








DOMAIN 1: ASSETS & AGENCY

- *Assets: Youth have the necessary resources, skills, and competencies to achieve desired outcomes.*
- *Agency: Youth perceive and have the ability to employ their assets and aspirations to make or influence their own decisions about their lives and set their own goals and to act upon those decisions in order to achieve desired outcomes, without fear of violence or retribution.¹*








	Individual How does the activity support the skills-building and agency of individual youth? 	Relational (peers, family) How does the activity promote the modeling and practice of skills among peers and family members? 	Community How does the activity include and extend towards the broader community? 	Systems/Policies How does the activity intersect with educational systems, laws, policies, funding opportunities, and other structures? 
Consultative How does the activity elicit and incorporate feedback from youth on relevant issues, alternatives, and decisions? 	Youth participate in training activities geared toward building professional competencies for the workforce.	Youth provide feedback on training for parents and family members on career planning.	Youth participate in a job fair that connects them with employers in the community.	Work Readiness training is incorporated into school curriculum with feedback from youth participants.
Collaborative How does the activity engage youth in the designing of solutions and in each aspect of decision-making? 	Youth serve as co-trainers with adults or peers.	Youth collaborate in the design and implementation of training for family members on career planning.	Youth collaborate in the design and implementation of job fairs and employer outreach programs.	Youth help design work readiness programming that is incorporated into school curriculum.
Youth-Led How do youth lead and implement the activity? 	Youth develop and lead training sessions for peers based on other youth needs.	Youth design and take a leadership role in implementing training for family members on career planning.	Youth serve as active agents and career center ambassadors for workforce-related initiatives.	Youth lead work readiness programming as a part of school curriculum.

¹ https://pdf.usaid.gov/pdf_docs/PA00MR58.pdf

Positive Youth Development Tool for Career Planning and Professional Development

DOMAIN 2: CONTRIBUTION

Youth are engaged as a source of change for their own and for their communities' positive development.²








	Individual How does the activity promote youth-engagement and youth-led initiatives? 	Relational (peers, family) How does the activity relate to youth's peers, family members, and caretakers? 	Community How does the activity include and extend towards the broader community (mentors, coaches, teachers, community leaders, religious leaders)? 	Systems/Policies How does the activity intersect with educational systems, laws, policies, funding opportunities, and other structures? 
Consultative How does the activity elicit and incorporate feedback from youth on relevant issues, alternatives, and decisions? 	Youth are given the opportunity to volunteer.	Youth are offered the opportunity to participate in a peer-to-peer mentorship program.	Youth participate in a community outreach initiative.	Youth are consulted in the design of a local government community development project.
Collaborative How does the activity engage youth in the designing of solutions and in each aspect of decision-making? 	Youth and trainers co-design a volunteering initiative.	Youth help build a peer-to-peer mentoring program.	Youth co-design a community outreach initiative with adults.	Youth participate in the design of a local government community development project alongside other stakeholders.
Youth-Led How do youth lead and implement the activity? 	Youth design and implement a volunteering initiative.	Youth themselves lead a peer mentoring program.	Youth ideate, define plan and carry out a community outreach initiative.	A youth-led organization designs and implements a community development project.

² Ibid.

Positive Youth Development Tool for Career Planning and Professional Development

DOMAIN 3: ENABLING ENVIRONMENT








Youth are surrounded by an environment that maximizes their ability to avoid risks, stay safe and secure, and be protected. An enabling environment encourages and recognizes youth while promoting their social and emotional competence to thrive.³

	Individual How does the activity promote healthy relationships, a sense of belonging, safe spaces, positive expectations, access to services for youth? 	Relational (peers, family) How does the activity relate to youth's peers, family members, and caretakers? 	Community How does the activity include and extend towards the broader community (mentors, coaches, teachers, community leaders, religious leaders)? 	Systems/Policies How does the activity intersect with educational systems, laws, policies, funding opportunities, and other structures? 
Consultative How does the activity elicit and incorporate feedback from youth on relevant issues, alternatives, and decisions? 	Youth identify and map safe spaces and youth-friendly services.	Youth participate in activities that provide positive peer engagement.	Youth have opportunities to engage in dialogue with youth from different backgrounds.	Youth are consulted on policies for youth-friendly services.
Collaborative How does the activity engage youth in the designing of solutions and in each aspect of decision-making? 	Youth work with adults in the community to develop safe spaces.	Youth collaborate with adults to design information sessions on the importance of youth education and health for family members.	Youth work with community service providers to increase access and relevance of programming for marginalized youth.	Youth collaborate with other stakeholders on media campaigns promoting inclusion and anti-bullying.
Youth-Led How do youth lead and implement the activity? 	Youth lead initiatives to provide access to safe spaces and youth-friendly services for marginalized youth.	Youth work with their peers to design anti-bullying campaigns.	Youth design and lead dialogue programs with members of the community.	Youth design and lead media campaigns on positive youth messaging.

³ Ibid.

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