



Global LEAD Toolkit

*Resources to support opportunities for young people
to contribute to and lead community development.*



USAID
FROM THE AMERICAN PEOPLE

YOUTH POWER2
LEARNING AND EVALUATION

Global LEAD Toolkit: Resources to support opportunities for young people to contribute to and lead community development.

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TOOLKIT HOME

Welcome!

Global LEAD (Leadership and Education Advancing Development) is a USAID-led collaborative initiative aiming to mobilize one million young leaders to guide their countries' progress on the key challenges of our time, including democracy and human rights, climate action, global health, and violence prevention.

USAID, through Global LEAD, advances these issues by creating more opportunities for young people's participation and leadership in their communities, and by supporting one million youth and emerging leaders through youth networks like [YouthLead](#).

We want to see more integration of education, civic/political engagement, and leadership development approaches across all sectors of development programming, because young people are, can, and should be partners in development.

If you are interested in enhancing opportunities for young people to play a stronger role in community development and collective action, this Global LEAD Toolkit is a great resource for you.

Click the buttons below to navigate to the desired section of the document where you can find:

ICON	DESCRIPTION
	Key resources to help you plan a new activity, including tips and tools for design, measurement, evaluation, and learning, and communications.
	A place to explore intervention models that can be adapted to different contexts and types of programs.
	A breakdown of useful resources and program examples by sector.
	Information on connecting with networks and communities of practice to elevate young people in development.



ABOUT

About the Global LEAD Toolkit

This toolkit was developed by USAID, in collaboration with [YouthPower2: Learning and Evaluation \(YP2LE\)](#). Here you will find resources to support USAID and its partners in strengthening and expanding youth-related programs and projects that provide opportunities for young people to contribute to community development and collective action across sectors. By using a variety of education, civic and political engagement, and leadership approaches, young people can play a more direct role in building better and stronger communities.

The Global LEAD Toolkit includes specific resources and templates, along with links to useful reports, guides, and other toolkits. It is intended for use by USAID staff, implementing partners, and young and emerging leaders as they plan and design new activities, measure project performance, and coordinate communications efforts. The toolkit also provides examples of adaptable models, guidance for programming by sector and opportunities to join networks and learning communities who are excited about working with young people as partners in development.

For more background, we recommend getting familiar with the Global LEAD Framework and exploring the additional resources about Global LEAD. You can also review our Key Definitions page to clarify what we mean when we use terms such as “civic engagement” and “leadership development.”

About Global LEAD

Global LEAD (Leadership and Education Advancing Development) is a USAID-led collaborative initiative to support the commitment of young people as partners in building healthy, peaceful, prosperous, and democratic communities. USAID engages young people at the local, national, and global levels to promote innovative solutions to critical development challenges. Global LEAD builds on USAID’s current work with young leaders, higher education institutions, civil society, and other partners to support young people in pursuing education, building their civic/political skills and engagement, and developing their leadership skills. We meet development priorities through technical assistance, platforms for youth engagement, tools to integrate young people into programs, and communications activities.

Here are some additional resources on Global LEAD:

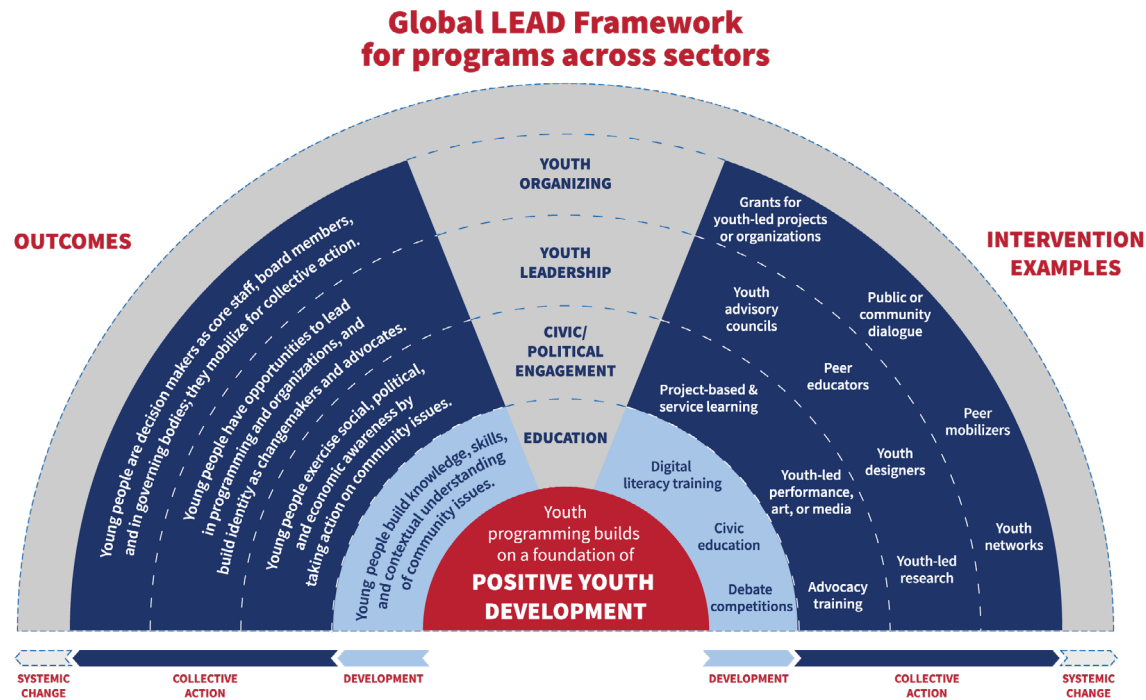
- [Youth as Partners in Development](#) (video)
- [Global LEAD page on EduLinks](#)
- [Global LEAD Fact Sheet](#)

Global LEAD Framework

All USAID youth-focused and youth-integrated programming aims to use a [Positive Youth Development \(PYD\)](#) approach to advance outcomes. To learn more about PYD and how to apply this approach to programming, we recommend the YouthPower [Positive Youth Development Measurement Toolkit](#), where you can find the [PYD Framework](#) and [Illustrative Indicators](#), among other resources.

The Global LEAD Framework, adapted from both the [PYD Framework](#) and the [Funders' Collaborative on Youth Organizing \(FCYO\) Youth Engagement Continuum](#), builds on the foundation of PYD to provide young people with the skills and opportunities to engage in collective civic action and take on leadership roles. Ultimately, through the Global Lead Framework, USAID is investing in young people as partners in development to achieve sustainable community change and contribute to broader development objectives.

Learn more about the Global LEAD Framework in the diagram below, or download a [separate PDF version of the framework](#) for your future reference.



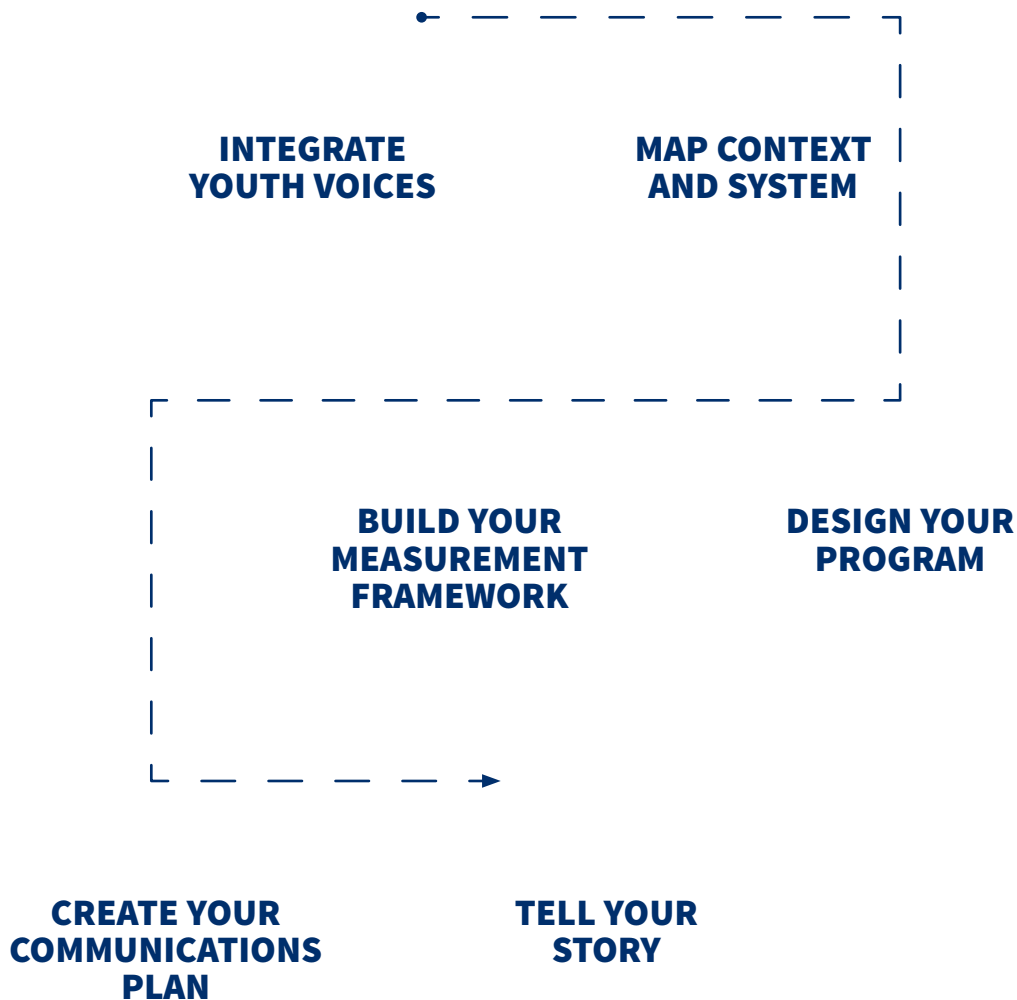
Graphic concept adapted from IYF.



PLAN A NEW PROGRAM

Many great resources already exist to help you think—and work—through the basics of the program cycle. While this toolkit is focused more specifically on programs that align with the [Global LEAD Framework](#), we wanted to include some general guidance and helpful resources to give you a place to start when you are ready to begin the process of planning a new program or project.

Click on the diagram below to navigate through our recommended steps to prepare your new program or project:



Integrate Youth Voices

Before you begin context/system mapping or designing your program, first consider how young people will participate throughout the process at every stage.

We believe in the principle of “nothing about youth without youth.” When young people play meaningful roles throughout all phases of a program cycle, that program can be more impactful and sustainable. For more on why youth engagement is critical (and how to measure it), check out the YouthPower [Youth Engagement Guide](#).

Planning to engage young people meaningfully right from the beginning of your design process will make it easier to ensure you have the time and resources needed to integrate youth voices and that it does not become an afterthought.

Wondering what this might look like? Here are some resources to get you started:

- The YouthPower Youth in DRG Toolkit includes an [explanation of three models for integrating youth](#) participation in programs;
- The Youth in DRG Toolkit also provides [examples of youth engagement throughout the program cycle and guidance on youth inclusion in solicitation](#);
- The [Youth Programming Assessment Tool \(YPAT\)](#) and [Youth Involvement and Engagement Assessment Tool](#) are helpful tools as you think about specific strategies or opportunities to engage young people in program phases;
- The Annie E. Casey Foundation breaks down what authentic youth engagement looks like in their [Framework for Effectively Partnering with Young People](#);
- [This video from the She’s the First team](#) provides a practical framework for ethically integrating the voices of constituents into programming decisions through focus group discussions;
- Annex C of the [Youth Compass](#) provides useful considerations and reflection questions for youth engagement; and
- Get inspired by young people sharing their perspectives on a variety of issues by exploring [UNICEF’s Voices of Youth](#) platform.

When we talk about “youth,” we are talking about a very large (2.4 billion people!) and very diverse population with intersecting identities and different needs. As you think through strategies for integrating youth voices and different roles that young people could play beyond being a program participant or recipient of services, **put diversity, equity, accessibility, and inclusion at the forefront.** YouthREX has created some great resources to help you consider [how you engage underrepresented youth](#) and how to [put intersectionality into practice](#).

Map Your Context and System

Once you have considered how you plan to integrate youth voices into all phases of your program cycle, you are ready to do some context and system mapping.

Programs centered on participants' needs and tailored to a specific context are more impactful and sustainable. Using both human-centered design and systems thinking approaches to understand the context your program will operate in makes it possible to adapt your design to work within the existing environment while meeting the real needs of your participants.

There are many **tools and techniques for mapping your context as it relates to young people**. Here are a few particularly useful resources:

- The [Target Group Analysis Tool](#) from the [DIY Toolkit](#) is a specific framework to guide you in better defining who you are trying to reach with your interventions;
- The [People and Connections Map](#) (DIY Toolkit) can clarify relationships between stakeholders in a community to better understand context;
- The YPAR (Youth Participatory Action Research) Hub's [Mapping section](#) includes lesson plans to guide young people through community mapping, issues and root causes, and issue and asset mapping;
- For a more thorough approach, the YouthPower [Youth Assessments 101 Brief](#) offers guidance organized around the main stages of a youth assessment, and the comprehensive [Guide to Cross-Sectoral Youth Assessments](#) from EQUIP3 details design and implementation of a youth assessment (Section 4 digs into learning about youth perceptions and experiences);
- The [Additional Help for ADS 201](#) offers suggested approaches for integrating inclusive development across the program cycle at USAID Missions, including through analysis and strategic planning; and
- The [USAID Local Systems Framework](#) provides an approach to effective mapping of systems affecting youth engagement.

Making use of **available data resources** on youth is another key to understanding the environment where your program will be implemented. This can include broader demographic information, as well as more specific assessments or studies.

- UNFPA's [Demographic Dividend](#) website provides context on demographic trends and lets you explore key data over time by country;

- USAID’s [International Data & Economic Analysis](#) offers helpful statistics by geographic and other lenses;
- The UN Office of the Secretary-General’s Envoy on Youth curates [#YouthStats](#) across a number of key issue areas;
- The Commonwealth’s [Global Youth Development Index](#) offers analysis on the situation of young people (ages 15-29) in the areas of education, employment and opportunity, health and well-being, equality and inclusion, political and civic participation, and peace and security;
- The International Youth Foundation’s [Global Youth Wellbeing Index](#) offers decision-makers a way of identifying and understanding opportunities for critical youth investments in the areas of gender equality, economic opportunity, education, health, citizen participation, safety and security, and information and communication technology;
- Is there a cross-sectoral youth assessment for your country? [Check out this list](#) to see the YouthPower assessments that are available; and
- The YP2LE [Youth Civic Engagement Country Snapshots Dashboard](#) aims to help individuals working with young people better understand youth perceptions, behaviors, and motivations related to youth civic engagement and potential opportunities to address related gaps in youth-specific interventions.

Design Your Program

Once you have mapped your context (with meaningful input from young people), it’s time to design your program. USAID’s [ADS Chapter 201](#) offers comprehensive guidance and procedures for USAID program cycle implementation. Section 3 of the [U.S. State Department’s Program Design and Performance Management Toolkit](#) provides practical guidance and examples and a step-by-step process for program design:



Here are some great templates you can use in the process outlined above:

- [Problem Definition](#) (DIY Toolkit)
- [Logic Model](#) (YouthREX)
- [Theory of Change](#) (DIY Toolkit)

When you are ready to develop activities, below are a few of our favorite principles to keep in mind, regardless of what sector you work in or outcome you are designing for:

Design programs based on evidence and promising practices for education, civic/political engagement, and leadership.

- The [USAID Civic Education, Engagement and Leadership Global Landscape Analysis provides an overview of promising practices and evidence across these three areas of programming.](#)
- Consult our [database of adaptable intervention models](#) related to civic education, engagement and leadership, which includes general resources and specific program examples.
- Review USAID's [Inclusion of Youth in Democracy, Rights, and Governance Toolkit](#).

Effective youth programs are grounded in Positive Youth Development (PYD). When developing a new program or project:

- Consider YouthPower's [four domains of Positive Youth Development](#);
- Be intentional about incorporating multiple [PYD program features and the environment](#) in which young people live;
- Another useful way of planning activities is to think through the [supports, opportunities, and services](#) (Karen Pittman's SOS Framework) needed in a program to ensure the successful participation of your target population(s); and
- FHI360's [Youth Programming Assessment Tool \(YPAT\)](#) is an excellent resource not only for evaluating youth programs, but also for guiding the design of comprehensive youth-focused and youth-integrated programs.

Design programs intentionally for diversity, equity, accessibility, and inclusion because there are many kinds of young people.

- This YouthREX [guide on putting intersectionality into practice](#) helps you consider the diverse identities of young people who may be engaged in your program;
- If your program includes in-person activities or events, [Youth.gov's inclusion and accessibility guidelines](#) can help ensure both the space and the content can be used by all;
- This [YouthLead Starter Kit](#) provides additional resources on making programs accessible for young people with disabilities;
- If your program includes virtual activities or digital components, take a look at IREX's [checklist for overcoming digital barriers to inclusion](#); and
- The [Principles for Digital Development](#) also offer recommendations on [designing with users](#).

Young people can (and should) be partners in their own—and their communities'—development. Program activities that create opportunities for young people to engage in civic spaces and practice leadership skills can contribute not only to program-specific goals, but also to a more connected, engaged, and peaceful society. Build strategies into every stage of your program for integrating youth voices, and explore our adaptable intervention models to find some inspiration on the range of possibilities for your program!

Build Your Measurement Framework

Now that you know how you are integrating youth voices, you understand your context, and you have designed your program, the next step is to build a measurement framework.

Are you looking for data sources to inform your program design? Check out the toolkit section on context mapping for recommended resources!

If you are new to Monitoring, Evaluation, and Learning (MEL), or looking for general best practices in developing a measurement framework, here are a few robust resources we recommend:

- Section 4 of the [U.S. State Department's Program Design and Performance Management Toolkit](#) offers excellent, practical definitions, guidance, and case examples on the basics of monitoring and evaluation, including how to develop indicators, how to complete a monitoring plan, and how to plan for evaluations;

- USAID’s Project Starter has a section on [Performance Management Plans](#) (PMPs), which includes guidance and templates for performance indicators, baselines and targets, evaluation plans, and budgeting; and
- USAID’s Learning Lab has toolkits for [Monitoring, Evaluation, and Collaborating, Learning, and Adapting](#) (CLA).

You can find additional guidance specific to youth programs in YouthREX’s [Evaluation Toolkit for Youth Programs](#) and the [PYD Measurement Toolkit](#).

As you consider what **indicators** you will use to measure progress in your program, you can consult these resources for strong examples:

- These [standard indicators](#) for USAID programming include youth-specific indicators relevant for education, civic/political engagement, and leadership;
- The YouthPower [PYD Measurement Toolkit](#) offers a range of [illustrative indicators](#) aligned with the PYD domains and program features;
- [YouthREX’s Youth Measures Inventory](#) is a great resource for a variety of outcome measures in youth programming; and
- As you explore our adaptable intervention models, you will see sample illustrative indicators for each intervention.

Do not forget the “learning” part of monitoring, evaluation, and learning! Consider developing or adopting a learning agenda to guide your program over time, and find a learning community to engage with.

- The YouthPower2 [PYD Learning Agenda](#) is a great resource to inform your program learning.
- Not sure where to start with creating a learning agenda? [This webinar recording](#) from the International Youth Foundation reviews the basics on what a learning agenda is and how to develop one.
- IREX’s [resource on youth-led networks in Kenya](#) offers a great example of a learning agenda with proposed questions.
- Take a look at some of the communities of practice that are focusing on youth programming to see if there’s a good fit for you.

Create Your Communications Plan

Now that you are integrating youth voices and have mapped your context, designed your program, and built a measurement framework, let us talk about communications.

Taking the time to collect, craft, and share stories of impact from your project, program, or organization will help you connect to different audiences in a memorable way. This can not only increase awareness of the positive change you are creating, but also strengthen support for your cause, build interest in participation, and gain momentum to expand the work. Similarly, it is important to work with young changemakers to be able to tell the story of your joint work with them.

Before you start thinking about content to tell your story, you need a plan! If you are just getting started:

- International Youth Foundation’s [webinar on Taking Charge of Your Story](#) takes you through **nine steps to develop a communications plan**, using social venture Rescuing Leftover Cuisine as an example. You can also download the [slides from the webinar](#) as a reference or use the provided [communications plan template](#) to start writing your plan.
- **Developing a reference document, such as a branding guide or press kit, is a helpful way to put the key elements of your communications plan together** so that both internal and external audiences can easily find—and consistently use—up-to-date messaging, logo and color scheme, links to social media handles, etc. Check out the [YouthMappers Press Kit](#) for a great example.

Ready to integrate social media into your communications plan?

- This [social media toolkit](#) from Global Changemakers is a useful guide to help you plan how to use social media for your program or organization.
- The [Social Media Guide for Volunteers and Travelers](#) from Radi-Aid offers guidance on ethical considerations in social media content creation and storytelling that are applicable for everyone, and the accompanying [Checklist for Ethical Considerations in Social Media Content](#) is a great quick reference.
- The YouthLead [Virtual Engagement Starter Kit](#) includes a range of resources on using digital tools for advocacy and civic engagement, including social media.

Tell Your Story

Communications can encompass many types of activities and materials, but at its root, it's all about storytelling. Stories are a powerful part of the human experience, because as leadership and organizing expert Marshall Ganz wrote: "Storytelling is how we interact with each other about values; how we share experiences with each other, counsel each other, comfort each other, and inspire each other to action."

In fact, storytelling is so important that USAID made it the focus of their International Youth Day 2021 event with USAID Administrator Samantha Power, who as a journalist and author is herself a storyteller. You can hear what Administrator Power had to say about the power of storytelling in [this video](#).

Here are some great resources to help you tell more impactful stories:

- The USAID [Higher Education Storytelling Toolkit](#) contains practical guidance on audience identification, format selection, storytelling strategies, interview strategies, visual storytelling strategies, video strategies, and social media usage. Though tailored for higher education initiatives, most of the guidance is transferable to other sectors of programming.
- Bridging the Gap's [Inclusive and Accessible Communication Guidelines](#) shares tips on inclusive language and behavior, as well as how to make communication products accessible.
- See examples of youth-led video creation and young people's stories from the [Global LEAD #WatchOurImpact Digital Storytelling Contest](#).
- [USAID's Photo Guide for Partners](#) includes great tips for compelling photos as well as technical details on photography.
- Thinking of using a slideshow to tell your story? Check out [Nine Tips for Great Slideshows](#) from Photography on the Side, and YouthLead's [How to Make a Slideshow for Free](#).
- Video storytelling is incredibly popular and a more accessible medium thanks to smartphones. If you are planning to create videos, take a look at the YouthLead guides on [Video Storytelling: How to Drive Connection Through Narrative](#) and [Tips for Recording Yourself on Video](#).
- If you are considering integrating youth-led communications or media into your activities, Restless Development has great articles on [Becoming a Mobile Journalist](#) and [Using a Mobile Phone to Tell Stories](#).
- UNICEF's [Voices of Youth resource library](#) includes guidance and tools on blogging, filmmaking, and advocacy.



EXPLORE MODELS

Adaptable Intervention Models

Under Global LEAD, we have collected and curated a database of 26 intervention models for youth-focused and youth-inclusive programs, all of which create opportunities for young people aligned with the Global LEAD framework of education, civic and political engagement, youth leadership, and youth organizing.

While not all intervention models are appropriate for every age and stage or every sector of programming, our database includes options that are highly adaptable, making it possible for you to plan for a range of development objectives while also increasing youth participation and leadership in civic spaces. These models can also be used to both partner with and support youth-led organizations.



You can [download our complete database](#) as a separate document for your reference, which includes descriptions, sample indicators, USAID program examples, and links to resources for each model.



Check out the Global LEAD Intervention Models:

- Advocacy Training
- Career Centers
- Civic Education
- Community Service, Project-Based, or Service Learning
- Debate
- Digital Literacy Training
- Internships or Apprenticeships
- Leadership Training
- Local Learning Exchange
- Media Literacy Training
- Peer Educators
- Peer Mentors
- Peer Mobilizers
- Public or Community Dialogue
- Scholarships
- Small Grants for Youth-Led Organizations or Projects
- Sport for Development
- Youth Advisory Councils
- Youth Camps or Retreats
- Youth Centers
- Youth Clubs or Groups
- Youth Designers
- Youth-Led Media, Art, or Performance
- Youth-Led Research
- Youth Networks
- Youth Service Providers or Service Corps










PROGRAMMING BY SECTOR

In this section of the Global LEAD toolkit, you will find a curation of resources specific to including young people in different sectors of programming. We have also included examples of innovative USAID programs for each sector which align with Global LEAD’s framework of education, civic engagement, leadership development, and youth organizing and use one or more of Global LEAD’s adaptable intervention models.

Explore programming sectors by clicking the icon below:

ICON	DESCRIPTION
	Agriculture and Food Security
	Democracy, Human Rights, and Governance
	Digital Development
	Education
	Environment
	Gender
	Humanitarian Assistance
	Peace and Stability

What types of resources have we included for you?

ICON	DESCRIPTION
	<p>Policy and Strategy: broader policies and strategies (from USAID and others) that can help to inform development programming in a particular sector, sub-sector, or context</p>
	<p>Youth Statistics: key youth-related data and statistics relevant for programming</p>
	<p>Best Practices: research, evidence, and recommendations about what does—and does <i>not</i>—work</p>
	<p>Program Design: practical guidelines, frameworks, and tools to support program design</p>
	<p>Curricula: training content and other learning resources that can be used or adapted for knowledge and skill-building activities</p>
	<p>Networks and Communities of Practice: links to specific youth-led or youth-focused networks and communities of practice relevant to that sector</p>
	<p>Examples: specific program and project examples that use one or more Global LEAD intervention models</p>



AGRICULTURE AND FOOD SECURITY

Resources and examples for youth programming focused on youth engagement and leadership in agriculture and food security:



Policy and Strategy

- [A Food-Secure 2030: A Global Vision and Call to Action](#) (Feed the Future)
- [Global Food Security Strategy Refresh](#) (Feed the Future)



Youth Statistics

- [#YouthStats: Hunger and Poverty](#) (UN)



Best Practices

- [What Works in Youth and Agriculture, Food Security, and Nutrition](#) (YouthPower)
- [Research Program on Climate Change, Agriculture, and Food Security](#) (CGIAR)
- [Engaging Youth in Agriculture through Information and Communication Technologies](#) (Feed the Future)
- [Global Food Security Strategy Technical Guidance on Youth](#) (Feed the Future)
- [Why are Soft Skills Important in Youth-Focused Agriculture?](#) (AgriLinks)
- [Adolescent Nutrition Resource Bank](#) (USAID)
- [Youth Access to Rural Finance](#) (IFAD)
- [Key “Soft Skills” that Foster Youth Workforce Success](#) (USAID)
- [Youth and Agriculture: Key Challenges and Concrete Solutions](#) (FAO)



Program Design

- [Designing for Youth Inclusion in Agriculture and Food Systems Projects](#) (YouthPower)
 - [Volume I: Design Guidance for Youth Inclusive Programs](#)
 - [Volume II: Implementation Guidance for Activity-Level Interventions](#)
- [A Guide and Cheat Sheet for Resilience Food Security Activities: How to Engage Youth in Alternative Livelihoods](#) (SCALE, USAID)



Networks and Communities of Practice

- [GAIN](#)
- [Climate Smart Agriculture Youth Network](#)
- [Young Professionals for Agriculture Development](#)
- [Nourishing Africa](#)
- [Act4Food](#)



Examples

AgriJoven (Guatemala)

Global LEAD Models: Youth-Led Media, Art, or Performance; Youth Service Providers or Service Corps; Youth Clubs or Groups

- [Engaging Youth in Agriculture through Information and Communication Technologies](#) (Case Study)
- [Guatemala's Youth Chase their Agricultural Dreams](#) (Article)
- [Using Digital and Tech Tools to Encourage Rural Youth in Guatemala to Pursue Farming as a Means of Economic Stability](#) (Article)
- [Growing a New Generation of Changemakers in Guatemala](#) (Article)

Strengthening Agriculture Value Chains and Youth (Guinea)

Global LEAD Models: Internships; Youth Service Providers, or Service Corps

- [Strengthening Agriculture Value Chains and Youth](#) (Program Overview)
- [Guinea Agricultural Services Program—Feed the Future Strengthening Market-Led Agricultural Research, Training, and Education \(SMARTER\)](#) (Program Report)
- [Guinean Fruit Growers Realize Greater Yields and Revenue](#) (Article)
- [AVENIR Program Guinea](#) (Video)

Young Leaders in Agriculture (Uganda)

Global LEAD Models: Internships; Peer Educators; Community Service, Project-Based or Service Learning

- [Final Report: Feed the Future Uganda Youth Leadership for Agriculture Activity](#) (Program Report)
- [Feed the Future Uganda Youth Leadership for Agriculture Activity](#) (Lessons Learned)
- [USAID's Youth Leadership for Agriculture Activity Empowers Nearly 350,000 Youth](#) (Article)
- [Uganda: Seed Company Sows Opportunity for Young Workers](#) (Article)
- [Feed the Future Youth Voices from the Field](#) (Video)



DEMOCRACY, HUMAN RIGHTS, AND GOVERNANCE

Resources and examples for youth programming focused on youth engagement and leadership in democracy, human rights, and governance (DRG):



Policy and Strategy

- [Democracy, Human Rights and Governance Strategy](#) (USAID)
- [Advancing Protection and Care for Children in Adversity](#) (USG)



Youth Statistics

- [#YouthStats: Public and Civic Participation](#) (UN)
- [Youth Civic Engagement Country Snapshots](#) (YP2LE)
- [Global Youth Development Index 2020](#) (The Commonwealth)



Best Practices

- [What Works in Youth and Democracy, Human Rights, and Governance](#) (YouthPower)
- [Digital Civic Engagement by Young People](#) (UNICEF)
- [If I Disappear: Global Report on Protecting Young People in Civic Space](#) (UN)
- [CivicSpace.Tech](#)
- [Raising Their Voices: How Effective Are Pro-Youth Laws and Policies?](#) (CEPPS)



Program Design

- [Toolkit for Youth Inclusion in Democracy, Human Rights, and Governance](#) (YouthPower)
- [Resourcing Youth-Led Groups and Movements: a Playbook for Donors and Youth Organizers](#) (CIVICUS)



Curricula

- [Civic I.D.E.A: Youth Media Literacy Toolkit](#) (USAID)



Networks and Communities of Practice

- [Community of Democracies Youth Network](#)
- [Generation Democracy](#)
- [Democracy Moves](#)



Examples

Ana Usharek (Jordan)

Global LEAD Models: Public or Community Dialogue; Media Literacy Training; Civic Education; Advocacy Training; Community Service, Project-Based or Service Learning

- [Youth Political Participation in Jordan: A Middle East Success Story](#) (Program Overview)
- [Encouraging Youth Participation in Elections in Jordan](#) (Article)
- [An Appeal for More Support for Youth Civic Engagement](#) (Article)
- [Opening Door to Politics for Next Generation of Leaders in Jordan](#) (Article)
- [Ana Usharek \(“I Participate”\) Civic Engagement](#) (Video)

European Democracy Youth Network (EDYN) (Regional)

Global LEAD Models: Youth Advisory Councils; Youth Networks; Youth Centers; Community Service, Project-Based or Service Learning; Youth Camps or Retreats; Local Learning Exchange; Leadership Training; Peer Mentoring; Peer Educators; Peer Mobilizers; Youth-Led Media, Art, or Performance; Debate; Media Literacy Training; Digital Literacy Training; Small Grants for Youth-Led Organizations or Projects; Civic Education

- [European Democracy Youth Network](#) (EDYN) (Program Overview)
- [European Democracy Youth Network](#) (Facebook Page)

- [European Democracy Youth Network Opens Headquarters; Seeks Partners Committed to Supporting Young People Who Are Committed to Safeguarding Democracy](#) (Article)
- [What is the European Democracy Youth Network \(EDYN\)?](#) (Audio Interview)
- [Serbian Representative in European Democracy Youth Network \(EDYN\) Speaks About His Vision and Motivation](#) (Video)

Proyecto Acción Transformadora (Guatemala)

Global LEAD Models: Youth Networks; Youth Advisory Councils; Leadership Training; Advocacy Training; Scholarships; Public or Community Dialogue; Youth Camps

- [Proyecto Acción Transformadora](#) (Program Overview)
- [Proyecto Acción Transformadora](#) (Guatemala)
- [Proyecto Acción Transformadora](#) (Final Report)
- [Proyecto Acción Transformadora: Rootedness Approach](#) (Program Highlights)
- [Proyecto Acción Transformadora Revised Annual Implementation Plan](#) (Program Plan)

Rule of Law and Culture of Integrity (ROLCI) (Paraguay)

Global LEAD Models: Internships or Apprenticeships; Peer Educators; Youth Service Providers or Service Corps; Public or Community Dialogue; Digital Literacy Training; Civic Education

- [Rule of Law and Culture of Integrity](#) (Program Overview)
- [USAID Paraguay Rule of Law and Culture of Integrity](#) (Program Overview)
- [Programa Rule of Law and a Culture of Integrity—ROLCI](#) (Video)

Up2Youth (Kosovo)

Global LEAD Models: Youth Advisory Councils; Youth Networks; Community Service, Project-Based or Service Learning; Internships or Apprenticeships; Leadership Training;

Advocacy Training; Youth-Led Research; Civic Education

- [Up to Youth Activity](#) (Program Overview)
- [Empowering Young People through Up to Youth](#) (Program Overview)
- [Enhanced Skills Bring Employment Opportunities](#) (Article)
- [Kosovo Youth's Newfound Life Skills Build Resilience in Their Communities](#) (Article)
- [Empowering Youth to Engage Meaningfully in Their Community](#) (Article)
- [Kosovo Youth Initiates Assistance to Families in Need](#) (Article)
- [Youth Creatively Engage While at Home](#) (Article)
- [Kosovo Youth Contribute to Their Communities During the Pandemic](#) (Article)

WE Act (Cambodia)

Global LEAD Models: Youth Networks; Leadership Training; Advocacy Training; Debate; Public or Community Dialogue; Small Grants for Youth-Led Organizations or Projects; Civic Education

- [Empowering Young Women Entrepreneurs in Cambodia](#) (Program Overview)
- [Listening to Cambodian Young Women Entrepreneurs](#) (Research Report)
- [In Cambodia, Empowering Youth is a Force for Change](#) (Article)
- [In Cambodia, as COVID-19 Adds New Burdens for Young Women Entrepreneurs, Pact and USAID Move Support Online](#) (Article)
- [Women Entrepreneurs Act: Chen Sopheap](#) (Video)



DIGITAL DEVELOPMENT

Resources and examples for youth programming focused on youth engagement and leadership in digital development and enabling technologies:



Policy and Strategy

- [Principles for Digital Development](#)
- [USAID Digital Strategy](#)



Youth Statistics

- [#YouthStats: Information and Communication Technology](#) (UN)



Best Practices

- [Considerations for Using Data Responsibly](#) (USAID)
- [Digital Civic Engagement by Young People](#) (UNICEF)
- [CivicSpace.Tech](#)
- [Informing Social and Behavior Change Programs: Using Social Listening and Social Monitoring](#) (Breakthrough RESEARCH)
- [Understanding the Costs of SBC Social Media Interventions](#) (Breakthrough RESEARCH)



Program Design

- [Checklist for Overcoming Digital Barriers to Inclusion in Online Learning](#) (IREX)
- [A Toolkit for Using Digital Payments in Development Programs](#) (USAID)
- [Managing Machine Learning Projects in International Development](#) (USAID)



Curricula

- [Learn to Discern: Media Literacy Trainer’s Manual](#) (IREX)



Networks and Communities of Practice

- [mEducation Young Digital Champions](#)
- [Making Cents International](#)



Examples

CyberRwanda (Rwanda)

Global LEAD Models: Youth Advisory Councils; Youth Clubs or Groups; Youth Centers; Youth Camps or Retreats; Internships or Apprenticeships; Leadership Training; Advocacy Training; Peer Mentoring; Peer Educators; Peer Mobilizers; Youth-Led Media, Art, or Performance; Digital Literacy Training; Youth-Led Research; Youth Designers

- [Using Digital Education to Improve the Health and Livelihoods of Urban Adolescents](#) (Program Overview)
- [YLabs](#) (Initiative Website)

Game of Choice, Not Chance (India)

Global LEAD Models: Youth Advisory Councils; Youth-Led Research; Youth Designers

- [Game of Choice, Not Chance](#) (Initiative Website)
- [Game of Choice, Not Chance](#) (Case Study)
- [Introducing a Game of Choice, Not Chance](#) (Video)

Learn to Discern (Global)

Global LEAD models: Media Literacy Training

- [Learn to Discern \(L2D\)—Media Literacy Training](#) (Program Overview)

- [Learn to Discern Fact Sheet](#) (Program Overview)
- [Evaluation of Students' Ability to Detect Disinformation After Learning Media Literacy Techniques in School](#) (Evaluation Report)
- [Impact Study on Citizens' Ability to Detect Disinformation 1.5 Years After Completing a News Media Literacy Program](#) (Impact Report)
- [Learn to Discern: Citizen Media Literacy in Ukraine and Beyond](#) (Video)

Youth Digital Champions (Global)

Global LEAD Models: Youth Networks; Digital Literacy Training; Leadership Training; Advocacy Training

- [Youth Digital Champions—mEducation Alliance Signature Activity](#) (Program Overview)
- [Youth Digital Champions—YDC Case Study Winners](#) (Program Highlights)

YouThink (North Macedonia)

Global LEAD Models: Youth Advisory Councils; Youth Clubs or Groups; Youth Networks; Peer Educators; Youth-Led Media, Art, or Performance; Debate; Media Literacy Training

- [YouThink: Media Literacy in North Macedonia](#) (Program Overview)

YouthMappers (Global)

Global LEAD Models: Youth Clubs or Groups; Youth Networks; Peer Mobilizers; Youth-Led Media, Art, or Performance; Digital Literacy Training; Youth-Led Research; Small Grants for Youth-Led Organizations or Projects

- [YouthMappers](#) (Program Website)
- [YouthMappers Press Kit](#) (Program Overview)
- [YouthMappers Resource Library](#) (Curricula, Tools)



EDUCATION

Resources and examples for youth programming focused on youth engagement and leadership in education and workforce development:



Policy and Strategy

- [U.S. Government Strategy on International Basic Education](#)
- [USAID Education Policy](#)
- [USAID Higher Education Program Framework](#)
- [Education for Sustainable Development: a Roadmap](#) (UNESCO)
- [SEL Policy Brief](#) (USAID)



Youth Statistics

- [#YouthStats: Education](#) (UN)
- [#YouthStats: Employment](#) (UN)
- [#YouthStats: Entrepreneurship and Financial Inclusion](#) (UN)



Best Practices

- [EduLinks Youth Workforce Development Webpage](#) (USAID)
- [Key “Soft Skills” That Foster Workforce Success: Toward a Consensus Across Fields](#) (USAID)
- [Key Soft Skills for Cross-Sectoral Youth Outcomes](#) (YouthPower)



Program Design

- [Education Policy Program Cycle Implementation and Operational Guidance](#) (USAID)

- [LGBTQI+ Integration in Education Guidance](#) (USAID)
- [School-Related Gender-Based Violence Measurement Toolkit](#) (USAID)
- [Education Reporting Toolkit](#) (USAID)
- [Key Approaches to Labor Market Assessment: an Interactive Guide](#) (YouthPower)



Curricula

- [Sustainable Development Goals: Resources for Educators](#) (UNESCO)



Networks and Communities of Practice

- [Leading Through Learning Global Platform](#)
- [YP2LE Communities of Practice](#)
 - [YouthPower Business, Entrepreneurship, and Private Sector Engagement CoP](#)
 - [YouthPower Higher Education Engagement and Transformation CoP](#)
 - [YouthPower Workforce Outcomes Reporting Questionnaire CoP](#)



Examples

BUILD-IT (Vietnam)

Global LEAD Models: Youth Clubs or Groups; Community Service, Project-Based or Service Learning; Scholarships; Internships or Apprenticeships; Youth Designers; Youth-Led Research

- [Building University-Industry Learning and Development through Innovation and Technology \(BUILD-IT\) Fact Sheet](#) (Program Overview)
- [BUILD-IT Vietnam](#) (Program Website)
- [Young Woman Proves Women are an Engineering Asset](#) (Article)
- [Young Women's Undergraduate Research Initiative Findings to be Published](#) (Article)

Empleando Futuros (Honduras)

Global LEAD Models: Internships or Apprenticeships; Peer Mentoring

- [Honduras Workforce Development Activity](#) (Program Overview)
- [Empleando Futuros Training Model](#) (Program Overview)
- [Empleando Futuros Quarterly Report January-March 2021](#) (Program Report)
- [Empleando Futuros Quarterly Report October-December 2020](#) (Program Report)
- [Creating Employment Opportunities for At-Risk Youth in Honduras](#) (Case Study)
- [Creating Pathways to Youth Employment in Honduras](#) (Success Story)
- [Mentoring in Empleando Futuros](#) (Video)

Higher Education Scholarships (Lebanon)

Global LEAD Models: Leadership Development; Youth-Led Media, Art, or Performance; Small Grants for Youth-Led Organizations or Projects; Career Centers; Community Service, Project-Based or Service Learning

- [USAID University Scholarship Program—American University of Beirut](#) (Program Overview)
- [USAID Higher Education Scholarship Program—Lebanese American University](#) (Program Overview)

Integrated Youth Development Activity (Democratic Republic of the Congo)

Global LEAD Models: Civic Education; Leadership Training; Internships or Apprenticeships

- [Integrated Youth Development Activity \(IYDA\)](#) (Program Overview)
- [Youth Development Perspectives in the Eastern Democratic Republic Of Congo](#) (Program Brief)
- [Review of Cross-Sectoral Youth Development Approaches in Conflict-Affected Environments](#) (Evidence Brief)

YouthPower Jordan (Jordan)

Global LEAD Models: Youth Advisory Councils; Youth Clubs or Groups; Youth Networks; Internships or Apprenticeships; Advocacy Training; Peer Mentoring; Peer Educators; Youth-Led Research; Small Grants for Youth-Led Organizations or Projects; Civic Education

- [USAID YouthPower Jordan Activity](#) (Program Overview)
- [YouthPower Jordan—Kaizen](#) (Program Overview)
- [Shabab Virtual Youth Center](#) (Program Website)



ENVIRONMENT

Resources and examples for youth programming focused on youth engagement and leadership in environment and climate change:



Policy and Strategy

- [Youth and Climate Change](#) (UNFCCC)
- [Education for Sustainable Development: a Roadmap](#) (UNESCO)



Youth Statistics

- [#YouthStats: Environment and Climate Change](#) (UN)
- [Young People's Voices on Climate Anxiety, Government Betrayal and Moral Injury: A Global Phenomenon](#) (The Lancet)



Best Practices

- [Youth in Climate Action Toolkit](#) (UNDP)
- [Youth Climate Report](#) (UNFCCC)
- [Skills Development and Climate Change Action Plans: Enhancing TVET's Contribution](#) (UNESCO)



Program Design

- [Tree-Planting and Ecosystem Restoration: a Crash Course](#) (UNEP and FAO)
- [Greening Technical and Vocational Education and Training: a Practical Guide for Institutions](#) (UNESCO)
- [Climate Change Starter Kit](#) (YouthLead)



Curricula

- [NOAA Climate Stewards](#)
- [Sustainable Development Goals: Resources for Educators](#) (UNESCO)
- [YouthXchange Guidebook: Climate Change and Lifestyles](#) (UNESCO)
- [Y-Adapt](#) (Red Cross Red Crescent Climate Centre)
- [Global Guidance for Education on Green Jobs](#) (UNEP)



Networks and Communities of Practice

- [Connect for Climate](#)
- [UNESCO Green Citizens](#)
- [Climate Smart Agriculture Youth Network](#)
- [Global Youth Climate Network](#)
- [Pan-African Climate Justice Alliance](#)
- [UNICEF Youth for Climate Action](#)
- [This is Zero Hour](#)



Examples

Hariyo Ban II (Nepal)

Global LEAD Models: Youth Clubs or Groups; Internships; Youth-Led Research; Youth-Led Media, Art, or Performance

- [Hariyo Ban Program Phase II](#) (Program Overview)
- [Designing a Climate Adaptive World](#) (Article)
- [10 Years in Nepal: What the Hariyo Ban Program Taught Us about Integrating Community Resilience, Climate, Adaptation, and Biodiversity Conservation](#) (Presentation)

JaREEACH I and II (Jamaica)

Global LEAD Models: Community Service, Project-Based or Service Learning; Internships or Apprenticeships; Advocacy Training

- [Jamaica Rural Economy and Ecosystems Adapting to Climate Change \(JA REEACH\)](#) (Program Overview)
- [Jamaica Rural Economy and Ecosystems Adapting to Climate Change II](#) (Fact Sheet)
- [Jamaica Rural Economy and Ecosystems Adapting to Climate Change II](#) (Program Overview)
- [JaREEACH Youth 4 Climate Change](#) (Facebook)

Paani (Nepal)

Global LEAD Models: Scholarships; Internships or Apprenticeships; Youth Clubs or Groups; Youth-Led Research; Youth Networks

- [Paani Fact Sheet](#) (Program Overview)
- [Nepal—Paani](#) (Program Overview)

SERVIR-Mekong (Cambodia, Laos, Myanmar, Thailand, Vietnam)

Global LEAD Models: Youth Designers

- [SERVIR-Mekong](#) (Program Website)
- [Smogathon Thailand 2020](#) (Article)
- [Youth Tackle Air Pollution Using Satellite Data](#) (Article)

Waste Management Technologies in Regions Program (Georgia)

Global LEAD Models: Youth Centers; Youth Clubs or Groups; Youth-Led Media, Art, or Performance; Youth Camps or Retreats; Public or Community Dialogue; Community Service, Project-Based or Service Learning; Youth Designers; Peer Educators

- [Waste Management Technologies in Regions Final Report, Phase I](#) (Program Report)
- [Waste Management Technology in Regions Final Report, Phase II](#) (Program Report)



GENDER

Resources and examples for youth programming focused on youth engagement and leadership in gender equity and social inclusion:



Policy and Strategy

- [USAID Gender Equality and Female Empowerment Policy](#)
- [US Global Strategy to Empower Adolescent Girls](#)



Youth Statistics

- [#YouthStats: Girls and Young Women](#) (UN)



Best Practices

- [Changing Norms, Shifting Power: Lessons Learned from the YouthPower Learning Grants—Gender-Transformative Design and Positive Youth Development](#) (YouthPower)
- [Weathering the Storm: Resourcing Girls and Young Activists through a Pandemic](#) (Global Resilience Fund)
- [Adolescent Boys and Young Men: Engaging Them as Supporters of Gender Equality and Health and Understanding their Vulnerabilities](#) (Promundo and UNFPA)
- [Understanding the Male Life Course: Opportunities for Gender Transformation](#) (USAID)
- [Investigating Soft Skills Program Features with a Gender Lens: A Global Review of Education and Workforce Interventions for Youth](#) (IYF and ICRW)



Program Design

- [Toolkit for Integrating GBV Prevention and Response into Economic Growth Projects](#)(USAID)

- [Beyond Access: Toolkit for Integrating GBV Prevention and Response into Education Projects](#) (USAID)
- [Activism Against Gender-Based Violence Starter Kit](#) (YouthLead)
- [Safe Spaces for Girls Starter Kit](#) (YouthLead)
- [Adolescent Girls and Young Women Mentoring Program Toolkit](#) (YouthPower Action)
- [Gender Transformative Approach Toolkit for SRHR and GBV Programmes](#) (Rutgers)
- [Exploring the School to Work Transition for Adolescent Girls](#) (University of Cambridge)



Curricula

- [CHOICES—a curriculum for very young adolescents in Bolivia](#) (Save the Children)
- [Gender Roles, Equality, and Transformation \(GREAT\) Scalable Toolkit](#) (Institute for Reproductive Health)



Networks and Communities of Practice

- [YouthPower Gender CoP](#)



Examples

Koota Injena (Kenya)

Global LEAD Models: Public or Community Dialogue; Peer Educators; Scholarships; Advocacy Training; Youth Clubs or Groups

- [Koota Injena](#) (Program Overview)
- [Samburu Elders Publicly Declare to No Longer Practice FGM](#) (Article)
- [Purity's Story: Breaking the Silence on Female Genital Mutilation and Child Marriage in Northern Kenya](#) (Article)
- [Koota Injena: Training Male Champions to Stand Up Against FGM](#) (Article)

- [Koota Injena: An Alternative Rite of Passage for Girls and Women](#) (Photo Album)

Women's Entrepreneurship and Resilience Project (Paraguay)

Global LEAD Models: Peer Mentoring

- [USAID and Fundación Paraguaya Launch Entrepreneurship and Resilience Project for Women](#) (Article)

Young Women Transform Prize (Global)

Global LEAD Models: Leadership Training; Peer Mentoring; Small Grants for Youth-Led Organizations or Projects

- [Young Women Transform Prize](#) (Program Overview)
- [Young Women Leading Change: Lessons from the Young Women Transform Prize Grants](#)
- [Transforming Vulnerable Girls to Entrepreneurial Women Through Leadership, Livelihood and Entrepreneurship Skills](#) (Program Report)
- [Young Women Transform](#) (Podcast)

Youth Excel (Central America and Caribbean)

Global LEAD Models: Small Grants for Youth-Led Organizations or Projects; Youth-Led Research

- [Youth Excel: Our Knowledge, Leading Change](#) (Program Overview)
- [Youth Excel Central America and Caribbean Grant Competition Winners](#) (Program Overview)
- [Youth Excel Global Gender and Social Inclusion Analysis](#) (Assessment)



HEALTH

Resources and examples for youth programming focused on youth engagement and leadership in health and wellbeing:



Policy and Strategy

- [Global Accelerated Action for the Health of Adolescents: AAHA!](#) (WHO)
- [Vision for Health System Strengthening 2030](#) (USAID)
- [The Global Strategy for Women's, Children's, and Adolescent's Health \(2016-2030\)](#) (UN)
- [PEPFAR DREAMS Guidance \(updated March 2021\)](#) (PEPFAR)
- [Global Consensus Statement on Meaningful Adolescent & Youth Engagement \(FP2030\)](#)
- [Adolescent-friendly health services for adolescents living with HIV: from theory to practice](#) (WHO)



Youth Statistics

- [#YouthStats: Health](#) (UN)
- [#YouthStats: HIV/AIDS](#)
- [#YouthStats: Substance Abuse](#)
- [Adolescent and Young Adult Health](#) and [Adolescent Pregnancy](#) (WHO)
- [Investing in Adolescents Sexual and Reproductive Health](#) (Guttmacher)



Best Practices

- [What Works in Youth and Health](#) (YouthPower)
- [What Does Not Work in Adolescent Sexual and Reproductive Health](#) (NIH)

- [High Impact Practice Briefs for Family Planning](#) (Johns Hopkins University)
- [Opportunities to Increase Youth Employment in Health](#) (USAID)
- [Global Early Adolescent Study](#) (Johns Hopkins University)
- [Key Soft Skills for Cross-Sectoral Youth Outcomes](#) (YouthPower)
- [CEPPS Youth Brief: Health and Humanitarian Responses](#) (CEPPS)
- [Adolescent Boys and Young Men: Engaging Them as Supporters of Gender Equality and Health and Understanding their Vulnerabilities](#) (Promundo and UNFPA)
- [Ending the AIDS Epidemic for Adolescents, with Adolescents](#) (UNAIDS)



Program Design

- [Gender Transformative Approach Toolkit for SRHR and GBV Programmes](#) (Rutgers)
- [Gender Roles, Equality and Transformation \(GREAT\) Project How-To Guide](#) (Institute for Reproductive Health)
- [Social Norms and AYSRH: Building a Bridge from Theory to Program Design](#) (IRH)
- [Mental Health Starter Kit](#) (YouthLead)
- [Meaningful and Inclusive Youth Participation Planning Tool](#) (Johns Hopkins University)
- [Youth Programming Assessment Tool: YPAT](#) (FHI360)
- [A Tool for Responsive AYSRH-Planning: TARP](#) (Pathfinder)
- [A360 Open Source Learning Hub](#) (Adolescents 360)
- [Integrating Youth and Mental Health and Psychosocial Support \(MHPSS\) Toolkit \(YP2LE\)](#)



Curricula

- [Gender Roles, Equality and Transformation \(GREAT\) Scalable Toolkit](#) (Institute for Reproductive Health)

- [The Training Resource Package for Pre-Service Education in Family Planning and Adolescent and Youth Sexual and Reproductive Health](#) (Pathfinder)
- [Adolescent and Youth Sexual and Reproductive Health Toolkit](#) (The Gates Institute, JHU)
- [Toolkit on Adolescents Living with HIV](#) (YouthPower)



Networks and Communities of Practice

- [DREAMS Ambassadors](#)
- [FP2020](#)



Examples

DREAMS (Botswana, CDI, Eswatini, Haiti, Kenya, Lesotho, Malawi, Mozambique, Namibia, Rwanda, South Africa, South Sudan, Tanzania, Uganda, Zambia, Zimbabwe)

Global LEAD Models: Youth Clubs or Groups; Youth Networks; Youth Centers; Scholarships; Internships or Apprenticeships; Advocacy Training; Peer Mentoring; Peer Educators

- [DREAMS: Partnership to Reduce HIV/AIDS in Adolescent Girls and Young Women](#) (Program Overview)
- [YouthPower Action Webinar Resources: Employment Programming Considerations for Adolescent Girls and Young Women in DREAMS Contexts](#) (Lessons Learned)
- [DREAMS: Implementation Science](#) (Impact Reports, Data, Assessments)
- [DREAMS Impact Evaluation](#) (Impact Reports)

Fistula Care Plus (Uganda)

Global LEAD Models: Youth Clubs or Groups; Peer Educators; Advocacy Training

- [Fistula Care Plus](#) (Program Overview)
- [Empowering Youth through Social and Financial Life Skills and Healthy Behaviors: Lessons from a Ugandan Pilot](#) (Lessons Learned)

- [Fistula Care Plus End of Project Resources](#) (Resource Library)
- [Five Years of Fistula Care Plus: Looking Back at Key Achievements and the Way Forward to End Fistula](#) (Program Report)

IMPACT-MED Alliance (Vietnam)

Global LEAD Models: Community Service, Project-Based or Service Learning; Internships or Apprenticeships; Peer Mentoring; Youth-Led Research

- [Improving Access, Curriculum, and Teaching in Medical Education and Emerging Diseases \(IMPACT MED\)](#) (Program Overview)
- [IMPACT MED Alliance Fact Sheet](#) (Program Overview)
- [USAID Helps Train Health Workers on COVID-19 Care](#) (Photo Album)

Merci Mon Héros (West Africa)

Global LEAD Models: Leadership Training; Advocacy Training; Peer Mentoring; Peer Mobilizers; Youth-Led Media, Art, or Performance; Media Literacy Training; Digital Literacy Training

- [Evidence to Inform Social and Behavior Change for Family Planning in Francophone West Africa](#) (Activity Brief)
- [Merci Mons Héros: Utilizing Digital to Champion Empathy for Youth, and Monitor Results](#) (Webinar Recording)
- [Informing Social and Behavior Change Programs: Using Social Listening and Social Monitoring](#) (Research Brief)
- [Findings from the Merci Mons Héros Social Listening Endline Report](#) (Evaluation Report)
- [Can Social Listening and Social Media Benefit Your SBC Activities?](#) (Article)
- [Youth Thank Their Reproductive Health Heroes](#) (Article)

- [Merci Mon Héros](#) (Video Playlist)

Responsible, Engaged, and Loving (REAL) Fathers Initiative (Uganda)

Global LEAD Models: Peer Mentoring

- [Responsible, Engaged, and Loving \(REAL\) Fathers Initiative](#) (Program Overview)
- [REAL Fathers Implementation Guidelines](#)

Sauti Project (Tanzania)

Global LEAD Models: Youth Clubs or Groups; Peer Educators; Peer Mobilizers; Public or Community Dialogue

- [Sauti Project Fact Sheet](#) (Program Overview)
- [Mid-Term Performance Evaluation of the USAID/SAUTI Project](#) (Evaluation Report)
- [Sauti Project Quarterly Progress Report FY17 Q3](#) (Program Report)
- [Sauti Project FY2017 Work Plan](#) (Program Plan)



HUMANITARIAN ASSISTANCE

Resources and examples for youth programming focused on youth engagement and leadership in humanitarian crises:



Policy and Strategy

- [Advancing Protection and Care for Children in Adversity](#) (USG)
- [BHA Emergency Application Guidelines, Annex A: Mandatory Cross-Sectoral Guidance on Protection Mainstreaming, Gender Analysis and Integration, and Age and Disability](#) (USAID)



Youth Statistics

- [Global Humanitarian Overview 2021](#) (UN)
- [Gender-Based Violence Against Adolescent Girls in Humanitarian Settings](#) (The Lancet)



Best Practices

- [Working with and for Young People in Humanitarian and Protracted Crises](#) (IASC)
- [Words into Action Guidelines: Engaging Children and Youth in Disaster Risk Reduction and Resilience Building](#) (UNDRR)
- [Girls Associated with Armed Forces and Armed Groups](#) (Alliance for Child Protection in Humanitarian Action)
- [Adolescents in Humanitarian Action](#) (UNICEF)
- [What Works in Humanitarian Settings](#) (YouthPower)
- [Publications from Compact Members](#) (Compact for Young People in Humanitarian Action)
- [Igniting Hope](#) (Compact for Young People in Humanitarian Action)



Program Design

- [The Compact for Youth in Humanitarian Action](#)
- [Humanitarian Response Plan](#) (OCHA)



Curricula

- [Y-Adapt](#) (Red Cross Red Crescent Climate Centre)
- [Adolescent Kit](#) (UNICEF)



Networks and Communities of Practice

- [Youth Compact](#)



Examples

Building First Responder Capacity in the Pacific (Republic of the Marshall Islands)

Global LEAD Models: Leadership Training; Community Service, Project-Based or Service Learning; Youth Service Providers or Service Corps

- [Engaging Youth for Disaster Risk Reduction in the Marshall Islands](#) (Article)
- [North Pacific Red Cross “Supercamp” Readies Youth for Climate Action, Y-Adapt Rollout](#) (Article)

Youth Emergency Action Committees (Caribbean)

Global LEAD Models: Leadership Training; Community Service, Project-Based or Service Learning; Youth Advisory Councils

- [Youth Emergency Action Committees](#) (Report)
- [More Youth Disaster Emergency Teams](#) (Article)
- [YEAC Dominica](#) (Brochure)



PEACE AND STABILITY

Resources and examples for youth programming focused on youth engagement and leadership in conflict prevention and stabilization and youth, peace, and security:



Policy and Strategy

- [Policy for Countering Violent Extremism through Development Assistance](#) (USAID)
- [US Strategy to Support Women and Girls at Risk from Violent Extremism and Conflict](#)



Youth Statistics

- [#YouthStats: Armed Conflict](#) (UN)
- [#YouthStats: Globalization and Migration](#) (UN)



Best Practices

- [What Works in Youth and Peace and Security](#) (YouthPower)
- [Promising Practices in Engaging Youth in Peace and Security and PVE/CVE](#) (YouthPower)
- [Journal of Youth, Peace & Security](#) (UNOY)
- [CEPPS Youth Brief: Peace and Security](#) (CEPPS)
- [Young People's Participation in Peacebuilding](#) (UN)
- [Precarity and Power: Reflections on Women and Youth in Nonviolent Action](#) (USIP)



Program Design

- [Youth, Peace and Security: a Programming Handbook](#) (UN and Folke Bernadotte Academy)
- [Youth in Peace and Security Starter Kit](#) (YouthLead)

- [Crime and Violence Prevention Field Guide](#) (USAID)



Curricula

- [Training Manual: Societal Transformation and Reconciliation in Bosnia and Herzegovina](#) (USAID)



Networks and Communities of Practice

- [Global Coalition on Youth Peace and Security](#)
- [RESOLVE Network](#)
- [United Network of Young Peacebuilders \(UNOY\)](#)



Examples

Chumchon Harapan (Thailand)

Global LEAD Models: Leadership Training; Youth Networks; Youth Designers; Community Service, Project-Based or Service Learning; Public or Community Dialogue; Youth Clubs or Groups; Youth Camps or Retreats; Youth-Led Media, Art, or Performance

- [USAID Chumchon Harapan](#) (Program Overview)
- [Connecting Communities Despite the Pandemic](#) (Article)

Kosovo Youth Dialogue (Kosovo)

Global LEAD Models: Youth Centers; Community Service, Project-Based or Service Learning; Local Learning Exchange; Youth Networks; Internships or Apprenticeships; Youth-Led Media, Art, or Performance; Small Grants for Youth-Led Organizations or Projects

- [Kosovo Youth Dialogue Activity](#) (Program Overview)
- [Kosovo Youth Dialogue Objectives](#) (Program Overview)
- [Kosovo Youth Face the Past](#) (Article)

Ma3an (Tunisia)

Global LEAD Models: Youth Networks; Leadership Training; Peer Mentoring; Peer Educators; Civic Education

- [Ma3an](#) (Program Overview)
- [Ma3an Youth Mentors Activities](#) (Program Overview)
- [USAID-Funded Ma3an Program Helps Rural Communities in Tunisia Face COVID-19](#) (Article)
- [Success Story Series: Tunisian Youth Lead COVID-19 Response \(Vols. 1-4\)](#) (Article)
- [Ma3an Youth Connect Local Authorities and Civil Society: Tunisian Youth Lead COVID-19 Response \(Vol. 5\)](#) (Article)
- [Ma3an's Social Network Analysis: a Wellspring of CLA](#) (Article)
- [Ma3an Youth Mentor's Refresher TOT](#) (Video)

Positive Pathways Initiative (Jamaica)

Global LEAD Models: Internships or Apprenticeships; Leadership Training; Career Centers; Sport for Development

- [Community Violence Prevention Fact Sheet](#) (Program Overview)
- [Positive Pathways in Jamaica](#) (Program Overview)
- [Positive Pathways Jamaica Fact Sheet](#) (Program Overview)
- [Positive Pathways Initiative Seeks to Improve Communities and Build Stronger Families](#) (Article)

PRO-Future (Bosnia and Herzegovina)

Global LEAD Models: Debate; Public or Community Dialogue; Civic Education

- [PRO-Future II Fact Sheet](#) (Program Fact Sheet)
- [Trust, Understanding, Responsibility in Bosnia and Herzegovina](#) (Article)

- [Platform for Peace: From Local Grassroots to a Cross-Border and Regional Impact](#) (Article)

Shared Learning (West Bank and Gaza)

Global LEAD Models: Local Learning Exchange; Youth-Led Media, Art, or Performance; Public or Community Dialogue

- [Shared Learning—Elementary & Middle School](#) (Program Overview)
- [Shared Learning is the Future: What Works?](#) (Article)
- [What is Shared Learning?](#) (Video)
- [Dialogue Through Cinema Student Video—Israel & Washington DC](#) (Video)
- [Shared Learning Must be a Government Policy](#) (Video)

Sustained Dialogue Activity (Ethiopia)

Global LEAD Models: Public or Community Dialogue; Peer Educators; Leadership Training; Community Service, Project-Based or Service Learning; Youth Clubs or Groups

- [Peacebuilding in Ethiopian Universities \(Sustained Dialogue\) Project](#) (Program Overview)
- [Building Peace through Dialogue: Ten Years of Sustained Dialogue Across Universities in Ethiopia](#) (Program Report)

Youth for Peacebuilding in Burundi (Y4PBB) (Burundi)

Global LEAD Models: Advocacy Training; Peer Educators; Public or Community Dialogue

- [Youth for Peacebuilding in Burundi \(Y4PBB\)](#) (Program Report)
- [Youth for Peacebuilding in Burundi II](#) (Program Report)
- [USAID Burundi Youth Support Initiative Assessment](#) (Evaluation Report)
- [Burundian Youth Leaders' Fight for Peace: Finding Common Ground](#) (Article)



CONNECT AND PARTNER WITH OTHERS

Collaborating for Impact

In this section of the Global LEAD Toolkit, you can explore opportunities for collaboration, dialogue, and collective learning through youth-led and youth-focused networks, communities of practice, or partnership. Connecting and collaborating can deepen our impact and expand the ways in which young people can be partners in development, so find a community or partner here and unite towards a common goal!

Networks

Whether you are looking in a specific region or a specific sector, a wide array of networks exist where you can connect, learn, and collaborate with young leaders and youth development practitioners:

Global Youth-Led Networks

- [YouthLead](#)
- [UNICEF Generation Unlimited](#)
- [Global Youth Mobilization for Generation Disrupted](#)
- [Global Shapers](#)
- [Restless Development](#)
- [UNICEF Voices of Youth](#)
- [UNICEF U-Report](#)
- [Youth for SDGs](#)

Regional Youth Leadership Initiatives

- Young African Leaders Initiative ([YALI](#))
- Young Leaders of the Americas Initiative ([YLA](#))
- Young Southeast Asian Leaders Initiative ([YSEALI](#))

- European Democracy Youth Network ([EDYN](#))

Youth-led Philanthropy and Social Entrepreneurship

- [NEXUS](#)
- [Global Changemakers](#)
- [Millennium Campus Network](#)
- [Opportunity Collaboration](#)
- [Ashoka Young Changemakers](#)

Thematic or Sector-Specific Networks

Climate Change

- [Connect for Climate](#)
- [UNESCO Green Citizens](#)
- [Climate Smart Agriculture Youth Network](#)
- [Global Youth Climate Network](#)
- [This is Zero Hour](#)
- [Pan-African Climate Justice Alliance](#)

Democracy Networks

- [Community of Democracies Youth Network](#)
- [Generation Democracy](#)
- [Democracy Moves](#)

Digital Citizenship

- [mEducation Young Digital Champions](#)

Education

- [Leading Through Learning Global Platform](#)
- [Basic Education Coalition](#)
- [Global Campaign for Education-US](#)
- [Teach for All](#)

Employment and Entrepreneurship

- [Global Opportunity Youth Network](#)

Food Security

- [GAIN](#)
- [Climate Smart Agriculture Youth Network](#)
- [Young Professionals for Agriculture Development](#)

Health

- [DREAMS Ambassadors](#)

Youth Peace and Security

- [Global Coalition on Youth Peace and Security](#)

- [RESOLVE Network](#)
- [United Network of Young Peacebuilders \(UNOY\)](#)

Communities of Practice

Communities of Practice (CoPs) create spaces for people who share a common passion for something they do and want to learn how to do it better. They come together to share information and expertise to advance their mutual or respective work. Below are a few youth-specific CoPs for your consideration!

- [UNICEF's Global Development Commons](#)
- [World Bank's Youth to Youth Community](#)
- [Alliance for International Youth Development \(AIYD\)](#)

YP2LE Communities of Practice:

- [Gender](#)
- [Business, Entrepreneurship, and Private Sector Engagement](#)
- [Youth Engagement](#)
- [Higher Education Engagement and Transformation](#)
- [Youth Systems Strengthening](#)
- [MENA Youth](#)
- [Workforce Outcomes Reporting Questionnaire](#)

Leveraging Partnerships

In order to achieve sustainable solutions to today's most pressing development challenges, partnerships are essential. Recognizing this, USAID builds partnerships that leverage the distinct knowledge and expertise of a variety of sectors that deliver global solutions. Below you will find opportunities to establish new partnerships and connect with actors developing youth-related initiatives.

- Connect to the [USAID Private Sector Engagement page](#) for more about how USAID partners with the private sector.

- [Work With USAID](#) is a new digital experience that connects, educates, and prepares organizations for engaging with USAID.
- Learn more about the United Nations' youth-related work:
 - [Generation Unlimited](#)
 - [UN DESA Youth](#)
 - [UNDP Youth](#)
 - [UNFPA Youth](#)
 - [UN Secretary General Youth Envoy](#)
 - [UNICEF and Young People](#)

KEY DEFINITIONS

Civic Education: Formal and non-formal activities that promote knowledge, attitudes, values, skills, and behaviors desired of citizens to increase political participation and civic engagement. ([Definition Source](#))

Civic Engagement/Participation: Individual and collective actions designed to identify and address issues of public concern. Actions can take many forms, from individual volunteerism to organizational involvement to electoral participation. They can include efforts to directly address an issue, work with others in a community to solve a problem, or interact with the institutions of representative democracy. ([Definition Source](#))

Civic Knowledge: The basic knowledge or awareness of legal rights and representations under the law. This can include knowledge of voting dates, political parties, candidates, human rights norms, and legal responsibilities under a country's constitution and governance practices. ([Definition Source](#))

Civic Skills: Civic skills include the abilities to communicate with elected officials, organize to influence policy, understand and participate in one's polity, and think critically about civic and political life. ([Definition Source](#))

Civic Values: Civic values are the cultivated sets of values or beliefs that encourage stable communities. It is defined as the commitment of citizens to the welfare of their communities, regions, and nations. ([Definition Source](#))

Collective Action: Collective action refers to any form of organized social or political act carried out by a group of people to address their needs or achieve a common objective. ([Definition Source](#))

Equity and Inclusive Development: The principle that every person, regardless of identity, is instrumental in the transformation of their own communities, and their inclusion throughout the development process leads to better outcomes. ([Definition Source](#))

Positive Youth Development: The Positive Youth Development (PYD) approach engages young people along with their families, communities, and/or governments so that young people are equipped to reach their full potential. PYD approaches build skills, assets, and competencies; foster healthy relationships; strengthen the enabling environment; and transform systems. ([Learn more about PYD here](#))

Soft Skills/Life Skills: A "broad set of skills, behaviors, and personal qualities that enable people to effectively navigate their environment, relate well with others, and achieve their goals." When young people and adults cultivate these interconnected sets of positive competencies and skills, communities are better equipped to holistically promote sustainable social outcomes. ([Definition Source](#))

Youth: A life stage where one transitions from the dependence of childhood to adulthood's independence. While key multilateral institutions define youth as persons between the ages of 15 and 24 years for statistical purposes, the meaning of "youth" varies in different societies. [USAID Youth in Development Policy](#) explains that programs also are likely to engage individuals aged 10-29 as a broader youth cohort. For the purposes of this toolkit, we will use the 10-29 age range while keeping in mind the concept of "life stage" and transitioning to adult independence. ([Definition Source](#))

Youth Engagement: Meaningful youth engagement is an inclusive, intentional, mutually-respectful partnership between youth and adults whereby power is shared, respective contributions are valued, and young people's ideas, perspectives, skills, and strengths are integrated into the design and delivery of programs, strategies, policies, funding mechanisms and organizations that affect their lives and their communities, countries and globally. Meaningful youth engagement recognizes and seeks to change the power structures that prevent young people from being considered experts in regard to their own needs and priorities, while also building their leadership capacities. ([Definition Source](#))

Youth Leadership Development: The process of supporting young people to inspire and mobilize others for a common purpose or to address personal and/or social issues and challenges in order to effect positive change. ([Definition Source](#))

Looking for additional background on education, civic engagement, and leadership development programming? Our [Global Landscape Analysis](#) offers statistics, illustrative activities, metrics, and recommendations for civic education and engagement approaches.

