

Theory of Change: Outcomes & Impact of Positive Youth Development (PYD)

CONTEXT

In 2009 and 2017 respectively, **WWO Ethiopia** and **WWO Vietnam** launched PYD programs to address the critical gaps in higher education and employment opportunity access for marginalized youth experiencing:

- Poverty, discrimination, and related traumas
- Serious illnesses, including HIV
- Lack of family or social support network

Through high-support, trauma-informed models of case management intervention, disadvantaged youth receive the training and resources that they need to confidently enter higher education and/or the local workforce towards a path for independent living.

In 2022, **WWO Haiti** re-launched its PYD program with students through a school-based curriculum designed to destigmatize education around sexual health and healthy relationships, as well as introduce important life skills to school-age youth.

OUR IMPACT

PHASE 4

Ethiopian youth formerly excluded from social, economic, and educational opportunities are given the chance to live up to their full potential. They are equipped with the training and skills for sustainable independent living. These youth become healthy, contributing members of their communities.

Haitian students and educators challenge and redefine narratives around sexual health, healthy relationships, and other stigmatized topics critical for youth development. Haitian youth are better prepared to achieve their life goals, including higher education and career exploration.

Vietnamese youth are mentally resilient and have the skills to reach their full potential. This includes sustainable integration into the workforce. Vocational training providers will also be strengthened to support this target population through school and post-graduation follow up for better employability.

OUR STAKEHOLDERS

Our PYD programs support youth ages 12 – 22 years old, including some families, in communities across Ethiopia, Haiti, and Vietnam.

Our work is possible through strong collaborative partnerships with local leadership, including:

- Primary and secondary public schools; vocational schools; and universities
- Government agencies, such as Ministries of Education; Ministries of Women, Children, and Youth Affairs; and Ministries of Health
- Health clinics and government hospitals
- Employment Service agencies
- Charity Society Organizations
- Mental health professionals
- Centers for Social Work

OUR OUTCOMES

PHASE 3

In **Ethiopia**, youth demonstrate academic success, including completion of higher education and vocational studies. Our graduates find employment and go on to live independently in the local community. Those with serious illnesses, including mental health conditions, are psychologically stable and healthy, with the skills to manage their own health needs.

In **Haiti**, youth complete the program with increased knowledge around sexual health, healthy relationships, and positive self-esteem. Youth also build their capacity around life planning, including future career and goal setting.

In **Vietnam**, youth demonstrate competencies across Richard Lerner's 6 Cs of positive youth development. Youth gain incredible skills in personal capacity building, including securing employment that meets their standard of living. Youth also "pay it forward", serving as mentors and local champions in their communities.

OUR INPUTS

PHASE 1

Flexible funding from donors to provide youth with culturally relevant and empowering:

- Wrap around case management services, including group home housing; medical coverage; school fees and tutoring; psychosocial counselling; job and life skills training; and an "independent living package" as they transition to living on their own. (**Ethiopia**)
- Middle and secondary school curriculums and related group activities. (**Haiti**)
- Needs-based case management services, including vocational resources and life skills training; and psychosocial counselling. (**Vietnam**)
- High quality training, support, and salaries for in-country teams. (**all countries**)

Other inputs include investment from community and volunteers, schools, government agencies, social service providers, health care providers, and other local partners.

OUR ACTIVITIES

PHASE 2

In **Ethiopia**, most PYD youth live in group homes with a housemother. Activities encourage strong academic performance, including university enrollment; vocational/job training preparation; health management and medication adherence for those living with serious illnesses; mental wellness and counselling; and skills for independent living.

In **Haiti**, school youth participate in an age-appropriate, six-month curriculum that focus on important topics including healthy self-esteem and social relationships (including social media); sexual health; and future planning.

In **Vietnam**, youth participate in a comprehensive life skills curriculum with topics spanning self-care and daily activities; household management; education and career orientation; social relationships; job preparation; and family building, for up to three years.