



REPORT 2013

THE GLOBAL PHENOMENON OF YOUTH EXCLUSION:
THE PROBLEM AND ITS SOLUTIONS



EXECUTIVE SUMMARY

Today 550 million young people live below the poverty threshold ($\leq 1.5\text{€}/\text{day}$). In 2025 they will be 1 billion! Every excluded youth represents a missed opportunity, with society failing to contribute to his/her socio-economic and personal development.

Youth 4 Change is an international collective working for the integration of vulnerable young people, with a mission to research, share and encourage all initiatives and actions which might have a real and lasting impact on the integration of excluded young people. This 2nd report from Youth 4 Change (following the 2012 report “Entrepreneurship: a Winning Solution to Youth Exclusion?”) is part of Youth 4 Change’s action against youth exclusion.

The aim of this report is to give an **all-round view of the global phenomenon of youth exclusion as perceived by NGOs working in the field, in order to understand what best practices should be adopted to tackle this problem.**

The exclusion of young adults is a complex social phenomenon involving many closely interwoven factors. Nonetheless, putting aside the oft-cited sources of exclusion (lack of schooling, disability, sexual orientation, drug abuse, STDs, conflict with the law, immigrant or refugee status) there are four contextual factors which we believe should be highlighted: **the rural/urban divide**, which has an enormous impact on young people’s access to education (and indeed to all social services); **gender inequality**, which often has a large impact on access to education and jobs; **ethnic and religious discrimination**, which creates social tensions and can result in the marginalization of minorities; and finally, **inherited family background**, which can be a determining factor in the psychological, social and economic status of any young person.

This report goes on to present an **all-round view of the main solutions designed and implemented by NGOs working in the field.** It is not a comprehensive list but aims to be fairly representative of the solutions proposed worldwide. These solutions have been organized into eight categories: formal education; vocational training; youth entrepreneurship; microfinance; sport; provision of basic needs; legal protection and advice; advocacy and increasing public awareness.

We should make clear that we are less interested in **what** the solutions are, and more in **how** they have been applied. In other words, we hope to discover what the keys are to the successful implementation of these solutions. We compared the results of research in the subject with practical experiments in the field, conducting numerous interviews with local NGOs who work with excluded youths.

To our surprise the first keys success factors which became apparent were not linked to the excluded young people, but to the NGOs themselves. The importance of having a **transparent organizational structure**, **accountability to stakeholders** (administrators, donors, partners ...), objective and regular **quality assessment**, and a plan for **leadership continuity**, is often underestimated, and yet these factors are shown to be essential to the long term success of the NGOs.

Our research has enabled us to identify seven best practices for lifting young people out of exclusion:

Building partnerships with all parties concerned (whether directly or indirectly): local government, private businesses, educational establishments, other NGOs ...

Knowledge-sharing with other NGOs, either those working in the same geographical region, or those working on similar issues but in different regions.

Engaging parents and the wider community, in answer to the strong need to belong that is often felt by excluded young adults

Developing individualized programs for each young adult, to take into account the distinct needs and motivation of each individual

Building self-confidence is a vital prerequisite for the personal development of these young people and ultimately for their social and professional integration

Instilling self-sufficiency in the youths will increase the chances of successful and lasting professional integration

And finally, working towards achievable goals, while **never losing sight of the big picture**.

This report does not claim to provide a comprehensive list of all initiatives developed in the struggle against youth exclusion. Instead it aims to provide a building block for further developments and improvements ... available to all who work for the integration of excluded youth, throughout the world, sharing the vision of the Youth 4 Change Collective.

We hope this report will be useful to you in your work.

The Youth 4 Change Team

RÉSUMÉ

Aujourd'hui 550 millions de jeunes vivent en dessous du seuil de pauvreté ($\leq 1,5\text{€}/\text{jour}$). En 2025, ils seront 1 milliard ! Chacun de ces jeunes est la preuve de l'incapacité de nos sociétés à contribuer à leur développement.

Youth 4 Change, Collectif International pour l'insertion des jeunes en danger, a été créé pour rechercher, partager, encourager toutes les initiatives et actions qui permettent, concrètement et durablement, l'insertion des jeunes en situation d'exclusion. Ce second rapport (après celui de 2012 intitulé "entrepreneuriat : solution gagnante pour l'insertion des jeunes en danger?") fait donc partie de ce travail de plaidoyer entrepris par le collectif Youth 4 Change.

L'objectif de ce rapport est de dresser un **large panorama du phénomène d'exclusion des jeunes dans le monde et des solutions apportées par les ONG sur le terrain pour tenter d'y remédier.**

L'exclusion des jeunes adultes dans le monde est un phénomène social extrêmement complexe dont les facteurs sont multiples et toujours très intimement liés les uns avec les autres. Néanmoins, au-delà des sources d'exclusion à proprement parler (déscolarisation, handicap, orientation sexuelle, addictions, maladies sexuellement transmissibles, conflit avec la loi et situation d'immigration/réfugiés), quatre facteurs contextuels nous ont semblé intéressants à bien identifier : **la division rurale/urbaine**, qui détermine fortement l'éducation (et plus largement l'ensemble des services sociaux) accessibles pour les jeunes. **Les inégalités homme/femme**, qui impactent souvent lourdement l'accès à l'école et à l'emploi. **Les discriminations ethniques et religieuses** qui engendrent tensions sociales et marginalisation des minorités. Et enfin **les contextes familiaux**, évidemment déterminants dans la situation psychologique, sociale et économique de chaque jeune.

Ce rapport présente ensuite un **panorama des solutions inventées et mises en place par les ONG sur le terrain**. Nous avons catégorisé ces solutions (dont le panorama ne vise évidemment pas l'exhaustivité, mais une certaine représentativité) dans huit catégories : l'éducation, la formation pratique, l'entrepreneuriat, la micro finance, le sport, le support dans les besoins primaires, le soutien légal et, le plaidoyer.

Mais là encore, au-delà de ce que sont les solutions, nous nous sommes intéressés à comment elles étaient mises en œuvre. En d'autres termes, quels sont les facteurs clés de succès dans l'implémentation de ces solutions. Nous l'avons fait en croisant les travaux de recherche entrepris sur le sujet et les expériences remontants du terrain - à travers de multiples entretiens avec des ONG actives localement, auprès de jeunes en situation d'exclusion.

A notre surprise, la première série de facteurs clés de succès qui nous est apparue n'est pas liée aux jeunes, mais aux ONG elles-mêmes : **structure organisationnelle claire**, **engagements précis vis-à-vis des parties-prenantes** (administrateurs, financeurs, partenaires...), **évaluation** (objective et régulière) **de l'atteinte de ces engagements** et **plan de continuité des fondateurs/dirigeants** sont autant de facteurs souvent négligés, mais unanimement reconnus comme indispensables au succès sur le long terme des ONG.

Quant aux meilleures pratiques directement liées au travail pour l'insertion des jeunes en situation d'exclusion sur le terrain, sept se sont dégagées de notre travail :

Travailler en partenariat avec tous les acteurs engagés (directement ou indirectement) autour des jeunes : pouvoirs publics, entreprises privées, institutions académiques, autres ONGs...

Echanger entre ONG travaillant sur une même zone géographique, ou sur une problématique similaire mais dans des zones différentes, ou en amont/aval l'une de l'autre...

Impliquer les parents plus largement **la communauté**, le sentiment d'appartenance étant souvent extrêmement fort pour les jeunes en situation d'exclusion

Donner une dimension individuelle à l'accompagnement, chaque jeune ayant des besoins et des ressorts propres

Redonner confiance en eux aux jeunes, prérequis indispensable à leur développement personnel et in fine à la réussite de leur insertion sociale et professionnelle

Rendre les jeunes autonomes, gage de la durabilité de leur insertion professionnelle

Enfin, travailler à son échelle... mais en **gardant en vue ce qui peut être fait à plus grande échelle**

Un mot pour finir : ce rapport ne prétend pas faire le tour de la question des initiatives contre l'exclusion des jeunes. Mais poser un jalon qui ne demande qu'à être complété, enrichi, amélioré... Au service de tous ceux qui agissent, dans le monde, pour l'insertion des jeunes en situation d'exclusion -service qui est la vocation même du Collectif Youth 4 Change.

Nous espérons que sa lecture vous sera utile.

L'équipe Youth 4 Change

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1. INTRODUCTION

1.1 Background

According to the United Nations Population Fund (UNFPA), there are 1.8 billion young people in the world today.¹ This accounts for over a quarter of the total world population. While we commonly think of youth as being a period of learning, friendship, and personal development, studies have shown that a significant portion of youths today live on the fringe of society and are far from being able to enjoy those things that many of us take for granted. An increasing percentage of them live in developing countries, especially in Asia and Africa, and approximately half of them live on less than \$2 a day. Research has also revealed data that depicts a worrying picture: today, 100 million youths worldwide receive no formal education; 16 million underage girls become mothers every year; and youths are responsible for nearly 40% of the 6,800/day increase in HIV infection.²

The newest report on youth unemployment released by the United Nations and the International Labour Organization in May 2013 paints an even bleaker near-future for these youths: global youth unemployment is set to increase further, reaching 12.8% in 2018, with the Middle Eastern and North African regions registering the highest rates at 28.3% and 23.7% respectively. The 2008 financial crisis has also nudged a greater number of youths from developed countries towards the margins of society; the unemployment rate in all developed countries hit 18.1% last year and is not expected to fall below 17% before 2016.

All this data indicates that a very significant proportion of young people in the world today live in a state of extreme vulnerability. Even without these additional survival burdens, youth is already a difficult period for many individuals. Youth is a transition phase between childhood and adulthood, a time of rapid and sometimes radical self-discovery that puts the individual through intense pressure from his peers and the community he is in. A youth who is unable, for a variety of reasons, to find his footing in society and gain self-dependency and autonomy during this time can have his self-esteem greatly compromised and hurt his chances of being an active participant in society.

Yet, young people, when given the right conditions and tools, have the potential to become strong drivers for change and development. Youths represent the future; their energy, creativity, and courage to challenge outdated paradigms and systems are valuable resources that should be harnessed to fuel economic and societal growth. As they enter adulthood, they also become precious factors of production for the global economy. For example, a study conducted by Eurofound estimated that in 2008, youth exclusion from education and the job market cost the European Union (EU) €100 billion.³ Furthermore, today's youths will become tomorrow's parents. Hence, the reintegration of youths back into society today plays an important role in breaking the vicious cycle of intergenerational poverty.

1.2 Defining Youth and Social Exclusion

This report follows the definition of "youth" used by the United Nations Educational, Scientific and Cultural Organization (UNESCO) as "persons between the ages of 15 and 24 years."⁴ Social exclusion is a very complex concept that is a result of the intersection and overlaying of multiple deprivations spanning one's level of economic, social, and even political achievements. One of the most widely accepted definitions of social exclusion was put forth by Hilary Silver in 2007 as: "a multidimensional process of

¹ United Nations Population Fund, *Adolescents and Youths*

² Ibid.

³ European Commission, *Social inclusion of youth on the margins of society: Policy review of research results*, p.8

⁴ UNESCO, *Youth - Definition*

progressive social rupture, detaching groups and individuals from social relations and institutions and preventing them from full participation in the normal, normatively prescribed activities of the society in which they live.”⁵

Social Exclusion Explained

The INCLUSO project, a cross-border collaboration funded by the European Commission with 7 European partners that has been at the forefront of research on measuring and combating youth exclusion, has pointed out several key characteristics of the problem of youth exclusion that non-governmental organizations (NGOs) and other actors should keep in mind when dealing with the issue:

- Social exclusion is **multidimensional** – Social exclusion encompasses more than the mere issue of material poverty and includes other types of social disadvantages, such as the lack of access to education, healthcare, shelter, and other types of social protection. Social exclusion can be an individual as well as a group phenomenon, with the latter encompassing disadvantages such as discrimination against immigrants, ethnic minorities, people with disabilities, or ex-offenders.
- Social exclusion is a **process** – Social exclusion should be seen not just as an outcome, but as a process in itself. The overlaying and intersection of multiple dimensions of social disadvantages can give rise to a self-perpetuating cycle that makes it impossible to single out any one factor as the cause of exclusion. At any given time, different individuals or groups are very likely to find themselves in different stages of the social exclusion process.
- Social exclusion is **context-specific** – Different countries, cultures, and even communities have different understandings of what social exclusion entails. Effective solutions need to take these differences into consideration in their design to deliver the best results.
- Social exclusion is **relational** – Social exclusion is caused by two parties: the excluder, and the excluded. On top of focusing on the reintegration of the excluded, solutions are also needed to alter mainstream perceptions or behaviors to create a more inclusive social environment.

Source: INCLUSO

1.3 Aim of this Report

This report is part of a series of publications that seeks to draw attention to the critical situation facing many youths around the world today. We believe that merely pointing out the problem is only half the job; hence, this series of reports also aims to introduce readers to the strategies that many NGOs around the world are using today to combat this social phenomenon. This report follows a previous report released in 2012 entitled “Entrepreneurship: A Winning Solution to Youth Exclusion?” While last year’s report dealt specifically with the solutions to youth exclusion by focusing primarily on the role that youth entrepreneurship can play in reintegrating youths back into mainstream society, this year’s report adopts a wider scope and offers an overall view of a variety of solutions that NGOs use today.

Chapter 2 of this report describes the contributing factors to the problem of youth exclusion. It first identifies four “contextual factors” that underlie many of the causes of exclusion, and then explains in detail eight areas of exclusion that it deems the most prominent and prevalent today. Chapter 3 gives an account of the solutions, classified into eight large categories, that global actors have designed and implemented in the fight against youth exclusion. Chapter 4, the last chapter before the conclusion, discusses some of the best practices, both in terms of programming and organizational management, that NGOs could adopt to help increase their effectiveness and sustainability.

⁵ INCLUSO, Social Inclusion and Social Exclusion Explained

2. YOUTH EXCLUSION AS A PROBLEM

Although this report uses the UNESCO definition of youth as an individual between the ages of 15 and 24⁶, to fully comprehend the issue of youth exclusion, it is nevertheless important to see “youth” as a transitional stage in life between childhood and adulthood rather than a rigid construct based on age.⁷ With this in mind, the World Bank has largely grouped social exclusion for youths into four main categories.⁸ They are:

1. Economic exclusion, for example unemployment, underemployment, lack of livelihood, ownership of assets.
2. Political Exclusion, for example lack of political participation, voice, and decision-making power.
3. Social Exclusion, for example access to services (education, health, water, sanitation, and housing).
4. Cultural Exclusion, for example lack of recognition of group’s cultural practices, discrimination, loss of status/respect, humiliation/honor, lack of identity.

2.1 SETTING THE CONTEXT

Youth exclusion is a problem that plagues many different parts of the world, and different countries and regions will inevitably have different economic, political, and social differences that determine the type and extent of exclusion facing youths living there. However, there exist certain broad-based socio-economic characteristics that fundamentally affect a youth’s risk of being socially excluded and that generally apply to the majority of countries around the world. Hence, regardless of the type of exclusion a youth may face, it is very likely that the path of their integration into society is affected by these factors. This report has identified four of the most basic and widely applicable factors, namely the rural-urban divide, gender inequality, religious and ethnic discrimination, and different family backgrounds.

2.1.1 The Rural-Urban Divide

In 2010, the urban population in the world passed the 50% threshold (50.5% to be exact), and for the first time the world has a higher proportion of urban than rural settlements.⁹ While this is largely a result of the increasing urbanization that developing countries are undergoing, the global distribution of urbanized areas remains highly unequal; in the same year, numbers reveal that the Americas, Oceania, and Europe all have a rural land-use percentage below 30%, while that for Africa and Asia is close to 60%.¹⁰ Each continent is further characterized by high levels of inter-regional disparities. For example, although Asia has the second lowest level of urbanization, it also has the highest number of cities with at least 1 million inhabitants and cities with at least 10 million inhabitants (commonly known as megacities).¹¹

A global survey of income levels and government policies worldwide reveals that while developed countries often protect their agriculture and farmers (e.g. the enormous subsidies European and North American farmers receive from their governments each year), the reverse tends to happen in developing countries, where “the relationship between the state and the peasants is coercive, and that the relationship between rural and urban sectors is urban-biased.”¹² As a result, rural regions in developing countries tend to be under-invested by the government, as lower population density, greater cost of infrastructure building and service provision, as well as a perceived lower rate-of-return all encourage governments to focus on urban areas. Consequently, rural areas are often trapped in a vicious cycle of underdevelopment.

⁶ UNESCO, Youth – Definition

⁷ Fraser and Hilker (2009), Youth Exclusion, Violence, Conflict, and Fragile States

⁸ Ibid.

⁹ United Nations (2010), 2009 Revision of World Urbanization Prospects

¹⁰ geohive, Urban/Rural Division of Countries for the Year 2010

¹¹ United Nations (2010), 2009 Revision of World Urbanization Prospects

¹² Cai (2010), Rural Urban Income Gap and Critical Point of Institutional Change

Increasing rural-urban migration in the past few decades has also led to a new myriad of problems for not just rural but also urban areas. Due to the fast influx of rural migrants, the supply and upkeep of public infrastructure and social services in urban areas often lags behind demand. Consequently, we see the rise of a new class of excluded city youths who are forced to live on the margins of urban society. Studies carried out by the United Nations have discovered that poorer young people living in cities have “unequal access to basic services, housing, education and employment, contributing to the growing problem of ‘idle youths’ who do not work or study.”¹³

Case-in-Point: China

Since the 1950s, China has pursued a dual approach in economic development by enforcing a clear distinction between urban and rural regional growth strategies. As a result, its urban-rural divide today is huge, even in comparison to other developing countries. In China, household income per capita in urban areas is more than 2.5 times that in rural areas, a phenomenon that largely cuts across other social factors, such as ethnic differences; urbanized Hui and Manchurian minorities face “smaller or no disadvantages” when compared to the Han majorities in terms of access to education and health insurance.¹⁴ In the 1990s, having an urban “hukou”, or residential permit, gave one access to benefits such as pension, low-cost housing, and even job security. Intense rural-urban inequality also leads to the rise of rural-urban migration (a large percentage of which is illegal as they do not possess the urban “hukou”), resulting in overcrowded cities and urban residents with little protection from the state.

For excluded youths living in both rural and urban areas, the quality of education arguably plays the most important role in the chances of them being integrated into society. Rural areas are often characterized by low quality education. For example, a study showed that from 1990 to 1999, “higher education admission rates in rural areas increased by 4.33%, whereas the figure soared by 147.13% in urban areas.”¹⁵ Education’s role in integrating youths becomes even more important when one takes into consideration other inherited factors such as income and educational level of one’s parents, gender, ethnicity or religion; as one of the greatest income and opportunity equalizing instruments in society, unequal education for excluded youths only serves to deepen such inequality.

2.1.2 Gender Inequality

Gender discrimination remains a serious problem in the world today, with severe inequality persisting in several regions of the world. For youths, this discrimination manifests itself primarily through limitations to access to education. The causes of this can be cultural or religious. In many cases, these underlying biases against women are exacerbated by poverty; for example, while many families would prefer to send children of both genders to school, economic constraints mean that they tend to exclude young girls from education first.¹⁶ Inequality can also be manifested through limiting young women’s freedom in self-determination, such as the freedom to choose a spouse or the timing of marriage, or freedom to choose the subjects they want to study.

As a result, gender discrimination often leads to the development of a self-fulfilling prophecy – limited educational opportunities mean that women are less able to pursue areas of study or careers that are traditionally seen as within the purview of men, hence perpetuating the belief that women are unable to partake in male-exclusive or male-dominated arenas. Furthermore, as greater female participation in the workforce has been linked to reduced family sizes and higher household income, protracted gender

¹³Hannum (2011), *Ethnic Disparities in China: Geography, Rurality, and Socioeconomic Welfare*

¹⁴ UN HABITAT (2010), *State of the Urban Youth*

¹⁵ Wang (2011), *Social Exclusion and Inequality in Higher Education in China: A Capability Perspective*,

¹⁶ International Labor Organization, *Youth Employment: Breaking Gender Barriers for Young Women and Men*, p.2

discrimination can perpetuate the problem of youth exclusion in society by keeping the number of children born into economically disadvantaged families high.¹⁷

In particular, female youths face an additional risk with the onslaught of puberty that male youths do not face, and that is the risk of pregnancy. Research has proven that social exclusion is both a cause and a consequence of teenage pregnancy.¹⁸ Gender inequality and sexual violence against women both play a significant role in unplanned pregnancy among teenage adolescences, which in turn reduces the duration of their schooling, chances of being engaged in the workforce, and social status.¹⁹ Social stereotypes about male masculinity and female subservience also play into social expectations and consequently the sexual behaviors of youths.²⁰

However, when one looks at the results of schooling and the effect of education on a youth's future employment opportunities, a different picture emerges; in situations where both genders have access to education, boys make up 83% of those permanently excluded from formal education institutions.²¹ This implies that greater thought and effort should be put into design for class material so as to retain interest and cultivate healthy social habits in both genders.

2.1.3 Ethnic and Religious Discrimination

Ethnic and religious divisions within a society can result in significant social tensions that give rise to marginalization of youths from minority groups. Religious and ethnic diversities within a local community can be an inheritance of colonization and nation-building processes, as seen in many African countries and in Russia. They can also be a direct result of the increasing movement of legal or illegal labor across borders, as is the case in many EU countries. Finally, they can be a consequence of humanitarian and natural disasters.

Besides having to inherit the socioeconomic conditions of the older generation, youths from minority groups tend to be further burdened by a sense of helplessness that they are “trapped” in this lower level of social attainment, which further diminishes their perceived value of education and self-improvement. This perception tends to be strengthened by the geographical clustering of families from the same minority groups, which can be explained either through the “choice theory” that such concentration “provides social support, as well as shared linguistic, cultural and religious traditions” or the constraint theory which proposes that such concentration is a result of social and economic barriers that prevents them from relocating.²² This clustering of minorities further entrenches youths in their socioeconomic situation as it limits their community networks and the resources and opportunities available to them.²³

To belong to a religious or ethnic minority is especially difficult for youths as it is during adolescence and early adulthood that social and individual identities are shaped, and these, in turn, are heavily influenced by socially constructed cultural and societal norms of the community that one is in. In many societies today, one's ethnicity and religion still play a heavy, if not determinant, role in social choices such as friendships and role models. All these determine one's social capital. Different ethnic and religious groups also have

¹⁷ Ibid.

¹⁸ Harden et al. (2006), Young people, pregnancy and social exclusion: A systematic synthesis of research evidence to identify effective, appropriate and promising approaches for prevention and support, p.5

¹⁹ Hof and Richters (1999), Exploring intersections between teenage pregnancy and gender violence: Lessons from Zimbabwe

²⁰ World Health Organization (2011), Evidence for gender responsive actions to prevent and manage adolescent pregnancy

²¹ Sparkes (1999), Schools, Education, and Social Exclusion, p.25

²² Barn (2001), Black Youth on the Margins, p.10

²³ Ibid.

different views on many issues, including the family, gender roles, educational and career preferences, achievement standards and life expectations. Each of these factors plays an important role in shaping the cultural survival strategies of young people.

When youths are enrolled in educational institutions, studies have shown that racial or religious discrimination can seriously affect the experience and quality of minority students. For example, it has been shown that black students and students of Bangladeshi origin in the United Kingdom are less likely to report satisfactory relationships with teachers.²⁴ In countries with more extreme levels of racial or religious segregation, or where institutional and infrastructure access is constrained by housing patterns such as America, education curriculum and quality of education can differ greatly.²⁵

The polarizing effect that minority groups experience in education has a direct impact on their chances in the job market. Furthermore, minority youths face the “double challenge” of being young and belonging to an ethnic minority, hence “experiencing the labor market barriers associated with both groups.”²⁶ Many studies performed on OECD countries have revealed that youths belonging to minority groups systematically perform less favorably than those of non-minority groups in finding and keeping jobs. This result has been shown to cut across all levels of educational attainment and other social characteristics.²⁷

2.1.4 Inherited Family Backgrounds

Countless studies have concluded that the chances of youths being excluded from society are heavily influenced by their family conditions. First and foremost, a youth inherits the economic status of his family; a family that is barely making ends meet is unlikely to have additional material resources or time to provide a safe and stable environment for its children to acquire good personal habits and attend school. In more severe cases, families may not even be able to provide basic food, water, shelter, and healthcare needs for the children. In many rural areas, parents depend on their children for labor in the fields, and it is often difficult to convince them that education is essential to economic improvement in the long run. Furthermore, the parents’ profession and educational level also has a significant impact on the educational participation and attainment of their offspring.^{28,29}

Wealth deficiency is not the only element to be considered. Factors such as domestic violence, psychologically unstable parents, divorce, or other household conflicts can all negatively affect a youth’s emotional and psychological stability, which in turn affects their educational performance and employability.³⁰ Studies have revealed that a wide range of problems facing excluded youths today, running the gamut from dropping out of school, crime, substance abuse, to teenage pregnancy, are all intimately linked to their family situations. As a result, families living in need often see the poverty cycle replicate throughout different generations.

²⁴ Daniels et al. (2003), Study of Young People Permanently Excluded from School

²⁵ Barn (2001), Black Youth on the Margins, p.11

²⁶ OECD (2010), Fulfilling Promise - Ensuring Labor Market Success for Ethnic Minority and Immigrant Youth, p.2

²⁷ OECD (2010), Fulfilling Promise - Ensuring Labor Market Success for Ethnic Minority and Immigrant Youth, p.1

²⁸ Youth Unemployment and Social Exclusion in Europe: A Comparative Study edited by Torild Hammer

²⁹ McCabe and Smyth, The Educational Situation of Disadvantaged Children

³⁰ Hammer (2003), Youth Unemployment and Social Exclusion in Europe: A Comparative Study

Results of a World Bank study on intergenerational transfer of risks of social exclusion in poor urban neighborhood in Fortaleza, Northeast Brazil:

- Poor youth are at considerable risk of growing up without their father (only 7% grew up with their father present in the household)
- Intergenerational transmission of low education attainment is at play, but it is diminishing
- The risk of pregnancy and fatherhood is large (31% of the youths surveyed had their first child before age 16)
- The risk of sexual abuse and violence within the household exist (6% of youths surveyed answered that their first sexual relationship was with a family member and 13% grew up in a violent household)
- Social capital of surveyed youths is low
- The risk of growing up in a violent neighborhood is high (80% of youths surveyed feel unsafe in their neighborhood and 50% feel unsafe at home)

Source: Dorte and Erik (2004), Youth at Risk, Social Exclusion, and Intergenerational Poverty Dynamics: A New Survey Instrument with Application to Brazil

2.2 DIFFERENT TYPES OF YOUTH EXCLUSION

Having introduced the problem of youth exclusion in broad strokes, this section of the report seeks to give the reader a more detailed picture of the different types of social exclusion that youths around the world face today. This report has identified 8 key sources of social exclusion for youths as being the most prevalent and pertinent in the world, namely limited access to education, unemployment, disability, HIV/AIDS and other STIs, drug abuse, criminal activities, sexual orientation discrimination, and immigrant and refugee status. However, this is far from a comprehensive list; youth exclusion is an extremely complex social phenomenon that is caused by many factors that change as one progresses through adolescence and is faced with different social environments. This section of the report is best seen as an introduction to the main sources of youth exclusion today.

2.2.1 Limited Access to Formal Education and Foundation Skills

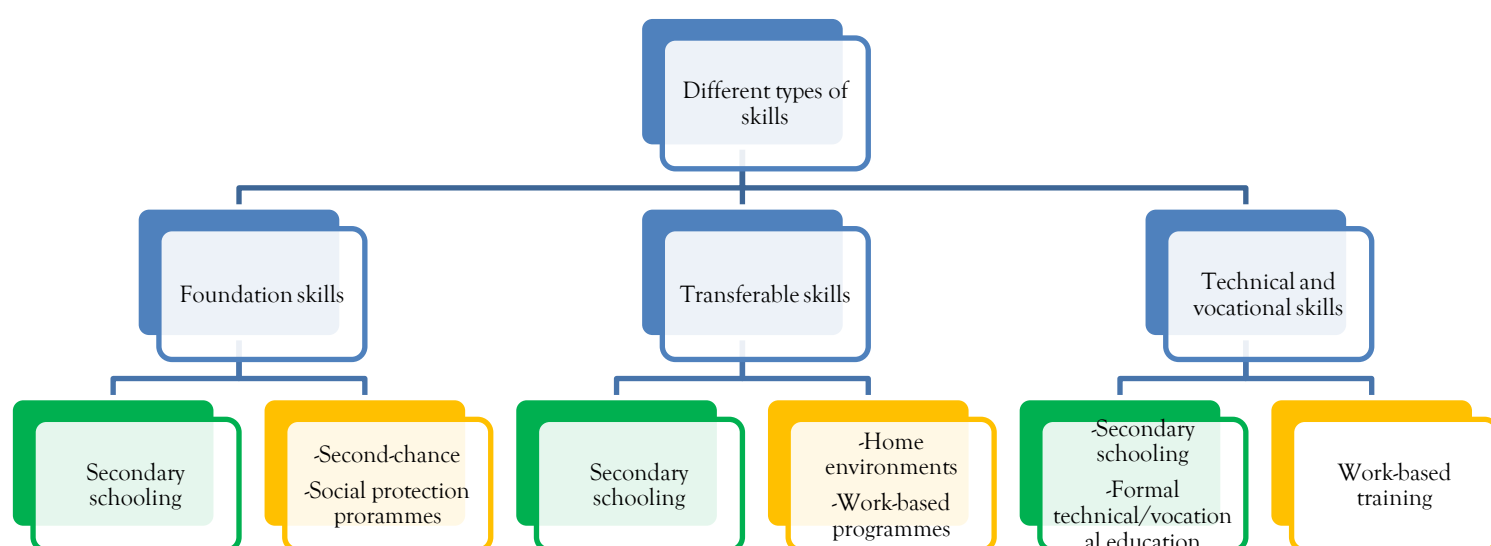


Diagram 1: Breakdown of Skills Required for Youth's Economic and Social Participation in Society. Note that boxes colored in green are the traditional sources where young people obtain the respective skill from, while yellow boxes refer to alternative sources.

Foundation and Transferable Skills

Foundationskills refer to basic literacy and numeracy skills that are necessary for gaining employment or being engaged in entrepreneurial activity. They are pre-requisites for enrolling in further education, and are often indispensable in the acquisition of other technical and vocational skills, the attainment of which is crucial for a youth's employment chances.

Beyond mere foundational literacy and numeracy skills, young people who aim to gain and keep work require a broader set of transferable skills. These skills are not taught from textbooks, but can be acquired through high quality education, and include skills in communication and leadership, problem solving and critical thinking ability, as well as qualities such as creativity and self-confidence. Employers are increasingly demanding such skills from employees, but have also indicated that new recruits in the labor market often lack them. For example, in Peru, employers strongly demand socio-emotional skills, particularly for low-skill

occupations in the service sector.³¹ In the Philippines, skills such as creativity, initiative, leadership and ability to work independently are highly sought after by employers but were reported to be lacking in supply.

Education, Employment and the Vicious Poverty Cycle

According to Enfants du Mékong, a French NGO that sponsors young people in Cambodia to attend school, most of the young women whom they were helping had dropped out of high school prior to completion. While the lack of parental/familial support was a contributory explanatory factor, another key factor was the lack of economic opportunities in the region. Since these young women could not draw direct connections between obtaining their high school diplomas and improving their living conditions, it was widely assumed that the sole remaining pathway to escape poverty would be to leave the countryside and migrate to a city where they may seek employment in the informal sector. However, working conditions are also difficult in the cities, and many of them risk becoming exploited, socially excluded, and unable to escape the vicious cycle of poverty, while being far from their home communities.

The main lesson here is that the exclusion of youths from education in some places may not be necessarily due to the lack of education opportunities. Rather, it may be due to the fact that youths cannot see the attainment of education as a means to seek employment. Hence, it is important for education programs to also take into consideration the availability of livelihood opportunities in the region in order to attract and retain young people.

Source: Youth 4 Change (2012)

Beyond employment, these skills are also useful in enabling young people working in the informal sector in poor countries to become successful entrepreneurs. Although such skills can be nurtured outside formal school settings, secondary schooling remains the key avenue through which young people can gain such skills.

Balancing the Various Aspects of Education: Lessons from Dakar, Senegal

According to Ndaam, a youth commercial organization based in Senegal, the lack of formal education is a major cause of youth exclusion. Youths with only a low level of formal education are not qualified for the workforce, and are thus excluded from the formal job market. At the same time, students who do pursue higher education are offered few internship or other opportunities to gain work experience. Youths that have only scholastic but no professional experience are also unlikely to be hired by firms.

Such observations require policy makers and NGOs to tackle the issues of education and employment together. The best solutions would be those that help oil the education-to-job transition process by facilitating greater skills and job matching.

Source: Youth 4 Change (2012)

³¹ UNESCO (2012), The Education for All Global Monitoring Report 2012: Youth and Skills – Putting Education to Work

Inequality in Foundation Skills Attainment

Despite its importance, secondary education attainment remains a problem for many youths today. According to a UNESCO study carried out in 59 countries across the world, more than half of all youths aged 15-19 in 30 of these countries lack foundation skills.³² As expected, this is particularly prevalent in low-income countries, but some middle-income countries face a similar problem in helping their youths attain a minimum of upper secondary school education level. For example, in Burkina Faso, Mali, and Niger, around three in five young people have never attended school by the time they reach ages 15 to 19. The result of this is a generation of youths who experience serious difficulties in transitioning to work or higher education. There are many possible reasons why disadvantaged youths may not have acquired foundation skills. As Diagram 2 illustrates, these include the failure to enroll in schools, attending school despite being above the official age limit, dropping out of school, or having completed school without achieving the required proficiency.

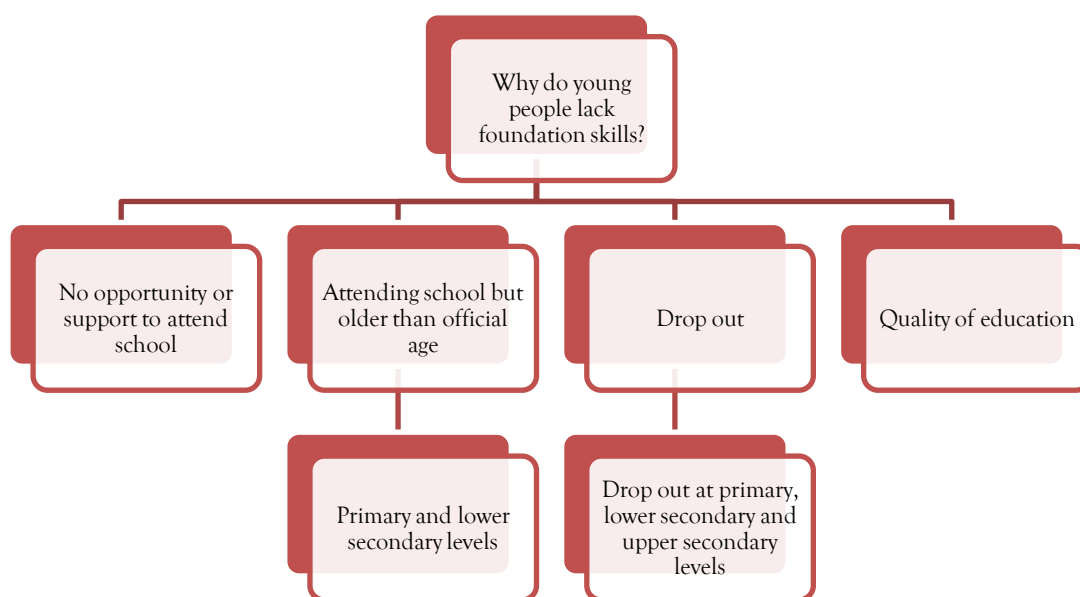


Diagram 2: Reasons for Youths' Lack of Foundation Skills

In many sub-Saharan African countries, a significant proportion of young people have the opportunity to attend primary school. However, many of those who are in attendance are older than the official age. This problem exists also in Haiti, as well as in Liberia, where over 40% of 15- to 19-year olds are still in primary school when they should at least have completed lower secondary education. These young people are generally less likely to graduate from primary education and move on to secondary school. For example, in the Central African Republic and Mozambique, approximately one-third of all students drop out before completing primary education; the corresponding figure in Rwanda is 45%. UNESCO's (2012) EFA Global Monitoring Report team estimated that at least 200 million 15- to 24 year-olds have not managed to complete primary school in 123 low- and middle-income countries, including 91 million in South and West Asia, and 57 million in sub-Saharan Africa.³³

³² UNESCO (2012) The Education for All Global Monitoring Report 2012: Youth and Skills – Putting Education to Work

³³ Ibid.

Furthermore, the ability to master foundation skills is often more dependent on quality rather than quantity of education. Participation in formal educational institutions is necessary but does not in itself guarantee the acquisition of foundation skills. For example, in Ghana in 2008, about half of all young women aged 15 to 29 who had completed six years of primary school could not even read or write; a further 28% were only partially literate.³⁴

A Closer Look: Intersection of poverty, gender inequalities, and rural-urban divisions in the problem of education exclusion

Poverty is a major determinant of educational attainment in many countries today. In Ethiopia, almost two-thirds of young people in the poorest households never have the opportunity to go to school, in contrast to one in seven of their counterparts from the richest households. In Colombia, while most young people from rich households attend lower secondary school, only around half of those from poor households do. Young people who work from an early age, instead of studying, are more likely to remain in low paid work throughout their lives.³⁵ In Egypt, overall poor educational provision means that young people from richer households are at an advantage as they can afford private tuition to compensate for poor teaching quality and prepare better for entry into the workforce. Disparities in teaching quality may hence stem from and reinforce existing socio-economic inequalities.

However, poverty alone does not paint the full picture. In many poor countries, girls are less likely than boys to acquire foundation skills, although the independent effect of gender discrimination on educational attainment is difficult to measure in isolation. In some countries, like Burkina Faso, Ethiopia and Mozambique, poverty and gender discrimination are both important factors in youth participation in schooling. For example, in Burkina Faso, almost 60% of boys from well-to-do families acquire foundation skills, compared to 40% of girls from similar economic backgrounds. In sharp contrast, the number falls to a mere 5% for youths of both genders from poor economic backgrounds.³⁶ In some other countries, socioeconomic status prevails as the dominant determinant of school attendance. In Turkey, gender discrimination in the education sphere is not prevalent in richer households, with almost all young people – male or female – acquiring foundation skills. At the other end of the socioeconomic spectrum, the proportion of boys who do so (64%) is more than twice of that of girls (30%).

Interestingly, gender disparity is not always at the expense of girls. In some countries such as the Philippines, boys from the poorest households are getting left behind, with around 56% of girls acquiring foundation skills, compared to 35% of boys. The gender gap is narrower in rich households, where almost all boys and girls attain foundation skills.³⁷

A key lesson from such studies is that strategies to increase foundation skills attainment need to be context-specific so as to target the section of the population that most needs intervention.

³⁴ Ibid.

³⁵ Guarcello et al. (2006), The Twin Challenges of Child Labor and Youth Unemployment in Ethiopia

³⁶ UNESCO (2012) The Education for All Global Monitoring Report 2012: Youth and Skills – Putting Education to Work

³⁷ Ibid.

2.2.2 Youth Unemployment

Young people make up 25% of the world's labor force.³⁸ In 2011, young people made up nearly half the unemployed population³⁹. This figure is part of a long-term trend, which has seen youth participation in the labor force fall from 54.7% to 50.8% between 1998 and 2008.⁴⁰ In Europe, youth unemployment is higher than unemployment for the general population; in 2000, the unemployment rate for 18 – 24 year olds was 16%, more than double that for adults which stood at 7%.⁴¹ This situation has been exacerbated by the recent financial crisis in 2008; in 2009, the number of unemployed youths worldwide increased to 82.7 million from 72.5 million in 2007, with economies such as Spain, Portugal, and Italy seeing a disproportionately high rate as they were among the economies worst-hit by the financial crisis.⁴²

Unemployment and Social Exclusion

Traditionally, youth is a time of transition from educational institutions to the workforce, and this is a volatile period when many youths are likely to face multiple short periods of unemployment before they settle into long term employment.⁴³ Yet, this trend is changing; of more than 7 million unemployed youths in the European Union (EU) in 2000, 40% face long-term unemployment, which means they have been unemployed for longer than a year.⁴⁴

Within the problem of unemployment, long-term unemployment presents the greatest threat when seen in the context of social exclusion. Researcher Serge Paugam eloquently explains social exclusion as “extreme forms of marginalization [that] occur when prolonged unemployment is coupled with the disintegration of the social networks that bind the individual to the community.”⁴⁵ Although unemployment appears to be only one side of the equation, it is easy to see how prolonged unemployment directly gives rise to exclusion – voluntary or otherwise – from the community. For out-of-school youths engaged in the labor market, this employment becomes a central part of their daily life, and it is through this social context that they engage with others and their community. Their jobs, while not necessarily defining their identity, nevertheless contribute significantly to their social and personal identity, not to mention their financial independence, which are fundamental in promoting a sense of dignity and of being in charge of one's life.

Vulnerability in the Informal Sector

Many young people further their education to avoid unemployment, but as mentioned in Section 2.2.1 of this report, greater education attainment does not necessarily lead to better job prospects. When this happens, young people often resort to the informal economy to seek employment opportunities, which furthers their risk of social exclusion. Jobs in the informal sector are often poorly compensated, offer little social protection, and have working conditions that are not regulated by the state. This is a serious problem today, with many lower income countries have a thriving informal sector; for example, data reveals that in 2009, 82.4% of young people in Latin America between the ages of 15 and 19 were employed in the informal sector.⁴⁶ Youths are particularly vulnerable, as the same data for adults aged 30 – 64 is 50.2%, a level that is still significant but nevertheless much better.

Vulnerability of Youths in Developing Countries

³⁸United Nations (2007), World Youth Report, 2007. Young People's Transition to Adulthood: Progress and Challenges.

³⁹United Nations (2011), World Youth Report, 2011. Relevant Higher Education.

⁴⁰ Ibid.

⁴¹Hammer (2003), Youth Unemployment and Social Exclusion in Europe: A Comparative Study, p.1

⁴² International Labor Organization (2010), Global Employment Trends

⁴³Recotillet & Werquin 2003, p.67

⁴⁴ Ibid.

⁴⁵Hammer (2003), Youth Unemployment and Social Exclusion in Europe: A Comparative Study, p.2

⁴⁶United Nations (2011), World Youth Report, 2011. Relevant Higher Education.

In many developing countries, young people face a unique set of challenges when looking for jobs. One of the main contributors to high youth unemployment is the incompatibility of educational and labor institutions with the demographics of these countries. For example, high national birthrate often supports a large youth population that creates high demand for youth employment, yet in many cases this trend coincides with weak labor market institutions and job growth policies. Besides the lack of job opportunities, governments' failure to coordinate national policies for education attainment and labor market needs means that sometimes jobs created require skills that either fail to take advantage of the intellectual and technical qualifications of its youths (such as in Tunisia), or are underprovided by its own youths and hence necessitate foreign talent (as in Mali, which has a very weak educational system).

Furthermore, gender discrimination plays a much more significant role in developing countries than developed countries; although the 2010 global labor force participation rate of young males is 56.3%, which is significantly higher than 40.8% for women⁴⁷, female youth unemployment rates in the Middle East (39.4%) and in North Africa (34.1%) are significantly higher than the total youth unemployment rates in these regions (25.5% and 23.8% respectively). Developing countries hence need to not only increase the quantity but also the quality and distribution of jobs available for youths.

These factors result in prolonged youth exclusion due to chronic unemployment and underemployment, itself a serious social problem that can spill over into other social or political arenas such as chronic poverty, increase in youth committing violence and other crimes, and an overall slower rate of economic growth and social development. For example, the Commission for Africa (2005) reported that "frustrations accompanying long-term unemployment among groups of urban young men may feed political and ideological unrest and provoke violence." Furthermore, studies have long established that unemployed individuals "consistently experience lower psychological well-being than their employed counterparts... in that they tend to suffer more from depression, anxiety and psychosomatic symptoms."⁴⁸ Coupled with having to deal with puberty during adolescence and greater pressure to seek validation from peers, the mental stress created by unemployment has the potential to push youths into social isolation.⁴⁹

⁴⁷United Nations (2011), World Youth Report, 2011.Relevant Higher Education.

⁴⁸ Youth Employment Action, Counting the Cost: The Social Impact of Youth Unemployment.

⁴⁹ Ibid.

2.2.3 Disability

It is widely acknowledged that youths are dropping out of school and being excluded from economic life. Yet, youth with disabilities face more discrimination and social, economic, and civic disparities than those without, and this is true in both developed and developing countries. Almost 180 million young people aged 10-24 live with a physical, sensory, intellectual or mental health disability severe enough to influence their daily lives.⁵⁰For many, exclusion, isolation, and abuse, as well as lack of educational and economic opportunities are everyday experiences.

Youths with Disabilities in Numbers

The number of youths with disabilities is likely to increase thanks to medical advancements that guarantee higher survival rates and life expectancy after impairment-causing diseases or injuries.⁵¹Also, being young could itself be a factor contributing to disability; young people have a higher risk of acquiring a disability through traffic accidents, injuries from sporting activities, violence or warfare. Statistics show that the incidence of spinal cord injury is highest among youth. In Canada, for example, more than half of spinal cord injury happened to young people aged between 15 and 24. There is also a growing trend of youths involved in armed conflicts—approximately 250,000 men and women under 18 years of age are participating in war and conflict, and more than 300 million youths are living in conflict-affected countries and facing severe threat of violence, abuse and injury.⁵²Furthermore, disabled girls face a more difficult situation than boys, especially in societies with cultures that already value girls less. An International Labor Organization study in 6 Asian-Pacific countries found that the incidence of disability was higher for girls.⁵³Coupled with the higher survival rates of boys with disabilities, the inequality was striking⁵⁴

Disability and Social Exclusion

Disability is one of the greatest impediments to the lives of young people as they face prejudice, social isolation and discrimination from social stigmas. Unlike healthy youths who are expected to eventually live independently, disabled children and adolescents are assumed to be unable to survive without the assistance from their families or the society. Some significantly disabled youths are not expected to survive to adulthood, while families with children with visible disabilities may be convinced that making the effort of integrating the disabled child is not worth it. Therefore, despite the advancement of medical technology that improves the survival rate of the disabled population from diseases or injuries, the social exclusion problem has not been solved. Consequently, disabled youths are isolated from social life due not only to physical constraints but also to the stereotypes people have developed overtime.

Disability, Education, and Unemployment

Families of disabled youths believe that their children need protection. They tend to stifle their independence resulting in lower self-esteem and a weaker sense of self-identity. Such constraints limit the opportunity for the disabled youth to partake in education, which further decreases their chances of being employed. In fact education institutions possess similar perceptions about disabled youth, that they are incapable of following the normal course load, and in some circumstances, are considered as being a disturbance to others. UNESCO estimates that 98% of children with disabilities in developing countries do not attend school and 99% of girls with disabilities are illiterate (2011).

⁵⁰Groce (2004), *Adolescents and Youth with Disability: Issues and Challenges*, p.13

⁵¹United Nations (2011), *International Year of Youth Fact Sheet: Youth with Disabilities*

⁵²Ibid.

⁵³International Labor Organization (2010), *Global Employment Trends*

⁵⁴Groce (2004), *Adolescents and Youth with Disability: Issues and Challenges*, p.16

While unemployment is a global problem for all youths and adolescents, it is demonstrated to be more of a problem for youths with disabilities. Without receiving formal education and the skills necessary for a transition to working life, rates of unemployment for the young disabled population is much higher than that of their peers without disability. On average, unemployment among disabled adults is estimated to be 40-60% higher than those without disability. This difference is exacerbated in developing countries as youths in these countries in general face higher health and security risks, while social stigma there is likely to be stronger. The ILO estimates that the same figure in developing countries could be as high as 80% in some Asian-Pacific countries.⁵⁵⁵⁶

The hardship of transitioning into social life due to lack of skills and employment opportunities is likely to cause feelings of loneliness and isolation from society. This problem tends to be further reinforced by the inaccessibility of social services and activities for the disabled youth.

Moreover, the difficulty in gaining independence due to lack of schooling and unemployment can further deteriorate the family's financial situation. In many cases, one adult family member must stop working to take care of the youth's daily needs. Lack of financial means further decreases the chances of the said youth's ability to engage in education or training that can prepare him to live independently in the future. In any event, disabled youth and their families are at risk of entering into a vicious cycle of disability-isolation-poverty-further exclusion.

Current Solutions and Their Shortcomings

Current programs are most active in providing assistance during a youth's transition from school to work, generating income and fostering self-esteem. Transition programs assist young disabled people who have obtained a certain level of education by training them in more practical skills such as presentation skills or connecting them to vocational training programs. Inclusive programs exist too, in which young people with disabilities are encouraged to interact with their peers. Such programs are essential in integrating the youth back into the mainstream social activity. There are also programs that prepare these youths for more important social roles by conducting leadership training with them, such as the Mobility International USA (MIUSA) in Eugene, Oregon, and the Japanese Society for Rehabilitation of Persons with Disability. The emergence of such programs is important, as they are based on the correct assumption that youths facing disabilities know their own strengths and needs, and having their voice heard will strengthen the advocacy and improve the social awareness on this issue.

However, although the number of programs that address the needs of youth with disability continues to increase thanks to the efforts taken by all stakeholders including government agencies, private organizations, and religious and community groups, the total number of such programs globally remains quite small. Programs that target disabled youth as a distinct group are usually quite small, serving less than 100 young people in countries where millions are disabled.⁵⁷

⁵⁵United Nations (2011), International Year of Youth Fact Sheet: Youth with Disabilities

⁵⁶Groce (2004), Adolescents and Youth with Disability: Issues and Challenges, p.20

⁵⁷Groce (2004), Adolescents and Youth with Disability: Issues and Challenges, p.24

2.2.4 HIV/AIDS and Other Sexually Transmitted Infections (STIs)

Evidence drawn from research has long established a link between health and social exclusion. HIV/AIDS and other STIs, due to their detrimental impact on the human body and tendency to be negatively viewed by society, both cause and stem from youth exclusion. On the one hand, weaker health leads to a lower level of education achievement and smaller chances of employment, hence increasing one's chance of being socially excluded. On the other, youths subject to such exclusion can be at a higher risk of contracting the disease.⁵⁸ For example in Eastern Europe, social exclusion of women and children living at the margins of society compounds the distress they already face and increases their vulnerability to HIV and AIDS. UNAIDS, the joint United Nations Program on HIV/AIDS, predicts that the future course of the world's HIV epidemic hinges largely on the behavioral patterns of today's young people and the social, cultural and other contextual factors that affect these decisions.

Fact Sheet

- In 2010 young people aged 15-24 accounted for 42% of new HIV infections in people aged 15 and older. Among young people living with HIV, nearly 80% (4 million) live in Sub-Saharan Africa.
- Worldwide, young women aged 15-24, have HIV infection rates twice as high as young men, and account for 22% of all new HIV infections and 31% of new infections in Sub-Saharan Africa.
- Young adolescent girls are not only biologically more susceptible to HIV infection, they are also more likely to have older sexual partners who use injecting drugs, thus increasing their potential exposure to HIV. It is estimated that, in the last decade, over 58 million girls were married before the age of 18 years, of which 15 million were 10-14 years old. Many were married against their will, often experiencing violence.
- Violence and the threat of violence hamper women's ability to protect themselves from HIV infection and/or to make smart decisions regarding sexual health.
- The prevalence of forced first sex among adolescent girls younger than 15 years ranges between 11% and 48% globally.
- There is a decline in HIV prevalence among youths in 21 out of 24 countries with national HIV prevalence of 1% or higher. The decline in HIV prevalence and falling new HIV infections among young people worldwide (especially in sub-Saharan Africa) are occurring simultaneously with behavioral changes such as waiting longer to become sexually active, having fewer multiple partners and an increased use of condoms among young people with multiple partners.

Source: UNAIDS, 2012

According to EDUCAIDS, young people with HIV and other STIs are stigmatized in many societies and are excluded from school, work and their communities simply because they are HIV positive (Cornu, 2013). Aggravating these issues is the higher tendency for excluded youths to be involved in crimes, high-risk sexual contacts, and drug abuse, activities that make them more susceptible to HIV and STIs. As with almost every form of youth exclusion, girls in general are more vulnerable both in terms of the HIV positive rate and their chances of getting HIV and STDs through sexual exploitation. Despite increasing global efforts to bring down infection rates and increase the number of people receiving treatment, women, children, and adolescents who are in poverty and residing in rural areas or at the margins of society have not enjoyed the same access to AIDS response as those living in urban areas.⁵⁹ In sub-Saharan Africa, 9% of maternal mortality is due to HIV and AIDS. In such a context, the response to HIV should specifically target the most

⁵⁸Phillip et al. (2007), *Social inclusion, young people and sexual health: what are the links?*, p.169

⁵⁹UNICEF (2012), *Promoting equity for children living in a world with HIV and AIDS*

marginalized section of the population and help those who are often ignored by the larger health institutions that mainly serve the urban population.⁶⁰

Young people are at greater risk of HIV infection when:

- Access to clear and non-judgmental information about sexually transmitted diseases is difficult and restricted
- Confidential HIV testing and counseling to find out if they are infected are unavailable
- They lack the power to refuse unwanted or unprotected sex, within and outside of marriage
- Local communities reject people living with HIV/AIDS and, as a result, secrecy becomes the norm.

Source: UNAIDS, 2001

⁶⁰UNICEF et al. (2010), Fifth Stocktaking Report

2.2.5 Drug Abuse

Like HIV/AIDS, drug use and drug abuse among youths are not isolated phenomena, and both contribute to and result from social exclusion.⁶¹ Studies done in the U.S. and EU have identified youth as a particularly vulnerable period during which many later drug abusers first come into contact with drugs. For example, a survey carried out by Escapad in 2003 notes a dramatic increase in the number of European teenagers who have attempted taking drugs when they are 15-16 years old; the same number is at least 10 – 20 percentage points lower for children or youths of other ages.⁶² In general, boys tend to begin doing drugs earlier and in a greater quantity compared to girls.

Risk Factors for Youth Drug Abuse

With respect to the factors driving drug usage, past research on the situation in the U.S. suggests 17 factors that fall into four categories (see table 1; Newcomb, 1995), many of which point to the marginalized nature of the youth in the group. Other studies have largely focused on the importance of family background and history of drug use, behavior of peers, and one's participation in educational institutions in determining the likelihood that a youth will engage in drug abuse.⁶³⁶⁴ In particular, for younger youths still of school-going age, drug abuse and truancy reinforce each other and result in the development of a vicious cycle, in which a reduced interest in school puts a youth at a higher risk of drug abuse and involvement in crime, and being engaged in these delinquent activities further represses one's interests in attending school.⁶⁵

Domain	Risk Factor
Culture and Society	<ul style="list-style-type: none"> - laws favorable to drug use - social norms favorable to drug use - availability of drugs - extreme economic deprivations - neighborhood disorganization
Interpersonal	<ul style="list-style-type: none"> - parent and family drug use - positive family attitudes toward drug use - poor/inconsistent family management practices - family conflict and disruption - peer rejection - association with drug-using peers
Psychobehavioral	<ul style="list-style-type: none"> - early/persistent problem behavior - academic failure - low commitment to school - alienation - rebelliousness - favorable attitudes toward drug use - early onset of drug use
Biogenetic	<ul style="list-style-type: none"> - inherited susceptibility to drug abuse - psychophysiological vulnerability to drug effects

Table 1: Causing Factors of Drug Use among Adolescents

⁶¹EMCDDA (2003).Emcdda (2003), Annual Report on the State of the Drugs Problem in the European Union and Norway, p.65

⁶²EMCDDA (2003).Emcdda (2003), Annual Report on the State of the Drugs Problem in the European Union and Norway

⁶³ Ibid.

⁶⁴Johnston et al. (2000), The Impact of Social Exclusion on Young People Moving into Adulthood.

⁶⁵ Ibid.

Drug Abuse and Social Exclusion

The relationship between drug abuse and social exclusion is quite clear. Beyond the fact that drugs in themselves are usually very expensive and few youths without a regular income can afford them, drug consumption for a protracted period of time also debilitates the body and mind, resulting in rising medical costs, reduced capacity and desire for employment, and the breakdown of interpersonal relationships between the abuser and his family and friends. At this point, the drug-abusing youth is likely to sink into a vicious cycle, as his reduced financial and social capital will further encourage him to turn to drugs as “a way out”.

However, as shown in Diagram 3, drug use and abuse are not completely subsumed under social exclusion; recreational drug users or those who are affluent enough to upkeep their expensive addiction may not necessarily be socially excluded. For example, a growing concern for EU countries is the increasing number of drug users who see taking drugs as a “lifestyle choice” and even form communities based on these habits. In this case, while far from approving drug use, it would be incorrect to label them as excluded youths.

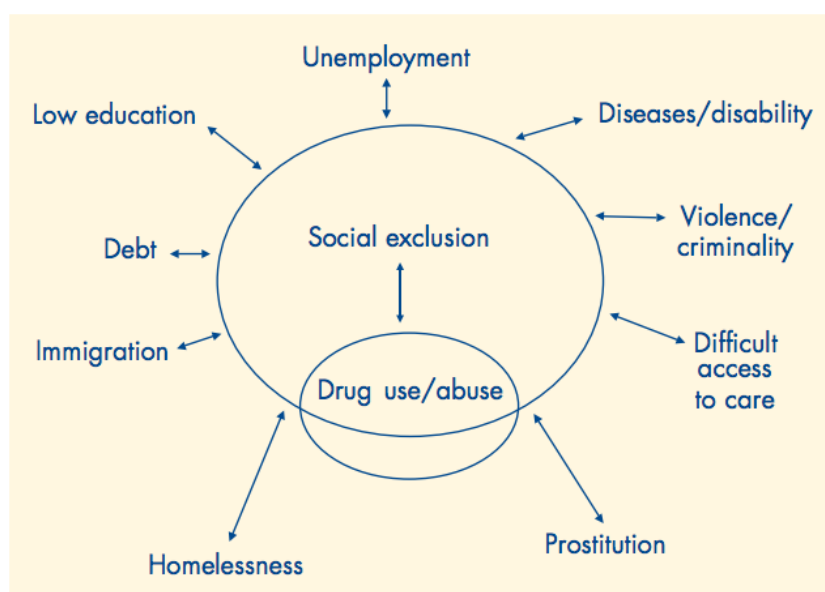


Diagram 3: Mapping the Relationship between Social Exclusion and Drug Abuse, Escapad 2003

In terms of treatments for drug abuse, such addiction is commonly seen as a mental or physical disorder. Yet, it should be noted that drug abuse and dependency are distinct from other mental or physical disorders in two ways. Drug abuse is a pathoplastic disorder; its existence and perpetuation require an external agent (the drug) and vary according to the availability and potency of these agents.⁶⁶ Secondly, drug abuse requires a “willing host” who participates in generating the disorders.⁶⁷ Disorder will not exist if the abuser chooses not to consume the drug. From this perspective, drug abuse should be treated very differently from other mental or physical disorders that prevent youths from being active members of society, and special efforts are required to draw addicted youths out of exclusion.

⁶⁶Czechowicz and Rahdert, (1995), Adolescent Drug Abuse: Clinical Assessment and Therapeutic Interventions.

⁶⁷EMCDDA (2003). Emcdda (2003), Annual Report on the State of the Drugs Problem in the European Union and Norway

2.2.6 Conflict with the Law

Youths involved in criminal activities often face a myriad of other forms of social exclusion and their turn to crime can be seen as both a display of frustration and rebellion against the injustice of life as well as a last-resort attempt to financially support themselves. According to Frances Stewart, horizontal inequalities that are linked to youth exclusion are important causes of violent conflicts.⁶⁸ These youths are often on the receiving end of trans-generational poverty and social exclusion, and grow up in an environment where education and employment opportunities are difficult if not impossible to come by, and hence the doors to “normal” or legal ways of earning an income are shut to them. Structural exclusion and a lack of opportunities facing young people in many developing and developed countries effectively block or prolong their transition to adulthood and can lead to frustration, disillusionment, and ultimately engagement in violence. In particular, exclusion disempowers young people by blocking their ability to take up opportunities and become socially and financial self-dependent. As a result, these young peoples’ frustrations at their inability to obtain adult status increase the risks of them engaging in violence.

Other socio-infrastructural factors also contribute to youths’ participation in criminal activities; for example, participation in urban gangs is attractive to youths who live in areas that, due to unsound community planning or lack of funding, fail to provide sufficient and appropriate leisure activities for youths. As a result, these youths turn to the streets and hang out in groups in certain public areas, which then fuel the struggle for territory with other groups that lay claim to the same public space.⁶⁹ Such urban gangs are reported to be rather prevalent in African cities in countries including South Africa, Nigeria, and Mozambique.⁷⁰ The criminal activities which they turn to include involvement in illegal trade such as selling drugs or smuggling cigarettes, participation in violence through armed groups or gangs, or consumption of illegal substances such as underage smoking, underage drinking, drug use and drug abuse.

⁶⁸Fraser and Hilker (2009), *Youth Exclusion, Violence, Conflict, and Fragile States*

⁶⁹Vercaigne and Walgrave(2000), *Urbanization, Social Exclusion of Youth and Street Crime*

⁷⁰ Fraser and Hilker (2009), *Youth Exclusion, Violence, Conflict, and Fragile States*

2.2.7 Sexual Orientation Discrimination of Lesbians, Gays, Bisexuals, and Transsexuals (LGBTs)

Adolescence is the time when a child transitions into adulthood, and the onslaught of puberty brings the development and unfolding of one's sexual orientation. Yet, this period of sexual and gender related development coincides with that of a youth's personal discovery in other areas, such as building friendships, finding a community they belong to, fitting into social norms and living up to the standards set by parents and peers. As a result, LGBT youths face enormous difficulties growing up in a society where "heterosexuality is often presented as the only acceptable orientation, and homosexuality is regarded as deviant."⁷¹ This discrimination is often presented and experienced through "rejection and exclusion, insults and harassment, destruction of property, even threats and actual violence, or more subtly as indifference."⁷²

More dangerously, schools are identified as one of the social spaces where LGBT youths face the greatest discrimination, and even assaults. Research has shown that "high schools in most Western countries have tended to be unsupportive, and even unsafe, environments" for LGBT teens.⁷³ For example, a study found that more than 30% of LGBT youths in high schools in British Columbia, Canada, face discrimination with regard to their sexual orientation, as compared to an average of 1.5% for their heterosexual counterparts.⁷⁴ According to the same survey, LGBT youths are also 10% more likely to experience verbal abuse with regard to their sexuality and up to 15% more likely to feel unsafe in schools.⁷⁵

Moreover, direct harassment is far from the only source of discrimination against LGBT youths. A 2007 survey of British schools conducted by the Stonewall organization reveals that while 65% of LGBT youths face direct bullying with regard to their sexuality, up to 98% of them have been indirectly hurt by comments such as "that's so gay" or disrespectful homophobic slangs (such as referring to lesbians as "dykes") uttered by heterosexual students.⁷⁶ Lack of community support further damages LGBT youths' confidence and self-esteem; only a quarter of all students who participated in the 2007 Stonewall survey indicated that their schools publically denounce homophobia.⁷⁷ This highlights the passive forms of discrimination against LGBTs, and the fact that greater general public education to dispel myths and garner support for LGBT youths is necessary to engage these youths in society.

Besides educational institutions, the negative effects of homophobia extend to other areas of a young adult's life. One of the greatest sources of danger for these youths is the impact of their sexual orientation on their health. Research shows that "homophobia greatly contributes to higher rates of suicide, violence victimization, risk behavior for HIV infection, and substance abuse" among LGBT youths.⁷⁸ On an even more fundamental level, their basic social rights such as the right to housing and social security can also be threatened, as there have been examples of young LGBTs being evicted from their homes because of their sexual orientation or gender identity. Furthermore, discrimination against LGBTs is also heavily influenced by the larger issue of gender discrimination; a study of lesbians in the workplace finds that being a LGBT amplifies the discrimination that they already face by being a woman in the office.⁷⁹ Hence, it is clear that while LGBT presents unique problems to the issue of youth exclusion, it also intersects with other sources of exclusion and complicates or magnifies the problem.

⁷¹ Advocates for Youth, GLBTQ Issues

⁷² Ibid.

⁷³ McCreary Centre Society (2003), *Stigma, Risk and Protective Factors for Vulnerable Youth: Stigma & Sexual Orientation*

⁷⁴ Ibid.

⁷⁵ Ibid.

⁷⁶ Stonewall (2007), *The School Report 2007*

⁷⁷ Ibid.

⁷⁸ Advocates for Youth, GLBTQ Issues

⁷⁹ Miles (2008), *The Double-glazed Glass Ceiling: Lesbians in the Workplace*

2.2.8 Immigrants and Refugees

As the world becomes more globalized and cross-border movements of people become easier and more common, the chances of social and economic exclusion from immigration also increase correspondingly. Immigrant and refugee youths are also vulnerable to social exclusion; caught in between leaving their old friends and family behind while not yet integrated into their new community, they tend to receive little social protection from their new host countries. Lack of integration into their immediate surroundings also means that they lack the social capital to form meaningful friendships, integrate into local schools, or find proper jobs, which further prevents them from living a normal life in their new countries of residence.

Migration can largely be seen in two categories; the first concerns immigration within the same national borders, such as migration between different cities or urban-rural migration, and the second refers to migration from one country to another. While the problem of refugees is a worldwide phenomenon, it is often more clearly manifested within a regional context, and hence can differ rather significantly depending on the countries or regions in which the migrants seek residence.

There are many elements to youth exclusion in the context of immigration. Racism is one of them. For example, recent years have seen increasing urban youth migration from Africa to the rest of the world, a phenomenon that is more often than not regarded negatively by host countries' populations. In terms of social and cultural exclusion, immigrants' common lack of fluency in the dominant language and knowledge about the 'system' can contribute to them dropping out from school and having incomplete school certificates, which in turn restricts access to higher education. This directs young immigrants towards lower skilled jobs in the labor market and for some will also lead to dependency on state welfare.

Another problem that exists for immigrant youths is their lack of ability to integrate into their local communities and failure to develop a sense of belonging to their new country. For example, the Canadian Council on Social Development in Immigrant Youth found that high school youths who have recently moved to Canada faced substantial difficulties in integrating into their new living and academic environment. Furthermore, the study found that their sense of belonging to Canada was weak; while they typically described Canada in a positive light, their attitudes remained dispassionate. In most cases, immigrant youths justified their decision to move on the economic advantages that living and studying in Canada gives, yet did not hesitate to describe how they missed their family and friends "back home". Such feelings of social exclusion are exacerbated in immigrants who did not belong to the majority race; students of minority backgrounds described experiences of being negatively depicted in the Canadian media, which only served to perpetuate racial stereotypes and further alienate themselves from the community in which they live.

A common misperception is that social exclusion only applies to those who are economically marginalized and in the bottom stratum of society. While this applies to the majority of the cases, economic ability does not always determine one's degree of integration into his or her community. A case in point is the discrimination that Asian-American youths face due to their reputation for performing well academically, as portrayed through media stereotypes of them as "nerds" and "undesirable romantic partners". In this case, youths experience social exclusion from friendships and potential dating partners not because they are not doing well but because they are doing "too well".

2.3 CONCLUSION

This chapter of the report attempts to explain the issue of youth exclusion in greater detail following an overview of the problem, as laid out in Chapter 1. The chapter identified four fundamental “context” factors that crisscross each other and create the underlying basis on which more specific sources of youth exclusion act upon; these four context factors are rural-urban divide, gender inequality, ethnic and religious discrimination, and inherited family backgrounds. Next, the chapter explained in greater detail eight key sources of social exclusion for youths that are the most important and widespread in the world today, namely limited access to education, unemployment, disability, HIV/AIDs and other STIs, drug abuse, criminal activities, sexual orientation discrimination, and immigrant and refugee status. Again, it is important to note that this chapter is not a comprehensive dictionary of all sources of youth exclusion, and there are likely to be other dimensions of the problem that this report has overlooked. Above all, one must remember that youth is a period of transition and a time of change, hence youths at risk of exclusion are constantly facing different combinations of sources of exclusion as they move through different stages of their development. In the next two chapters, we will look at some of the solutions that NGOs and governments worldwide have been using, and tackle the issue of how to design solutions in the most effective and efficient way.

3.OVERVIEW OF SOLUTIONS TO THE PROBLEM OF YOUTH EXCLUSION

This section identifies some case studies of real-life NGOs working in the field to implement solutions to the problem of youth exclusion. The solutions identified here respond to the problems identified in Section 2.2, and are namely: formal education, vocational training, youth entrepreneurship, sports, microfinance, provision of basic needs, legal protection and advice, as well as activism and increasing public awareness. These main categories of solutions are the key specializations of the majority of all NGOs researched by our team, but are by no means a comprehensive list of solutions implemented by NGOs worldwide. The following case studies are selected in order to be as wide-ranging as possible in terms of their geographical coverage and their scale of implementation. While as much essential information as possible is provided in this section, the reader is encouraged to refer directly to the sources listed for further information.

3.1 FORMAL EDUCATION

Even though formal education is more commonly provided by the state rather than by NGOs (and hence not core to this report), we nevertheless included it in this chapter, as we believe that the lack of formal education is a fundamental source of youth exclusion.

3.1.1 Principles Behind Solutions

Equalizing access and quality of education for all

Research has shown that compulsory education in Europe generally segregates children with biographical disadvantages: those from poor families and with ethnic minority or public care backgrounds. The educational divide starts early and is determined considerably by limited competence in the language of instruction at school when it is different from their mother tongue. This can cause some young people to be 'inside schools' but 'outside learning'. The school environment can even become the basis for institutional discrimination. For example, in the EU countries, the Roma (an ethnic minority), and immigrant children are often directed to special schools for students with learning disabilities, irrespective of their actual mental abilities. The challenge for schools is to compensate for weak family efforts and other pre-determined factors working against a youth in supporting his or her education. Schools should provide an environment that helps overcome, rather than exacerbate, social inequalities and segregation.

Increasing effectiveness of education through new pedagogical methods

According to UNESCO's Special Youth Project, Non-Formal Basic Education (NFB-ED) allows participants to gain a "practical and functional mix of literacy, numeracy and life skills based on day-to-day methods of learning and working, generally outside the school system"⁸⁰. "The high degree of adaptability of non-formal basic education to environments of exclusion and the ease with which it can be integrated into an infinite number of learning subjects make it ideal as a last safety net available to marginalized youths."

Linking non-formal basic education to income generation (learning to make money, credit-saving, co-operative work or bartering) is the next most logical step towards helping young people engage in active life and render them autonomous within their own context. UNESCO also sees NFB-ED as being especially appropriate in situations where youths face immediate material needs; because NFB-ED has the capacity to produce concrete results in a much shorter time than formal education, it overcomes the problem of youths' loss of interest or disenchantment with learning.⁸¹ Hence, non-formal education has the ability to

⁸⁰UNESCO (1999), Education to Fight Exclusion: The UNESCO Special Project for the Enhancement of Learning and Training Opportunities for Youth, p.7

⁸¹UNESCO (1999), Education to Fight Exclusion: The UNESCO Special Project for the Enhancement of Learning and Training Opportunities for Youth, p.13

root the acquisition of education in daily life and meeting basic needs. This also illustrates the general principle that solutions can only work if they take into consideration the specific culture of their participants, their desire for change, and their own local systems of learning and earning, and by extension, their local forms of sustainability.”⁸²

Redesigning education

Many excluded youths are unwilling to seriously invest in their own education because they are neither engaged nor interested in the learning process. As a result, redesigning education can help youths discover the joy of learning through more personalized curriculum with greater human interaction. Educational programs based more on individual guidance increase the possibility of creating a real human, non-formal relationship between a teacher (or other adult) and a pupil (or a youngster), thus providing the student with a more positive schooling experience than in standard education.

This "new" method of teaching bases teaching techniques and efforts on the individual baseline of each student. The task of a teacher is then to guide students through a process of self-discovery and help them learn to reflect and analyze the world around them, because very often this ability to examine one's surroundings for decision-making is not self-evident for these youths. This, "hidden curriculum of modern life" is made visible to them.⁸³ This could be difficult for traditional teachers, as they tend to focus on the results rather than the process. A teacher needs to learn to take on many more roles in a modern school.

Early Intervention

In many countries today (including European countries such as France and Sweden), pre-primary education is not compulsory. However, children from socially disadvantaged families often cannot attend nursery schools because of payment requirements, physical distance, discriminatory enrolment and mutual suspicion between the school's management and parents. Yet there is a broad consensus amongst experts that intervention during a child's early years is among the most effective means of improving educational performance and outcomes.

The impact of pre-school education is threefold. Firstly, it prepares children for compulsory schooling. Secondly, it provides children from dysfunctional homes the opportunity to find relief from the potentially harmful influence of their families. Lastly, it offers a good start for a child with immigrant or ethnic minority background to enter the mainstream community. Limited access to pre-school education limits the developmental horizons of youth with biographical disadvantages from an early age. In general, research studies have shown that in comparison to no experience, all forms of pre-school experience have a positive impact on proficiency in national assessment tests, taken at age seven.⁸⁴

3.1.2 Solutions from Around the World

The EXPRO Program, Ethiopia⁸⁵

Ethiopia is one of the world's poorest countries with a real per capita GDP of US\$90. About 70% of the adult population is functionally illiterate and unskilled, a problem even more pronounced for women and those living in rural areas. Young people who live in rural areas have little access to education or skills training programs; even if they did, they benefit little from the low quality of education due to lack of

⁸² UNESCO (1999), Education to Fight Exclusion: The UNESCO Special Project for the Enhancement of Learning and Training Opportunities for Youth, p.7

⁸³ Anttila and Uusitalo (1998), Contemporary Marginalization and Exclusion of Young People - Whose Reality Counts? p.36-7

⁸⁴ Sparkes (1999), Schools, Education, and Social Exclusion, p.12

⁸⁵ UNESCO (2009), Poverty Reduction and Capacity Building through Livelihood Skills Training - EXPRO

investment and resources. This contributes in part to the high drop-out rates of youth from the formal education system.

Launched in 2000, EXPRO is a nationwide integrated educational program which targets young people who have received no foundational education at all, who have no access to formal vocational or higher education, or who have dropped-out of school before completing grade 10. Priority is given to poor people from rural areas. The program combines literacy training with livelihood, health and entrepreneurial skills training.

Methodology

Participants undergo intensive literacy and livelihood skills training for a minimum of 1-2 months at 17 officially recognized Community Skills Training Centres. A key objective of the program is to equip trainees with the necessary skills so that they can engage in income-generating activities that will contribute to the socio-economic development of their communities.

Results

The intensive training strategy trains 1000 people annually.

Funding and Finances

The program is implemented by a mixture of private and public partners, including the Ethiopian Government (Ministry of Education), the Regional Education Bureaus (REBs), the Technical Vocational Education and Training (TVET) commissions, and a women's association in six regions/federal states of Ethiopia. The involvement of a diverse range of partners enables the project to reflect the fundamental needs of both the nation as well as the individual beneficiaries within communities.

Key Lessons from the EXPRO Program, Ethiopia

Many of the NGO-initiated second-chance education programs that operate at the community level, especially those in remote rural areas, are neither effective nor sustainable. Most of these programs do not address the need for social integration in the following three areas:

1. Functional literacy
2. Livelihood training
3. Civic, cultural or environmental education

From a more practical perspective, many of these programs do not adequately equip participants with the skills and resources to establish an economic livelihood (e.g. establish businesses or carry out income-generating activities) after they have completed the training course. Providing skills training is a major way to improve the livelihoods of poor people.

Basic Literacy and Vocational Training for Young Adults⁸⁶

With more than half of its population living on less than US\$1 per day, Haiti is one of the poorest countries in the Western Hemisphere. As a result of political crises since the 1980s and chaotic economic conditions, the Haitian education system has suffered greatly in recent years. More than 30% of young people aged between 14 and 30 in the Sud-Est department are unable to read or write. In order to raise the level of education of the population, in particular the low-income section, the Department of Secretary of State for Literacy (DSSL) – together with Spanish partners and UNESCO Haiti – has designed and implemented a basic literacy and vocational training program for young adults.

⁸⁶ UNESCO (2009), Basic Literacy and Vocational Training for Young Adults

This project is targeted in particular at young adults within the 14-30-age bracket in the arrondissement of Bainet, which has a total population of 6,500. This choice was based on the fact that half of the population of Haiti is aged under 31. Working towards the literacy of this group thus increases the scope for the social and professional reintegration of a very large segment of the population.

Methodology

Training is delivered to beneficiaries in two stages. The first stage involves the establishment of literacy sessions in 134 centers set up across the arrondissement. Training modules were specially designed by the DSSL to cater to local realities. Each literacy drive lasts five months, during which participants attend classes for up to three days a week, and each drive ends with a test.

The second stage involves the provision of vocational training. Three key vocational sectors – building, carpentry, and cookery – were identified by a previous study as most pertinent for the population.

Results

Since the first literacy drive in 2007, the courses have been attended by a total of 6,500 people, with women representing almost 70% of all participants. Participants achieved a success rate of 36% in the evaluation tests of the literacy sessions.

The vocational training component of the project resulted in the training of more than 1,000 of the newly literate people who had previously successfully undergone literacy training. To help participants apply their newly gained knowledge to income-generating activities, the project is looking to establish synergies with other projects and NGOs in the domain of microfinancing. This would facilitate the creation of small business. The project will also introduce the concepts of risk and disaster prevention, given the region's vulnerability towards natural hazards.

Key innovative aspects from Haiti

The development of the literacy curriculum for this program was highly innovative, in that more attention was paid to the needs of the communities. The modules and textbooks developed for the project were based on local values and the daily lives and aspirations of the local communities.

Another main innovation of this project is the establishment of a direct link between literacy and vocational training. While literacy is important to enable communities to improve their socio-economic circumstances, the integration of vocational training ensures that such knowledge is channeled into concrete gains in income and quality of life.

3.2 VOCATIONAL TRAINING

If actions in favor of non-formal basic education are to have any effect on marginalized youths, they must be linked to income, economic survival, and the immediate solution of needs and problems. In other words, they need to connect the world of learning to the world of production, gains and saving.⁸⁷

The popular economy can be used to integrate non-formal basic education and skills. Its main characteristics vis-a-vis the informal economic sector is that it revolves around self-employment or co-operative employment, utilizes non-monetary means of production and exchange (i.e. barter) alongside monetary ones, and is based on social relations that revolve around personal rather than impersonal contacts. Within this economy, people often invent original activities using whatever cheap material (e.g. recycled ones) they can find, and readapt technologies for their own purposes.⁸⁸

3.2.1 Solutions from Around the World

*Sakshi (Center for Information, Education and Communication)*⁸⁹

Founded in 1990, Sakshi is a NGO with many operating centers across India which works on a range of areas, including health and hygiene, education, and vocational training. In 2007, the organization established its first Vocational Training Center, which provides vocational training to low-literate youth to help them earn a livelihood and break out of the poverty cycle.

Methodology

Sakshi provides vocational training to young people of both genders. Courses are offered in the following areas:

- Computing: preparing participants for a government-endorsed certificate in computer skills. Recruitment sessions are organized with corporations
- Beauty services: developing the necessary skills to enable participants to become freelance beauticians
- Sewing and tailoring: training participants so they can establish in-home tailoring services
- English language proficiency

Evidence shows that these courses have enabled participants to earn twice their family's combined income, with opportunities for growth as they expand their businesses or receive wage increments.

Values

The values of Sakshi are as follows:

- Empowerment: The organization aims to empower youth and women to help themselves, as opposed to needing help from charities for the rest of their lives.
- "All-round care": Sakshi values the participants' mental, physical and spiritual health. This calls for compassion and attention from medical practitioners, teachers, and social workers who serve as mentors.
- "Joyful learning": Sakshi emphasizes the need for an enjoyable and varied teaching pedagogy so as to encourage participants' retention, motivation and work ethic.
- Sustainability: Sakshi ensures that new projects are only started if the organization has sufficient resources to see it through.

⁸⁷UNESCO (1999), Education to Fight Exclusion: The UNESCO Special Project for the Enhancement of Learning and Training Opportunities for Youth, p.19

⁸⁸ Ibid.

⁸⁹SAKSHI, Vocational Training

- Commitment: Sakshi expects its employees, partners and patrons to be committed to their motto of going wherever they are needed, and doing whatever is required.

Results

Participants who undergo the training program acquire new professional and technical skills that enable them to seek employment. For example, four girls who successfully completed the computer training course at Sakshi's Jasola Vocational Training Centre were placed at Tech Mhindra and Vodafone. Gaining employment is a particularly important outcome for participants as many of them come from families with weak economic backgrounds. Having a job gives them the financial independence that will enable them to break out of the poverty cycle.

The positive outcomes of providing vocational training extend beyond the participants acquiring new technical skills. Participants also gain confidence and self-esteem as they progress through the course. They also pick up transferable skills in the areas of communication, teamwork, and project management. Furthermore, the participants who have successfully found employment serve as role models and inspiration for their communities-at-large. In terms of achieving gender equality, Sakshi claims that vocational training is "possibly the single most effective program for the upliftment of women" as they now possess the ability to chart their own destinies.⁹⁰

Funding and Finances

Sakshi spends more than 90% of its funding directly on its projects. It also has very low overhead costs as executive functions are carried out pro bono by the founders.

EscuelaTécnicaVocacional Dr. Stephen Youngberg (ETVDSY)⁹¹

Located in the small town of Peña Blanca with 10,000 inhabitants, close to San Pedro Sula in central Honduras, the EscuelaTécnicaVocacionalDr. Stephen Youngberg (ETVDSY) is a technical vocational school. The schoolhas been operating since 1999 and today has 44 students studying for a technical qualification. ETVDSY also offers primary and secondary education to about 30 students through the EDUCATODOS program, a national program run by the Ministry of Education and USAID aiming to provide basic education for school dropouts and the poor.

Methodology

The school currently offers vocational training in four areas (sewing, woodcarving, carpentry, and car mechanics), and intends to open two new courses in tourism and beauty salon operation. Theplan is to transformthe existing courses into four school businesses and generate profit from them by selling products and services to the community.The revenues would then be used to cover the schools' running costs, such as teachers' salaries. This transformation would require stakeholders to view the school in a different way.

Funding and Finances

The technical school was founded and supported by the Pan-American Health Service, which has traditionally been largely dependent on American donors.As a result of the current recession in the United States,ETVDSY has experienced greater difficultiesin obtaining the funds needed to keep the schools running. The director of the ETVDSY decided in 2011 to adopt a financially self-sustainable model for the school.

⁹⁰ Ibid.

⁹¹ Teach A Man To Fish (2011), Honduras

3.3 YOUTH ENTREPRENEURSHIP

Like many other common examples of jargon in modern society, “entrepreneurship” is difficult to define. According to one generally accepted definition, entrepreneurship is “the recognition of an opportunity to create value, and the process of acting on this opportunity, whether or not it involves the formation of a new entity.”⁹² As such, although innovation and risk-taking are commonly associated with entrepreneurship, they are neither sufficient nor necessary.

The use of entrepreneurship as a solution to youth exclusion has been recognized by governments and discussed widely in international contexts. As early as 1995, the United Nation’s “World Program of Action for Youth to 2000 and Beyond” had already called for more opportunities for self-employment. More recently, it has also been mentioned in numerous summits and conferences, such as the Latin American and Caribbean Summit on Integration and Development (2008) and the Summit of the Americas (2009).

3.3.1 Benefits of Youth Entrepreneurship

Participating in entrepreneurship allows individuals to acquire transferable skills and encourages them to come up with non-conventional, lateral approaches to problem solving. In terms of building character, entrepreneurship promotes the can-do culture by instilling in the youths a sense of resilience towards the inevitable difficulties in life, fostering ambition, and nurturing self-esteem. Self-employment may be particularly useful in empowering and reinstating a sense of self-worth in excluded youths, who may feel abandoned by society and disenfranchised. Engaging in entrepreneurship gives youths a goal to strive towards.

The promotion of youth entrepreneurship can also help reduce gender inequality. Across the developing world, there are numerous examples of how allowing women to become entrepreneurs has revolutionized local communities – instead of being confined to the domestic sphere, women have gained skills, income, and a voice. In Thailand, 45% of all entrepreneurs are women (the highest figure in the world).

Beyond these benefits, promoting and enabling youth entrepreneurship should be considered a key strategy for youth integration because youths are well suited for entrepreneurship and view entrepreneurship positively. According to the seminal Youth Entrepreneurship Barometer survey (2007), over 80% of young people interviewed viewed entrepreneurship as either “very favorable” or “somewhat favorable”.⁹³ In general, youths are very open to establishing their own business, and also optimistic regarding the potential fruits of their labor. Furthermore, as a result of their circumstances, a significant proportion of youths already possess certain skills that are highly relevant and useful for the successful carrying out of entrepreneurial activities. These skills include: (a) fending for themselves; (b) judging characters; (c) bartering and securing good deals, for example through the use of persuasion; (d) applying charm, influence and gaining trust; (e) thinking laterally (i.e. seeking out alternatives, such as where to sleep, what to eat, and how to avoid the authorities; and (f) taking calculated risks while remaining cautious.

3.3.2 Potential Obstacles to Youth Entrepreneurship as a Solution to Youth Exclusion

Despite the significant positive potential of entrepreneurship, there are three main obstacles to it being the end-all solution for youth exclusion:⁹⁴

Firstly, creating and running one’s own business entails a high degree of risk. Although a certain level of risk-taking is encouraged and is also often necessary for self-employment, there are situations in life where

⁹²Australian Government Department of Family and Community Services (2003), Annual Report

⁹³Hekman(2007), Youth Entrepreneurship Barometer, p.4

⁹⁴Hempel(2007), Don’t Bank on Self-Employment

more conservative behavior is advised. Excluded youths may learn to take on greater risks for their business ventures than the average citizen, but they may fail to identify situations where risk-aversion is the better strategy.

Secondly, entrepreneurship is often viewed as a last resort, rather than as an activity to be undertaken out of desire. This means that the majority of young people would prefer formal employment to creating and running their own businesses. This mentality does not bode well for entrepreneurship's ability to act as a sustainable method to encourage youth integration.

Thirdly, and most importantly, entrepreneurial activities require many different skills. It was mentioned earlier that excluded young people often already possess skills that are relevant to entrepreneurship. However, this is insufficient, as they often lack other necessary practical skills, such as basic economics, mathematics, and accounting knowledge. In addition, these young people very likely lack other factors of success, such as a strong social network, relevant work experience, and personal savings. Weller (2007, in Hempel 2007) notes that young people in Ecuador and Chile are found to be twice as likely to give up on self-employment when compared to adults.

3.3.3 What Can NGOs Do?

NGOs are important actors in finding and implementing solutions for youth exclusion. Most business created by excluded youths use a business-to-consumer, rather than a business-to-business, approach. This section is organized in the following manner (see Diagram 4) – Parts (a) and (b) will discuss the two main obstacles faced by youths prior to the creation of business. Part (c) will refer to the key obstacles faced by youths after the establishment of business.

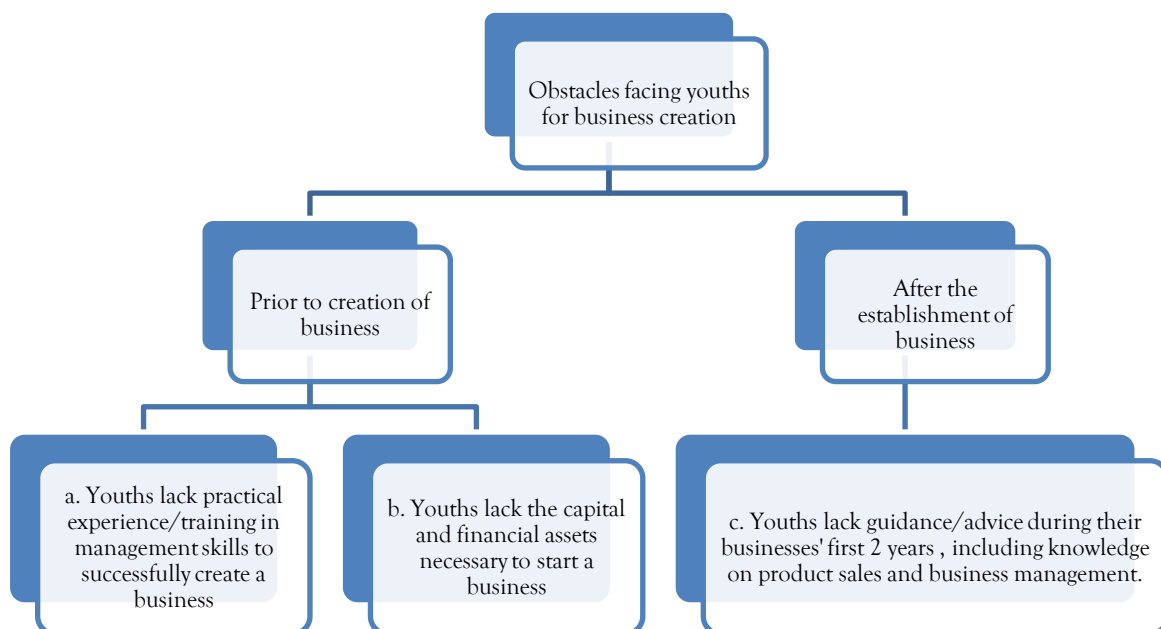


Diagram 4. Obstacles facing youth for business creation, authors, Y4C (2012)

a. Youths' Lack of Management Skills

Many excluded young people lack basic skills to overcome the simplest constraints. They cannot perform tasks such as getting up early, managing daily hardships, or gathering required papers for administrative procedures. They also find it difficult to plan ahead, since their survival strategies are focused on getting through life on a day-by-day basis.

Solution

Changing mindsets requires patient and careful mentoring. Many excluded young people grow up without any role models in their lives, and NGOs' entrepreneurship-oriented programs can take this role and ensure that their participants acquire the right standards and self-discipline.

In addition, many excluded youths lack confidence both in themselves and in those around them. They also seldom benefit from infrastructural and social support that would enable them to start their own business, a problem particularly prevalent in developing countries. These factors contribute to the difficulty excluded young people face when undertaking something new or when trying to discover the appropriate tools to execute their project's plans.

Solutions

By providing these young people with devoted mentors and an environment where they can develop themselves, incubator organizations can transform the inherent skills of young people into true competencies and restore their self-esteem, thereby developing their ability to start up their own businesses.

An entrepreneurial program that provides a smoother transition from a state of exclusion to integration increases its chances of success. Therefore, incubator organizations should also include close relatives and community support throughout their programs to reduce the discrepancies between the environment that a youth is used to and his new environment within the program. Classes on labor regulations and working codes of conduct are insufficient; programs should also take into consideration cultural and community models of behavior.

Many young people who have previously dropped out of formal education channels also find themselves unable to benefit from education-based insertion programs. This may be due to their poor socio-economic contexts (which increases the opportunity cost of them attending school), the existence of alternatives (such as joining gangs), or the presence of serious learning issues. For these young people, their ability to succeed in a traditional school environment is limited. Consequently, it is often pointless to try to forcefully insert them into a system from which they have been marginalized for too long.

Solutions

Incubator programs can base classes and skills trainings on real-life situations so as to arouse the interests of their participants and allow these youths to prove that they can actually handle such situations well. During such tasks, participants are given the opportunity to develop a scope of competencies, such as cooperation with co-workers, task organization and distribution, and money management.

Programs can also introduce positive role models, such as successful entrepreneurs who have similar backgrounds as the participants, to inspire participants to believe that opportunities do exist for them and that success is indeed achievable.

b. Youths' Lack of Capital to Start a Business

The main difficulty encountered by excluded young people when setting up their business is that of financing. Often, conventional banking systems refuse to provide these youths with the required start-up capital due to their lack of experience as well as inability to produce banking collaterals/banking securities.

Solution

NGOs can help by providing credit, including through micro financing (see Section 3.5).

c. Youths' Lack of Guidance during Initial Stages of Business

Even after the business has been successfully established, the creator can run into major obstacles in maintaining business operations. There is usually a significant gap between the long-term vision of the youth entrepreneur and the myriad of difficulties encountered on a daily basis. These may be manifest through external obstacles (e.g. a delay in the issuing of a license, or a missed deadline), or through internal difficulties (e.g. a sense of loneliness as an entrepreneur).

Solution

By organizing a community of business managers, NGOs can enable young entrepreneurs to exchange and reflect on each other's experiences in order to generate solutions to unexpected hurdles.

In brief, NGOs' entrepreneurial programs can enable excluded youths to commit to a project, work in a socially integrated manner, and receive praise and feedback from others. By helping youths discover dreams to fulfill and goals to reach, NGOs can hopefully guide them away from developing risky behaviors. The entrepreneurial approach does not only push participants towards creating their own businesses, but more importantly empower them with a sense of autonomy and confidence.

3.3.4 Solutions from Around the World

Soeries du Mékong (Banteay Chhmar, Cambodia)⁹⁵

Founded in 2001, Soeries du Mékong is a social business that aims to counter the rural exodus of young women escaping poverty due to the lack of opportunities in the countryside. Soeries du Mékong works exclusively with young women around the age of 18. Usually, the targeted young women live in poverty (their families often own almost nothing apart from a parcel of land) and have dropped out of school.

Methodology

Soeries du Mékong trains young women in the traditional craft of silk weaving, an industry which was at risk of disappearing under the Khmer Rouge regime. For some participants, joining the program is a difficult choice to make as they are not accustomed to working every day and meeting the quality standards and commitment levels demanded of them. Participants are recruited based on two conditions: their social requirements, and their motivation to join the program. Another important consideration is the mentality of the participants – participants need to view their participation in the program not just as an opportunity to make money, but rather as a project that can benefit their lives, community and region.

By attending full-day training sessions for a period of six to twelve months, all participating women acquire mathematical and literacy (Khmer language) foundation skills as well as silk weaving skills. During this period, they each receive US\$15-20 per month initially, which rises to US\$100-300, depending on their level of involvement. When the participants are assessed as being able to work independently, they are provided

⁹⁵ Youth 4 Change (2012), Entrepreneurship: A winning solution to youth exclusion?

with their own loom and work from home for the organization. They receive orders from Soieries du Mékong and are remunerated for each piece of work they produce.

Training does not stop upon graduation from the initial training period, and weavers continue to be mentored. Workshops on basic financial management are also organised and participants are offered the possibility of having a savings plan at an advantageous rate.

All staff and managers are native. Once a year, an intern is dispatched to the field to work as a consultant to recommend upgrades for the projects and establish a long-term strategy for the enterprise.

Values

Soieries du Mékong's organizational values are as follow:

- Authenticity: The traditional art-and-craft of silk weaving, which is a part of the Khmer heritage and culture, must be respected. Authenticity also goes hand-in-hand with the will to promote the value of each woman through their work.
- Transparency: This is particularly important for the functioning of the enterprise; it is mandatory that each worker be aware and respect the Charter of the organization and be able to decide on the investment of the profits.
- Amoralism: The enterprise should not judge the Khmer culture, the community, or the women it works with.
- High standards: Soieries du Mékong expects its participants to produce work punctually at near-perfect quality. Should these requirements not be met, the weaver's wages are cut. This ensures that only the most deserving and motivated women continue to work with the enterprise and benefit from the salaries and social protection it provides.

Results

Soieries du Mékong trains about 10 young women each year, who are then employed and continue to be mentored by the enterprise. Since 2001 70 weavers have been trained and employed. However, 10 of these 70 women have discontinued the program; some of them left the region to live with their husbands' families, so they are not considered as having "failed", but others have gone to Thailand in search of jobs. This latter group is generally comprised of individuals who lacked motivation, conscientiousness, and were often in debt. The organization re-accepts individuals who have previously left the program only once, so as not to be considered as a second-class alternative to urban employment.

In general, the women learn to take responsibility for the future of both the enterprise and themselves. They are proud of their work and gain self-confidence in the process. In one instance, a participant went on to train her cousin to work for her and established her own separate business.

Funding and Finances

Soieries du Mékong receives the bulk of its capital from Enfants du Mékong, its parent organization. It aims to achieve financial independence by 2013 through profits from sales. Products are mostly sold in France, although 10% is sold in Cambodia. The Cambodian entity made profits in 2011.

The enterprise has a strict Charter that ensures that its workers receive at least 30% of profits, while setting aside another 10% for investment in local development projects. In addition, the Charter also protects the weavers and their communities by ensuring a minimum participant wage that is higher than the average wage in the region, providing social protection, and respecting the environment.

Life Project 4 Youth (the Philippines)

Life Project 4 Youth (LP4Y) is an NGO founded in 2009. In January 2010, LP4Y established its first Life Project Center (LPC), and by September 2011, five LPCs had been established. Each LPC is located within a deprived community so that it can be closer to the excluded youths.

Methodology

At each LPC, youth participants are enrolled in the 18-month long, specially designed “Professional Training for Entrepreneurs” (PTE) program. All participants are expected to attend the program every Monday to Friday, from 8am to 6pm. The PTE program comprises activities for participants to:

- Work – Participants are required to work in teams to create, develop and manage a business project. Each LPC specializes in a different business project. These include:
 - LPC Parañaque City: youths who are homeless and/or have had conflicts with the law are engaged in the Green Program, which specializes in the growing and selling of high quality, home-grown fruits and vegetables.
 - LPC Vitas-Tondo in Manila City: very young mothers are engaged in the Aurora Program that specializes in producing toys for infants.
- Learn – Participants are given the opportunity for second-chance formal education, and attend classes to improve their English, Information Technology (IT) skills, and general knowledge.
- Develop – Participants receive individual mentorship to develop their individual life projects, as LP4Y understands that not all participants are interested in entering the same business.

Values

The values of LP4Y are as follows:

- Team spirit: “I can’t, but together we can”
- Positive and optimistic attitude from its participants and volunteers
- Trust in participants
- High expectations: Having high expectations of all participants shows that LP4Y believes in their ability to fulfill the high standards demanded of them. Despite the high standards, LP4Y does not fire participants (although it can suspend individuals), since another one of its key values is to be open to anyone who truly wishes to join.
- Experimentation: The young people in LP4Y’s programs do not learn well under formal classroom settings. The best way for them to learn is by experimenting solutions through practical tasks.

Results

After 9 – 18 months in the PTE program, 90% of the participants have achieved success in one of the following ways:

- 25% have established micro-business
- 50% have found stable employment
- 15% have returned to formal education

The remaining 10% of participants dropped out of the program before achieving the aforementioned outcomes, but half returned within 6 months to seek re-entry into the same program.

Funding and Finances

97% of LP4Y’s budget is allocated to field activities, with 40% being set aside for participants. LP4Y’s target is to achieve financial independence for each of its LPCs after 3 years of operation.

Key lessons from LP4Y

Field research from the Philippines reveals that youth participants in LP4Y's programs are very engaged with the tasks they have to perform, because they feel that these tasks are doable and achievable. The participants are confident of their abilities and feel that they could be / are as capable as anyone else in performing these tasks. They become skilled very quickly in the creation of new products for sale via a direct observation-and-hands-on approach. They are also adept at teaching newer members.

However, participants are less confident when discussing abstract business theories or entrepreneurship models, despite having demonstrated the mastery of their application.

The lesson we can draw from this is that NGOs that use entrepreneurship as a mechanism for youth insertion could focus more on providing participants with more hands-on opportunities to develop their practical skills and confidence before offering more formal and academic-oriented content.

Source: Youth 4 Change (2012)

Ndaam (Dakar, Senegal)⁹⁶

Ndaam, which means "victory" in Wolof, is a youth organization based in the outskirts of Dakar, Senegal and founded in 2003 by six Senegalese youths. Working mostly with local citizens aged between 18 and 35, Ndaam teaches them essential entrepreneurial skills and provides its participants with real-life experience in sales. Today, it has three agencies in Dakar, each with approximately 50-70 participants.

Methodology

A typical day in Ndaam begins with participants receiving commercial training in the morning, during which they have lessons on entrepreneurship and how to make successful sales. In the afternoon, they go out into the field and sell their products. In the evening, participants return to Ndaam's headquarters to return unsold products and discuss their day's work with staff members. Participants receive wages based on how much they have sold. Ndaam assists participants in saving a portion of their earnings to help them develop their individual future commercial projects.

Ndaam works with a large number of school drop-outs as well as juvenile delinquents, orphans, disabled youths, homeless youths, and former gang members. There is an approximately equal number of male and female participants in its programs. The length of the project is not fixed; rather, it varies according to participants' needs. On average, participants stay on for two years, although some continue for five to six years to develop their own projects.

Values

Ndaam's motto is "You do not have to be good to begin, but to be good, you have to begin." Motivation (or the desire to improve one's life) and the ability to stay positive are hence key virtues which the organization tries to instill in its participants. Although its program is not selective, Ndaam chooses participants based on their motivation levels.

Two of its most effective techniques in fulfilling its objectives are: to help youths think about their future goals, and to foster a sense of solidarity amongst participants. The latter is encapsulated by another of Ndaam's mottos: "help others achieve their goals and you will achieve your own."

⁹⁶ Youth 4 Change (2012), Entrepreneurship: A winning solution to youth exclusion?

Results

It is estimated that more than 1,500 young people have participated in Ndaam's programs. Ndaam estimates its success rate to be 50% as measured by successful entry into the labor market or the creation of a business. Recent examples of successful business creations include a personal taxi business and a clothes-tailoring business. Another participant was hired by a large bank to sell commercial products after three months working and training at Ndaam.

As an indication of both the trust developed between participants and Ndaam's staff members, as well as a possible challenge for the complete integration of youths into society, it was found that participants generally did not trust banks and preferred to entrust their savings in the hands of program staff.

Funding and Finances

The organization is completely independently financed. It uses the profits made from sales to cover its operating costs and the wages it hands out.

3.4 SPORTS

“We can reach far more people through sport than we can through political or educational programs. In that way, sport is more powerful than politics. We have only just started to use its potential to build up this country. We must continue to do so.”

~Nelson Mandela

Nelson Mandela’s statement reflects a long- and popularlyheld view that sports can contribute distinctively to broad social outcomes.⁹⁷ There is a common belief among the general public that sporting activities can contribute to both an individual’s physical and psychological development, and will consequently have a positive impact on the lives of young people.⁹⁸ It is believed that sports programs can remove youths from dangerous and marginalized situations within high-crime neighborhoods and occupy their time in a positive way, thus reducing boredom and the amount of time they spend in idle. More importantly, sports can increase participants’ self-esteem, pro-social values, conventional goals, discipline, empathy, and ability to work with others. These psychological factors in turn help in re-integrating youths back into social life.

The role that sports could play in social integration has been emphasized by all stakeholders alike. For example, the United Nations International Year of Sport and Physical Education in 2005 gathered endorsements from the governments of over 130 countries for its goal to use sport as a vehicle “for promoting education, health, development and peace” and as a ‘universal language [which] can help bridge social, religious, racial and gender divides.’⁹⁹

3.4.1 Solutions from Around the World

PeacePlayers International, South Africa Chapter

PeacePlayers International (PPI) was founded in 2001 on the premise that “children who play together can learn to live together”. Through a groundbreaking peace building and leadership development curriculum, PPI uses basketball to bring children and youths together and teach them proven tactics for improving their communities.

Methodology

By implementing consistent, year-round sports activities that bring together young adults from opposite spectrums of society, PPI aims to develop friendship and mutual respect among the youths and help marginalized communities develop constructive social circles and positive role models for their youths.

PPI’s South Africa chapter (PPI-SA) helps the young people of KwaZulu-Natal overcome the three greatest threats they face today: HIV/AIDS; the lack of education; and the lack of viable employment opportunities. PPI-SA started its peace-building program with an innovative life-skills curriculum developed in partnership with the Harvard School of Public Health’s Centre for the Support of Peer Education. Trained coaches serve as mentors as well as educators, acting more as older brothers and sisters than figures of authority. Skills-building sessions are conducted in a conversational format and interactive games are used to build trust. This allows PPI-SA to reach young adults even when discussing very sensitive topics, such as HIV/AIDS prevention, gender roles, and drugs and alcohol awareness.

⁹⁷Richard (2008), Youth, Sport, and Social Inclusion, p.85

⁹⁸Wortley et al.(2008), Review of the Roots of Youth Violence: A Review of Major Theoretical Perspectives

⁹⁹Richard (2008), Youth, Sport, and Social Inclusion, p.86-7

While teaching Grade 6 – 7 students in its Primary School Program basic basketball skills and life skills during weekly practices, PPI-SA's Leadership Development Program recruits grade 8 – 12 students (aged 15 – 20) to serve as instructors. This helps the older students to receive more in-depth basketball and life-skills training, as they learn to not only live healthy lives themselves and pick up communication skills, but also serve as leaders within their own families.

Results and Testimonies

"It's hard to live without my parents, but my PPI coach is always there for me. He's really more like a brother."

-SihleCele, Participant, PPI-SA

"Basketball has added a new dimension to our sporting activities. Of course, it improves coordination and also improves communication between the kids themselves. It's wonderful that PPI has become part of our Merry Hill family!"

-Jennifer Sonasundrum, Principal, Merry Hill Primary School, South Africa

3.5 MICROFINANCE

“Microfinance” is often defined as a range of financial services, including credit, savings, insurance, and money transfers, for poor and low-income clients.¹⁰⁰ In practice, the term is often used more narrowly in referring to loans and other services from providers that identify themselves as “microfinance institutions” (MFIs). Many new methods have developed over the last 30 years, and include strategies such as group lending and liability, pre-loan savings requirements, the gradual increase of loan sizes, and an implicit guarantee of ready access to future loans if present loans are repaid fully and promptly. Among them, microcredit is one of the tools most commonly used by microfinance institutions and NGOs today.¹⁰¹ Microcredit is a specific form of microfinance that refers to very small loans for unsalaried borrowers with little or no collateral, provided by legally registered institutions.

Microfinance is very important for tackling the issue of youth exclusion. For instance, microcredit can be used to empower excluded youths by providing them grants or low interest credit so that they can start a business, and hence build their future.

3.5.1 Solutions from Around the World

*Zawadi by Youth*¹⁰²

Zawadi by Youth was founded at the Riverdale Country School, New York in 2008. Today, it has more than 30 members, and is one of the first high school microfinance-focused groups in the country entirely run by students. Zawadi gives small but significant contributions to microfinance organizations, which are in turn being used to fund loans to entrepreneurs in developing countries who lack access to credit. These contributions enable recipients, and their families and communities, to escape poverty through engaging in self-sustainable activities such as selling firewood in Nigeria or raising cattle in Cambodia.

Concurrently, Zawadi also seeks to raise awareness regarding microfinance amongst youths, as it believes that greater knowledge of microfinance’s potential is the first step towards spreading its effects. In doing so, Zawadi not only spreads its spirit of giving, but also unites the youths and educates them on the possibilities of socially responsible investment.

Methodology

In order to raise funds for microfinance NGOs, Zawadi prepared and delivered a presentation on microfinance to the Riverdale Country School’s Board of Trustees, becoming the first ever group of students to present at a meeting of the Board. This presentation was followed by a second to Riverdale’s Finance Committee on a potential investment by the school in microfinance.

To spread awareness about the benefits of microfinance, Zawadi hosted microfinance events both inside and outside of the Riverdale school community. Zawadi members have spoken at other schools about microfinance, and the organization has hosted many in-school events to promote awareness. In 2011, for example, Zawadi held an event in conjunction with Wokai, a Chinese microfinance organization, which was well attended by students and parents within the Riverdale community. These talks stimulated considerable interest in Zawadi as well as microfinance in general.

Results

Since its founding in 2008, Zawadi by Youth has raised and given US\$13,000 through Kiva, a highly respected NGO that allows individuals to loan small amounts of money to specific microfinance

¹⁰⁰ Microfinance Gateway (2013), What is Microfinance?

¹⁰¹ wiseGEEK, What Is a Microfinance NGO?

¹⁰² Zawadi by Youth (2010), What We Do

institutions (MFIs) in many developing nations through a peer-to-peer network. So far, Zawadi has made loans to 77 entrepreneurs in 27 developing (e.g. Azerbaijan, Bolivia, Cambodia) and developed countries (e.g. the United States).

JiraniMwemaYosefo (Youth Self Employment Foundation), Dar es Salaam, Tanzania¹⁰³

Established in 1996, JiraniMwemaYosefo (or Youth Self Employment Foundation – YOSEFO) is an organization that provides microfinance services to the poor in Tanzania. It aims to support self-employment creation for urban and rural youths and women by providing financial services and facilitating access to training in business and technical support. Over 70% of their clients are women.

Methodology

YOSEFO uses a solidarity group lending methodology adopted from the GrameenBank, but modified it to fit the local context in Tanzania. YOSEFO gives loans to individual entrepreneurs who organize themselves in groups of five. The groups take primary responsibility for supporting and aiding its members as they develop their businesses. These groups meet every week to repay loan installments, conduct appraisals, and other business activities. In addition to group lending, YOSEFO also offers loans to individuals who have graduated from the group lending cycle.

In an effort to adopt the mobile banking technology, YOSEFO has changed its loan disbursement system from direct cash disbursement through its officers to disbursement through clients' mobile phones (using the M-Pesa-disbursement accounts).

YOSEFO also provides loans in other domains, including:

- Education Loans – School fees are a major financial strain on many Tanzanians. YOSEFO provides education loans to ensure that Tanzanians are able to send their children to school.
- Agricultural Loans – These loans support agricultural activities, especially in rural areas.
- Mixed Farming – Small farmers are targeted to develop the agriculture sector in Muheza, Tanga
- Village Savings and Credit Associations (VSCAs)– In order to reach people in rural Tanzania, YOSEFO introduced a linkage program with VSCAs called BenkiJamii, which means “community bank” in Swahili. These associations comprise of up to 40 individuals who save regularly and can borrow from a fund they jointly created with their own savings. YOSEFO provides additional funds in the event that self-created savings are insufficient to meet loan demands.

Results

Today, YOSEFO runs more than a dozen community banks in and around Dar es Salaam, including in the neighborhoods of Buguruni, Kigamboni, Lumo, Mbagala, Makangarawe, Mazizini, Tabata, Tandika, Vingunguiti, and Vituka. YOSEFO continues to expand its services to reach other areas of Tanzania, such as Kilwa-Lindi, Ifakara-Kilimbero, Kilosa, Ulanga, Rufiji-Pwani, Muheza-Tanga and Zanzibar.

Funding and Finances

YOSEFO receives funding and other forms of support from its partners, such as Jubilee Insurance Ltd., Stromme East Africa Ltd., Miche, CEMIDE (Center for Microfinance and Enterprise Development), TAMFI (Tanzania Association of Microfinance Institution), TIGO and VODACOM.

¹⁰³ Youth Self Employment Foundation (2012), About Us

3.6 PROVISION OF BASIC NEEDS

The concept of securing basic needs was developed in the 1970s and was first introduced by the International Labour Organization (ILO) in 1976 during the World Employment Conference. The so-called 'basic needs approach', a strategy for social development and poverty reduction, prioritizes the achievement of a minimum standard of living for the poorest group in every country. This strategy requires countries to give priority to two elements of basic needs: ensuring minimum requirements for the private consumption of households (such as adequate food, shelter, and clothing), and ensuring that essential services are provided by and for the community at large. These services include, but are not limited to, safe drinking water, sanitation, public transport, healthcare, and education.¹⁰⁴

A seminal paper co-authored by Streeten and Burki in 1978 arranged humans' basic needs into four different levels. The lowest level encompasses needs that have to be met for sustaining one's *bare survival* (anyone falling below this level dies). The next level is comprised of basic needs defined as those necessary for one's *continued survival*, which includes a minimum level of food and water, protection from fatal diseases, and adequate shelter. The third level includes conditions necessary for one's *productive survival*, which protects one from debilitating diseases, guarantees more food, and provides some form of education. Finally, the top tier of needs is characterized by non-material ones, such as one's participation in decision-making.¹⁰⁵ This theory does not go against the commonsensical notion that different societies require different basic need packages based on different combinations of deficiencies. What this theory proposes is that social inclusion, a condition located in the upper hierarchy of needs, cannot be realized without a guarantee of the basic needs found in the lower hierarchies. The pursuit for the social inclusion of youths therefore has to be built on the foundation of securitizing their basic needs.

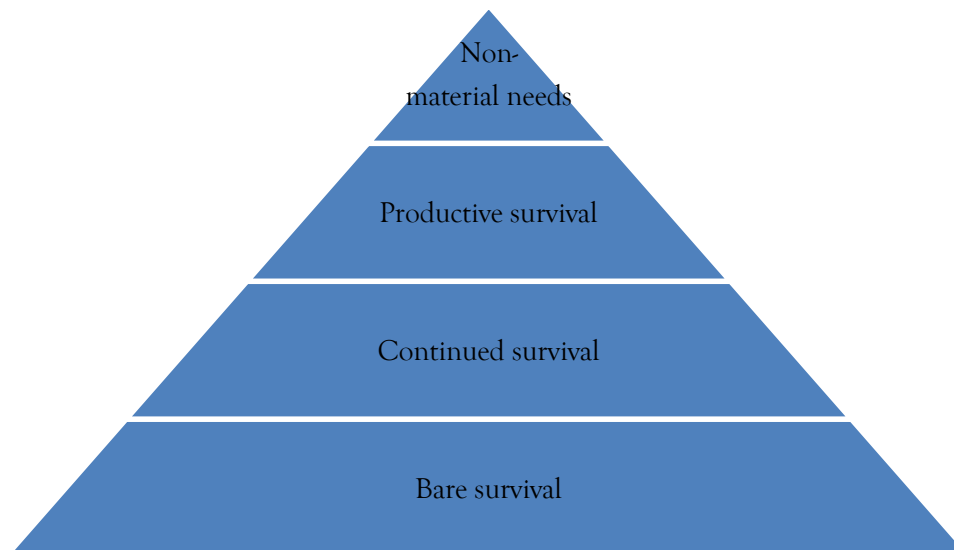


Diagram 5. The hierarchal structure of needs¹⁰⁶

Young people are hit particularly hard by the lack of basic needs. UNESCO estimated that 515 million young people (or nearly 45% of all youths) aged 15 to 24 live on less than US\$2 / day. Intense and widespread poverty have deprived youths of access to education, formal employment, and basic protections

¹⁰⁴UN Intellectual History Project (2009), Briefing Note No 8

¹⁰⁵Streeten et al. (1978), Basic Needs: Some Issues

¹⁰⁶ Ibid.

against exploitations. The United Nations eloquently summarized this problem in its 2007 World Youth Report, stating “because of poverty, and sometimes because of social and cultural constraints, many young people are excluded from accessing quality education, decent employment, health and other resources and services.”¹⁰⁷

Poverty and the associated lack of basic needs are also contributors towards child labor, which forms another branch of youth exclusion. Today, around 215 million children work, many full-time, across the world. They do not go to school and have little or no time to play, and many do not receive proper nutrition or care. More than half of them are exposed to the worst forms of child labor, such as hazardous work environments, slavery (or other forms of forced labor), illicit activities including drug trafficking and prostitution, as well as involvement in armed conflicts.¹⁰⁸ The lack of basic needs further constrain youths’ ability to learn, as illnesses and malnutrition can prevent them from participating in formal educational institutions and the job market.

3.6.1 Solutions from Around the World

International Christelijk Steunfonds (ICS), Africa

ICS invests in social entrepreneurship in Asian and African communities while focusing on the preservation of young people’s rights. It aims to create a better future for young people in Africa and Asia by developing better family and community social environments, and has identified people’s inability to ensure basic subsistence as a major barrier towards the achievement of its goals.

Methodology

ICS recognizes that young people growing up in an economically flourishing environment have a greater chance of attaining education, individual development, and a prosperous future. Thus, it initiates and supports projects that boost the income of poor families and communities through encouraging entrepreneurship.

One of the flagship programs it conducts is the Green Forest Social Initiative in the Gwass Hill region of Suba, Kenya. Here, agricultural productivity is low and the only energy source, charcoal, is being exploited at an unsustainable rate. As a result, local income levels are so low that boys have to begin working at a young age to supplement family income and girls are married off at an early age. Poor human and infrastructural resources entrenches the local economy in a vicious cycle of poverty. The Green Forest Initiative identifies goods that are important for the region and helps locals establish small business to develop and sell these products, examples including charcoal, aloe, honey, and bio fuel. For example, as a result of its efforts, today 267 farmers keep bees and obtain around 2145kg of honey annually. The sale of honey alone has increased the community’s annual income by €2,400.

ICS also conducts the Primary School Deworming Project (PSDP) in cooperation with the Busia District Ministry of Health Office in Kenya. The project aims to improve school participation rate by offering basic medical treatment and education to worm-infected young people. Hookworm, roundworm, whipworm and schistosomiasis infection are believed to be prevalent among young people in developing countries and are major causes of reduced productivity and learning abilities in youths. After three years’ worth of treatment, program evaluations show that de-worming has boosted school participation rate by 7.5% among those who received in-school treatments.

¹⁰⁷United Nations (2007) World Youth Report, 2007

¹⁰⁸ International Labor Organization, Child Labor

3.7 LEGAL PROTECTION AND ADVICE

The problem of social and cultural exclusion can be solved through legal protection and advice, especially from Justice Sector Institutions, which are pivotal to the legal protection and enforcement of human rights.¹⁰⁹ The focus is often placed on human rights enforcement as legal conflicts share a particularly close relationship with human rights issues. Solutions are often provided by institutions that are actively involving themselves in developing policies and initiatives designed to fulfill the rights of young people. Effectiveness of solutions requires knowledge of local contexts and the formation of broad political coalitions in support of reforms. Beyond the local level, legal protection and advice can also be done through transnational justice. Elements of this process are illustrated in the following diagram:

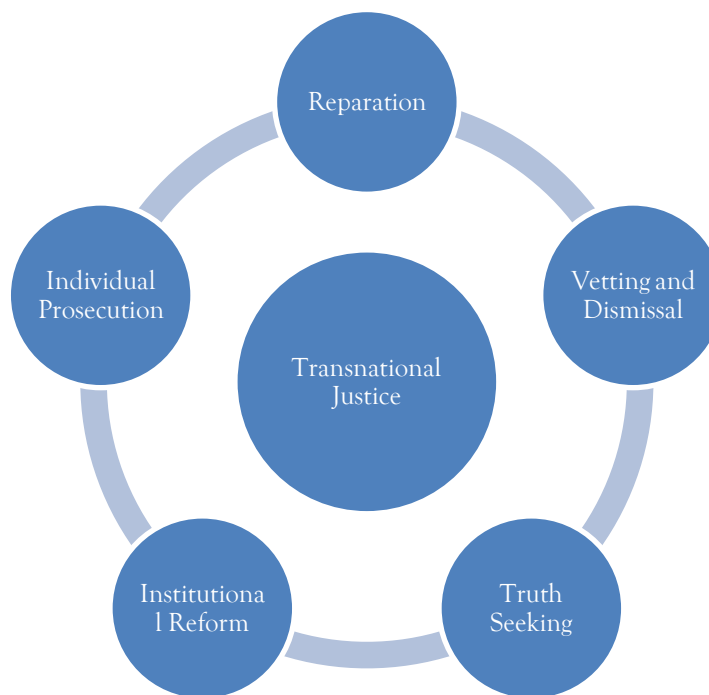


Diagram 6. Elements of transnational justice processes.

3.7.1 Solutions from Around the World

*Philippine Action for Youth Offenders (PAYO)*¹¹⁰

The Philippine Action for Youthful Offenders (PAYO) was established in December 1993 as a national coalition of activists, organizations, and government agencies working towards the protection of the rights and welfare of youth offenders and children who have come into conflict with the law. It aims to lobby for the improvement, implementation, and promulgation of legislation, laws, and other related measures designed to protect youth offenders. PAYO understands that political lobbying will only help accomplish half of its goals, as young offenders face prejudice from not just the state but also the wider public. Thus, another thrust of PAYO's mission is to educate the public through national campaigns on the rights and situations of youth offenders.

¹⁰⁹ GSDRC (2013), Human Rights, Gender, and Social Exclusion

¹¹⁰ Child Rights International Network, The Philippine Action for Youth Offenders (PAYO)

Methodology¹¹¹

PAYO focuses primarily on assisting children and youths below the age of 18 who have come into conflict with the law. This includes those who are already detained or imprisoned. Because developing countries often already face considerable financial and resource constraints, it is difficult to expect them to improve their juvenile justice systems, an issue usually perceived as a peripheral problem when compared to other social issues that affect a larger proportion of the population. As a result, PAYO aims to fill in this gap in service by coordinating with the different stakeholders, including concerned individuals and NGOs who can pool their resources and harness economies of scale by acting as one voice.

Among its many programs, PAYO aims to achieve the following:

- Legislation to create and restore the defunct juvenile delinquent court that was abolished in 1980 by President Ferdinand Marcos.
- Segregation of youths from adults who are in prison
- Educating the police and correctional and rehabilitation staff (especially prison guards) on the rights of youths who have come into conflict with the law
- Educating children and youths behind bars on their rights

Results

One of PAYO's main achievements was to connect and combine the efforts of previous independently functioning NGOs. With the aid of UNICEF, the World Health Organization (WHO), and the Social Welfare Department of the Philippines, as well as ex-juvenile crime judges and politicians, PAYO successfully created dialogue and cooperation between 30 NGOs. Thanks to its programming efforts, the Philippines now have a wider range of national executive orders and laws that provide welfare support and legal protection for youths in conflict with the law. For example, PAYO helped publish an informational manual and provided training sessions for the police in treating youth offenders with more care and respect. Child and Youth Relations Officers now exist in certain police stations to ensure that young suspects are treated appropriately.

PAYO's efforts have contributed at least partially to the betterment of the problem of juvenile crime; the number of underage delinquents, which rose from 3,817 in 1987 to 6,778 in 1989, has fallen to around 2,000 since the formation of PAYO.

¹¹¹ Murdoch-Verwijs, Juvenile Justice in the Philippines - A Personal Experience

3.8 ACTIVISM AND INCREASING PUBLIC AWARENESS

Increasingly, the existence of NGOs is proving to be a necessity rather than a luxury in societies throughout the modern world. NGOs can help to raise activism and public awareness since governments sometimes miss out on certain areas in their provision and management of public goods for their citizens.¹¹² To get the government's attention, NGOs often conduct campaigns to "achieve large-scale change promoted indirectly through influence of the political system."¹¹³ Campaigning NGOs need an efficient and effective group of professional members who are able to keep supporters informed and motivated. They can plan and host demonstrations and events that will keep their cause in the media. To increase the reach of their messages, they need to maintain a large, informed network of supporters who can be mobilized for events to garner media attention and influence policy changes.

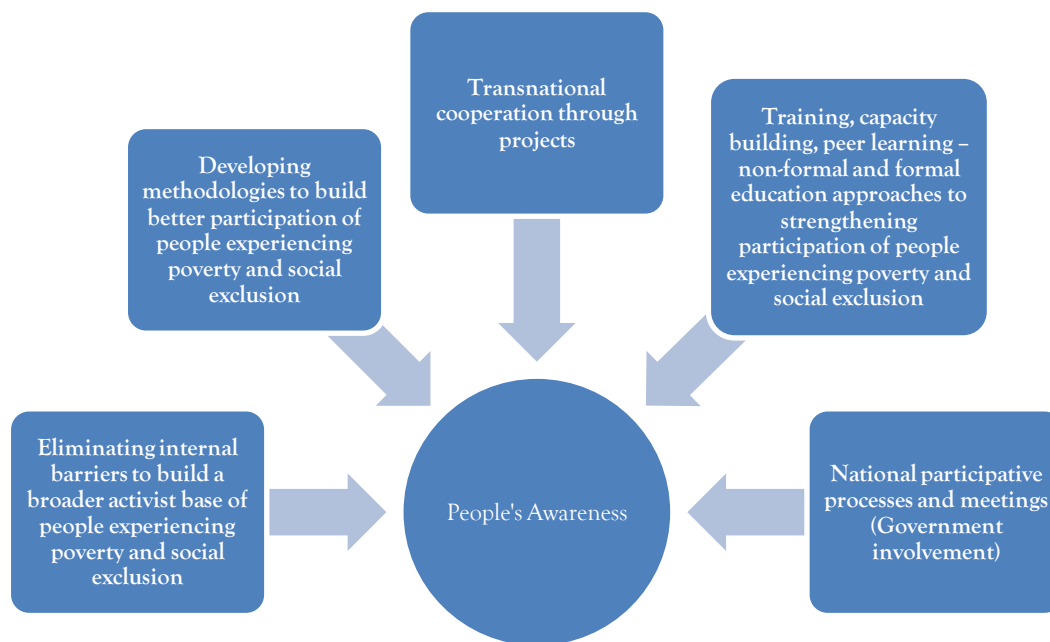


Diagram 7. Elements Affecting the Public's Awareness¹¹⁴

3.8.1 Solutions from Around the World

*Perspektiva, Russia*¹¹⁵

Perspektiva is a Russian NGO founded in March 1997 with the aim of raising public awareness for the rights of youths with disabilities. It seeks to change misconceptions and negative attitudes towards youths with disabilities by breaking down physical and psychological barriers between the public and them.

Methodology

Since 1997, Perspektiva has worked with disability-focused organizations in more than 15 regions of Russia and has established close partnerships with organizations in 12 cities. It aims to empower youths with disabilities to become active members of their communities, advocate for their rights, provide services for

¹¹²Heintz (2006), The Role of NGOs in Modern Societies and an Increasingly Interdependent World

¹¹³Willetts (2012), What is a Non-Governmental Organization?

¹¹⁴Ibid.

¹¹⁵Perspektiva (2005), Perspektiva – Regional Society of Disabled People

them, organize youth community service activities, and raise awareness in the community about disability issues. Besides working on its own campaigns, Perspektiva also supports other grassroots organizations that fight for the equal rights and improved quality of life for people with disabilities.

To do this, Perspektiva takes a two-pronged approach of campaigning for greater equality in the education and employment of people with disabilities. For example, it organizes regional, national, as well as international conferences and campaigns to call for greater investment into education for youths with disabilities. Furthermore, it also networks and engages with businesses in Russia to increase employment opportunities for youths with disabilities to help them achieve financial independency in their daily lives. Both approaches try to dispel the widely held belief that people with disabilities are unable to live a fruitful and independent life and become fully participating members of society. More importantly, the NGO harnesses the energy and experience of youths who face disabilities themselves by empowering them to take up leadership positions in their communities and become figures of respect and authority among those they seek to help.

Results

Since 1996, Perspektiva has continuously published widely recognized and well-received quarterly newsletters. With a wide distribution throughout Russia, the newsletter reaches a large number of NGOs and media outlets and keeps them informed of the activities that Perspektiva and other partner organizations organize. Perspektiva also maintains a website, and visitors can access extensive information about disability issues. The website also hosts a disability listserv that provides an online space for interested individuals to share information on disability issues. Since the fall of 1998, Perspektiva has published 10 informational manuals on issues ranging from outreach and community services and disability awareness to independent living practices for youths facing disabilities and ways to increase peer support.

Perspektiva believes that an in-depth and authentic understanding of the issues affecting the lives of youths facing disabilities forms the backbone to the success of their projects. Three of its key community trainers and a majority of its team of 22 are persons with various types of disabilities.

WaterAid¹¹⁶

WaterAid was officially established in 1981 as a charitable trust, and has since gathered more than 30 years' experience of bringing water, sanitation, and hygiene services to where they are needed the most. Today, it has become one of the most respected organizations dealing solely with such issues, and focuses its efforts on raising public awareness on the importance of good sanitation and hygiene.

The NGO envisages a world where everyone has access to clean water, safe sanitation, and good hygiene. It aims to achieve this vision through the following four channels:

- Promoting and securing poor people's rights and access to safe water, improved hygiene and sanitation
- Supporting governments and service providers in their capacity to deliver safe related services
- Advocating for the essential role of safe water, improved hygiene and sanitation in human development
- Developing itself as an effective global organization that is recognized as a leader in its field

¹¹⁶WaterAid, Home

Values

The values that drive the operations of WaterAid are:

- Inclusion: WaterAid works with poor, excluded, and marginalized groups of people such as women, those living with HIV/AIDS, minority ethnic groups, and people facing disabilities
- Inspiring: WaterAid inspires people by passionately championing the importance of safe water, hygiene, and sanitation in improving people's health and reducing poverty.
- Courageous: WaterAid sets ambitious goals, raises challenging questions, and speaks with courage and conviction.
- Always learning: Learning is central to the organization's work, with continuous review, refinement, and adaption of new methods and ways of thinking.
- Accountability: WaterAid believes strongly in being accountable, responsive, and transparent to the people whom they serve and who support them.
- Collaboration: WaterAid engages with other organizations, communities, staff, and supporters, and values the diversity different stakeholders bring to the table.

Methodology

WaterAid believes that advocacy can help change the policies of governments and other powerful institutions, as it views changes in policies from the top as the most effective way of reaching millions of people with water and sanitation. The organization understands that many people in the more developed parts of the world take for granted and hence overlook the importance of clean water and good sanitation, and thus works hard at keeping these issues at the top of political agendas of governments worldwide. Alongside partners, WaterAid conducts and gathers research and evidence on the vitality of water and sanitation to humans, and uses its wealth of experience and knowledge to influence decision-makers.

WaterAid also believes strongly in working with local partners so that the investments it makes can reach the local communities directly. To keep solutions sustainable, the NGO believes in teaching practical technologies to local communities so that locals have the right skills to harness the benefits from these solutions. WaterAid also aims to bring together a diversity of actors to better identify and act on the problems that the locals face. It believes that this is the most progressive and sustainable approach.

Results

Today, WaterAid works in 27 countries. They have helped over 17.5 million people worldwide, transforming lives in some of the world's poorest communities.

Funding and Finances

It receives funds from organizations and companies that are committed to improving poor people's access to safe water and sanitation. They also bid for funds from governments and other international institutions.

3.9 CONCLUSION

This Chapter has identified 8 main categories of solutions to address the main challenges of youth exclusion, which had been mentioned earlier in Chapter 2. These solutions are formal education, vocational training, youth entrepreneurship, sports, microfinance, provision of basic needs, legal protection and advice, as well as activism and increasing public awareness. For each solution, the Chapter offers a theoretical explanation of how the particular solution can be important in addressing youth exclusion, and also offers a few detailed case studies to show how such solutions can be implemented in reality. It must be noted that these categories of solutions are not the only forms of solutions available worldwide, and that for each form of solution, there are a variety of methodologies available for the feasible implementation of the solution. At the same time, many NGOs in reality actually merge various forms of solutions as part of their overarching strategy. This point is addressed in greater detail in the following Chapter, where we will analyze some of the best practices and advice from the field.

4.BEST PRACTICES AND ADVICE FROM THE FIELD

In the previous chapter, we compiled a list of interesting and effective solutions that different NGOs around the world have found to be effective in combating particular areas of youth exclusion. Yet, we have also seen in previous chapters that youth exclusion is a multi-dimensional global phenomenon caused by the intersection of different forms of economic, social, and political deprivation. Given the diversity of environments that youths live in today, it is important to understand that there exists no one single solution to this problem.

Acknowledging this fact, the present chapter of the report presents some primary findings on NGO practices around the world that have been test-driven and shown to be successful, as well as issues and areas of concern in the implementation process highlighted by these NGOs. We hope that by including field experience in this report, we can help aspiring NGOs and individuals to draw inspiration from the way others are able to combine or modify different solutions and tailor them to the specific context they work in. While best practices for one particular group may not fit the needs of others, they at least illustrate the importance of creativity and flexibility in programming to create the most effective solutions.

Our primary research, however, also shed light on a blind spot that seems to plague most of the NGOs surveyed by us, which is a lack of regard for the importance of good organizational governance in the evaluation of an NGO's performance. In most of their responses to the question of identifying what they think are the key factors to their success, almost all NGOs only referred to the programming aspect and not the structure and management of their teams. Among many others, lack of social awareness and limited funding are most commonly mentioned by NGOs as barriers to their work. Furthermore, the same NGOs often point to operational problems such as "lack of funding" and "lack of support from local governments" as obstacles to achieving their goals, rather than management-related factors such as "lack of clear communication to donors".

However, through extensive secondary research as well as interviews with representatives from UNESCO and other similar bodies, it seems clear that a well-functioning internal management system is as important as designing innovative projects for NGOs. In fact, sound governance increases the effectiveness of an NGO's programming as it allows the NGO to make the most efficient use of its available resources in achieving its goals, thereby freeing up precious money and energy in pursuing other objectives.

The plan for this chapter is as follows: we will first give a brief summary of the general principles of good governance for NGOs that authoritative figures in the industry have suggested, and then move on to laying out some of the best practices that the NGOs we have surveyed use and recommend.

4.1 GENERAL PRINCIPLES OF GOOD GOVERNANCE FOR NGOS

While NGOs face many financial constraints and constraints directly linked to the social environment they operate in, turning a blind eye to the importance of organizational management will, in the long run, render them less sustainable and less effective. Although NGOs are not (and should not be) profit-maximizing institutions, they often share similar human resource structures and organizational goals with private companies. Examples of this include clarity of its mission and vision, clear line of communication and chain of command down the management hierarchy, and dedicated and loyal workers or volunteers. Most importantly, the NGO's organization of its team should enhance and not impede the achievement of its goals. Therefore, more effort should be put into this aspect to increase efficiency and improve sustainability.

The following four principles have been identified by authoritative figures and organizations in the field of social work as being essential for NGOs to reach their goals. They include: accountability of NGOs towards their stakeholders, good organizational structure, leadership continuity, and quality assessment.

Accountability of NGOs towards their Stakeholders

In the 2012 Youth 4 Change Symposium, participants identified accountability as one of the top four traits that NGOs need to achieve to be a more successful organization. For an NGO, to be accountable means to regularly demonstrate to its stakeholders, in particular to its supporters, that its resources are being used wisely on activities that reflect the NGO's non-profit status and goals.¹¹⁷ NGOs are founded on the principle that citizens have a right to the freedom of association. Since they benefit from this public sector either directly or indirectly, they are therefore expected to display a high degree of accountability to their members, beneficiaries, donors, the government, and other relevant constituencies. Through acts of accountability, an NGO is expressing its "commitment to democratic values and the building of civil society."¹¹⁸

To achieve greater accountability, NGOs can adopt an array of management practices that strengthen the focus of its organization on its mission, such as: strong oversight boards that are independent of the management team, involving key stakeholders affected by the organization's operations, putting in place complaint procedures against internal and external stakeholders, enacting policies dealing with situations where there are conflicts of interests for its employees and volunteers, and employing officers who can respond to concerns from external stakeholders.¹¹⁹ Lastly, an accountable NGO also needs to be financially transparent, and has to be ready to offer its accounts and records to public scrutiny.¹²⁰

Good Organizational Structure

Good governance is marked by having a transparent decision-making process through which the leadership of an NGO can direct resources effectively and exercise power on the basis of the organization's shared values. Therefore, building and sticking to a clearly laid out governance structure is the first step towards establishing an efficient and sustainable NGO. There should be an internal system of checks and balances stipulating a clear division of labor between the board of directors and the executive team that all members abide by. The governing body oversees all operations and acts as the decision-making authority, while the executive team carries out the organization's mission.¹²¹ Such a separation of management and

¹¹⁷ Wyatt (2004), A Hand Book of NGO Governance

¹¹⁸ Ibid.

¹¹⁹ Ibid.

¹²⁰ Ibid.

¹²¹ Ibid.

governance helps ensure that the interests of all stakeholders are well represented. Public suspicion can also be avoided, as executive and oversight functions are independent of each other.¹²²

Leadership Continuity

Many newly established or small NGOs face the problem of lack of leadership continuity, where the founder or a charismatic leader of an NGO played an essential role within the organization and shouldered an excessive amount of workload, wielding a disproportionate amount of influence. Once this dominant figure leaves, the NGO ceases to function because it can no longer command the interest and respect of its participants and supporters. Many times, this problem is compounded by the fact that small and young organizations have failed to establish an institutionalized succession procedure in their early years.

Many international organizations that have a long working relationship with NGOs, including United Nations entities, have stressed the prevalence and seriousness of this problem. An overly “personalized” organization will not last very long after the core figure leaves.¹²³ It is therefore necessary for an NGO to plan a scheme of succession and implement it carefully.

Quality Assessment

Evaluation is the means by which an NGO’s board of directors confirms that the organization is fulfilling its non-profit mission effectively. An NGO’s work may be hard to measure, since there are no financial profits as indicators of performance. However, its success can be measured by the amount of ‘social profit’ it produces. For example, in our interviews and surveys with NGOs, most of them judge how their programs are doing by using general indicators such as participant attendance rate, revenue stream of programs, and dropout rate. However, few of them have a thoughtfully laid out plan for performance evaluation. For an evaluation to be effective, the NGO should be clear about its criteria for performance evaluation, and apply it consistently throughout the process.

¹²² Ibid.

¹²³ Cornu(2013), Interview with Youth 4 Change

4.2 BEST PRACTICES FROM THE FIELD

In this section, we collected the best practices that NGOs listed as being crucial to their success and provided a brief explanation of those that were most widely identified with. All data and materials are collected through surveys, interviews, and secondary research conducted by the team from Youth 4Change. We also referred extensively to the round table discussion results from the 2012 Youth 4 Change Symposium, which saw representatives of more than 20 French NGOs gather and share their opinions on issues such as youth in conflict with the law and the re-education of excluded youths.

Our research reveals that the reduction of poverty and the empowerment of youths through education and employment are the target of many NGOs. Specific tools commonly used include the development of transferable skills that can provide the youths with direct employment opportunities, network-building programs that connect youths with companies or educational institutions, as well as basic training in entrepreneurship that will enable youths to open their own businesses.

All the best practices presented here are specific to lifting youths out of social exclusion, and should be seen as fundamental guidelines behind every program that an NGO conducts. For example almost every NGO we surveyed emphasized the importance of “helping youths help themselves” so that they can achieve self-dependence upon completing the program. This principle can be applied to almost every program targeting a wide range of issues within the problem of youth exclusion. The seven “best practices” identified in this section are: building partnerships, knowledge sharing, building self-confidence, engaging parents and the community, individualized programs, instilling self-sufficiency in youths, and engaging with the issue beyond mere programming.

Building Partnerships

Partnership building can create new opportunities for all parties involved to improve their activities in new ways. NGOs have much to offer. They often possess abundant local expertise and connections, legitimacy with customers and governments, as well as on-the-ground access to sourcing and distribution systems.¹²⁴ These skills render NGOs valuable and desirable partners. In return, NGOs can gain access to partner institutions’ human resources and social capital. For NGOs, such networking can lead to cross-sector collaborations with governments, private companies, and academic institutions and generate products, services, and influences that neither party can produce alone.

In our survey, some NGOs specially pointed out the importance of partnership building and collaborations with other institutions in empowering excluded youths. The project manager in charge of social and professional integration in an NGO located in Rennes and Brest stressed how partnerships with local companies and academic institutions help in reintegrating youths who have been recently released from short jail sentences. In this case, the youth starts receiving assistance for a short period of time even before his release; this helps the organization identify the individual’s level of needs. The project will then link the youth to a partner company or school to provide employment or education opportunities. One year after the release of 150 youths involved in the said program, only 4 repeated offenses were reported, proving the effectiveness of this strategy.

Lastly, it is important for NGOs to base their programs on academic studies and field research, as better knowledge of the problem at hand will enable the crafting of better programs. Apprentis d’Auteuil, one of the largest French NGOs working in the field of youth reintegration, encourages NGOs to pursue partnerships with experts in their field of work to gain timely access to the newest research findings.¹²⁵

¹²⁴Dahan, et al. (2010), Corporate-NGO Collaboration: Co-creating New Business Models for Developing Markets

¹²⁵ Apprentis d’Auteuil (2011), Plaidoyer pour la Jeunesse en Difficulté, p.55

These experts can usually be found in academia, think tanks, international organizations and even large publications-producing NGOs.

Knowledge Sharing between NGOs

NGOs can also improve the services they provide by engaging in knowledge sharing with other organizations that share similar aspects of their work. In the 2012 Youth 4 Change Symposium, participants agreed that connecting with and sharing best practices with other NGOs complements their field experience and helps them anticipate future difficulties or identify un-met community needs. The lack of knowledge is likely to be a result of asymmetric information; our survey results indicate that almost all NGOs are interested in engaging in some form of knowledge-sharing platform with other NGOs, but few of them currently participate in such platforms.

There are many ways knowledge sharing can facilitate the individual performance of NGOs. For example, NGOs working in different fields in the same geographical location can share information on governmental contacts, culture and norms of the local communities, and even jointly invest in infrastructure. NGOs working in different locations but in similar areas can exchange and collectively brainstorm on innovative solutions to tackle the common problems faced. NGOs working on similar issues in the same geographical context can even pool resources together and create jointevents to reap economies of scale and amplify the impact of their projects.

Building Self-Confidence

Many NGOs expressed concern over the lack of self-esteem among excluded youths. They believe that for these youths to be reintegrated back into society, they need to first have trust in their ability to make a difference in their own lives. Empowering youths from within is an area of personal development that should not be neglected, as not only will this enrich their lives, it is also a vital path towards helping them achieve future education and employment.

In Africa, where HIV/AIDS is a major cause of youth exclusion, youths who are HIV positive often voluntarily exclude themselves from school because of self-stigmatization.¹²⁶ In such cases, “positive speakers” can help them see how HIV carriers can also live a rewarding and engaged life, thus bolstering their self-esteem. Several NGOs have integrated elements of peer modeling or value creation into their programs so as to strengthen excluded youths’ self-confidence.

Beyond merely targeting youths facing exclusion, it is also important to reach out to young people who are integrated into society and connect them to the civil society so that they can serve as role models for their excluded peers. Unis-Cité designed its projects to attract youths from different backgrounds to work as a team on social issues. Depending on one’s age, young people are assigned tasks from tree planting to awareness-raising for social events. Through this, Unis-Cité hopes to foster a sense of solidarity between the integrated and excluded youths, so that they can learn from each other and the latter can look up to the former as role models.

Engaging Parents and the Community

Youth exclusion is not merely a social issue; sometimes, it is more of a family or community issue. Several NGOs state their belief in educating the parents of young people to prevent and reverse their societal exclusion. Furthermore, they also believe that including family and community members in programs will produce a stronger impact on youths, especially with regard to healthcare and education. This belief was reiterated by Christopher Adji Ahoudian, the deputy mayor of Paris for Youth in the 19th arrondissement,

¹²⁶Cornu (2013), Interview with Youth 4 Change

during the 2012 Youth 4 Change Symposium, where he stressed the importance of parental involvement in all governmental and non-government projects aimed at reintegrating youths back into society. The Cancer Sensitive School Project in Ankara, Turkey is an example of an NGO that actively courts the involvement of local communities and parents. It aims to increase the awareness of cancer prevention among parents and community leaders to decrease the incidence rate of the disease.

Individualized Programs

Every youth is distinct in his or her own way, and each individual has the same right as others to pursue a life that suits his or her interests and capacity. Many NGOs are aware of this, and have started designing more individualized programs to take into consideration the unique personalities, backgrounds, and ambitions of their participants. In the 2012 Youth 4 Change Symposium, lead sociologist and head of national professional network “Wandering Youths” François Chobreaux emphasized the importance of customizing programs to each youth to maximize the effectiveness of said programs. An NGO that exemplifies this principle in their work is le Service d’Orientation et d’Insertion du Jeune (SOIJ) in Paris. Before participants embark on its programs, SOIJ invites the youth to three appointments of two hours each, one with a psychologist, one with a counselor, and one with SOIJ itself, to assess his personality, talents, skills, ambitions. SOIJ then chooses the appropriate area of training for the student based on the information it has collected.¹²⁷

Although this type of programming can be costly, and hence pose as a barrier to its implementation for some NGOs, we encourage all NGOs to make an active effort in taking regional and gender differences into consideration when designing their programs. For example, in Cambodia, girls may be actively approached for the training programs by local NGOs, but the effectiveness of these programs are limited as many of the girls drop out of training halfway due to early marriages and pregnancy. As a result, gender-specific solutions such as providing monetary stipends to girls during their maternity leave are designed to guarantee the completion of their training and prevent drop outs.

Instilling Self-Sufficiency in Youths

Many NGOs define their success by not just how well youths respond to their programs while they are enrolled in them but also the long-term effect produced by these programs. For example, it would be difficult to consider a program aimed at keeping youths off the streets to avoid participation in criminal activities successful if the youth stayed clean while attending the program but was immediately reabsorbed into street gangs once the program is over. This principle applies to NGOs working in all fields. For the NGOs we interviewed, the main strategies they use are the teaching of transferable and entrepreneurship skills that enable youths to be self-dependent once they graduate from programs.

Ashoka is an NGO created in the early 1980s in India that gives grants to excluded youths who have creative and feasible social entrepreneurship ideas that, if implemented, aim to help not just themselves but also those around them. Today, Ashoka is commonly quoted as one of the most successful social entrepreneurship grant-givers in the world with the enthusiastic participation of a large, dynamic community. In the survey, Ashoka specifically stated that it does not see the grant itself as the most important tool in helping youths; while the money is important in solving practical problems, it is not the main determinant of success for these youths’ projects. Instead, Ashoka focuses on what it calls “skills-building”, which, depending on the youth’s business proposal, can mean project management, time management, basic business and accounting, and/or communication and public speaking skills. Regardless of the actual success of the projects themselves, these skills will stay with the participants after the program, and will increase their capacity in starting other businesses or finding future career opportunities.

¹²⁷ Apprentis d’Auteuil (2011), Plaidoyer pour la Jeunesse en Difficulté, p.56

Other NGOs such as the French Bakery, Life Project 4 Youth (LP4Y), and the DRT take a more structured approach towards combining entrepreneurship and transferable skills in youths. For example, the French Bakery helps excluded youths develop baking skills under the mentorship of two French baker volunteers by working in the kitchen alongside the bakers during the program. LP4Y has multiple programs in the Philippines aimed at lifting youths out of exclusion by imparting entrepreneurial skills. One of its programs, the Green Garden, adopts a similar model to the French Bakery and has participants engaged simultaneously in both skills learning and hands-on business experience in the herb-growing industry. The DRT teaches students how to build eco-friendly houses. For all three NGOs, the ability of the youths to either start their own businesses or work for other establishments in the same industry are the defining criteria of the success of their programs.

Beyond Programming: Looking at the Big Picture

Smaller and newer NGOs have the tendency to prioritize their footprints on the grassroots level, which means that they put the majority or even all of their efforts and money into the design and implementation of their programs. This is a good sign; the role that NGOs play in society is to fill in the gap between public and private provision of public goods and champion the causes of those who are unable to do it themselves, and this is best done at a level closest to the people they seek to serve. However, for NGOs that want to expand their impact and target the problem at the upper stream, it is often necessary for them to cooperate closely with the state to influence policy making, and this requires them to take a step back and look at the issue from a more macro level perspective.

Apprentisd'Auteuil serves as a great example in this regard. Through its many years of experience working with marginalized youths, the NGO came to the realization that the design of the French system systematically puts youths between the age of 16 and 24 in greater danger of social exclusion due to a lack of social protection. In France, compulsory schooling ends at 16 years old, meaning that those who leave the school system without the necessary qualifications will result in their entering a state of limbo, or acquiring "nothingness status".¹²⁸ For these youths, now that they no longer have student status and the concomitant allowances from the state, they have to be completely dependent on their families or themselves. For youths already living at the margins of society, the latter two options are rarely available.

Although the French government offers RSA (Active Solidarity Income) for those who are unable to support themselves, only adults who are above 25 years old qualify, effectively excluding all youths who need help from the state! As a result, Apprentis d'Auteuil has been working hard to bring this issue to public and state attention through lobbying for the broadening of the student status to all young people aged 16 to 25 who have left the school system and have not acquired sufficient rights to qualify for RSA.¹²⁹

¹²⁸ Apprentis d'Auteuil (2011), *Plaidoyer pour la Jeunesse en Difficulté*, p.73

¹²⁹ Ibid.

4.3 CONCLUSION

This chapter hopes to complement the previous two chapters by offering more broad-based and general suggestions for NGOs who are looking to improve their organizations. This chapter first looked at general principles of good governance that NGOs should abide by to improve the functioning of their management teams and hence achieve greater efficiency for their organizations. Next, the second part of this chapter looked at the best practices suggested by NGOs and experts in the field through our primary research as well as the 2012 Youth 4 Change Symposium. We hope that readers will take these suggestions into consideration and apply them to their organizations. NGOs play a crucial role in the fight against youth exclusion, and a more effective, robust, and interconnected global NGO network will make this fight easier for all involved.

5. CONCLUSION

This report took a broad-based approach in its description of the problems as well as solutions to the issue of youth exclusion. After giving an overview of the global phenomenon, the report describes the contributing factors to the problem of youth exclusion. It first identifies four “contextual factors” that exist in almost all societies and form the fundamental layer of the causes for exclusion. These four contextual factors are rural-urban divide, gender inequality, ethnic and religious discrimination, and inherited family backgrounds. Next, it explains in detail eight areas of youth exclusion which is identified as being the most prominent and prevalent in the world today. They are: limited access to education, unemployment, disability, HIV/AIDS and other STIs, drug abuse, criminal activities, sexual orientation discrimination, and immigrant and refugee status.

The report goes on to give an illustrative account of the solutions that global actors have devised and used in the fight against youth exclusion. It classified solutions into eight large categories, namely formal education, vocational training, youth entrepreneurship, sports, microfinance, provision of basic needs, legal protection and advice, and finally advocacy and increasing public awareness. Specific NGOs that have proven to be successful in reintegrating youths back into society using these specific types of solution are introduced and elaborated upon.

The report also engages in a discussion of NGO best practices, both in terms of programming and organizational management, that help increase the effectiveness and sustainability of NGOs. Four general principles of good governance – accountability of NGOs towards their stakeholders, good organizational structure, leadership continuity, and quality assessment – and seven “NGO best practices” – building partnerships, knowledge sharing, building self-confidence, engaging parents and the community, individualized programs, instilling self-sufficiency in youths, and engaging with the issue beyond mere programming – are identified.

Although this report describes the different aspects of and solutions to the problem of youth exclusion in significant detail, we cannot claim this report to be a comprehensive guide that covers all aspects of the issue. As shown throughout this report, youth exclusion is an extremely complex social phenomenon that is caused by many interweaving factors. As a youth progresses through adolescence and enters into adulthood, they will be confronted with different social environments that will present them with new problems, as well as open up new opportunities. As a result, we do not foresee an “endpoint” for the Youth 4 Change project. Rather, we see it as an observatory that draws its strength from the accumulation of knowledge that accompanies its progress. With each passing year, we hope to expand our pool of partners and primary sources, whom we see as our most important source of information to keep us abreast of the newest developments in the field.

Finally, we would like to reiterate the vital role that NGOs play in the global fight against youth exclusion. NGOs have much to offer in terms of their local expertise and connections, legitimacy with the public and governments, as well as grassroots-level access to those who need help the most. They serve a function that governments and individuals are often unable to fulfill. We hope that this series of reports, as well as the Youth 4 Change project in general, will help make this fight easier for aspiring NGOs and contribute to a better future for youths worldwide.

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I am a first year Master student in International Economic Policy at Sciences Po, and studied Economics at UCL for my undergrad. The "Projet Collectif" Youth 4 Change was a very rewarding experience as I familiarized myself with the challenges faced by NGOs in the important area of youth exclusion. I hope our project can inspire others to follow in our footsteps in promoting cooperation between NGOs in this field.



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I am pursuing a Global Affairs double- Master's degree in Sciences Po and Fudan University (Shanghai). I was born in China, grew up in Singapore, and did my undergraduate studies in Northwestern University in America. This is the longest report I have ever written, so here is a huge thank you to the team for putting in so much work. Please read every word! ☺



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I am pursuing a double degree Master's program in Sciences Po and LSE in International Economic Policy, and I completed my undergraduate in geography in Oxford University. I come from the sunny island of Singapore and wish to engage in environmental policy work after I graduate. I am very proud to bring you the Y4C Report 2013, hope you enjoy it!



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I was raised in China and educated in Canada and France, and am a graduating M2 International Economic Policy student at Sciences Po. Before coming to Paris, I studied political science, history and economics at McGill University in Montreal, Canada. I sincerely believe that the progress of youth is a propelling force for a better tomorrow, and that is why I got involved in Y4C's project. When I am not studying or writing the Y4C report, I am travelling and shooting pictures in different countries with different people.



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I am a first year Master student in Human Rights and Humanitarian Action at Sciences Po Paris. I am interested in the empowerment of people, especially in improving reproductive and sexual health as well as access to education for women. I particularly enjoyed working with Youth 4 Change as it allowed me to familiarize myself with the working environment of NGOs.

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International Manifesto for the Insertion of Young Adults in Danger

I sign,
I am committed

Every day, worldwide, numerous Young Adults, aged 15 to 24, join the ranks of those living below the extreme poverty threshold and in exclusion (1.5\$/day). In 2012 they were 550 million, 89% of whom lived in developing countries, as well as 60 million living in developed countries. Since 2000, the number of people suffering from hunger has been growing constantly. Over the next 12 years the number of these Young Adults who receive no share of the benefits of progress will exceed the shocking figure of 1 billion.

Multiple factors are responsible: demographic growth, economic globalization, productivity leading to shrinking labor needs, loss of family values, disparity between education and employment needs, lack of investment focused on Young Adults or growing disinterest for Young excluded Adults.

Action is urgently required.

We acknowledge that the Young are the future of our world,
We believe in the importance of a successful bridge into the adult world,
We recognize their energy, their dynamism, and their ability to innovate.

Therefore, let us unite to give them access to their future!

We know these Young Adults can pull through when given the encouragement of a positive look, when they gain confidence in themselves and in others, when learning opportunities are brought within reach, when they are free from hunger and alienation, when they are allowed to make mistakes.

Therefore, let us act for and on behalf of all Young Adults throughout the world!

It is our belief that the duty of acting for and on behalf of Young Adults lies not just with governments, schools or ONGs, but with each one of us. We can all make the commitment to be available for Young Adults, every day, wherever we may be.

We believe that there is not one unique solution to the insertion of Young Adults in danger, but as many solutions as there are circumstances in the world. By sharing our experiences, pooling our resources, uniting our knowledge, we can act together for the cause of Young Adults who are today excluded. Thus they will tomorrow, be able to hold their place and be the entrepreneurs of greater freedom in the world.

Together, let us commit, let us act with and for the Young Adults.

Youth 4 Change May 2012
www.youth4c.net



Manifeste international pour l'Insertion des Jeunes en danger

Je signe,
Je m'engage

Chaque jour, dans le monde, des Jeunes entre 15 et 24 ans rejoignent les rangs des grands exclus, vivant en-dessous du seuil de pauvreté de 1,5€/jour. Ils sont 550 millions en 2012, dont 89% dans les pays en développement mais aussi 60 millions dans les pays développés. Depuis, 2000 le nombre de ceux qui souffrent de la faim n'a cessé d'augmenter. D'ici 12 ans, le nombre de jeunes rejetés du partage des fruits du progrès, dépassera le nombre impensable de 1 milliard.

Selon les situations, les causes sont multiples et variables : croissance démographique, mondialisation, destruction d'emplois, perte des valeurs familiales, inadéquation de l'éducation aux besoins professionnels, manque d'investissement pour la jeunesse, désintérêt grandissant pour la jeunesse exclue...

Il y a urgence à se mobiliser

Nous avons compris que les Jeunes sont le futur de notre monde,
Nous croyons que ce passage est déterminant pour l'entrée dans la vie adulte,
Nous constatons combien ils sont capables d'énergie, de dynamisme et d'innovation.

Alors, unissons-nous pour les ouvrir à leur avenir.

Les Jeunes sont capables de résilience lorsqu'on pose sur eux un regard positif, lorsqu'ils gagnent en confiance en eux et les autres, lorsque les apprentissages leurs sont possibles, lorsqu'ils sont libérés de la faim ou des aliénations, lorsqu'on leur reconnaît le droit à l'erreur.

Ensemble, agissons pour et avec tous les Jeunes du monde.

Nous affirmons qu'agir pour et avec les Jeunes est le devoir de chacun, pas uniquement des gouvernements, du système éducatif et social ou des ONG. Etre disponible pour les Jeunes est un engagement volontaire, chaque jour, là où nous nous trouvons.

Nous croyons qu'il n'y a pas une unique solution pour l'insertion des Jeunes en danger mais autant de solutions que de situations dans le monde. En partageant nos expériences, en unissant nos énergies, en rassemblant nos savoirs faire, nous pourrions agir ensemble avec les Jeunes. Ainsi, demain ils pourront prendre leur place et entreprendre, pour plus de libertés.

Ensemble, engageons-nous avec les Jeunes du monde.

Youth 4 Change mai 2012

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Report 2013

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