

Adolescents and Youth Empowerment



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Reminder: Ferrero – SC Programmatic Framework – Adolescents and Youth Empowerment

EXPECTED RESULTS	MAIN ACTIVITIES	CORE KPIs
<p>Adolescents and young people (A&Y) develop their potential for improving their economic and social lives</p>	<ul style="list-style-type: none"> • Train A&Y on life skills, decent job rights, technical vocational skills (*) • Facilitate A&Y to access to financial services (*) • Sensitize communities and duty bearers on decent jobs for A&Y (*) • Create decent livelihoods opportunities for trained A&Y (*) • Sensitize communities and duty bearers on A&Y access to relevant appropriate services • Create synergies with enabling relevant stakeholders • Support A&Y clubs to promote participation and involvement in advocacy actions 	<ul style="list-style-type: none"> • # of adolescents and youths trained on life skills and decent job rights • # of adolescents and youth trained on Technical and Vocational skills on professional careers in/outside the cocoa value chain, and on Entrepreneurship skills, including career counselling, financial literacy and redaction of business plan

Welcome

18 & UNDER?



Aim

Share information and build knowledge related to Adolescents and Youth Empowerment and trigger new ideas.



SESSION OBJECTIVES

Key areas of this **SESSION**:

1. Building Decent Economic Opportunities for and with Adolescents and Youth – Adolescents Skills for Successful Transition (ASST) Programmatic Framework
2. Enabling Environment - Engagement of important stakeholders
3. From Adolescent Empowerment to Adolescent Wellbeing

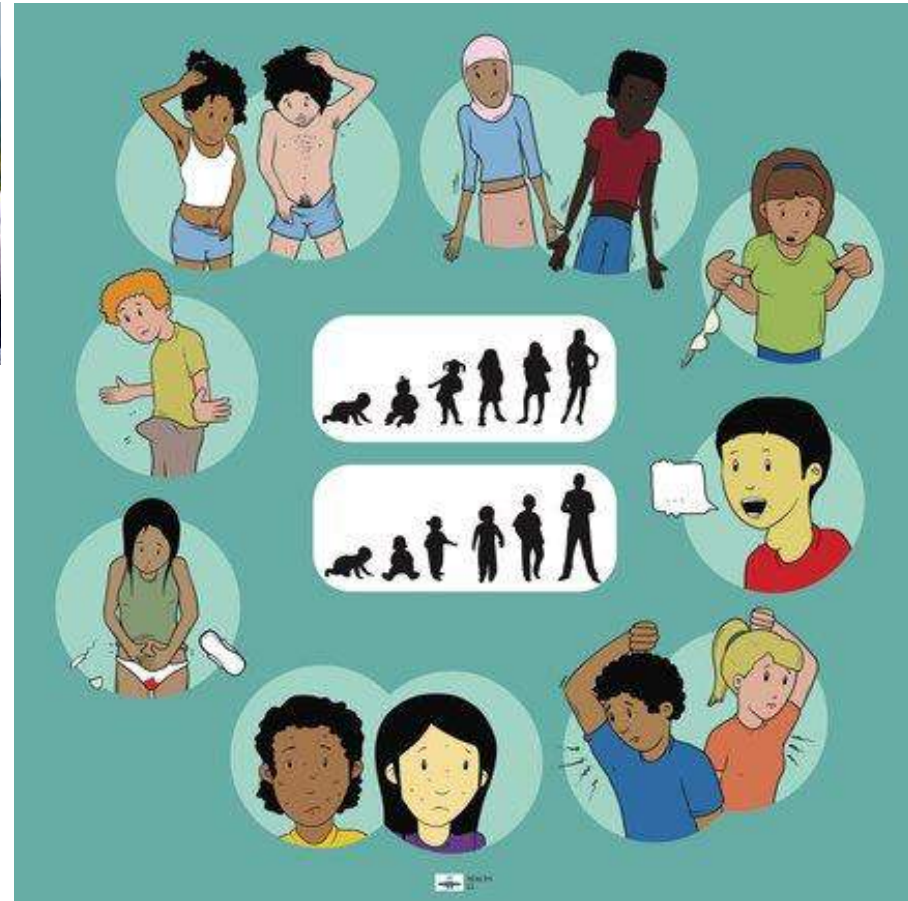
Brainstorming



Adolescents and Youth?

Empowerment?

Adolescents and Youth



Empowerment



Enabling individuals or groups to gain greater control over decisions and actions affecting their life, through expansion of their choices and ability to claim their rights.



Part I: Building
Decent Economic
Opportunities for
and with
Adolescents and
Youth - ASST

Key Learning / Objectives:

1. What and how to build AY Competencies?

- life skills, market driven vocational and technical skills, financial skills, etc.

2. How to implement the Decent Job Opportunities with and for AY?

- design and implementation of Business Plans led by AY and how to support the job insertion of AY.

3. How to ensure AY participation?

- AY as agent of change

Duration 70 min

Adolescents Skills for Successful Transition (ASST)

OUTCOMES

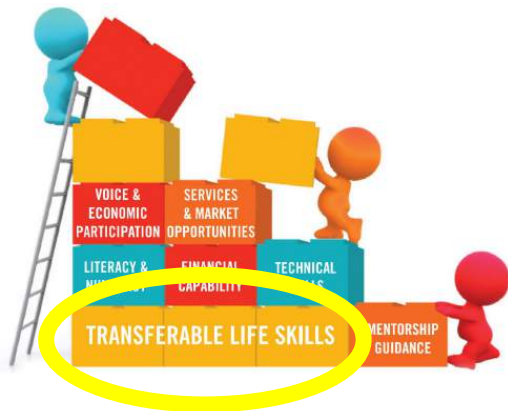


Adolescents Skills for Successful Transition (ASST)

BUILDING BLOCKS



Transferable Life skills (1/4)



Emotion control



Life balance



Creative thinking



Effective communication



Critical thinking



Optimistic



Empathy



Self esteem

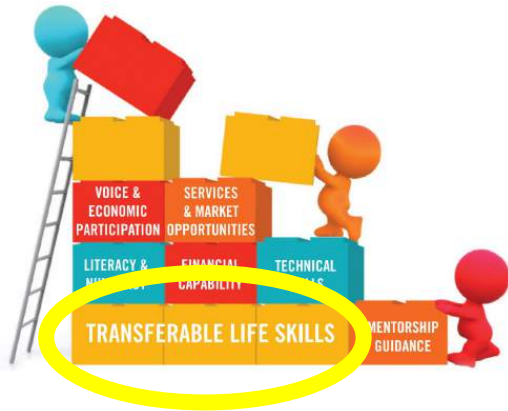


Self awareness



Get along with others

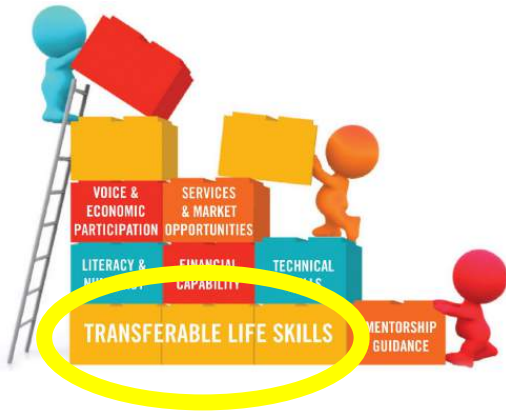
Transferable Life skills (2/4)



WHAT are TLS?



Transferable Life skills (2/4)



TRANSFERABLE

-

**Integrated
programming**

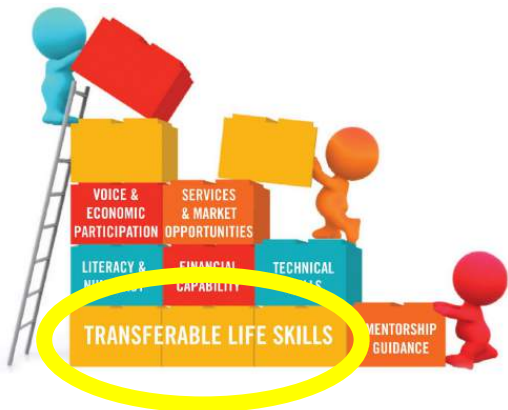
**Health
(ASRH)**

Education

Protection

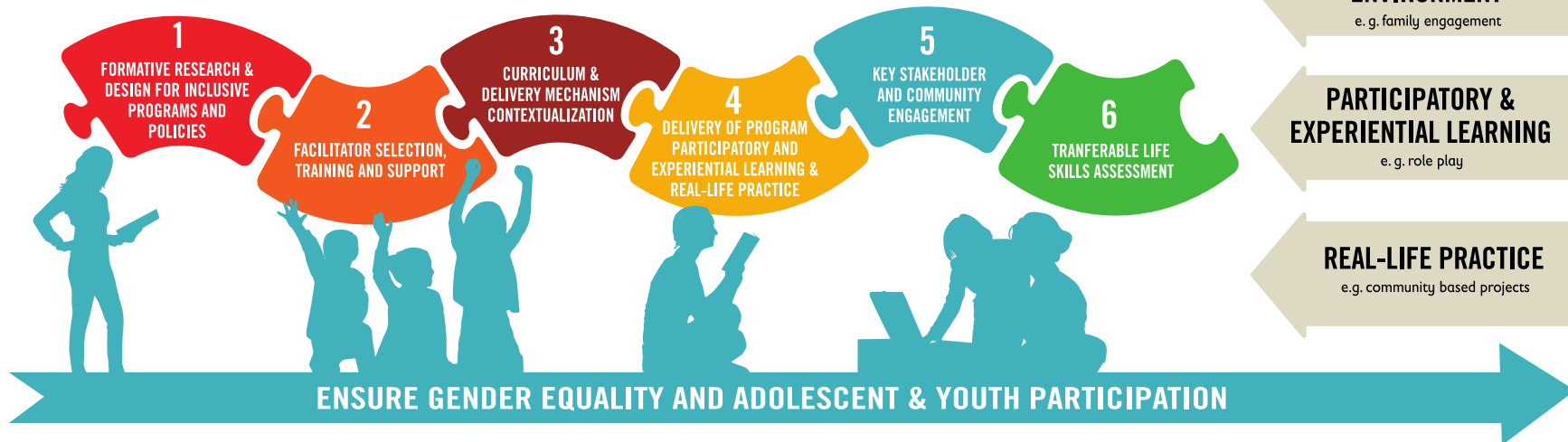
Participation

Transferable Life skills (3/4)

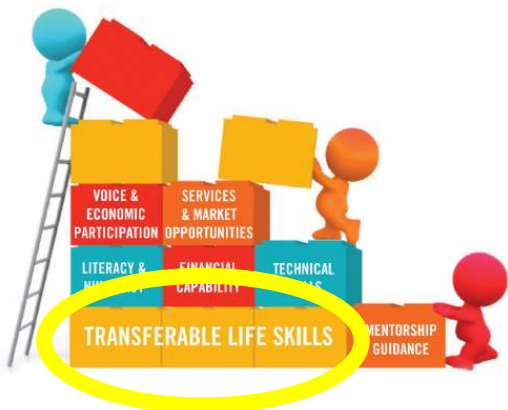


HOW to build TLS?

THE KEY ACTIVITIES



Transferable Life skills (4/4)



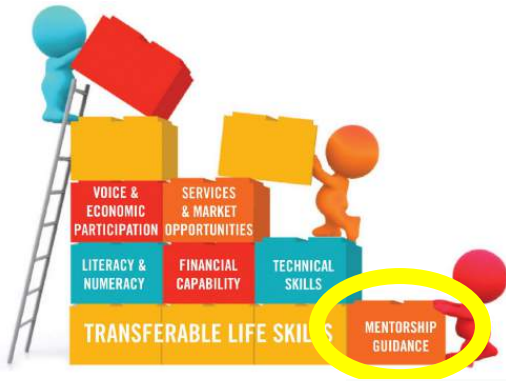
Resources



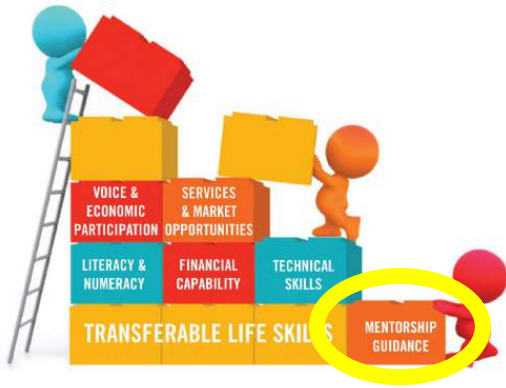
Mentorship and Guidance (1/4)



Mentorship and Guidance (2/4)



Mentorship and Guidance (3/4)



Which are the important actors in your context that can create mentorship and guidance for the targeted adolescents and youth?

When AY start a business or engage in employment opportunities how can you provide support?



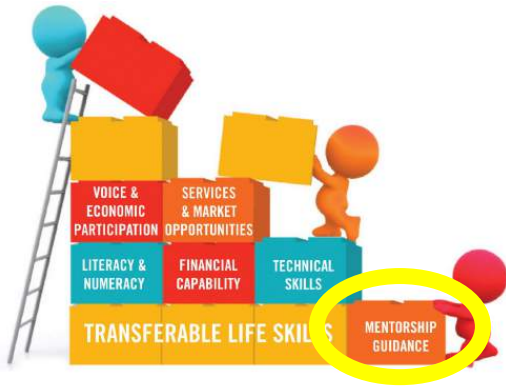
AY Clubs

Career counselling services

Forster positive parenting

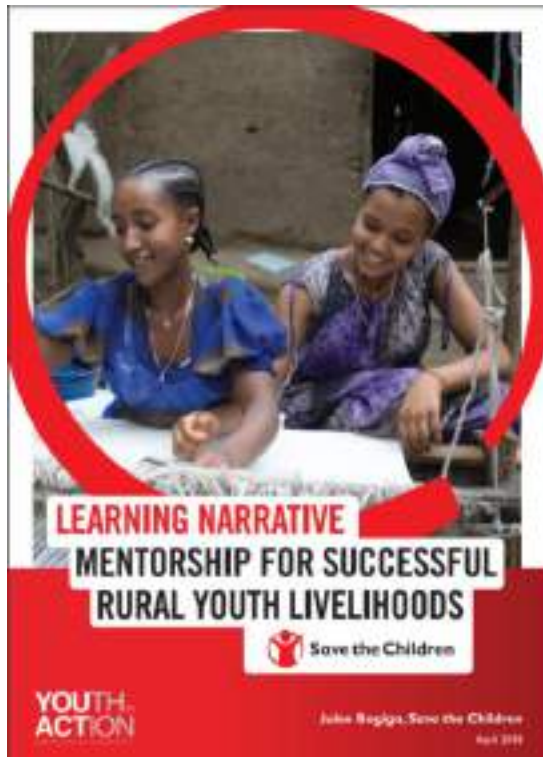
School clubs

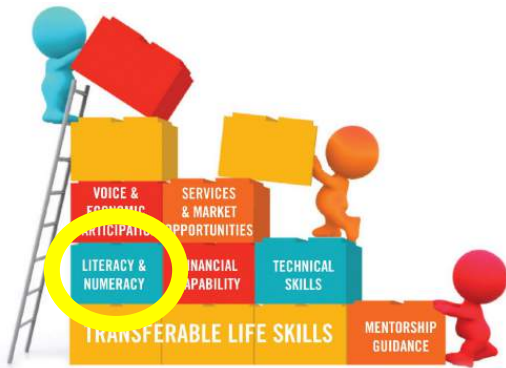
AYs physical and digital social networks



Mentorship and Guidance (4/4)

Resources





Literacy and Numeracy (1/5)



- Over 250 million adolescents were not in school, even before the COVID-19 pandemic
- About 617 million children and adolescents are unable to reach minimum proficiency levels in reading and math – even though two thirds of them are in school.

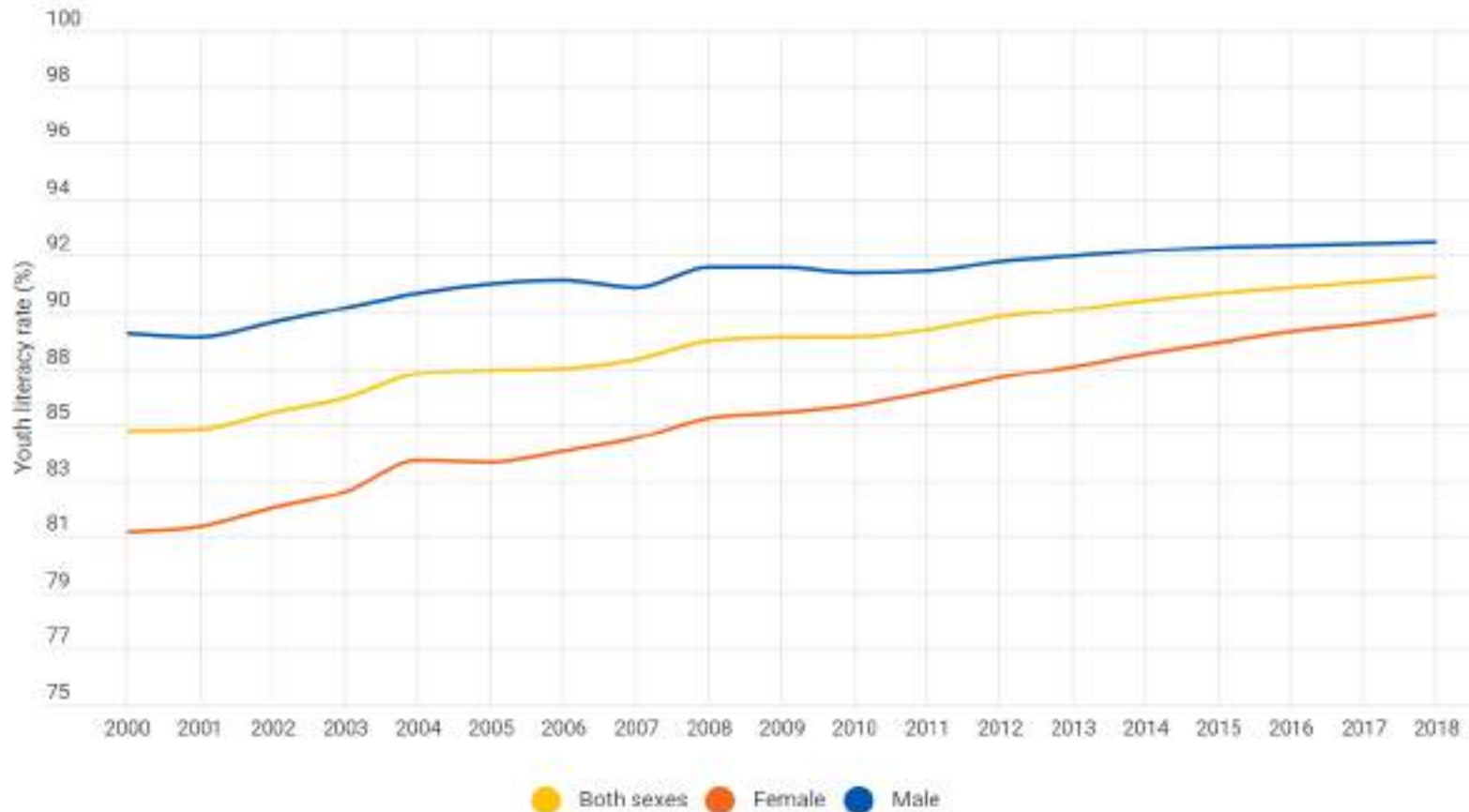
This learning crisis is the greatest global challenge to preparing adolescents for the modern employment market.

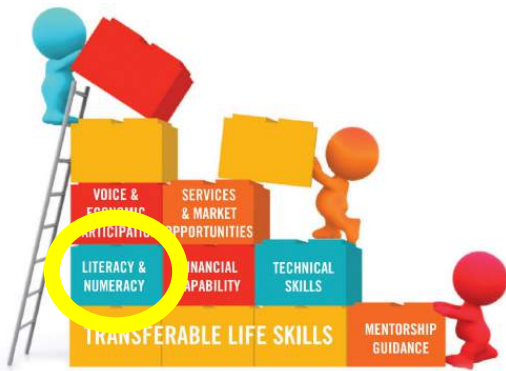
Literacy and Numeracy (2/5)

While global youth literacy rates have increased since 2000, gender disparities persist, with females accounting for an estimated 56 % of illiterate youth population today.



Youth literacy rate (ages 15 to 24 years), by sex, 2000-2018

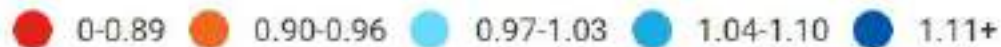
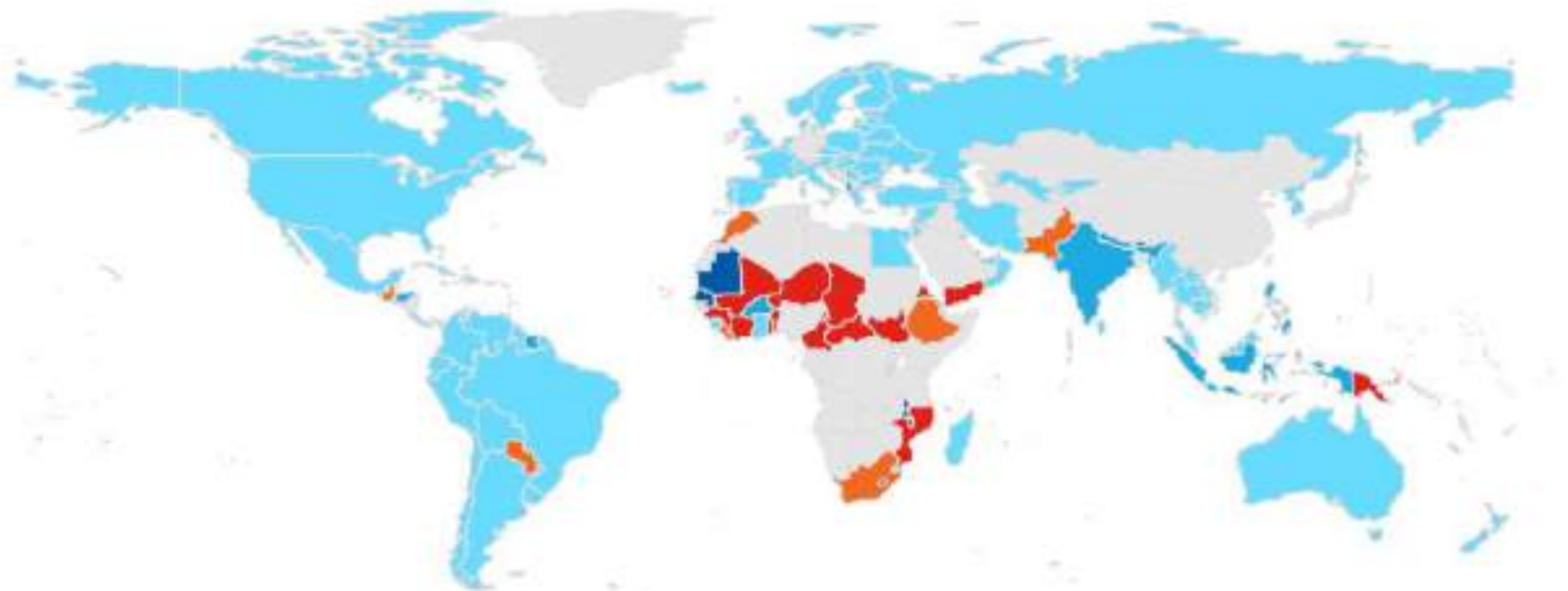


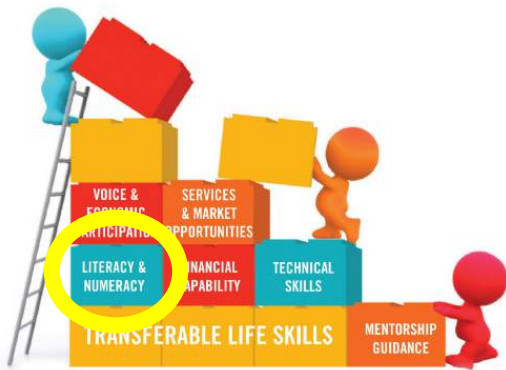


Literacy and Numeracy (3/5)

The widest gender disparities in youth literacy occur in West and Central Africa at the expense of female youth

Youth literacy rate, population ages 15-24, gender parity index (GPI), 2012-2018





Literacy and Numeracy (4/5)

How to build Literacy and Numeracy depends on:

- Development age (VYAs vs Older Adolescents)
- Needs and interests
- Opportunities in the contexts

What is your objective?	Re-enter in the formal educational system	Transition to livelihoods
<p>What are some examples of activities you can offer?</p>	<ul style="list-style-type: none"> - Catch up classes - bridging classes - ALP - Awareness with local schools on the integration of older AY 	<ul style="list-style-type: none"> - Build basic competencies (reading, writing, logical thinking, etc.) - Support access to vocational / business training (see also Market Relevant technical skills building block)



Literacy and Numeracy (5/5)

Resources



Financial Literacy (1/5)



Financial Literacy (2/5)



Topics	Examples of positive outcomes
Money	Recognize and use coins and notes for simple transactions
	Know and apply different ways of paying for things
Income	Aware of different incomes for different jobs (higher income doesn't mean best option)
	Know how income contributes to wellbeing
Saving	Can choose between spending and saving
	Evaluate different options for depositing savings / savings options (formal and informal)
Spending and Budgeting	'What I want is not what I need'
	Identify regular financial commitments families have to make (education, health, etc.)
	Investigate life stage financial events and identify the financial decisions required
Credits	Recognize the responsibilities in borrowing money
	Know how credit and interest works and able to repay a loan
Financial Goals	Set financial goals and identify the steps in achieving them
	Evaluate different financial sources

Financial Literacy (3/5)



Examples of links between financial skills and cognitive and life skills

Component	Applied cognitive and life skills	Sample activities
Living within one's means	Planning, prioritisation, negotiation	Needs and wants, personal budget, savings plan development
Monitoring expenses	Planning, literacy and numeracy	Recording daily expenses
Covering unexpected expenses	Planning, negotiation	Goal setting, personal budgeting, negotiating use of money with family members



Financial Literacy (4/5)

Testimony



Aysha (19 years old)

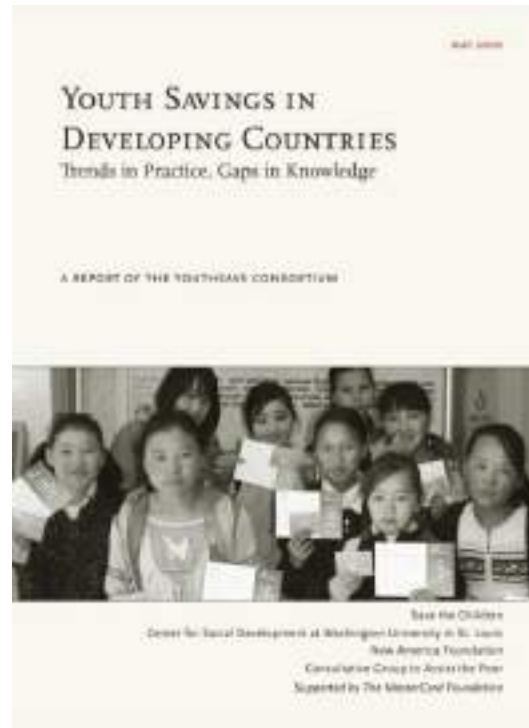


Ayishetu (16 years old)

Financial Literacy (5/5)

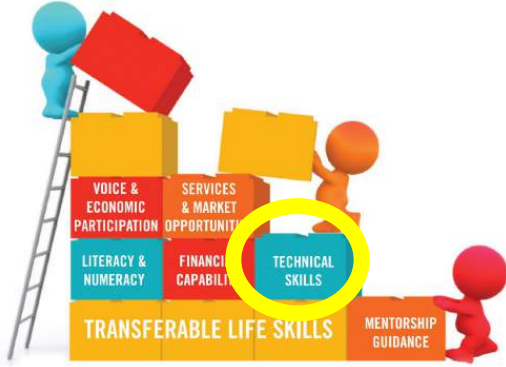


Resources





Market-relevant technical skills (1/5)



What does 'market relevant' means?

Labour Market Assessment (LMA)

- To make linkages for graduates (apprenticeships, training opportunities or employment).
- To help improve training offered to youth
- To determine what skills are the most in demand in the community
- To identify emerging market trends so they can design their program to give students the best chance of success after graduation

SC encourages Participatory Market Assessment

Challenges:

- find youth assessors with the literacy and numeracy skills needed to carry out an assessment of this nature
- the assessment process may have a longer timeframe than a typical assessment.
- are not studies of extreme academic or scientific rigor.

Market-relevant technical skills (2/5)



Technical vocational training

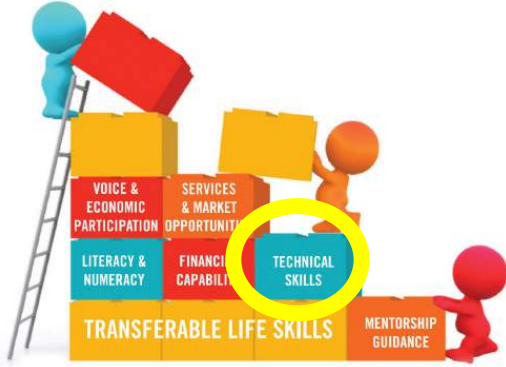
Entrepreneurship training

- Delivery of training on a specific topic relevant for the context (i.e. sustainable rural agriculture)
- HOW? (What are the resources in my context):
 - Training centres?
 - Local farmers?
 - Cooperatives?
- Apprenticeships with small or medium local business or large corporate - HOW?
 - What are the existing business?



Start and Improve Your Business (SIYB) Entrepreneur Level Materials (ILO)

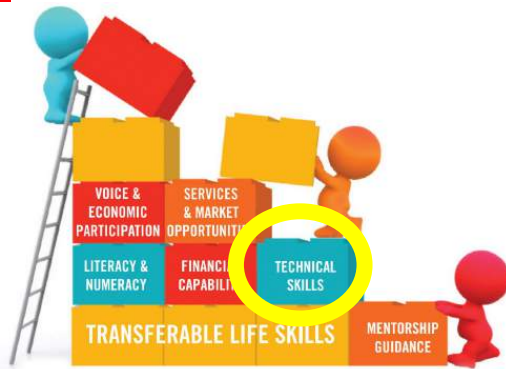
Market-relevant technical skills (4/5)



Example of an Entrepreneurship training

LESSON	SESSIONS/CONTENTS
Financial Literacy & Microcredit access	<ul style="list-style-type: none"> - Different sides of financial literacy - Budgeting and planning - Saving and spending - Identifying sources of financing
Entrepreneurship	<ul style="list-style-type: none"> - What kind of entrepreneur am I? - How to make best use of your contacts - Identifying opportunities in my context
Business in a Day	<ul style="list-style-type: none"> - Designing a Business plan - Planning on a group business - Testing your business idea with the community

Market-relevant technical skills (3/5)



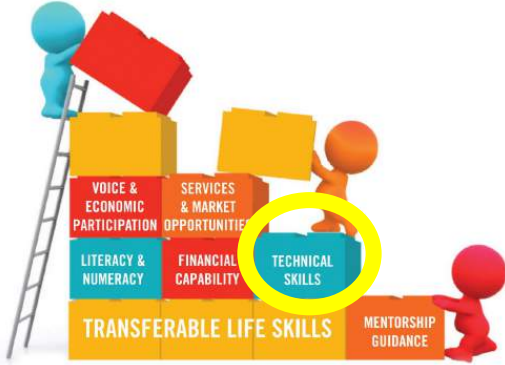
Technical vocational training

Entrepreneurship training

SC programmes should aim at going beyond traditional vocations → introduce science, technology, engineering, digital, green skills are some examples to be more innovative



Market-relevant technical skills (5/5)



Resources

Ethiopia: Cash Transfer & Youth Led Procurement Assessment Report

YOUTH in ACTION PROGRAM-ETHIOPIA
OCTOBER 2015




Annex 3: Assessment tools

EDGE MARKET YOUTH-LED SURVEY

BACKGROUND:
This project will target 6000 adolescent youth (15-20 years), 1800 Adults supporting youth activities and 21,000 market beneficiaries in 6 sub-counties in Arusha, Morogoro and Tanga districts in Northern Tanzania (Maputo, Lake Tanganyika region). The Regional youth are mostly uneducated or finished school without employable skills/low skills/lowly skilled youth with disabilities, rural and urban/lowly skilled youth, family responsibilities, working with HRM, youth in poverty with low SES. Regional youth experience multiple needs related to functional, educational and living. Also education, other economic activities, their health, living status. The project will target youth who are at the worst form of depression. Community leaders and parents will have a minimum education and support with behavioral identification processes.

OBJECTIVES OF MARKET ASSESSMENT:

This will assess the problems as perceived by appropriate youth, the market and youth operators where the youth operates or relevant to the identified problems, and possible actions that community will actively participate in. The assessment will draw the beneficiaries for identifying and developing relations with local employers and business owners who are interested in providing an intake of apprenticeship to the targeted youth. Finally, the youth will not feel excluded and will make youth aware of and will get job opportunities and linkage with potential employers.

How the assessment will be used for youth self-assessment and for the selection of economic activities that interest in:

(A) Youth:

- Name of youth: _____ Age: _____ Sex: _____
- Height: _____ Weight: _____
- Current (previous) training received: _____
- When was the group formed? _____ Number of group members: _____
- Do you have any supplementary types? If yes, mention the type of types and their support provided: _____

(B) Mapping the owner Activities Assets and Resources Available to Community level (Local Market) with skills, services, productivity:

- List the owner business and income generating activities in your community: _____

2. What are income generating activities are most sought after?

- _____
- _____
- _____
- _____

3. What are income generating activities that the local people suggest not to do?

- _____
- _____
- _____
- _____

4. What are income generating activities that you consider most profitable in your area? (rank 1-5)

- _____
- _____
- _____
- _____



Skills to Succeed

DRAFT

Labor Market Assessment Manual

Services and Market opportunities (1/7)



Business
*(opportunities for self
employment)*

Employment
*(opportunities for wage-
employment)*

Financial services



Services and Market opportunities (2/7)

HOW to find Services and Market opportunities?
Labour Market Assessment (LMA)

The main outputs of the LMA should include:

- Selected sectors with high potential for providing employment for target youth.
- Information on job opportunities and associated skills requirements in the selected sectors.
- Details on supply of training services that provide skills required by the selected sectors and job opportunities.
- Document platforms /mechanisms that will most effectively facilitate linkages between employers and trained youth.



Services and Market opportunities (3/7)

Example on how to create a business led by Young People



Services and Market opportunities (4/7)



HOW to ensure that the business lasts:

1. Importance as a means of livelihood for the AYs involved
2. The involvement of the family, friendships or strategic alliances in the value chain that support entrepreneurship.
3. The AYs' understanding of the importance of having a market and whether they have the skills to market their products/services
4. The current status of the venture (it has reached the balance point? Is it registered? Is it able to improve/adopt its products/services? Is there any financial capital to continue operating and covering debts?)



Services and Market opportunities (5/7)

Basic steps to create Employment opportunities / wage-employment / job insertion

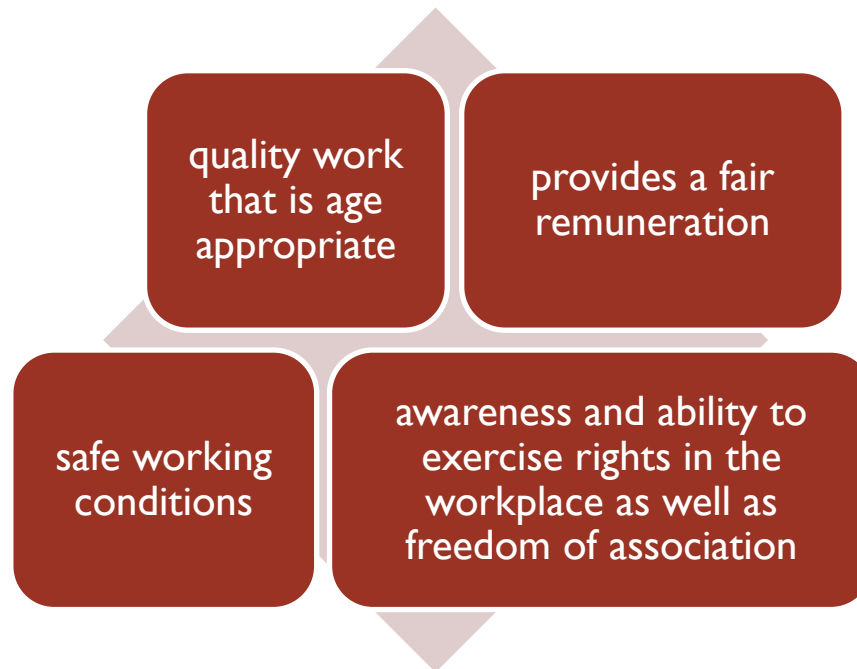
1. Identification of a job, verification if it meets the working conditions required
2. Contact AY available for work (match the interest with the demand)
3. Agreement with the company and set an interview.
4. Support the AY to his job interview and his first day at work (accompany him/her).
5. Regular communication with the employer and direct communication with the AY, this allows to identify the challenges and obstacles faced.
6. On-site verification visits (meet expectations and agreements)
7. Surveys to identify issues (on both sides)
8. Strengthening capacities to assist in the permanence of work
9. Create supporting networks (guidance and mentorship)



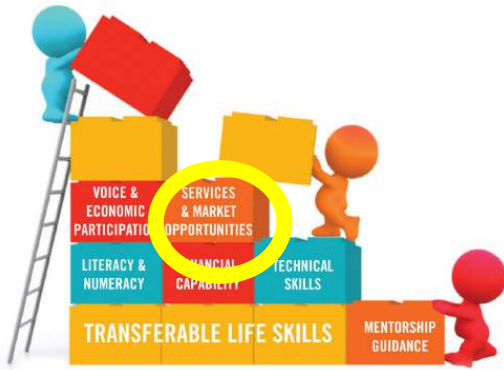
Services and Market opportunities (6/7)

DECENT JOBS

The concept of decent work is captured in the four pillars of the International Labour Organization (ILO) Decent Work agenda full and productive employment, rights at work, social protection and social dialogue.



Services and Market opportunities (7/7)



Adolescents and Youth Friendly Financial Services

Financial friendly means that excluded individuals, boy and girls, vulnerable young people have access to and use a range of appropriate financial services. “Appropriate” means that financial services, such as savings, insurance and credit, must be relevant to poor people. These financial services must also be provided responsibly, sustainably and in a well-regulated environment.

What examples of financial services (formal and informal) are available in your context? Are these accessible and used also by young people?

Voice and Economic Participation (1/6)



Empower adolescents and youth to act as partners

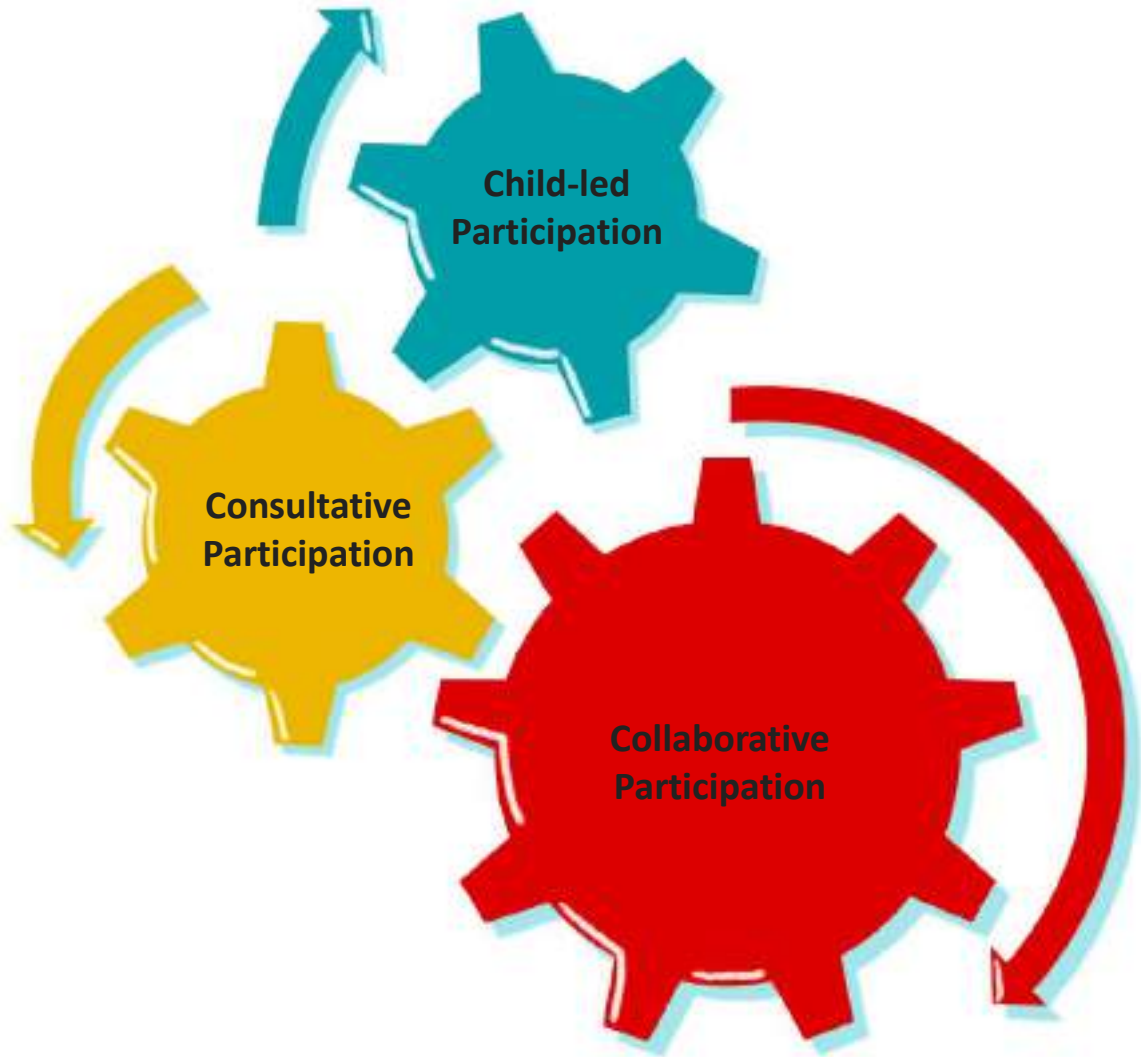


Support the engagement of adolescents and youth to have a voice in decision-making

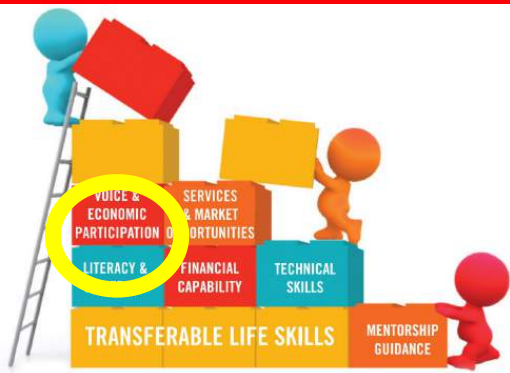
Voice and Economic Participation (2/6)



Approaches to Children's Participation



Voice and Economic Participation (3/6)

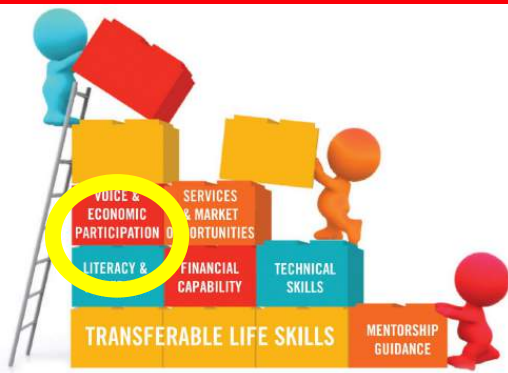


Consultative Participation

Where adults seek children and adolescent's views in order to build knowledge and understanding of their lives and experiences.



Voice and Economic Participation (4/6)



Collaborative Participation

Where adults, having identified a problem that needs to be addressed, involve children and adolescents in helping to work out what needs to be done and how. It is a partnership between adults and children.

Voice and Economic Participation (5/6)



YOUTH INNOVATION LAB
A METHODOLOGY FOR WORKING WITH YOUTH FOR YOUTH

WHAT IS IT?
The Youth Innovation Lab (YIL) is a Save the Children initiative that brings together local young leaders, experts, and practitioners to develop innovative jobs or business solutions to local problems related to the United Nations Sustainable Development Goals. Currently, it is a framework dedicated to innovation, sustainable development, and entrepreneurship, aiming to provide young people with a setting in which they can apply their skills and work together to find solutions to the challenges faced by their own communities, thereby enabling adolescents and youth to collaborate and engage in achieving the SDGs.

OBJECTIVE
The Youth Innovation Lab (YIL) is designed to provide young people with a platform to develop innovative solutions to local problems related to the United Nations Sustainable Development Goals.

INNOVATION & FORMAT
The Youth Innovation Lab (YIL) is a methodology for working with youth for youth. It is a framework dedicated to innovation, sustainable development, and entrepreneurship, aiming to provide young people with a setting in which they can apply their skills and work together to find solutions to the challenges faced by their own communities, thereby enabling adolescents and youth to collaborate and engage in achieving the SDGs.

LOCATION
The Youth Innovation Lab (YIL) is a methodology for working with youth for youth. It is a framework dedicated to innovation, sustainable development, and entrepreneurship, aiming to provide young people with a setting in which they can apply their skills and work together to find solutions to the challenges faced by their own communities, thereby enabling adolescents and youth to collaborate and engage in achieving the SDGs.

KEY ACTORS
TALENTS | FACILITATORS | EXPERTS | STAKEHOLDERS
The young talents lead the process and are supported by a number of other key roles covering them a variety of backgrounds, including Save the Children staff and the local and international cooperation governments, civil societies, business, academia, Think Tanks, Youth-led Organizations, etc. The facilitators and experts are a necessary component which add a level of direction and expertise.



Child-Led Participation

Where children are provided with the space and opportunity to initiate their own activities. Instead of responding to ideas or projects initiated by adults, they create their own structures or organisations through which to determine the issues that are most important to them.

Voice and Economic Participation (6/6) Resources



A youth participation best practice toolkit

Part one: What to consider when designing youth participation programmes aimed at the social and civic empowerment of vulnerable youth



YOUTH INNOVATION LAB
A METHODOLOGY FOR WORKING WITH YOUTH FOR YOUTH

WHAT IS IT?
The Youth Innovation Lab (YIL) is a Save the Children initiative that brings together local young leaders, mentors, and entrepreneurs, to develop innovative social or business solutions to local problems related to the United Nations Sustainable Development Goals. Concretely, it is a framework's backbone to innovation, sustainable development, and entrepreneurship, during which young people with a strong passion for their communities and work together to find solutions to the challenges faced by their area, autonomously, thereby enabling adolescents and youth to collaborate and engage in achieving the SDGs.

KEY ACTORS
TALENTS | FACILITATORS | EXPERTS | STAKEHOLDERS
The young talents lead the process and are supported by a number of other key roles coming from a variety of backgrounds, including Save the Children staff and the local and international cooperation governments, civil societies, business associations, ThinkTanks, Youth-led Organizations, etc. The facilitators and experts are a necessary complement which add a level of direction and expertise.



Part 2: Enabling Environment

Key Learning / Objectives:

How to engage other important actors that can successfully influence AY lifepaths.

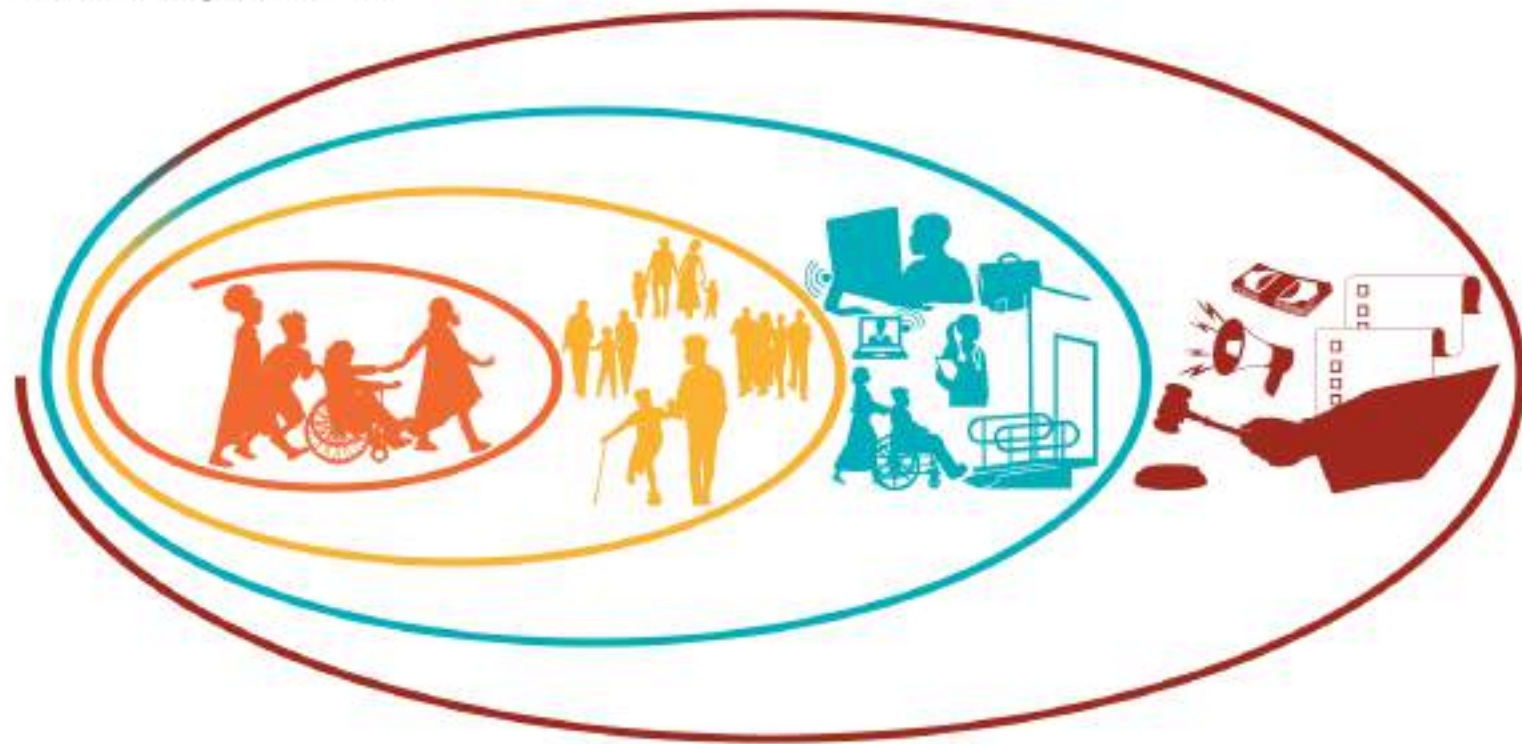
Duration 10 min

Enabling Environment (1/3)



Enabling Environment (2/3)

Socio Ecological Model



Adolescents' knowledge, skills, beliefs, attitudes, motivation, resilience and assets.

Peers, caregivers, family, community attitudes, skills, behaviours and norms.

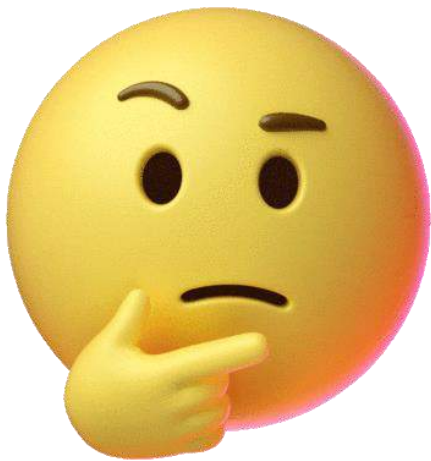
Availability of, access to, quality and responsiveness of infrastructure, systems and services.

Policy, budgetary and legal environment.

Enabling Environment (3/3)

Examples of activities to promote an enabling environment:

- advocacy and capacity building of local stakeholders to provide decent learning and working environments;
- working with parents and communities to create more gender- and youth-equitable social norms and expectations;
- working with local, national and international private sector actors to create more opportunities for youth (fostering youth inclusive markets);
- fostering social networks between younger people and increased inter-connectedness.



How to engage Technical and Vocational Education and Training (TVET) centres/teachers?

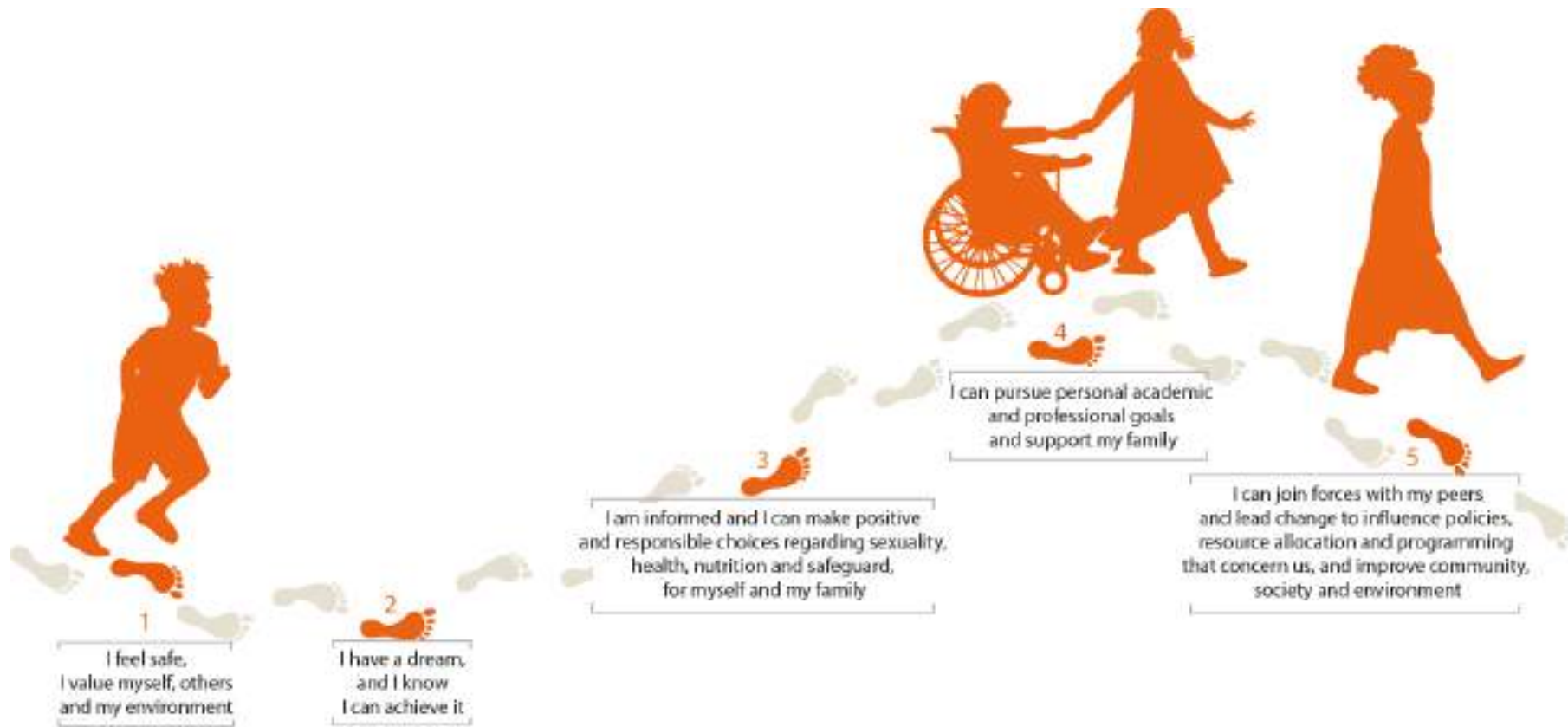
Part 3:
**Adolescent
wellbeing**

Key Learning / Objectives:

from Adolescents Empowerment to
Adolescents Wellbeing

Duration 10 min

Adolescents and Youth Empowerment... as a pathway to build Wellbeing



Adolescents Wellbeing Framework

5 Guiding Principle



While the type and focus of programmes, policy and advocacy work will differ across contexts, these five core principles will guide all Save the Children's work with and for adolescents:

- 

1 **Human rights** fulfilment is at the core of all adolescent-focused support
- 

2 The right of **adolescent participation** is incorporated in all of Save the Children's work and we must utilise it to inform effective programming and policy
- 

3 Programming and policy are tailored to the **unique needs of adolescents** according to gender, ages, abilities/ disabilities, development and life stages
- 

4 Adolescence is a window to transform **gender inequalities** and improve **social justice**
- 

5 Change with and for adolescents is catalysed at all levels of the **social-ecological model** – including adolescents, families, peers, communities, services, systems, laws and policies

Adolescents Wellbeing Framework

Adolescent Wellbeing Framework for Action: A critical opportunity to fulfil human rights and drive change



A catalogue of key resources

-  Save the Children's **Common Approaches** that relate to adolescents
-  Programmes, approaches and tools **with and for adolescents**
-  Programmes and tools for **adolescent participation**
-  Programmes and tools that are **tailored by age and life stage**
-  Programmes and tools to **transform gender inequalities**
-  Programmes and tools that incorporate **the socio-ecological context**
-  Actions and goals to **empower, respect and respond to adolescent voices**
-  Integrated programmes and tools **developing leadership and potential**
-  Programmes, tools and resources for **working with and for adolescents in humanitarian contexts and crisis**
-  Programmes and tools for and with **the most marginalised adolescents**
-  Actions, tools and resources for **evidence-based programming and HEAL tools**
-  Examples of partnerships to **champion adolescent wellbeing**

This part of the Adolescent Wellbeing Framework contains a selection of key resources from Save the Children's experience working with and for adolescents as well as that of other organisations around the world. The resources are organised according to the content provided in the framework.

While we always promote the use of evidence-based approaches, not all examples highlighted are backed by the same level of evidence nor have all tools been tested extensively across programs and contexts. The resources listed below are intended to inspire and encourage programming which represents our current best understanding of how to support adolescents' wellbeing so that they can fulfil their human rights and achieve their full potential.

Please note that several of the external resources are linked to websites managed by other organisations and may be revised. Also, a few of the programmes, approaches and tools, if still in draft with no content, relate to newer projects and are not yet available to be shared beyond Save the Children staff. If interested in learning more about them, please contact:

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Examples of programmes and tools for adolescent participation

Examples of programmes for adolescent participation

- **SHIFT (formerly Youth Activate!) (Myanmar)**: an innovative, digital campaign accelerator project supporting democracy building and youth participation. It links grassroots youth advocacy movements with creative agencies, which provide mentorship and digital literacy and skills development for participants. Small grants support the actualisation of youth-led campaigns for positive causes. For more information, see the **Activators' Guide for Working with Adolescents 16-17 Years**.
- **Girls as Drivers of Change (Uganda)**: mobilises girls to identify economic, protection and safeguarding issues that affect their wellbeing, and develop solutions through a solution lab.
- **Young Journalists Palestine - Enhancing Child Participation & Voices (Palestine)**: Videos were produced by children with our partner Al-Quds Media Center as part of the young journalist program to deliver messages to other children about what they did during COVID lock-down. Sign language was introduced.
- **Al Barwaa (Lebanon, Iraq, Yemen and Egypt)**: a regional programme that amplifies the voices of adolescents and youth by strengthening the capacity of adolescents and youth groups to become advocates for their interests and needs; supporting and generating youth-led evidence; and facilitating adolescents and youth groups' access to duty-bearers, to hold them to account.
- **Mercy Corps: GirlsPARKS**: a programme that ignites the potential of marginalised and vulnerable girls through girl-centred design, to deliver better and safer solutions for adolescent girls. This approach focuses on three key steps: find her; listen to her; design with her.

Examples of tools for adolescent participation

- **My Safety, My Wellbeing**: a 13-week course designed to equip girls with the key knowledge and skills they need to help mitigate, prevent and respond to gender-based violence (GBV) and provide a space where girls feel comfortable to talk about the issues that affect them. It develops communication, decision making, creative and critical thinking skills and builds their confidence and self-esteem.

- **Girl Shine**: a programme model and resource package that seeks to support, protect and empower adolescent girls in multiple humanitarian settings, including those affected by conflict and mental disorders, as well as within the various phases of emergency response. The resource package includes guidance on designing girl-driven, gender-based violence programming in humanitarian settings; a life skills curriculum; a caregiver curriculum; and a mentor and facilitator training manual.

- **Youth Leaders for Nutrition Advocacy Toolkit**: a step-by-step guide to help youth leaders design, develop and implement an advocacy strategy for improving adolescent nutrition. It includes tools and templates and nutrition briefs and has been used by youth leaders in a number of countries.



Examples of programmes and tools that are tailored by age and life stage

Examples of programmes that are tailored by age and life stage

- **Gender Roles, Equality and Transformations (GREAT)**: a package of evidence-based, scalable, life stage-tailored interventions to transform gender norms, increase contraception use, reduce gender-based violence (GBV), and promote gender-equitable attitudes among adolescents ages 10-19 in post-conflict communities in northern Uganda. Evaluation of the pilot project demonstrated improvement in social and reproductive health (SRH), gender attitudes and behaviours. For example, 47% of newly married or parenting adolescents reached by the project reported using family planning compared with 33% who were not. Save the Children has adopted and implemented the GREAT approach in at least four other countries.
- **She Succeeded**: a gender transformative programme that empowers young Palestinian women entrepreneurs in the agriculture sector by addressing gender-based educational, economic, social and institutional barriers for adolescent girls and young women.
- **Syria Adolescent Programme (SAP)**: aims to use the capacity, aptitudes, energy and creativity of adolescent girls and boys to make their rights better equipped to cope and recover, claim their right to be protected, and access learning opportunities. The programme is based on an integrated approach that increases the flexibility of adaptive programming in a fluid and constantly evolving operating environment. It is implemented in Lebanon and North East Syria. This project will be completed in March 2021. Please contact the Middle East and Eastern Europe (MEEE) regional office for learning documents.



Resources

Adolescent Wellbeing Framework for Action:
A critical opportunity to fulfil human rights and drive change

April 2021

Save the Children

Adolescent Wellbeing Framework for Action: A critical opportunity to fulfil human rights and drive change

A catalogue of key resources

- Save the Children's Common Approaches that relate to adolescents
- Programmes, approaches and tools used for adolescents
- Programmes and tools for adolescent participation
- Programmes and tools that are tailored by age and life stage
- Programmes and tools to transform gender inequalities
- Programmes and tools that incorporate the socio-ecological context
- Actions and tools to urgently respond to adolescent issues
- Integrated programmes and tools demonstrating innovation and potential
- Programme, tools and resources for working with and for adolescents in humanitarian contexts and crises
- Programme and tools for and with the most marginalized adolescents
- Actions, tools and resources for evidence-based programming and MEAL tools
- Examples of partnerships to champion adolescent wellbeing

The part of the Adolescent Wellbeing Framework contains a selection of key resources from Save the Children's experience working with and for adolescents as well as that of other organizations around the world. The resources are organized according to the context provided in the Foreword.

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Adolescent Skills for Successful Transitions

Position Paper

Save the Children's Adolescent Skills for Successful Transitions (ASST) series are the outcome of a consultation and consultation process involving 100+ young people aged 12-17 from the countries of Guatemala and Honduras during early 2017-18 and 2018-19. The first series includes a menu of indicators for ASST programming and the Adolescent Skills for Successful Transitions (ASST) Indicator Manual. The ASST series is the result of a consultation process with 100+ young people aged 12-17 from the countries of Guatemala and Honduras during early 2017-18 and 2018-19. The ASST series is the result of a consultation process with 100+ young people aged 12-17 from the countries of Guatemala and Honduras during early 2017-18 and 2018-19.

WHAT IS ADOLESCENT SKILLS FOR SUCCESSFUL TRANSITIONS?

Adolescent Skills for Successful Transitions (ASST) is a set of skills, attitudes and values that are essential for young people to successfully transition from adolescence to adulthood. ASST is a set of skills, attitudes and values that are essential for young people to successfully transition from adolescence to adulthood. ASST is a set of skills, attitudes and values that are essential for young people to successfully transition from adolescence to adulthood.

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A MENU OF OUTCOME INDICATORS FOR ADOLESCENT SKILLS FOR SUCCESSFUL TRANSITIONS (ASST) PROGRAMMING

Indicator Manual V.2
June 2021

Save the Children

Key Takeaways

- *Promote holistic approach:* focus on all young people's specific needs, assets and abilities in their transition to becoming thriving adults. **WELLBEING**
- Prioritising 'soft' skills along with 'hard' skills. **TRANSFERABLE LIFE SKILLS**
- Encourage financial and saving habits - AY are still developing habits and are thus more malleable than adults.
- Making youth *agents of change*. They act as tutors, they gather in groups and work collectively towards personal and social change.
- Ensuring that programmes are *demand driven*, based on local market and livelihood needs.
- Working with local partners with *substantial local rooting*. **ENABLING ENVIRONMENT**

Feedback form

Please go to [this link](#) and give us your feedback on this session



THE END

LA FIN

THANK YOU

MERCI BEAUCOUP

