re-imagining the way that the learning process should take place, but also in questioning the role of the teacher in that process. According to Dewey, unlike traditional (didactic) teaching methodologies, the teacher's role should be that of facilitator and guide.

Beyond this, Dewey put forward a strong case for the importance of education not only as a place to gain explicit knowledge, but also as a place to learn how to live. In his eyes, the purpose of education was not solely to acquire a pre-determined set of skills, but rather to realize one's full potential and be able to use those skills for the greater good.<sup>37</sup>

Dewey's work laid the foundation for experiential education and the work of many psychologists, sociologists and educators that contributed to the development of the pedagogy. Among these are Carl Rogers, Maria Montessori, Kurt Matthias, Robert Martin Hahn, Myles Horton and Paulo Freire.<sup>38</sup> More recently, David Kolb has taken a prominent role in further developing experiential learning theory as well as a learning styles model. Today these contributions are acknowledged by academics, teachers, managers and trainers as seminal works in

<sup>34</sup> Association for Experiential Education (2013) What is Experiential Education, Association for Experiential Education, URL: <http://www.aee.org/about/whatisEE/> (accessed 20/11/2013)

<sup>35</sup> Dewey, J. (1938) Experience and Education, The Macmillan Company, New York, USA

<sup>36</sup> Dewey, J. (1938) Experience and Education, The Macmillan Company, New York, USA

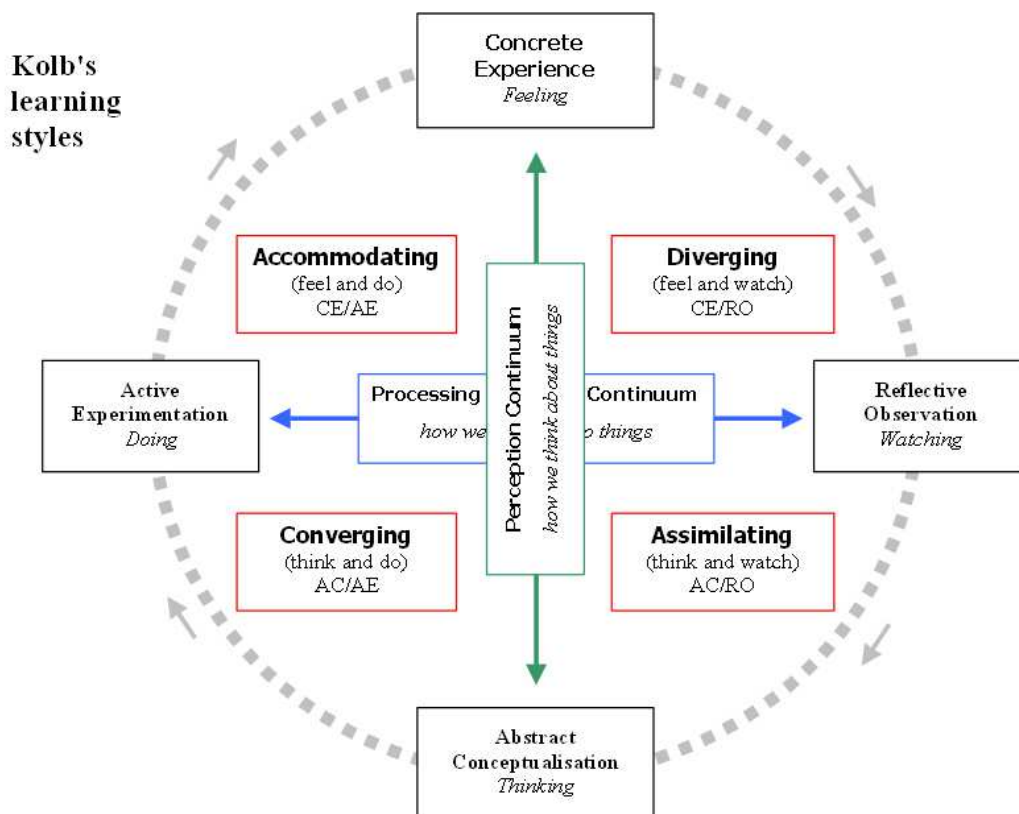
<sup>37</sup> Dewey, J. (1938) Experience and Education, The Macmillan Company, New York, USA

<sup>38</sup> University of California (2012) Experiential Education: History, University of California, URL: <http://www.experientiallearning.ucdavis.edu/tlbx-links.shtml> (accessed 20.11.2013)

the field; fundamental concepts that underlie our understanding and explanations of human learning behaviour, and our assistance of others' learning.<sup>39</sup>

Kolb's work argues that "*learning is the process whereby knowledge is created through the transformation of experience.*"<sup>40</sup> The theory is presented in a cyclical model of learning, consisting of four stages shown below. A learner may begin at any stage, but progresses to the other stages in the order outlined below:

- Concrete experience (or "DO")
- Reflective observation (or "OBSERVE")
- Abstract conceptualization (or "THINK")
- Active experimentation (or "PLAN")



© concept david kolb, adaptation and design alan chapman 2005-06, based on Kolb's learning styles, 1994  
Not to be sold or published. More free online training resources are at [www.businessballs.com](http://www.businessballs.com). Sole risk with user.

**Figure 2. Kolb's Experiential Learning Cycle**

Kolb's four-stage learning cycle shows that experience is translated through reflection into concepts, which in turn are used as guides for active experimentation and the choice to partake in new experiences. During the first stage, concrete experience, the learner actively experiences an activity such as a carpentry or mechanics. The second stage, reflective observation, is when the learner consciously reflects back on that experience. The third stage, abstract conceptualization, is characterized by the learner's attempt to conceptualize a theory or model of what is observed. In the fourth stage, active experimentation, the learner tries to plan how to test a model or theory or plan for a forthcoming experience.<sup>41</sup>

<sup>39</sup> Kolb, D. (1984) *Experiential Learning: Experience as the Source of Learning and Development*, Prentice-Hall Inc., New Jersey, USA

<sup>40</sup> Kolb, D. (1984) *Experiential Learning: Experience as the Source of Learning and Development*, Prentice-Hall Inc., New Jersey, USA

<sup>41</sup> Kolb, D. (1984) *Experiential Learning: Experience as the Source of Learning and Development*, Prentice-Hall Inc., New Jersey, USA

Kolb identified four learning styles which correspond to these stages. The styles highlight conditions under which learners learn better. These styles are:

- Assimilators, who learn better when presented with sound logical theories to consider
- Convergers, who learn better when provided with practical applications of concepts and theories
- Accommodators, who learn better when provided with “hands-on” experiences
- Divergers, who learn better when allowed to observe and collect a wide range of information

Programs that employ experiential-education methodologies - such as IMPACT Clubs - satisfy each of these dominant learning styles, which is perhaps what contributes to making these programs so effective.

The rationale for the use of experiential education comes down to the purpose of the teaching/learning experience.

If the goal is information transferral, telling the learner, or having them read the information works well. In some cases, watching a video about what is to be learned works well too. There is a great deal of information about learning modalities that suggest a combination of telling and demonstration work well for information transfer. The addition of practice to the learning module reinforces the learning.

If, on the other hand, the goal is to have the learner understand the concept at a level that they can generalize and then apply to new situations, or combine with other concepts they have learned, experiential education is the best way to develop that level of mastery. This is supported by the work of educationalist Edgar Dale who theorized that learners retain more information by what they “do” as opposed to what is “heard”, “read” or “observed.”<sup>42</sup> His research led to the development of the Cone of Experience, presented in Figure 3.

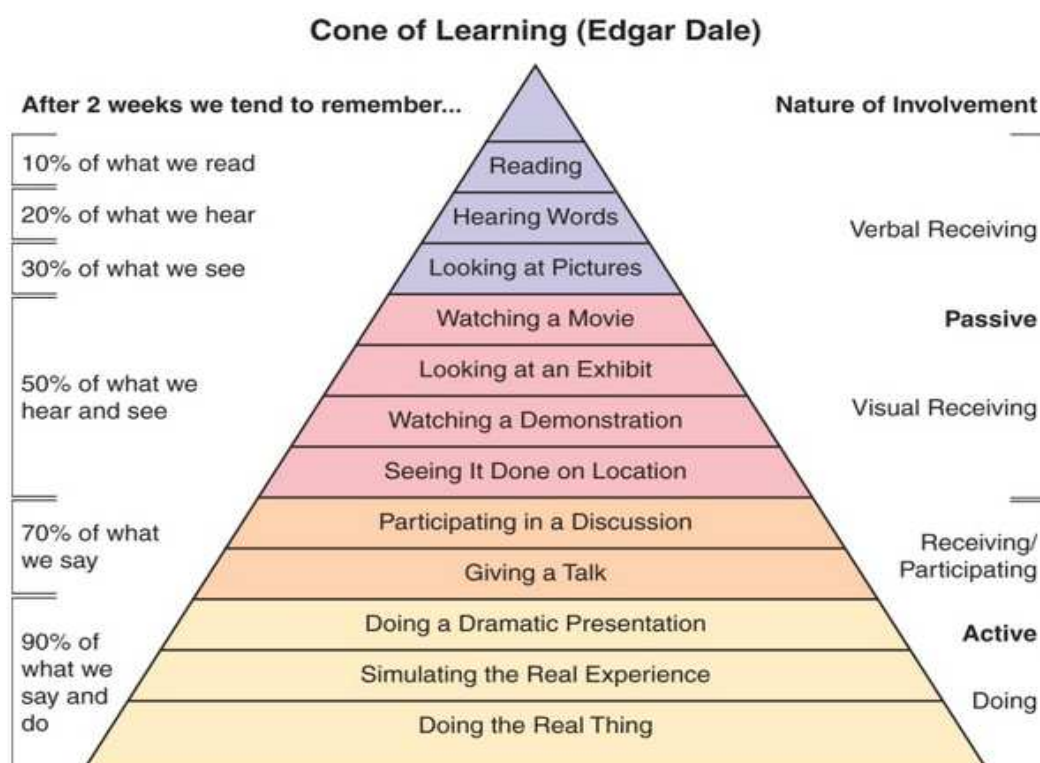


Figure 3. Edgar Dale's Cone of Learning

<sup>42</sup> Angelo State University (2012) Dale's Cone of Learning, Angelo State University, URL: [http://www.angelo.edu/services/first\\_year\\_experience/documents/Dale's%20Cone%20of%20Learning.pdf](http://www.angelo.edu/services/first_year_experience/documents/Dale's%20Cone%20of%20Learning.pdf) (accessed 20.11.2013)

In drawing the connection between the experiential education methodology and the reality of preparing young people for social, civic and economic life, Former Director of Youth Development for the U.S. Department of Agriculture's Cooperative State Research, Education and Extension Service writes, *"...these are the basic ideas of youth development. Some things cannot be taught but must be learned through experience, experiences are transformed by the individuals who participate in them."*<sup>43</sup>

This is reinforced from an employer's perspective, with The UK Commission for Employment and Skills (UKCES) stating in a 2009 report that what is missing in pupils is *"experiential action learning - using skills rather than simply acquiring knowledge."*<sup>44</sup>

It is clear that there is an urgent need for programs that provide young people with more than access to information and ideas, but also ways of engaging with them, of making connections, of seeing principles and relating them to their own experiences and emerging sense of identity. Founded on experiential education methodologies, the IMPACT Club model is one approach which provides this for young people by actively engaging them in their own learning by giving them the opportunity to perform services that directly benefit their community. This approach branches out from the experiential learning discipline and is known as service-learning.

## 8. Service-Learning: Learning for civic, social and economic participation

A form of experiential education, service-learning is defined as *"a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities."* This form of learning emphasizes critical thinking and personal reflection while encouraging a heightened sense of community, civic engagement, and personal responsibility.

Founded on the principles of positive youth development and community youth development (see Annex 1 and 2), service-learning programs have been proven to foster the necessary skills, attitudes, behaviours and perceptions needed to incubate a positive adulthood. Beyond this, youth service-learning programs - such as IMPACT Clubs - have important contributions to make to countries in the developing world. Service-learning programs help build the leadership and civic engagement skills of the youth who participate in them, whilst contributing to grass roots community development efforts that are an essential part of nation building.<sup>45</sup>

### Box 1: Principles of Positive Youth Development Programming

The University of Minnesota has identified eight critical elements of programs that successfully promote positive youth development. Such programs:

- 1) are physically and emotionally safe;
- 2) give youth a sense of belonging and ownership
- 3) foster self-worth;
- 4) allow youth to discover their 'self' (identity, interests, and strengths);
- 5) foster high quality and supportive relations with peers and adults;
- 6) help youth recognize conflicting values and develop their own;
- 7) cultivate the development of new skills; and
- 8) promote fun and expand young people's capacity to enjoy life and know that success is possible.

Youth service-learning programs can be found in every region and in most countries of the world. The size and scope of such programs vary widely, depending upon variables such as their institutional context, the amount of funding available, and the goals and objectives of their sponsoring agencies.<sup>46</sup>

<sup>43</sup> Roberts, Y. (2012) Grit: The skills for success and how they are grown, The Young Foundation, London, UK

<sup>44</sup> Roberts, Y. (2012) Grit: The skills for success and how they are grown, The Young Foundation, London, UK

<sup>45</sup> Israel, R, Nogueira-Sanca, S. (2011) Youth Service Programs: A study of promising models in international development, Educational Quality Improvement Program 3, Washington D.C., USA

<sup>46</sup> Israel, R, Nogueira-Sanca, S. (2011) Youth Service Programs: A study of promising models in international development, Educational Quality Improvement Program 3, Washington D.C., US



In Africa, many countries established national service-learning programs during the period of colonial independence in the 1960s and 1970s. Most African national youth service-learning programs focus on mobilizing young people for national development.<sup>47</sup>

In Asia, as in the United States since the 1960s, large-scale national youth service-learning programs have been initiated across the region and expanded throughout the 1990s and 2000s.<sup>48</sup> One example is the Indian National Service Scheme which was created in 1969. Based on Gandhian principles, this program has the dual goals of developing civic responsibility in young people and contributing to national development.<sup>49</sup>

Across Eastern Europe, the Middle East and North Africa there are examples of both national and non-governmental initiatives for youth service-learning in Algeria, Bahrain, Egypt, Israel, Jordan, Kuwait, Lebanon, Morocco, Palestine, Saudi Arabia, Tunisia, Turkey, the United Arab Emirates, and Yemen.<sup>50</sup> An example of a youth service-learning program in the region is the Alashanek ya Balady Association, an Egyptian youth-led community service organisation established in 2005 by a high school student that works to improve poor neighbourhoods through four key approaches: family-based development, integration of training and employment, changing stereotypes, and community participation and inclusion. Women and youth are a primary target group for training and employment opportunities.

This brief overview of youth service programs reflects the interest of countries around the world in harnessing the energies and talents of young people and engaging them in the process of community building. Engaging youth in this way provides much needed support to their communities, while helping to build self-esteem and positive futures for the youth themselves.



Young people participating in a community service-learning project

<sup>47</sup> Progressive Policy Institute (2005) *An International Perspective on National Service*, Progressive Policy Institute, URL: <http://www.ppionline.org/> (accessed 21.11.2013)

<sup>48</sup> Progressive Policy Institute (2005) *An International Perspective on National Service*, Progressive Policy Institute, URL: <http://www.ppionline.org/> (accessed 21.11.2013)

<sup>49</sup> Israel, R, Nogueira-Sanca, S. (2011) Youth Service Programs: A study of promising models in international development, Educational Quality Improvement Program 3, Washington D.C., USA

<sup>50</sup> Israel, R, Nogueira-Sanca, S. (2011) Youth Service Programs: A study of promising models in international development, Educational Quality Improvement Program 3, Washington D.C., USA



## 9. Service-Learning for Youth Livelihoods Development

Of the strategies typically used for youth economic engagement, service-learning is perhaps the most overlooked.

Within environments of high youth unemployment or political instability, service-learning for youth economic engagement has been proven to have positive development outcomes when working with young people of both low and high educational attainment backgrounds. The goal of these programs is two-fold:

- 1) Youth service for civic engagement: These programs engage youth in developing their communities, taking on positive roles in identifying and solving problems, and strengthening their leadership skills. Such programs may also seek to change public impressions of youth and their role in society.
- 2) Youth service for employment or livelihood development: These programs combine technical and work-readiness training for youth with employment-related service activities, such as mentoring and apprenticeships. They are focused on helping youth develop skills needed to get a job and/or pursue a career.

Evaluations<sup>51</sup> of service-learning programs targeting unemployed youth found that participants commonly reported:

- Enhanced positive values and personal identity as an overwhelmingly positive response from community beneficiaries about youth-led initiatives.
- A stronger civic identity, with a greater sense of responsibility for others and the society itself.
- That they learned new content and practical skills.
- That through their community-based service activities, they were able to apply the leadership concepts and theories they had learned during their training sessions.
- An increased sense of belonging and opportunity

In addition, approximately 50% of youth participants have gone on to continuing education or technical training and an estimated 35% are now employed or self-employed.

Annex 3 identifies case studies of service-learning programs that are focused on youth livelihood development.

Grounded in service-learning methodology, the IMPACT Club model has been identified by World Vision as a holistic and integrated approach to helping disadvantaged youth develop the skills, behaviours and attitudes necessary to obtain sustainable livelihoods and participate constructively in their communities. This is achieved through a “learn by doing” approach to group based training and support services.

The following sections of this report explore the IMPACT Club model and present the case for IMPACT Clubs proposed by SEED for World Vision.

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<sup>51</sup> Israel, R, Nogueira-Sanca, S. (2011) Youth Service Programs: A study of promising models in international development, Educational Quality Improvement Program 3, Washington D.C., USA

## **10. IMPACT Clubs: A model for World Vision**

Engineered by New Horizons Foundation in Romania, the IMPACT Club model is designed to address the livelihood needs and aspirations of young people while also addressing critical community development challenges.

SEED is currently piloting the IMPACT Club model and testing it as a cost-effective, scalable and replicable approach to youth livelihood programming.

SEED Unit has partnered with New Horizons Foundation to innovate, adapt and refine the IMPACT Club model for World Vision. Working through an economic development lens, SEED aims to ensure that the program and its associated curriculum is cognisant of the local economic context and that the youth involved will have greater access to markets and increased chances of finding employment as a result of their participation.

Child Well-being and Rights Community of Practice, the Economic Development Community of Practice, and the Education and Life Skills Community of Practice have endorsed the piloting of the approach.

### **10.1 What are IMPACT Clubs?**

IMPACT Clubs are groups of young people who meet each week to identify community problems and to brainstorm, plan and implement community service and social enterprise projects. Youth undertake three to four projects each year; each successive project is increasingly complex, delves more deeply into community issues, and elicits greater leadership, project management and business development skills from the youth.

These projects are IMPACT Club's main learning tool and serve a dual purpose:

- To bring social change to the community; and
- To equip youth with critical life, work-readiness and technical skills.



Figure 4. IMPACT Club projects

The model's multi-year curriculum has four learning pillars: active citizenship, employability, social entrepreneurship and leadership.

Through this curriculum IMPACT Club members develop a set of five core competencies and nine core values, aimed at fostering the individual competencies in young people necessary for participation in social, civic, and economic life.

It is important to acknowledge here that a competency is more than just knowledge and skills. It involves the ability to meet complex demands by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context. For example, the ability to communicate effectively is a competency that may draw on an individual's knowledge of language, practical IT skills and attitudes towards those with whom he or she is communicating.

*"Sustainable development and social cohesion depend critically on the competencies of all of our population – with competencies understood to cover knowledge, skills, attitudes and values."*  
OECD Education Ministers

New Horizons Foundation defines competency as the culmination of knowledge, abilities values and attitudes - the definitions of which have been presented in a table below for ease of understanding. The competencies imparted by the IMPACT Club program are transversal, meaning that they are common to most professions and can be developed to various levels.

**Competence = knowledge + abilities + values/attitudes**

<b>Competence</b> represents the proven capacity to select, combine, and appropriately use knowledge, skills, values, and attitudes in order to successfully resolve a certain category of situations that contribute to one's development, both personal and professional.	
<b>Knowledge</b> is the result of the assimilation of a set of facts, principles, theories, and practices in a particular area of interest.	<b>Ability</b> represents the capacity to apply and use knowledge in order to perform tasks and solve various situations.
<b>Values/attitudes</b> – An attitude represents the way an individual responds to various aspects of life and reality and comprises emotional, cognitive, and behavioural reactions. Values are described as general and abstract principles that define what is important and valued in life, determine appropriate behaviour and enable one to assess situations, events, people, and natural and social objects.	

The learning pillars, core competencies and values are presented in the IMPACT Club Learning Wheel (see Figure 5) on the following page.

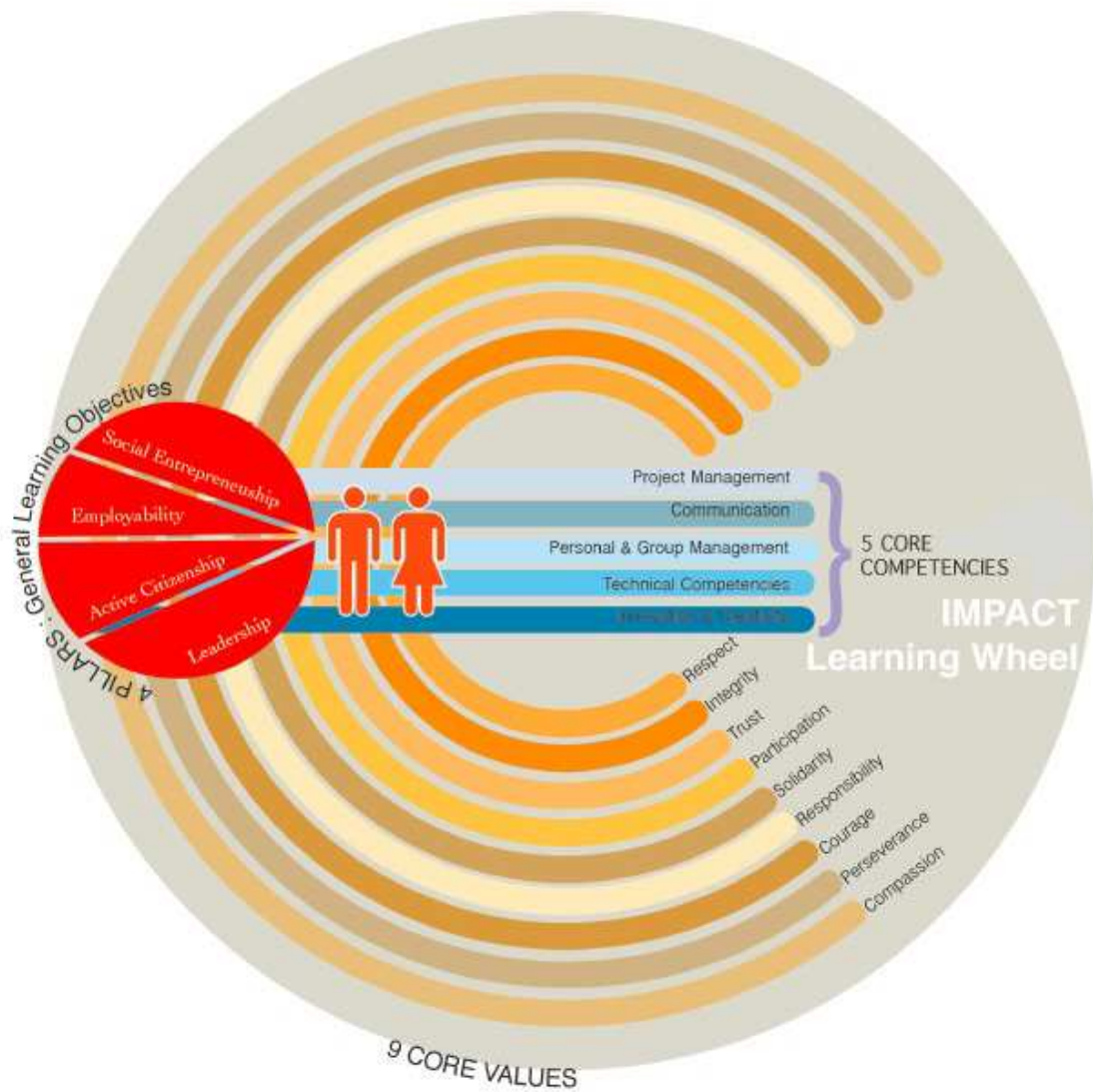


Figure 5. IMPACT Club Learning Wheel



## 11. The Multi-Dimensional Benefits of the IMPACT Club Model

Studies<sup>52</sup> of service-learning programs indicate high positive correlations to academic performance, growth in personal skills and civic connectedness, and school-to-work benefits. The section below presents the evidence for IMPACT Clubs as a holistic approach to the social and economic empowerment of disadvantaged youth, and discusses the model's multi-dimensional benefits, specifically:

- IMPACT Clubs Build Social Capital
- IMPACT Clubs Build Internal and External Developmental Assets
- IMPACT Clubs Develop Leaders
- IMPACT Clubs Develop Active Citizens
- IMPACT Clubs Empower Youth
- IMPACT Clubs Increase Youth's Employability and Income Generating Capability
- IMPACT Clubs Cultivates Entrepreneurial Skills, Behaviours and Attitudes
- IMPACT Clubs Improve Academic Outcomes
- IMPACT Clubs Fight Corruption

This section draws on recent research and evaluations<sup>53,54,55</sup> of the impacts of the IMPACT Club model conducted by New Horizons Foundation, and as a result of extensive desk research.

### 11.1 IMPACT Clubs Build Social Capital

Social capital refers to social networks and social relationships. It can be thought of as a *bonding* between similar people and a *bridging* between diverse people. Fukuyama states that social capital is the *"informal norms that promote cooperation between two or more individuals, and is the source of virtues like honesty, reciprocity, and trustworthy behaviour."*<sup>56</sup>

There are three recognised dimensions of social capital:<sup>57</sup>

1. The quantity of an individual's social relationships;
2. The quality of those relationships, including the nature of the interactions, shared activities, and affect; and
3. The value of the resources that partners in social relationships can potentially make available to one another.

Research illustrates the powerful extent to which social capital, or its absence, can affect the wellbeing of individuals, communities and nations.<sup>58</sup>

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<sup>52</sup> Israel, R, Nogueira-Sanca, S. (2011) Youth Service Programs: A study of promising models in international development, Educational Quality Improvement Program 3, Washington D.C., USA

<sup>53</sup> New Horizons Foundation (2012) IMPACT Manual, New Horizons Foundation, Lupeni, Romania

<sup>54</sup> Burean, T, Angi, D, Constantinescu, S, Mosoreanu, M. (2012) Quantitative evaluation regarding education results of IMPACT, New Horizons Foundation, Lupeni, Romania

<sup>55</sup> Bates, D. (2013) Why IMPACT is such a good idea for Romania: Research based explanations, New Horizons Foundation, Lupeni, Romania

<sup>56</sup> Fukuyama, F. (1996). Trust: The Social Virtues and the Creation of Prosperity. New York, Free Press Paperbacks

<sup>57</sup> Jim Casey Youth Opportunities Initiative (2013) The Adolescent Brain: new research and its implication for young people transitioning from foster care, Jim Casey Youth Opportunities Initiative, St Louis, USA

<sup>58</sup> Evidence shows that social cohesion is critical to sustainable economic development.<sup>58</sup> Economics studies demonstrate that high levels of social capital makes workers more productive, firms more competitive, and nations more prosperous. Further advantages of strong social capital in a community are reduction of transaction cost in the market, higher likelihood of mobilisation of people towards certain activities, reliability in normative structures by implicit codes and stability of proprietorship. Psychological research indicates that abundant social capital makes individuals less prone to depression and more inclined to help others. Epidemiological reports show that social capital decreases the rate of suicide, colds, heart attacks, strokes, and cancer, and improves individuals' ability to fight or recover from illnesses once they have struck. From political science, we know that extensive social capital makes government agencies more responsive, efficient, and innovative

For young people in particular, social capital plays a significant role.<sup>59</sup> Science has shown that diverse social relationships and networks (the essence of social capital) are crucial to healthy development and functioning. They act as protective factors that build young people's knowledge, skills and confidence, and aid in the successful transition to adulthood, resiliency and recovery from trauma.<sup>60</sup> Sociology studies also suggest that a high level of social capital is associated with reduced risky behaviors in youth, thereby reducing juvenile delinquency, teenage pregnancy and drug abuse. There is also a positive correlation between social capital and increased student test scores and graduation rates.<sup>61</sup>

#### Box 2: Bonding and Bridging Social Capital

Both bonding and bridging social capital ensure trust and teamwork, the building blocks for successful economic and community development.

**Bonding social capital** refers to the level of social cohesion and cooperation within a specific social group. These ties are necessary for creating a sense of identity and purpose within a social group, forming the norms and bonds that hold a group together.

**Bridging social capital** encompasses the social cohesion between community groups and organisations. Bridging social capital occurs when different groups build social capital among each other. While bonding social capital provides groups with a sense of identity and common purpose, bridging social capital transcends social divides (e.g. religion, ethnicity, socio-economic status) and is essential for positive community development. Bridging social capital is linked to the moral vision of social inclusion (such as the marginalised and disabled).

Source: New Horizons Foundation (2012) *IMPACT Manual*, New Horizons

Service-learning is a proven methodology in the development of social capital.<sup>62</sup> Through service learning, the IMPACT Club model facilitates a positive environment for *bonding social capital*, promoting amongst its participants the benefits of working together towards a common beneficial purpose.

Often youth find themselves in a place without the capacity to develop their own social capital or to be actively involved in their community. The IMPACT Club model addresses this by offering a supportive group environment that incubates the development of the interpersonal trust, teamwork, and civic values that make societies function and prosper.<sup>63</sup>

The IMPACT Club model also programs for and thus fosters the development of *bridging social capital*. The members of IMPACT bond together in order to reach out to, or to “bridge” with, other dissimilar groups, organisations and individuals.<sup>64</sup> By motivating IMPACT Clubs to partner with other governmental and non-governmental organizations in doing service for the community, participants internalize how to work with different groups for a common purpose and develop internal strategies to overcome racial tensions.<sup>65</sup>

Social capital is also important as a precondition for effective democracy and the development of civil society. Figure 6 portrays the interconnectedness of civil society and the different components of human development. The IMPACT Club model focuses on imparting the values that promote civil society while encouraging the development of each of these areas in both individuals and society.<sup>66</sup>

<sup>59</sup> John F. Kennedy School of Government (2001). Youth and social capital. In R. Putnam (Ed.), *Better together: The report of the Saguaro Seminar: Civic engagement in America* (pp. 60–69). Cambridge, MA: Author.

<sup>60</sup> Jim Casey Youth Opportunities Initiative (2013) *The Adolescent Brain: new research and its implication for young people transitioning from foster care*, Jim Casey Youth Opportunities Initiative, St Louis, USA

<sup>61</sup> Coleman, J. S. (1988). Social capital in the creation of human capital. *American journal of sociology*, 95: S120.

<sup>62</sup> Fukuyama, F. (1996). *Trust: The Social Virtues and the Creation of Prosperity*. New York, Free Press Paperbacks

<sup>63</sup> New Horizons Foundation (2012) *IMPACT Manual*, New Horizons Foundation, Lupeni, Romania

<sup>64</sup> New Horizons Foundation (2012) *IMPACT Manual*, New Horizons Foundation, Lupeni, Romania

<sup>65</sup> New Horizons Foundation (2012) *IMPACT Manual*, New Horizons Foundation, Lupeni, Romania

<sup>66</sup> New Horizons Foundation (2012) *IMPACT Manual*, New Horizons Foundation, Lupeni, Romania

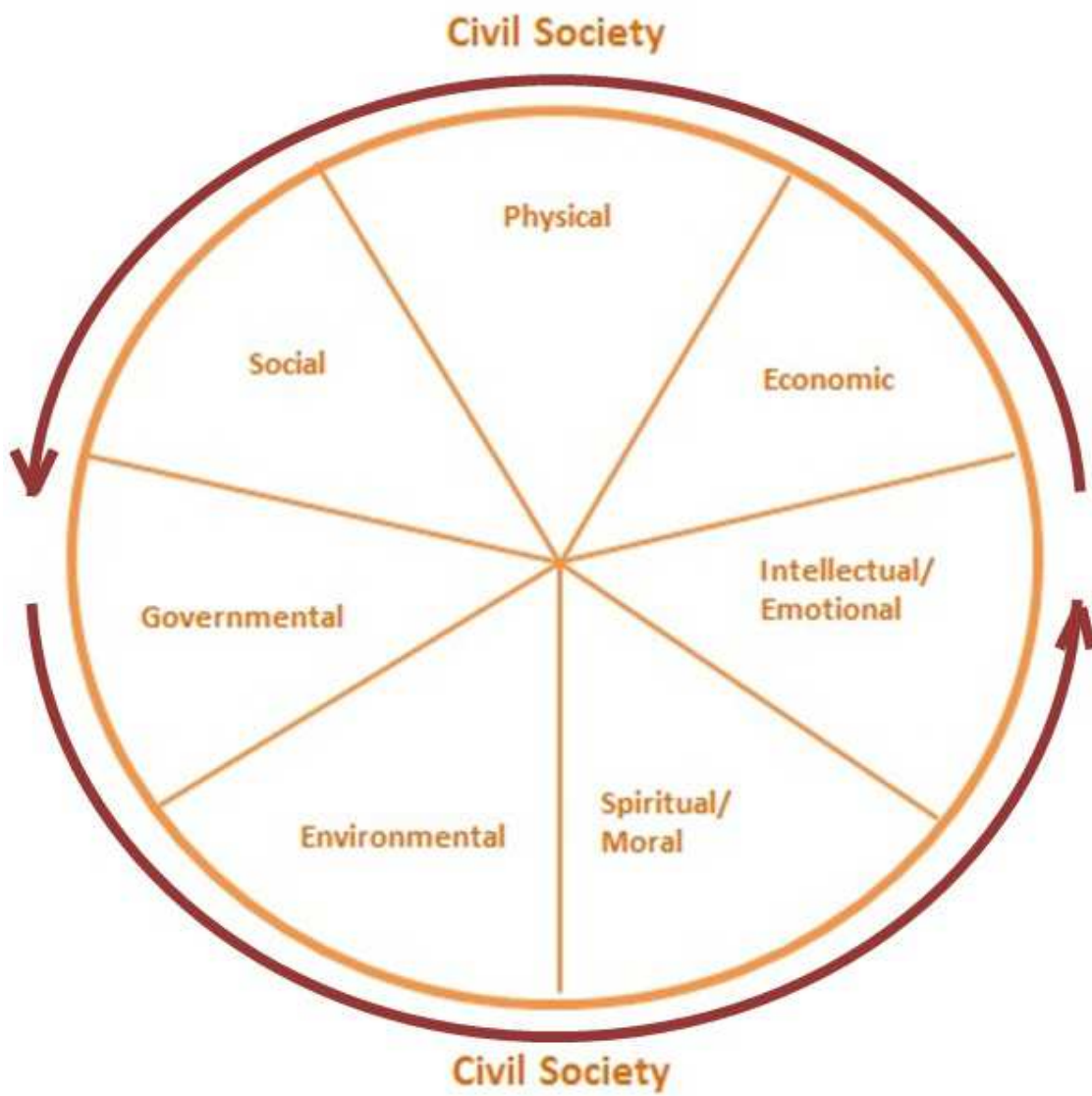


Figure 6. Sustainable Development Wheel

### 11.2 IMPACT Clubs Build Internal and External Developmental Assets

Positive youth development (see Annex 1) refers to an approach that provides young people with multiple positive interactions as a means to uncover, recognise, and support them in pursuing their own unique aspirations. The approach identifies young people as experts of their own lives and their communities, and offers them with opportunities to participate meaningfully in their own planning and decision-making. The concept of positive youth development also seeks to offer young people the opportunity to participate in the broader issues impacting others and their communities.

Establishing positive relationships with trusted adults (including family members, teachers and community members) is a key element of positive youth development. These adults interact with young people through teaching and role modelling, guiding them towards competence. Making these connections therefore is essential as young people learn to navigate life's challenges in terms of possibility rather than risk.

Science has begun to document the outcomes of positive youth development programs, demonstrating that positive youth development is more than a useful practice, it is a neurological imperative. Young people who are surrounded by a variety of development opportunities with adults encounter less risk and transition successfully into adulthood at higher rates.<sup>67</sup>

Positive youth development also fosters the formation of internal and external assets (see Annex 4) so that young people can thrive.<sup>68</sup>

The IMPACT club model embraces the principles of positive youth development by providing young people with opportunities to develop technical and socio-emotional skills, contribute meaningfully to their communities and help them to develop a clear understanding of themselves, including their aspirations and future goals.

The IMPACT Model is youth-led, allowing young people decide on the issues they would like to learn about and tackle, choose when their groups meet, and decide how to implement their ideas. Youth leadership is embedded throughout the structure and functioning of the programme, which facilitates young people to make decisions and actively engage in their own learning.

Working with IMPACT Club Leaders and Local Coaches also allows young people to develop positive relationships with adults who provide mentoring and support and model positive life behaviours.

Through the application of the principles of positive youth development, the IMPACT Club model ensures that youth participants develop critical internal and external development assets necessary for successful transitions into adulthood.

### 11.3 IMPACT Clubs Develop Leaders

Youth leadership may be defined as *“young people empowered to inspire and mobilise themselves and others towards a common purpose, in response to personal and/or social issues and challenges, to effect positive change.”*<sup>69</sup>

To develop leadership skills in young people, youth themselves require opportunities to engage in challenging action around issues that reflect their genuine needs and offer authentic opportunities to make decisions and effect change. It is important that this takes place in a supportive environment in which young people can

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<sup>67</sup> Jim Casey Youth Opportunities Initiative (2013) The Adolescent Brain: new research and its implication for young people transitioning from foster care, Jim Casey Youth Opportunities Initiative, St Louis, USA

<sup>68</sup> Jim Casey Youth Opportunities Initiative (2013) The Adolescent Brain: new research and its implication for young people transitioning from foster care, Jim Casey Youth Opportunities Initiative, St Louis, USA

<sup>69</sup> Khan, L, Hewes, S, Ali, R. (2009) Taking the lead: Youth leadership in theory and in practice, The Young Foundation, London, UK

reflect on their experiences. The areas of development targeted by youth leadership programmes – such as belonging and membership, competence and power, and meaningful relationships with others – are critical components of healthy development in adolescence and youth, and are intrinsically connected with the concept of positive youth development.<sup>70</sup>

Programs that foster youth leadership are proven to have benefits for the individual young person, their peer group and society more broadly. On an individual level, the social and emotional skills that young people develop when they learn and exercise leadership can be key in enabling them to develop this vital self-confidence and motivation towards the future.

The investment in young people's personal development creates the potential for wider economic opportunities, especially in disadvantaged communities. Youth leadership development therefore serves multiple purposes: *"It is simultaneously an end in itself, by promoting healthy youth development, and a means to an end, as youth make contributions through their participation."*<sup>71</sup>

As one of the general learning outcomes of the IMPACT Club program, the model explicitly facilitates opportunities for youth to engage in the facilitation and/or coordination of club activities as well as service learning and social enterprise projects to develop specific skills that will enable them to pursue the improvement of the long-term welfare of their communities. The IMPACT Club program also provides an environment and support for reflection on these experiences through weekly de-briefings and quarterly evaluations.

The IMPACT Club model is proven to cultivate the following leadership skills in young people, including the ability to:<sup>72 73 74</sup>

- understand the need to sustain development both at the personal and community level;
- identify new opportunities for development within the club;
- evaluate and plan personal time and club time;
- demonstrate responsibility and invest time in personal learning;
- work and collaborate with people of different age, gender, race, religion, etc.;
- respect other members of the club;
- work efficiently as an individual but also as a team member;
- identify his/her own role within the team and recognise the role of others within the team;
- process information and manage time;
- delegate tasks;
- organise and plan meetings;
- plan and prioritise goals and objectives;
- communicate effectively;
- lead groups and projects effectively;
- organise resources;
- coach and mentor others; and
- solve problems and think critically

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<sup>70</sup> Khan, L, Hewes, S, Ali, R. (2009) Taking the lead: Youth leadership in theory and in practice, The Young Foundation, London, UK

<sup>71</sup> Khan, L, Hewes, S, Ali, R. (2009) Taking the lead: Youth leadership in theory and in practice, The Young Foundation, London, UK

<sup>72</sup> New Horizons Foundation (2012) IMPACT Manual, New Horizons Foundation, Lupeni, Romania

<sup>73</sup> Burean, T, Angi, D, Constantinescu, S, Mosoreanu, M. (2012) Quantitative evaluation regarding education results of IMPACT, New Horizons Foundation, Lupeni, Romania

<sup>74</sup> Bates, D. (2013) Why IMPACT is such a good idea for Romania: Research based explanations, New Horizons Foundation, Lupeni, Romania



#### 11.4 IMPACT Clubs Develop Active Citizens

Service-learning actively engages young people in their own learning by giving them the opportunity to perform services that directly benefit their community.

Community based service-learning has been proven to help raise youth awareness of community issues and to consequently increase their level of commitment to being involved in finding solutions. These two aspects are integral to being an active citizen. Based on service-learning methodologies, the IMPACT Club model imparts the positive values, skills and competencies necessary to contribute to an individual's moral development and civic participation.

Moral development is fundamental to healthy social and civic participation. Through the IMPACT Club program youth learn the importance of compassion and trust, as well as the benefits of mutual cooperation. The IMPACT Club model inspires youth to care about the needs of their neighbours and, indeed, their entire community, thus extending their social participation. Individuals learn to practice the lifelong moral habits of serving others rather than profiting from them.<sup>75</sup>

Critically, the IMPACT Club pedagogy also imparts on its participants important skills for civic involvement by actively promoting participatory democracy. The model empowers youth to understand their local, regional, and national government bodies. By implementing service projects, participants learn how to work with government officials. Through both their failures and successes in partnering with these officials, individuals learn how public policies are created, implemented and amended. In addition to learning the roles of elected officials, IMPACT Club participants also come to understand their own citizenship responsibilities.



IMPACT Club youth mentor children as part of a community service-learning project

Through service projects IMPACT Club participants are also empowered to positively contribute to their community. They learn through application that they themselves can address community issues and be agents for change by building local playgrounds, developing recycling systems, improving their community libraries and educating their communities, for example.<sup>76</sup> IMPACT Clubs provide an outlet for individuals to make lasting and positive changes in their society.

<sup>75</sup> New Horizons Foundation (2012) IMPACT Manual, New Horizons Foundation, Lupeni, Romania

<sup>76</sup> New Horizons Foundation (2012) IMPACT Manual, New Horizons Foundation, Lupeni, Romania

### 11.5 IMPACT Clubs Empower Youth

*"Young people are empowered when they acknowledge that they have or can create choices in life, are aware of the implications of those choices, make an informed decision freely, take action based on that decision and accept responsibility for the consequences of those actions. Empowering young people means creating and supporting the enabling conditions under which young people can act on their own behalf, and on their own terms, rather than at the direction of others."*<sup>77</sup>

Youth empowerment is an important area from different perspectives. In Psychology, empowerment is usually defined as increased intrinsic task motivation manifested by an individual's attitude towards their role in work, society or family. The attitudes reflect the extent to which an individual perceives his/her role in terms of meaning, competence, self-determination and impact. A good balance across those four cognitive components reflects an active<sup>78</sup>, rather than a passive, orientation in life.<sup>79</sup>

The empowerment approach builds on the assumptions that truly empowered people must shape their community from the inside out, i.e. from the individual's realization of self-efficacy and connectedness with the community.

Service-learning creates an opportunity for youth to foster their strengths, build stronger relationships and to be empowered in order to incubate a positive adulthood.

Through the exercise of taking positive roles in identifying and solving problems among the communities, the IMPACT Club program allows participants to identify their own strengths and also the aspects of the project that they are passionate about. Furthermore, through the service-learning project, young people are enabled to 'experience' their own learning. The advantage of experiencing one's learning is that it provides a bi-directional positive growth of both the individual and his/her social context, essentially empowering the individual.

### 11.6 IMPACT Clubs Increase Youth's Employability and Income Generating Capability

The IMPACT Club model provides a platform for youth to develop critical socio-emotional and technical skills, imparting on them the necessary capabilities for economic participation.

Through the IMPACT Club curriculum and the full process of planning and implementing service-learning and social entrepreneurship projects, the IMPACT Club program facilitates the development of valuable life, work-readiness and vocational skills and capabilities in youth that are both relevant to their economic context and marketable to employers.

As IMPACT Club service-learning and social entrepreneurship projects are based on youth-led community and labour market assessments, they are responsive to the local context. This means that technical/vocational training is market-driven. Additionally, by going through the process of youth-led community and labour market assessments, IMPACT Club members develop their knowledge of the local labour market (including goods and services information) and an understanding of market dynamics whilst building their networks (through the process of interviewing employers, traders and other market actors).

By applying skills cultivated through IMPACT Club curriculum to service-learning and social entrepreneurship projects, IMPACT Club members are able address the 'work/experience' trap that frequently impedes young people in search of employment. These projects provide an alternative to internships or apprenticeships, and provide youth with professional experience, on-the-job training and potential pathways to employment.

<sup>77</sup> Commonwealth Plan of Action for Youth Empowerment (2007–2015)

<sup>78</sup> An active orientation means an individual wishes and feels able to shape his or her work role and context.

<sup>79</sup> Spreitzer, G. M. (1995). Psychological empowerment in the workplace: Dimensions, measurement, and validation. *Academy of management Journal*, 38(5), 1442-1465.

Projects offer the opportunity for youth to apply their newly gained technical knowledge and skills, and to practice behaviours expected of them in the workplace, such as meeting deadlines, working in groups and punctuality.

Projects also increase IMPACT Club participants' professional networks and contacts that are beneficial to future employment opportunities by providing opportunities to engage with market actors and community members in the process of project planning and implementation.

Recent research conducted / released by the New Horizons Foundation has found that through the IMPACT Club program, youth develop the following competencies which ultimately increase their employability. Youth are able to<sup>808182</sup>

- identify community needs and economic opportunities, and explore creative solutions (problem solving approach)
- develop project budgets and monitor the way a budget is spent
- understand what reporting is and complete a project reporting form
- communicate using e-mails, communication platforms and social networks inside and outside a club
- grow and develop healthy interpersonal relationships within a group (club)
- work in a team
- effectively communicate outside a club with potential partners, sponsors and donors
- build a personal learning plan and follow it
- design and create marketing, communication and public relations materials
- document success stories, organize interviews, write motivation letters and CV's
- able to keep notes in a meeting
- negotiate conflicts and make decisions in a responsible way
- develop IT skills and are able to use Word, Excel and design programs
- facilitate group meetings
- conduct community and labour market assessments
- develop and implement business plans

In addition to building young people's employability, the IMPACT Club program can also improve member's income generating capability.

As outlined by World Vision's Youth Livelihoods and Empowerment Theory of Change, at an individual level, a young person's income generating capability is directly influenced by six sets of skills, competencies, accesses and supports. These are:

- **Basic Skills**, including basic numeracy, and functional and financial literacy.
- **Positive Identity and Citizenship**
- **Work Readiness Skills**, which include livelihood preparedness, employment skills, entrepreneurship skills, technical and vocational skills and work experience
- **Soft Skills for Life and Work**
- **Access to Services, Markets and Information**, including labour market information, goods and services market information and age-appropriate financial services
- **Supportive Networks and Relationships**, which includes supportive relationships with peers, family and adults, and positive affiliations and networks and economic cooperations.

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<sup>80</sup> New Horizons Foundation (2012) IMPACT Manual, New Horizons Foundation, Lupeni, Romania

<sup>81</sup> Burean, T, Angi, D, Constantinescu, S, Mosoreanu, M. (2012) Quantitative evaluation regarding education results of IMPACT, New Horizons Foundation, Lupeni, Romania

<sup>82</sup> Bates, D. (2013) Why IMPACT is such a good idea for Romania: Research based explanations, New Horizons Foundation, Lupeni, Romania

For an overview of each of the six sets of skills, competencies, access and support, please refer to Annex 5.

As outlined in this report, the IMPACT Club program carefully addresses each of these six areas, thereby increasing the income generating capability of its youth members.

The IMPACT Club model also recognises that to achieve positive development outcomes (including sustainable livelihoods) amongst youth, the young person cannot be viewed in isolation, and that the local, national and international level environments all play a critical and inextricable role. The IMPACT Club program empowers young people to take action at both a national and local level by equipping them with the knowledge, skills and support needed to mobilize civil society, business and community members to advocate for positive change. This varies from lobbying for change in the policy and practices of government, national authorities or ministries, to mobilizing community members to change the local business environment by building new infrastructure.

### **11.7 IMPACT Clubs Cultivates Entrepreneurial Skills, Behaviours and Attitudes**

*“In certain labour markets, the prevailing level of economic activity is simply not sufficient to generate enough entry level, career-oriented jobs for young people.”<sup>83</sup>*

We cannot help young people find jobs unless those jobs exist. In many economies around the world, job creation through entrepreneurship is the most viable option for youth who are entering the job market.<sup>84</sup> This is particularly important for disadvantaged and at-risk youth who face the greatest barriers to job market entry.<sup>85</sup>

Not only is it more challenging to place at-risk youth in jobs, but job opportunities may also be very limited in certain locations, making it more necessary for anti-poverty strategies to include youth entrepreneurship support programs.<sup>86</sup> Supporting young entrepreneurs can be a highly effective way to reduce youth unemployment and stimulate growth in local communities.

The IMPACT Club program provides an environment that incubates the essential entrepreneurial skills, behaviours and attitudes that increase the likelihood of IMPACT Club members establishing and sustaining their own business.

For youth seeking to start or grow their own business, a number of specific skills (in addition to work-readiness, life and technical skills) should be acquired. These include the ability to:

- **Identify and act on opportunities** to meet personal, social and/or economic needs - in particular the ability to see opportunities for profit in the marketplace.
- **Identify factors in business success**, for example describing the reasons why businesses may succeed or fail and the ability to identify key actions necessary for entrepreneurial success.
- **Develop a business plan** for an enterprise to capitalize on a social or financial opportunity.
- **Identify, assess and choose to take risks** and to manage these as unexpected changes or outcomes occur.

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<sup>83</sup> Manpower Group (2012) YOUTH UNEMPLOYMENT CHALLENGE AND SOLUTIONS: What Business Can Do Now, URL: [http://www3.weforum.org/docs/Manpower\\_YouthEmploymentChallengeSolutions\\_2012.pdf](http://www3.weforum.org/docs/Manpower_YouthEmploymentChallengeSolutions_2012.pdf) (accessed 24/09/2012)

<sup>84</sup> EQUIP3 (2012) EQUIP3 Youth ICT: Information and Communication Technology, Employment Training and Placement Toolkit, EQUIP3, URL: [http://idd.edc.org/sites/idd.edc.org/files/Youth\\_ICT\\_Toolkit\\_FINAL.PDF](http://idd.edc.org/sites/idd.edc.org/files/Youth_ICT_Toolkit_FINAL.PDF) (accessed 22/10/2012)

<sup>85</sup> International Labour Office (2012) Global Employment Trends for Youth 2012, International Labour Office, Geneva, Switzerland

<sup>86</sup> Lee, N. (2012) Give Youth A Chance: An Agenda for Action, Multilateral Investment Fund, Washington DC, USA

- **Calculate an appropriate price for a good or service**, understanding the concepts of production costs, breaking even, profit, competition, and value pricing.
- **Market products and services**
- **Know when and where to access capital**. This means describing and calculating the need for capital and other requirements necessary to launch and conduct a business, and the ability to explain how they can gain and manage these, as appropriate.
- **Comply with legal regulations**, such as finding and describing the relevant laws that regulate their chosen business endeavour and protect consumers.

Through the IMPACT Club curriculum, youth gain fundamental knowledge in the area of entrepreneurship. As a result of the application of this knowledge to social entrepreneurship projects, young people develop these core skills which are transferable to waged employment, amongst other life areas.

Recent research in behavioural economics and related fields has indicated that individuals' behaviours, abilities, and attitudes often act as barriers to business success – the IMPACT Club model directly addresses this. The IMPACT Club program builds in exercises, activities and opportunities for young people to cultivate entrepreneurial behaviours and attitudes, such as risk taking, problem solving, creativity and innovation, resilience, visioning, planning and goal-setting.

Through the piloting of the model within World Vision, SEED and New Horizons Foundation will look to further develop this component of the IMPACT Club model by adding program components that better address the livelihood needs of youth aged 16 and over who require a sufficient and sustainable income. From these pilot projects SEED and New Horizons Foundation will test concepts such as business plan competitions and business grants, one-on-one business coaching and mentoring.

### **11.8 IMPACT Clubs Improve Academic Outcomes**

Programs, such as IMPACT Club, that utilize experiential education methodologies can increase academic outcomes. Over 500 published studies indicate positive participant outcomes in the areas of *“subject matter learning, standardized test performance, school attendance, earned grades, motivation for learning, and engagement in school.”*<sup>87</sup>

Evidence also illustrates that programs like IMPACT Clubs do not detract from the formal educational system, but enhance its outcomes – suggesting that there is a synergistic relationship between formal and non-formal education.<sup>88</sup>

### **11.9 IMPACT Clubs Fight Corruption**

In addition, it is widely known that corruption can only be fought with pressure from civil society.<sup>89</sup> Corruption, according to the World Bank, is considered the number one obstacle to socio-economic development. The IMPACT Club model contains training modules specifically aimed at helping youth understand the personal and social dangers of corruption. IMPACT also intentionally “socializes” youth into pro-social behaviours and instils moral values in a learn-by-doing modality. For example, the model promotes transparency as community service projects simply will not succeed if they are not genuinely serving the common good. Youth experience the benefits of trusting and transparent behaviours.

<sup>87</sup> New Horizons Foundation (2012) IMPACT Manual, New Horizons Foundation, Lupeni, Romania

<sup>88</sup> New Horizons Foundation (2012) IMPACT Manual, New Horizons Foundation, Lupeni, Romania

<sup>89</sup> New Horizons Foundation (2012) IMPACT Manual, New Horizons Foundation, Lupeni, Romania



## 12. Conclusion

There is a growing global consensus regarding the role of social and emotional competencies in supporting young people's transition to adulthood, employment and independence.

Through the use of service-learning methodologies, the IMPACT Club program cultivates critical social and emotional competencies, and facilitates the relevant technical skills that assist young people in gaining and sustaining a livelihood and making successful transitions to adulthood.

Beyond this, the IMPACT Club facilitates the journey of young people in gaining a clear understanding of themselves, their values, aspirations and future goals, while developing their capacity to contribute to their communities. In this way, the IMPACT Club model upholds John Dewey's vision for education not being solely as the acquisition of a pre-determined set of skills, but rather as the realization of one's full potential and the ability to use those skills for the greater good.

The IMPACT Club model extends beyond a methodology that educates young people and provides them with pathways into income generating opportunities, to a model that can assist young people to permanently transform their lives and their communities for the common good.

SEED recommends that World Vision pilot the IMPACT Club model with a view to develop a project model for the World Vision Partnership.

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## Annex 1: Positive Youth Development

**Positive youth development** can be described as *“a pro-social approach that strives to enable agencies, programs, and communities to engage youth in a manner that promotes positive and healthy transitions from adolescence to adulthood while enabling youth to reach their full developmental potential.”*<sup>90</sup> Simply speaking, it is the process through which young people acquire the cognitive, social, and emotional skills and abilities required to navigate life.<sup>91</sup>

There are many variations of this approach but important constructs included in all variations are promoting a sense of safety; providing appropriate structures; creating supportive relationships; providing opportunities to belong; providing positive social norms; giving youth responsibilities and meaningful challenges; and providing opportunities for skill building. One of the hallmarks of the positive youth development movement is that it is built on a foundation of scientific research.<sup>92</sup>

The University of Minnesota<sup>93</sup> has identified eight critical elements of programs that successfully promote positive youth development. Such programs:

- 1) are physically and emotionally safe;
- 2) give youth a sense of belonging and ownership
- 3) foster self-worth;
- 4) allow youth to discover their 'self' (identity, interests, and strengths);
- 5) foster high quality and supportive relations with peers and adults;
- 6) help youth recognize conflicting values and develop their own;
- 7) cultivate the development of new skills; and
- 8) promote fun and expand young people’s capacity to enjoy life and know that success is possible.

“The Six C’s” provide useful summary of the goals of positive youth development (see Box 1).

### Box 1: Working Definitions of the Six C’s of Positive Youth Development

**Competence:** Positive view of one’s actions in domain specific areas including social, academic, cognitive and vocational.

Social competence pertains to interpersonal skills (e.g. conflict resolution). Cognitive competence pertains to cognitive abilities (e.g. decision making). School grades, attendance, and test scores are part of academic competence. Vocational competence involves work habits and career choice explorations.

**Confidence:** An internal sense of overall positive self-worth and self-efficiency; one’s global self-regards, as opposed to domain specific beliefs.

**Connection:** Positive bonds with people and institutions that are reflected in bidirectional exchanges between the individual and peers, family, school, and community in which both parties contribute to the relationship.

**Character:** Respect for societal and cultural rules, possession of standards for correct behaviours, a sense of right and wrong (morality), and integrity.

**Caring:** A sense of sympathy and empathy for others.

**Contribution:** The act of contributing towards, or giving for the sake of the common good

<sup>90</sup> University of Minnesota (2013) University of Minnesota Extension Centre for Youth Development, URL: <http://www1.extension.umn.edu/youth/> (accessed 07/05/2013)

<sup>91</sup> Perkins, D.F, Borden, L.M, Villarruel, F.A. (2011) Community Youth Development: A Partnership for Action, The School Community Journal

<sup>92</sup> Jim Casey Youth Opportunities Initiative (2013) The Adolescent Brain: new research and its implication for young people transitioning from foster care, Jim Casey Youth Opportunities Initiative, St Louis, USA

<sup>93</sup> University of Minnesota (2013) Keys to Quality Youth Development, University of Minnesota Extension Centre for Youth Development, URL: <http://www1.extension.umn.edu/youth/research/keys-to-quality-youth-development/> (accessed 23/10/2013)

## Annex 2: Community Youth Development

**Community youth development** is an integration of positive youth development and community development. Community youth development involves creating opportunities for young people to connect to others, develop skills, and utilize those skills to contribute to their communities.<sup>94</sup>

Based on the principles of asset-based community development,<sup>95</sup> a community youth development orientation involves shifting away from just concentrating on problems toward concentrating on strengths, competencies, and engagement in self-development and community development.

Community youth development means engaging youth as full partners in the process of positive development, that is, in providing young people with sustained positive relationships with adults, and opportunities for new and “real-world” experiences for skill development and mastery.

The philosophy of community youth development aligns with the United Kingdom’s Department for International Development (DFID) model which advocates that development assistance focused on youth represent a three-lens approach:<sup>96</sup>

- **Working for** the benefit of youth (as target beneficiaries), keeping youth project beneficiaries informed, focusing on their issues and preparing the groundwork for engaging youth as partners;
- **Involving youth as partners**, consulting and collaborating with youth as part of the design and implementation process; and
- **Supporting youth as leaders**, which requires opening spaces for youth-led interventions and decision-making within existing project structures, systems and processes.

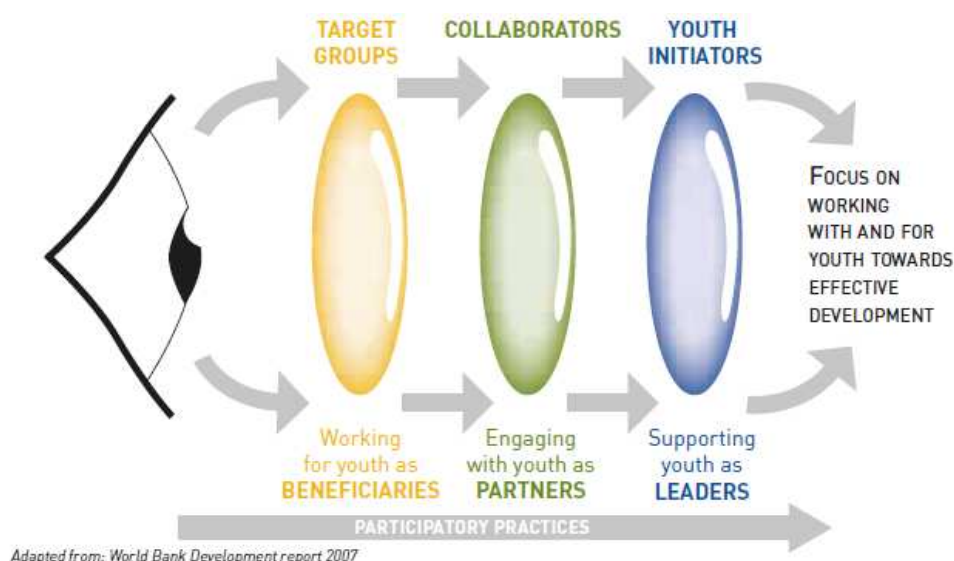


Figure 7. Three-Lens Approach to Working with Youth

<sup>94</sup> Perkins, D.F., Borden, L.M., Villarruel, F.A. (2011) Community Youth Development: A Partnership for Action, The School Community Journal

<sup>95</sup> Asset-Based Community Development (ABCD) is a highly participatory approach to development that seeks to empower communities to draw on tangible and social community assets to manage their own development. The strength of ABCD is its ability to facilitate people imagining their world differently, resulting in action to change their circumstances. Previous research has shown international non-government organisations (NGOs) have found highly participatory, community-led approaches to development to have been particularly effective forms of poverty mitigation and community empowerment.

<sup>96</sup> DFID (2012) The Three-Lens Approach, Youth Participation in Development: A Guide for Development Agencies and Policy Makers, DFID, URL: <http://www.ygproject.org/guide/introduction/three-lens-approach> (accessed 31/10/2012)



## Annex 3: Case Studies of Service-Learning for Out of School Youth

The Education Development Centre has produced a comprehensive review of youth focused service-learning programs on which this section is based.<sup>97</sup>

### Ruwwad Palestinian Youth Empowerment Program

*The Ruwwad Palestinian Youth Empowerment Program is an example of a service-learning program that targets unemployed youth and focuses on civic engagement and work-readiness training. Between 2005 and 20011, Ruwwad, which means pioneer in Arabic, has provided leadership training for more than 800 Palestinian youth ages 14–24, and helped them organize community service projects that engaged an additional 16,000+ youth and brought benefits to tens of thousands of people in Palestinian communities throughout the West Bank and Gaza. The project also undertook additional activities, such*

#### Program Goals

The original purpose of the project was to improve the lives and future opportunities of significant numbers of Palestinian youth in the West Bank and Gaza by helping to help Palestinians achieve greater social stability by empowering youth to become constructively engaged in civil society, economic development, and family and community life. The project also aimed to create a social, economic, and political environment with a greater willingness and ability to invest in and develop Palestinian youth.

#### Program Content

The service-learning component of the Ruwwad Project focused on organizing a small leadership cadre of youth to undertake community-based service-learning projects. Every 30 days new groups of 30 young Palestinians were given a training course to build core leadership skills, such as problem solving, working in teams, communications, and critical and reflective thinking. As part of their training, known originally as the 30/30 program, participants were asked to visit their communities, conduct a needs assessment, and design a service-learning project. Once the designs were reviewed and approved by program staff, youth were given a small grant to implement their projects. They were expected to engage and manage other youth in the implementation process, and to document their project's results.

Examples of service-learning projects that Ruwwad youth undertook include a fund-raising campaign to help fight paediatric cancer, an environmental clean-up campaign in East Jerusalem, and an effort to help Palestinian farmers harvest olive trees.

The project also implemented a special media training program, designed to build skills and empower Palestinian youth who had an interest in pursuing careers in communications. Participants in this program gained firsthand knowledge and experience designing and producing programs for local radio and TV stations, the Internet, and print media. The project also helped place youth in internships and apprenticeships with Palestinian businesses.

#### Organisation and Staffing

The Ruwwad Project was implemented by an international NGO (Education Development Center, Inc.) through a cooperative agreement with USAID. EDC fielded an all- Palestinian team to staff and implement the project in the field. The team included a mix of technical youth development specialists; experts in media, IT, and monitoring and evaluation; and financial, administrative, and logistics managers.

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<sup>97</sup> Israel, R, Nogueira-Sanca, S. (2011) Youth Service Programs: A study of promising models in international development, Educational Quality Improvement Program 3, Washington D.C., USA

### **Measuring Impact**

Ruwwad conducted pre- and post-surveys with youth participants involved in the leadership training, media training, and the youth-led initiatives, in order to measure self-reported change in a variety of competencies. Beneficiary surveys are also conducted when youth projects reach out to additional members of the community

To assess the impact and promise of its service-learning component, Ruwwad conducted an internal mid-term assessment, reported in “Community-Based Service Learning for Youth Empowerment in Palestine: The Ruwwad Experience” by Dr. Trae Stewart. The report highlighted self-reported increases in areas such as positive values and personal identity among youth participants, as well as an overwhelmingly positive response from community beneficiaries about youth-led initiatives. Five primary themes were also explored through interviews with youth participants in order to gather qualitative impact findings.

Highlights include:

- By participating in Ruwwad’s trainings and/or community-based experiences, participants developed a stronger civic identity, with a greater sense of responsibility for others and the society itself.
- Youth reported that they learned new content and practical skills.
- Through their community-based service activities, youth were able to apply the leadership concepts and theories they had learned during their training sessions.
- Youth gained a sense of belonging and opportunity by joining Ruwwad.

### **YouthBuild International Mexico and Jovenes Constructores de la Comunidad**

*YouthBuild International works with Jovenes Constructores de la Comunidad (JCC), a partner that has built and operated programs adapted from the U.S.-based YouthBuild model in Mexico City, Chiapas, and Ciudad Juarez.*

YouthBuild International is a global NGO working in more than a dozen countries, which implements the YouthBuild program that began in the late 1980s in five low-income neighbourhoods in New York City. The YouthBuild program provides an integrated package of education, counselling, work, social action, and leadership development to vulnerable young people, allowing them to gain livelihood skills while addressing critical community development challenges.

YouthBuild and JCC are examples of the youth service model for out-of-school youth with a focus on addressing employment. It combines classroom learning for youth who did not complete secondary school, with hands-on construction projects that both serve the needs of the community and complement the learning agenda in the classroom.

In nine Mexican states, young people have worked on historic restoration, hurricane reconstruction, reforestation, and building community centres and playgrounds. JCC is currently expanding the network to Tabasco and Oaxaca, and recently launched activities in Ciudad Juarez where they are directly addressing root causes of violence. The Ciudad Juarez model is being studied by the Government of Mexico for expansion to an additional 30 cities. To date, JCC has implemented 39 construction projects with more than 1,200 youth participants, reaching over 6,000 beneficiaries. In 2009, JCC was featured among programs with best practices in youth policies and programs in Latin America and the Caribbean.

### **Program Goals**

JCC and YouthBuild International attempt to work with youth to discover their professional competencies and to develop and apply them through construction and renovation projects. Young people take part in community infrastructure building, get the experience of working with the community, and have an impact on the world around them. While these youth turn their lives around through education and work experience, they are also changing public perceptions of youth. Community members that may view youth negatively are able to see them as assets.

### **Program Content**

Similarly to the YouthBuild model in the United States, JCC combines classroom learning with hands-on construction or renovation projects. JCC employs a methodology of “learning by doing.” The program cycle in Mexico includes recruitment of 30–50 youth per class per location for a six month program with three months of follow-up. Each site has two cohorts of youth per year who participate in life skills training and related cultural, social, and psychological support activities, receive classroom and on-the-job training in the necessary work areas related to the project, and complete the work project as needed by the community.

After the project is completed, JCC staff provides ongoing support services and career counselling for up to three months. JCC seeks to provide young people with the necessary tools to define their life plan and build life skills through a series of workshops on topics such as leadership, community service, fellowship, self-confidence, non-violent conflict resolution, and teamwork.

### **Organisation and Staffing**

In support of the methodology of “learning by doing,” JCC employs blacksmiths, carpenters, electricians, masons, and other technical specialists to teach youth these trades while also accompanying them and providing additional explanation and guidance of the construction or renovation process. Youth work in small groups, usually one teacher for every 5–10 participants, and progress is assessed monthly.

Depending on the location and nature of the construction or renovation, projects last from three to six months and include community needs assessment, design and planning time, identification of numbers of youth needed, enrolment, orientation, and training, together with other administrative preparation that normally lasts four to six weeks.

Typically, projects have a regional coordinator, a human development coordinator, a technical area coordinator, workshop facilitators, building-site managers, construction professionals (master masons, carpenters, etc.), graduate interns (Promotores) who have gone through the program as youth-service members before, and the youth service members called JCC students (Becarios). The construction professionals, in addition to having the specific skill sets for the type of work required, are often from the communities where the work is being done and, therefore, are able to impart the contextual circumstances into the daily work.

Youth receive a small stipend to help cover transport, meals, and some materials, making it possible for youth of various socioeconomic backgrounds to serve. JCC works closely with local partners to develop projects and implement project components.

### **Measuring Impact**

JCC monitors and assesses progress with youth on a monthly basis and has also had several external evaluations conducted on its program. For example, an overall assessment of the results of the training program, job training, and placement in the field indicates that:

- 49% of young people participating in the program in the Federal District has gone on to continuing education or technical training and 29 % are now employed;
- 52% of young people participating in the program in the State of Chiapas are now involved in continuing education or technical training and 33% are now employed.

## Annex 4: Developmental Assets

In 1990, Search Institute released a framework of 40 Developmental Assets, which identifies a set of skills, experiences, relationships, and behaviours that enable young people to develop into successful and contributing adults. Over the following two decades, the Developmental Assets framework and approach to youth development became the most frequently cited and widely utilized in the world, creating what Stanford University's William Damon described as a "sea change" in adolescent development.

Search Institute has identified the following building blocks of healthy development for adolescents (age 12-18).<sup>98</sup>

### EXTERNAL ASSETS

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#### SUPPORT

1. **Family Support** | Family life provides high levels of love and support.
2. **Positive Family Communication** | Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. **Other Adult Relationships** | Young person receives support from three or more nonparent adults.
4. **Caring Neighbourhood** | Young person experiences caring neighbours.
5. **Caring School Climate** | School provides a caring, encouraging environment.
6. **Parent Involvement in Schooling** | Parent(s) are actively involved in helping the child succeed in school.

#### EMPOWERMENT

7. **Community Values Youth** | Young person perceives that adults in the community value youth.
8. **Youth as Resources** | Young people are given useful roles in the community.
9. **Service to Others** | Young person serves in the community one hour or more per week.
10. **Safety** | Young person feels safe at home, school, and in the neighbourhood.

#### BOUNDARIES AND EXPECTATIONS

11. **Family Boundaries** | Family has clear rules and consequences and monitors the young person's whereabouts.
12. **School Boundaries** | School provides clear rules and consequences.
13. **Neighbourhood Boundaries** | Neighbours take responsibility for monitoring young people's behaviour.
14. **Adult Role Models** | Parent(s) and other adults model positive, responsible behaviour.
15. **Positive Peer Influence** | Young person's best friends model responsible behaviour.
16. **High Expectations** | Both parent(s) and teachers encourage the young person to do well.

#### CONSTRUCTIVE USE OF TIME

17. **Creative Activities** | Young person spends three or more hours per week in lessons or practice in music, theatre, or other arts.
18. **Youth Programs** | Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
19. **Religious Community** | Young person spends one hour or more per week in activities in a religious institution.
20. **Time at Home** | Young person is out with friends "with nothing special to do" two or fewer nights per week.

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<sup>98</sup> The Search Institute (2013) Developmental Assets, The Search Institute, URL:<http://www.search-institute.org/> (accessed 26.11.2013)

## INTERNAL ASSETS

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### COMMITMENT TO LEARNING

- 21. **Achievement Motivation** | Young person is motivated to do well in school.
- 22. **School Engagement** | Young person is actively engaged in learning.
- 23. **Homework** | Young person reports doing at least one hour of homework every school day.
- 24. **Bonding to School** | Young person cares about her or his school.
- 25. **Reading for Pleasure** | Young person reads for pleasure three or more hours per week.

### POSITIVE VALUES

- 26. **Caring** | Young Person places high value on helping other people.
- 27. **Equality and Social Justice** | Young person places high value on promoting equality and reducing hunger and poverty.
- 28. **Integrity** | Young person acts on convictions and stands up for her or his beliefs.
- 29. **Honesty** | Young person "tells the truth even when it is not easy."
- 30. **Responsibility** | Young person accepts and takes personal responsibility.
- 31. **Restraint** | Young person believes it is important not to be sexually active or to use alcohol or other drugs.

### SOCIAL COMPETENCIES

- 32. **Planning and Decision Making** | Young person knows how to plan ahead and make choices.
- 33. **Interpersonal Competence** | Young person has empathy, sensitivity, and friendship skills.
- 34. **Cultural Competence** | Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
- 35. **Resistance Skills** | Young person can resist negative peer pressure and dangerous situations.
- 36. **Peaceful Conflict Resolution** | Young person seeks to resolve conflict non-violently.

### POSITIVE IDENTITY

- 37. **Personal Power** | Young person feels he or she has control over "things that happen to me."
- 38. **Self-Esteem** | Young person reports having a high self-esteem.
- 39. **Sense of Purpose** | Young person reports that "my life has a purpose."
- 40. **Positive View of Personal Future** | Young person is optimistic about her or his personal future.



## Annex 5: Skills, Competencies, Access and Supports Contributing to Youth Income Generating Capability

### 1. BASIC SKILLS

#### 1.1 Financial Literacy

This is the set of skills and knowledge that allows an individual to make informed judgements and effective decisions regarding the use and management of money and wealth. Specifically, financially literate adolescents and youth are able to:

value savings	articulate the importance of savings
save money	effectively employ strategies to build and track a safe and secure interest-earning savings fund
track profits & losses	calculate and track the profits and/or losses of a business endeavor
make and use a budget	write, format and utilize a personal or business budget
alter a budget	redesign a budget to address changing needs, circumstances, or problems
determine financing needs	calculate if and how much capital is needed to fund a business start-up or expansion and determine an appropriate financing strategy, includes use of savings and borrowing
calculate cost of debt	calculate the effective annual interest rate of loan products described in a variety of terms.
choose among debt options	understand if and when it is appropriate to take on debt and make a rational choice among debt options and terms based on actual needs and circumstances
manage debt	effectively manage debt and payment obligations to avoid arrears and default
avoid scams	identify common scams and thefts and know how to take appropriate precautions
distinguish trustworthy financial services	identify which financial service providers are trustworthy and which products and services are protected through regulation or consumer protection laws
calculate spending capacity	compare income to necessary cost of living and calculate spending capacity
evaluate spending trade-offs	evaluate spending decisions and trade-offs involved
calculate after-purchase costs	calculate after-purchase costs of an item (to maintain and use)
understand risk of default	understand the legal, personal, and financial risks of defaulting on payments and debt
know when to borrow or invest	understand when it is appropriate to borrow or invest money
set financial goals	consider financial goals over the short, medium, and long term and recognize how they may change over time.
distinguish investment risk	distinguish investments with different levels of risk
understand influence of advertising	understand how advertising influences spending decisions for better and for worse

## **1.2 Functional Literacy**

In 1978, UNESCO's General Conference adopted a definition of functional literacy – still in use today: "A person is functionally literate who can engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing and calculation for his own and the community's development" The YLIG views functional literacy as the capacity to engage society and the economy through the written word. The UN has affirmed that "literacy is crucial to the acquisition, by every child, youth and adult, of essential life skills that enable them to address the challenges they can face in life, and represents an essential step in basic education, which is an indispensable means for effective participation in the societies and economies of the twenty-first century."

## **1.3 Numeracy**

According to the Program for International Student Assessment (PISA), numeracy or "mathematical literacy" is "an individual's capacity to identify and understand the role that mathematics plays in the world, to make well-founded judgements and to use and engage with mathematics in ways that meet the needs of that individual's life as a constructive, concerned and reflective citizen." As the National Numeracy organization of UK points out, this definition implies the essential skills needed for solving problems, processing information, making decisions and interpreting data. "Being numerate is about appreciating number relationships and interpreting answers, and not just about doing calculations." In practical terms related to youth livelihoods, numeracy skills are those you need to do a job, manage your home and/or business finances, and be an engaged citizen. This can include specific skills like being able to critically assess statistics used by politicians or advertisers, being able to manage a family budget, estimate how much a bill will be, calculate how long it takes to travel to a job site, or calculate a profitable price for a good or service.

## 2. POSITIVE IDENTITY AND CITIZENSHIP

Regarding positive identity and citizenship, youth will be more prepared for life and work - ready for economic opportunities and ready to contribute to the wider good and care for others - when they are able to:

maintain a positive self-identity	understand their uniqueness in the world and maintain a positive sense of their identity and respect for self
maintain a sense of purpose	maintain a sense of purpose and articulate their source of achievement motivation
understand their place in the world	Can analyze and explain his/her place in the wider community and in the world and articulate and deploy strategies to better her/his situation therein.
understand who they want to become	develop an understanding of the type of person they want to become and identify and take concrete actions toward this goal
remain optimistic	develop and employ effective strategies for maintaining optimism and cultivating a positive attitude
contribute to community well-being	formulate ideas on how their community, country and world can be improved and plan and act towards this end, alone and with others.
care for others	show care for others and contribute positively to their community
be sensitive to cultural differences	demonstrate sensitivity to cultural differences - act with intercultural competency
advocate for human rights	articulate, understand, respect and advocate for child and human rights both for themselves and for others in their community, including the rights of girls and women, and people with disabilities.
describe rights and responsibilities	describe their rights and responsibilities towards others in the community and employ these for personal benefit and the benefit of others
maintain healthy relationships	establish and maintain healthy and rewarding relationships with peers and family members, for both personal and collective benefit
participate in social networks	build and participate in social networks and institutions and use these for personal, professional and social benefit.
participate in community initiatives	take an interest in social clubs or community initiatives and participates actively in at least one initiative
shape and respect rules	develops, demonstrates and defends a respect for rules and guidelines and can propose modifications to these that are appropriate to particular settings and circumstances
be environmental stewards	appreciates the importance of environmental stewardship both in concept and in action
cope with loss	cope effectively with personal and social loss, abuse and trauma, communicating and taking positive action alone and with others.
respect authority	take direction and respect authority in the community and workplace
demonstrate integrity	articulates what integrity is and demonstrates it in their words and actions
be honest with self and others	understand the importance of honesty with themselves and with others and communicates truth with sensitivity
be responsible	demonstrate personal, professional and social responsibility in both attitude and action
resist peer pressure	employ effective resistance skills against peer and social pressure to participate in harmful or risky behavior
demonstrate restraint	demonstrate restraint against harmful or risky behavior, including unprotected sex, drug and alcohol use, gambling, impulse spending, violence, etc.
persevere	react positively to unexpected difficulties and setbacks, employing strategies to persevere in the pursuit of a desired outcome

### 3. WORK READINESS SKILLS

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#### 3.1 Livelihood Preparedness

There are a number of fundamental skills that adolescents and youth should obtain in order to be ready for the world of work, these include the ability to:

consider a variety of occupations	identify and consider a variety of occupations that provide an opportunity to earn money and reflect on the values they bring to one's self, one's family and society
understand requirements of success at work	understand what skills and competencies are required to succeed in work and where to acquire these
match work with personal values	assess personal attitudes and aspirations in relation to work and determine what work opportunities match their individual values
distinguish between entrepreneurship and employment	recognize the risks and rewards of entrepreneurship vs. wage employment in sustaining one's livelihood
articulate preference between entrepreneurship and employment	understand the difference between employment income and earning money as an entrepreneur and articulate a preference based on personal aspirations, aptitudes and preferences.
establish and pursue a career plan	set career goals and develop a career plan, taking steps to pursue career options that match personal strengths and interests
develop and use a professional network	develop and utilize a professional network to assist with career guidance and searching for employment opportunities

#### 3.2 Employment Skills

For youth seeking formal employment, there are a number of additional and specific skills that should be acquired. These include the ability to:

create an employment plan	describe the pathways to employment and develop a basic plan to gather the skills and knowledge required for a desired or anticipated domain of employment
stay safe at work	understand how various occupations involve different working conditions and know about workers' rights regarding safety and hazardous conditions.
prepare a CV	prepare a well-formatted and well-written CV
prepare a cover letter	prepare a well-formatted and well-written cover letter
fill out a work application	prepare an application form for work as required
interview effectively	effectively employ communication and presentation skills during a professional interview

### 3.3 Entrepreneurship Skills

For youth seeking to start or grow their own business, there are a number of additional and specific skills that should be acquired. These include the ability to:

identify and act on opportunities	identify and act on opportunities to meet personal, social and/or economic needs - in particular the ability to see opportunities for profit in the marketplace
identify factors in business success	describe the reasons why businesses may succeed or fail and be able to identify key actions necessary for entrepreneurship success
write a business plan	develop a business plan for an enterprise to capitalize on a social or financial opportunity
manage risk	identify, assess and choose to take risks and to manage these as unexpected changes or outcomes occur
set a price	calculate an appropriate price for a good or service, understanding the concepts of production costs, breaking even, profit, competition, and value pricing.
market products/services	explain how to market one's products or services effectively
act like an entrepreneur	apply the basic skills and behaviours of entrepreneurship to their business endeavors, including risk, initiative, organization, confidence, communication, and collaboration
know when and where to access capital	describe and calculate the need for capital and other requirements necessary to launch and conduct a business and can explain how they can gain and manage these, as appropriate
comply with legal regulation	find and describe the relevant laws that regulate their chosen business endeavor and protect consumers

### 3.4 Technical and Vocational Skills

Whether a person wishes to seek employment or be self-employed, they must have the capacity to produce a good or service that has economic value in an accessible marketplace. For many, this means specialized schooling or training in a specific vocation, such as carpentry, welding, hospitality, or cell phone repair. Some youth workforce development projects focus on the provision of technical vocation education and training (TVET) as part of the intervention to equip youth for the world of work.

### 3.5 Experience with Work

Experience with work is not only important for a youth to develop their work skills on the job, but also to develop their credibility in the labour market. An experience with work often provides a young person with opportunities to develop many of the critical soft skills for life and work. In addition, an experience with work enables a young person entering the labour market to provide a work reference, which can help open doors to new job opportunities. There are a number of ways to gain experience with work before one obtains their first 'real' job: apprenticeships, internships, and volunteering.



#### 4. SOFT SKILLS FOR LIFE AND WORK

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Life skills teach youth to communicate clearly and help them to recognize economic opportunities, increasing the probability of employment in the future. These behavioural skills are particularly relevant to disadvantaged, out-of-school youth that come from difficult backgrounds and challenging life circumstances, who are far less likely to have been exposed to an environment of life skills development than their counterparts. Youth will be more prepared for life and work - ready for economic opportunities and ready to contribute to the wider good and care for others - when they are able to:

take initiative	take initiative - act positively to change one's circumstances and future
solve problems	employ effective critical thinking skills to solve problems, both alone and in groups
work effectively in teams	develops and employs effective cooperation and teamwork skills to elaborate, plan, accomplish and assess joint tasks with other persons, groups and/or institutions
plan	plan multistep actions over increasing time horizons
organize	organize thoughts, actions, and items in useful and rational ways
make decisions	make difficult decisions in timely and rational ways
prioritize	recognize the relative importance of things and order their values, goals, and actions according to priority
manage time	understand the importance of, and employ effective strategies to manage time
manage stress	develop and employ effective strategies for managing stress
understand different perspectives	display advanced analytical skills through demonstrating the ability to articulate and summarize diverse perspectives
manage conflict	take an active role in mediating and resolving conflict in healthy non-violent ways, including knowing when it is appropriate to avoid, delay or engage in conflict.
take critical feedback	invite and respond positively to critical feedback and consider and learn from constructive criticism
communicate professionally	use professional communication through words, body language, and active listening
speak in public	employ effective public speaking skills, able to convince, mobilize and entertain others as appropriate
adapt	demonstrate flexibility and adaptability in thought and action as information and circumstances change
research	use investigative and research skills to better understand their world
provide good customer service	identify opportunities to improve customer service and initiate action to provide good customer care and service
appear professional	dress and groom appropriately for work
demonstrate good work ethic	develop and demonstrate a strong work ethic, including taking pride in quality and working hard with little supervision
be punctual	employ effective strategies to plan ahead, take delaying variables into account, and manage time in order to arrive on time with dependability
remain teachable	maintain a posture of humility and readiness to learn from others

## 5. ACCESS TO SERVICES, MARKETS AND INFORMATION

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### 5.1 Labour Market Information

A labour market is an environment where employees and employers interact and exchange work for wages and salaries.

Lack of labour market information persists as one of the largest barriers for young people finding and sustaining employment across the world. Access to timely and focused information on local labour markets is essential as it helps young people to:

- make decisions about their future career development by understanding the needs of the labour market;
- manage employment and wage expectations; and
- identify current and future job market opportunities (this is especially relevant for young people who want to start their own business).

It is also critical that young people know where to find labour market information should they choose to access it. This information can be available through personal and professional networks, labour intermediation services as well as through conducting labour market assessments.

### 5.2 Goods and Services Market Information

Goods and services market information provision has positive benefits for young people, particularly those who are engaged in agriculture or have their own enterprise. Up-to-date, or current, market information enables farmers, business owners or traders to negotiate with from a position of greater strength. It also facilitates spatial distribution of products from rural areas to urban areas and between urban markets by sending clear price signals from urban consumers to rural producers regarding quantities and varieties required.

Well-analysed historical market information enables farmers to make planting decisions in line with urban consumer demand, including those related to new crops. It also permits traders to make better decisions regarding the viability of intra and, perhaps, inter-seasonal storage.

As with labour market information, is also critical that young people know where to find Goods and services market information should they choose to access it. This information can be available through personal and professional networks, mobile technology, online platforms as well as government departments (for example, the Ministry of Agriculture).

### 5.3 Age-Appropriate Financial Services

We regard age-appropriate financial services as those that respond to the savings, borrowing, and risk mitigation needs of youth clients. Age appropriate financial services can play a critical role in enabling youth to invest in employment and education opportunities. Financial products targeted at adolescents and youth often only differ slightly from those that are offered to adults, including low or no minimum balance saving accounts, and alternative guarantees for credit. The major product differences lay in marketing (i.e. attractive colour schemes/special logos and tailored messages for young people) and delivery mechanisms (i.e. thinking outside the branch) and in the accompanying non-financial services (i.e. financial education and entrepreneurship) critical for building a young person's capacity to save, manage their money, and generate income.

Emerging best practices indicate that young people benefit the most from financial services when these services are offered in conjunction with non-financial services, such as mentoring, financial education, internship opportunities, health education, livelihood skills training, and social asset building.

## 6. SUPPORTIVE NETWORKS AND RELATIONSHIPS

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### 6.1 Supportive Relationships with Peers, Family, and Adults

Supportive relationships are essential for health and well-being across the lifespan. The relationships formed in early life impact an individual's personal outlook as well as their perceptions of others. These relationships affect their future relationships and well-being.

Throughout early and late adolescence, supportive relationships with adults and peers are associated with positive development.

In particular, adolescent-parent relationships are associated with positive adolescent outcomes, including; school motivation, good mental health, lower rates of alcohol and illicit drug use, lower rates of delinquency, and less school misconduct.

Adolescents and youth that have supportive relationships with non-familial adults are also important. Adolescents and youth who experience more frequent and high quality contact with non-parental adults have fewer behavioural problems. These interactions with supportive adults are especially beneficial for adolescents who may not experience or perceive positive relationships with their parents. While some examples of non-familial adult-youth relationships include those between youth and a religious leader; teachers; coaches, and formal mentoring relationships, often-underestimated relationships are those developed between youth and adult staff in afterschool and youth development programming.

### 6.2 Positive Affiliations and Networks, and Economic Cooperations

Positive affiliations and networks, and economic cooperations can all be classified under the heading of individual social capital. Individual social capital is defined as *“a dynamic, social, spatially, culturally, temporally and economically embedded group, network, or constellation of social relations, which has the young person at the core of the constellation.”*

Individual social capital is critical to young people as they seek economic opportunities. In developing economies, due to a lack of labour intermediation services, positive affiliations and networks with both community members and the employers are often the most effective way of young people finding informal or formal employment opportunities.



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