



2012 Youth Report



Taking Charge of Change

CHILDREN
INTERNATIONAL



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Introduction: In the Service of Youth

Rescuing young people from poverty is no simple feat. It takes a tremendous amount of time and resources. It also takes a network of caring individuals working together to reverse years of deeply entrenched social barriers.

As a professional educator, I've spent my career developing and reforming school programs to better address the needs of underserved and at-risk youth. I've seen what it takes to turn those lives around, and I know what's at stake.

For a period of time, I coordinated the Los Angeles School District's afterschool programs, which serve some 130,000 children and youth in over 550 schools daily. Students help design and take ownership of their personal progress by participating in activities of their own choosing, supported and mentored by agencies in their neighborhoods. Their successes are fundamentally improved as a result of that direct involvement. Equally important is the consistent support they receive from the afterschool staff and other contributors throughout their communities. Without that, I'm convinced many of the students would not make it.

Children International empowers youth to take ownership over their lives on a much larger scale. By providing a community of support to young people living in some of the worst poverty imaginable, CI gives youth the resources, services, skills, self-confidence and courage to overcome the social barriers that surround them. And they do all that from early childhood through late adolescence.

A visit I took to Children International's agency in Quito, Ecuador, brought home what seems like the essence of the organization's unique success. Those greeting us were not only the staff and the youth, but the parents and grandparents, women and men who volunteer their time to helping the children in the program. The room was filled with warmth and pride. It was a community working together to give its children the foundation upon which their resiliency, educational achievements, leadership abilities and job skills will rest, a community committed to building healthier and more fulfilling futures for their kids.

In the report that follows, the reader will surely grasp the significance of this model. It addresses many of the social and economic challenges society is confronting at all levels – in governments, schools and humanitarian programs. Children International has solutions for these problems. They deserve our thoughtful attention and support in this effort.

Dick Roberts
Philanthropist & Educator

Dick Roberts coordinated afterschool programs for the Los Angeles Unified School District from 1998 to 2007. He is the chairman of the Sally and Dick Roberts Coyote Foundation and serves on the boards of the Los Angeles County Educational Foundation and the Camerata Pacifica. He also belongs to the California Afterschool Network Leadership Team. Mr. Roberts holds master's degrees in Counseling and English Literature and credentials in Secondary Teaching, Special Education, Counseling and Administration.



Reversing the Effects of Poverty From

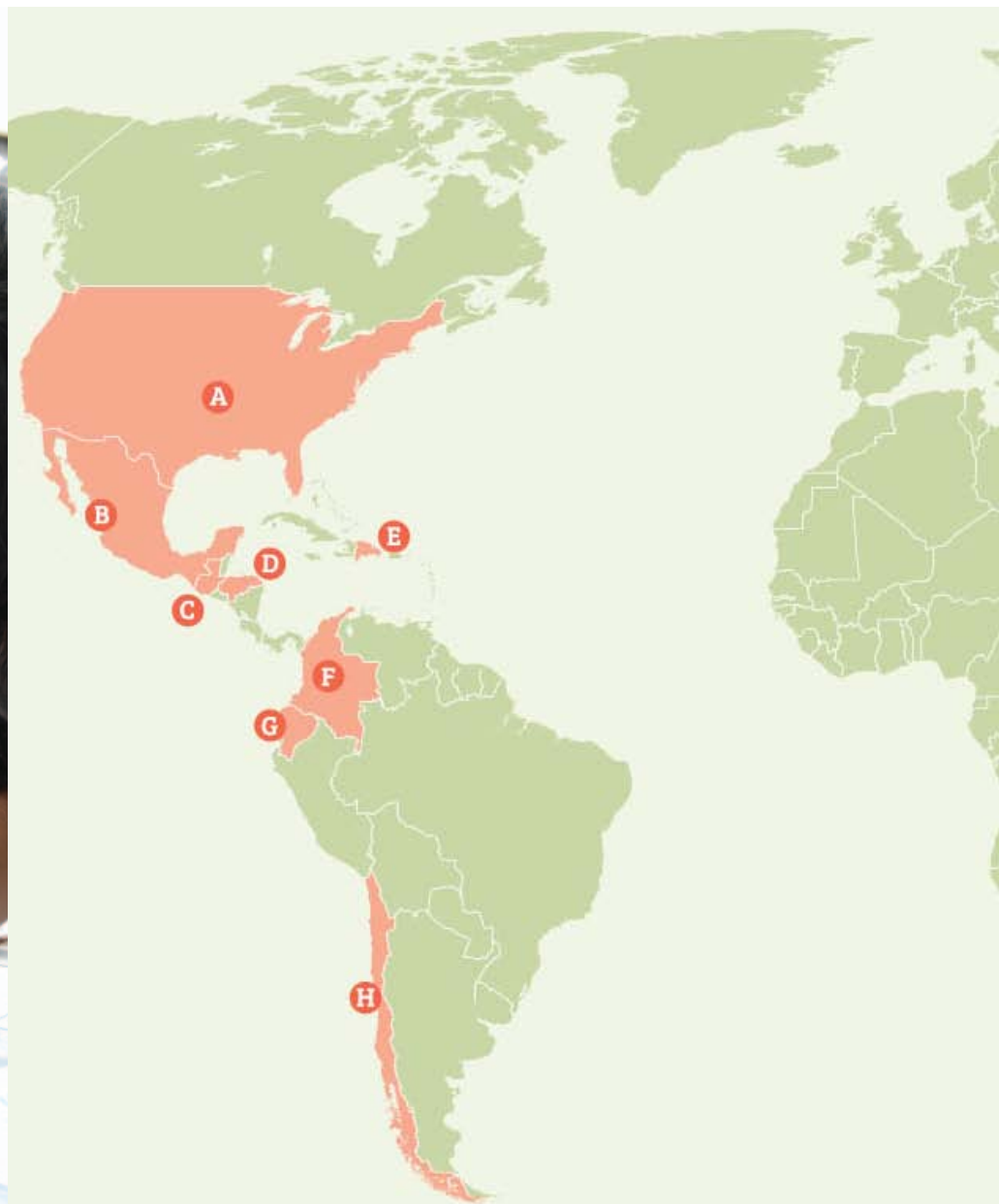
There's good reason to be alarmed about the state of the world's youth. There are more than 1 billion young people between the ages of 10 and 19, and nearly 90 percent are growing up in impoverished areas that fail to support their most basic needs.¹

According to the World Health Organization, children in developing countries are nearly 18 times more likely to die before the age of 5 than those in industrialized nations. And of the approximately 8 million early childhood deaths

80%

of surveyed youth who frequently participate in CI's programs believe they can **stay more positive** about themselves.

(Source: 2011 Children International Youth Survey)



Early Childhood Through Adolescence

that occur annually, “over two-thirds are due to conditions that could be prevented or treated with access to simple, affordable interventions.”²

Educational outcomes in the developing world don't fare much better. Approximately 200 million children under 5 fail to reach their full cognitive potential, UNICEF notes.³ Meanwhile, 67 million primary-school-aged children and 71 million children of lower secondary school age are out of school, even though education is often compulsory.⁴

At Children International, we work to alleviate those negative effects of poverty by providing crucial assistance to approximately 340,000 children and youth ages 2 to 19 in 11 countries worldwide, including Chile, Colombia, the Dominican Republic, Ecuador, Guatemala, Honduras, India, Mexico, the Philippines, Zambia and the United States.

Children benefit from essential medical, educational and material aid to help ensure proper growth and



Number of Children & Youth in Our Program*

A. United States	2,765
B. Mexico	16,039
C. Guatemala	30,496
D. Honduras	21,466
E. Dominican Republic	31,113
F. Colombia	44,582
G. Ecuador	56,914
H. Chile	17,807
I. Zambia	16,655
J. India	26,848
K. Philippines	71,146

*Approximate numbers as of August 2012

63%

of the youth who completed our 2011 Youth Survey reported that **their communities are better places to live due to the program.**



Colombia



Ecuador



Philippines



Guatemala



Mexico



India*



Honduras



Dominican Republic

*In 2011, youth in India concentrated their efforts on community-awareness campaigns and service projects, which accounts for their higher-than-average results.

(Source: 2011 Children International Youth Survey)

development. As they mature, basic assistance is supplemented with specialized training opportunities and age-appropriate youth activities that address their changing needs.

Benefits and services are carried out by 17 agencies at more than 80 community centers. Newer centers serve up to 7,000 children and are situated within or near their neighborhoods. In fact, community involvement is a crucial component of the support we provide. More than 900 staff members work directly with over 7,000 volunteers, who themselves are mothers, fathers, aunts, uncles and grandparents of the children served. Those family partnerships strengthen Children International's bond with communities and promote trust and increased participation. And participation is key.

The more involved children and youth are in programs and services, the more likely they are to gain confidence in themselves and their surroundings, as evidenced by Children International's most recent Youth Survey.



Among the 12,000-plus young people who responded, a clear majority indicated that they have more confidence in themselves and their communities as a result of their frequent participation.

Developing confidence is essential to helping youth in underserved areas establish a more optimistic outlook on life, become engaged community members, and pursue their goals. “They see and later begin to be participants and agents of change in the broader community,” says Dick Roberts, a member of Children International’s Advisory Council. “We often forget how much learning takes place simply by observing, and CI’s children are observing a community of caring.”

As a result, young people from disadvantaged communities are being empowered to lead healthier, more productive lives and are gaining the education and skills they need to seize job opportunities and become truly self-sufficient. The pages that follow demonstrate many of those positive outcomes.



The Advisory Council

Children International benefits from the support and guidance of an 11-member Advisory Council, a group of distinguished business, civic and professional leaders who help us reach our strategic goals. The members provide fundraising leadership and recommendations for improving programs and community development. They also serve as ambassadors for Children International and help spearhead new programs in areas like financial education and vocational training.



More Than Statistics

All of the countries where Children International works have very young populations, or populations where many of the citizens are minors. In the four countries listed below, the percentage of the population that is made up of children 0 - 14 years old is as follows:

Guatemala: 38.1%

Zambia: 46.7%

Philippines: 34.6%

India: 29.7%

(Source: CIA World Fact Book)

In such places, there is increased competition for jobs as youth grow older. Children International gives youth participants access to the tools they will need to be competitive when the time comes to work or go to college.

Establishing a History of Good Health

Growing up in an impoverished community can be dangerous. Inadequate sanitation and water services, along with poor housing conditions, put children at a higher risk of contracting illnesses like skin and respiratory infections, diarrhea, pneumonia, malaria and more. To make matters worse, there are few reliable, accessible medical facilities in underdeveloped communities.

Children International ensures that all children and youth in our care have access to medical services. In 2011, CI provided a total of 421,273 medical exams at its clinics. In addition to checkups and basic treatment, services include free medicine and supplies, referrals to specialists, and financial assistance for urgent and emergency care, which is administered in cooperation with public and private health providers. We also carry out parasite and tuberculosis treatment campaigns to reduce rates of infection and transmission within communities.

Dental care and nutritional rehabilitation are vital components of our health program as well. Dental services range from cleanings, fluoride treatments, sealants, to restorative care and extractions, while our

nutrition program is designed to rehabilitate boys and girls who suffer from hunger and serious nutritional deficiencies.

Because malnutrition is linked to over one-third of all child deaths, all children under 12 are screened for signs of wasting. Children diagnosed with moderate to severe malnutrition are then enrolled in feeding programs, while their parents receive nutrition education and instruction. CI also funds feeding programs at nine community schools in Lusaka, Zambia. School-based feeding programs have been shown to increase school enrollment, and in the two short years we have offered that assistance, average school attendance at the first five participating schools increased by approximately 10 percent.

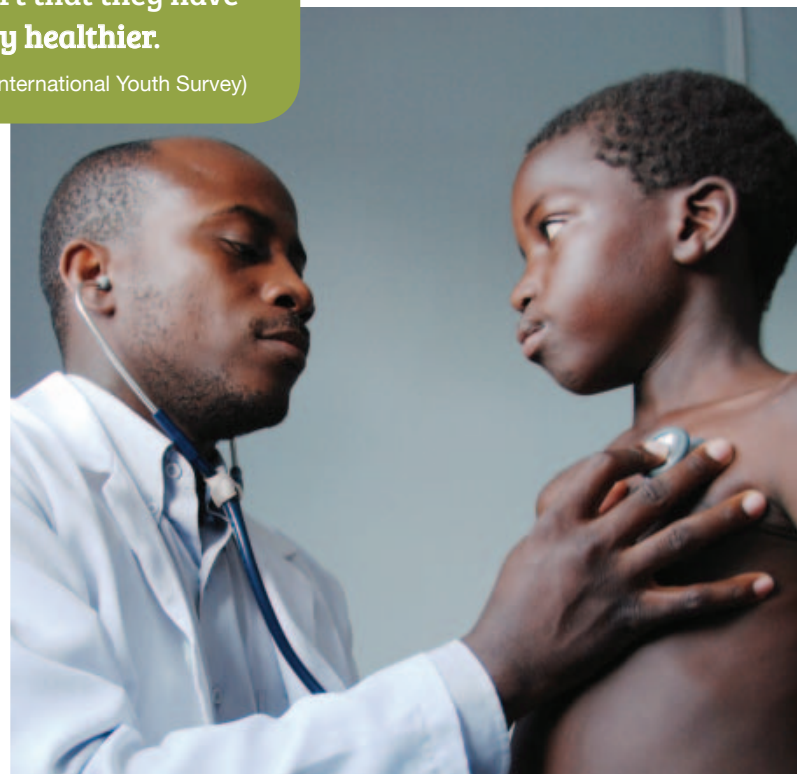
Over time, as children age and require less basic care, we place a greater emphasis on youth-oriented services such as prevention of early pregnancy, HIV, substance abuse, violence and injuries. The youth themselves lead the way in promoting awareness about age-specific health risks

through their participation in the Youth Health Corps, highlights of which are covered on the next page.

78%

of surveyed youth who frequently participate report that they have the ability to stay healthier.

(Source: 2011 Children International Youth Survey)



Youth Health Corps: An Army of Advocates

Young people are more likely to seek advice from their friends and classmates, not adults, when it comes to the topics of drugs, alcohol and sex. That's one of the reasons Children International created the Youth Health Corps (YHC).

Participants ages 12 and up are trained by adult facilitators and youth co-facilitators and then share the lessons they've learned about reproductive health, the dangers of substance abuse, and other essential life skills with their peers during classroom and community presentations, theater skits and one-to-one peer interaction. By the end of 2011, 2,402 peer educators had shared health messages with 160,662 contacts.

Most significant were the outcomes that followed HIV training. It's estimated that 2.2 million adolescents are living with HIV, the majority being girls who do not know they are infected.⁵ At the start of training, only 45 percent of YHC participants could identify two ways of preventing sexual transmission of HIV and reject two misconceptions. By the end of the program, 93 percent were able to do so – and they will share that information with their peers at their schools and in their communities.

The chart below illustrates the dramatic increase in pre- versus post-knowledge of HIV among YHC peer educators compared to the national averages in countries with high HIV rates.



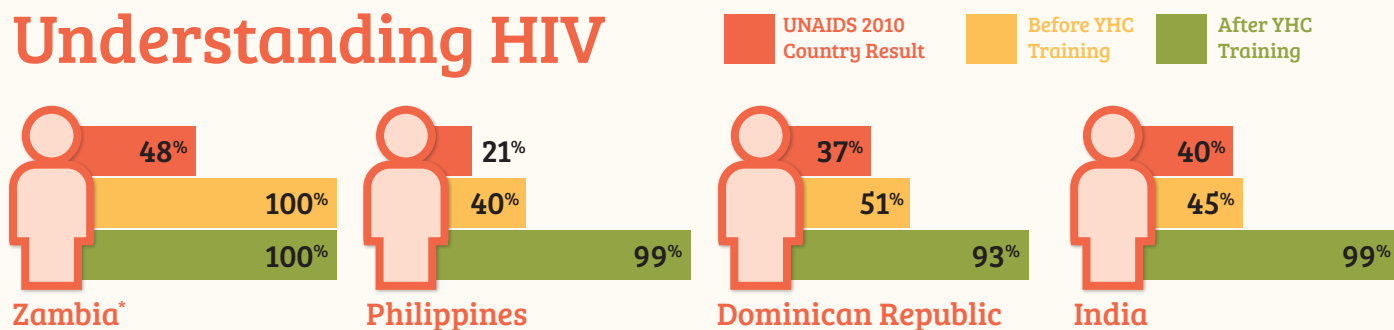
Yobanka's Story

To understand how effective YHC messages are, consider Yobanka's environment. The Dominican Republic has the fifth highest adolescent pregnancy rate among Latin American countries.⁶ Reports indicate that 85 percent of girls 17 to 20 years old do not use contraceptives, while 29 percent of all births in the D.R. occur within that age range.⁷

By participating in a YHC workshop about reproductive health, Yobanka, now 19, learned about the difficulties of early pregnancy and gained life skills to help her avoid making the same mistakes many others her age have made.

"This program has really helped us broaden our knowledge," Yobanka remarked. "It is important that we start to learn about raising children now...so that we will think carefully before making the mistake of having unprotected relations.... By not having children at such a young age, we can go on to prepare ourselves and study a vocation and start working toward all of the goals which we want to reach."

Understanding HIV



*Due to the prevalence of the disease in Zambia, CI has long promoted awareness and treatment of HIV, which explains the correlation between pre- and post-knowledge of HIV. (Source: 2011 Children International Annual Report on Program Results)



93%

of primary-aged children and 92% of secondary-aged youth supported by CI were enrolled in the 2010-2011 school year.

(Source: 2011 Children International Annual Report on Program Results)

Education: Focusing on School Completion

Children in underdeveloped countries encounter barriers to education at an early age. They may not be allowed to enroll in school without a birth certificate or other required documentation. (“Over one-third of children in urban areas go unregistered at birth.”⁸) Or their parents may lack the money to cover school fees or pay for a required uniform and supplies. There’s also a problem of overcrowding, which limits children’s access to school and the quality of their education.

Although enrollment in primary schools is on the rise in much of the developing world, attendance drops off sharply at the secondary level when young people feel pressured to leave school and help support their families. Consequently, if those young people do manage to find work, they are more apt to enter the informal economy, where they perform unskilled, short-term labor for low pay, frequently in poor working conditions.

Each additional year of schooling is therefore essential to a young person’s progress in life. Studies by the World Bank have shown that providing girls with one year of education beyond the average can boost their future wages by 10 to 20 percent, while money invested in primary education for boys produces returns of 5 to 15 percent.⁹

In 2011, we delivered a wide variety of educational assistance to 300,863 children and youth. Benefits such as textbooks, school supplies, uniforms, school fees and transportation expenses help at-risk boys and girls complete school and meet the United Nations second Millennium Development Goal of achieving universal primary education.

Among the participating youth who reported finishing high school in 2011, 59 percent were female and 41 percent



300,863

children and youth received educational benefits in 2011.

were male. That distinction is noteworthy since we strive to improve girls’ access to education, especially at the secondary level. Historically, girls are more likely to be pulled out of school in order to raise siblings, help with domestic chores, enter early marriage, or leave school as a result of early pregnancy. If not for the extra educational assistance provided by CI, Esther, the Guatemalan youth featured on the following page, might have been one of those girls.





“I can say that the scholarship was not only a vital aid but a great encouragement to me. Without the support of the scholarship, I simply do not know where I would be.”
— Esther

“Firewood Doesn't Pay for School”

When Esther was young, she dreamed of finishing school. “We were nine children, and we were all going to school...there was nothing else. There were no options for a career,” Esther explains. “Everything came from the income of my parents, particularly from my mother, who worked as a street vendor. My father was a hard worker, but he was a day laborer, and he didn't bring home an income. He would bring corn, beans and firewood, but firewood doesn't pay for school.”

Esther was actively participating in the Youth Program when she first learned about Children International's HOPE Fund. She applied for a scholarship, qualified and used the support she received to continue her education and become certified in business administration.

“When I graduated, at first I couldn't believe it,” she says. “I was hired by a bank, and I started in the customer

service department. Later on...I was promoted to credit analyst. The general manager developed trust in me, and every time he needed it, he requested my support to cover administration areas. Eventually, I was promoted to assistant manager and a year later to bank manager.”

HOPE, which stands for Helping Overcome Poverty through Education, is CI's specialized education program that helps qualified youth complete secondary school, receive vocational or technical training, or pursue a college or university degree. Scholarships are awarded to marginalized youth who demonstrate initiative and show a dedication to community service.

Recipients use their scholarships to cover tuition, fees, transportation, supplies and other related costs. HOPE scholars can even renew their scholarships for a second year of study or training if they maintain satisfactory grades and

satisfy volunteer requirements, such as tutoring younger children in the community.

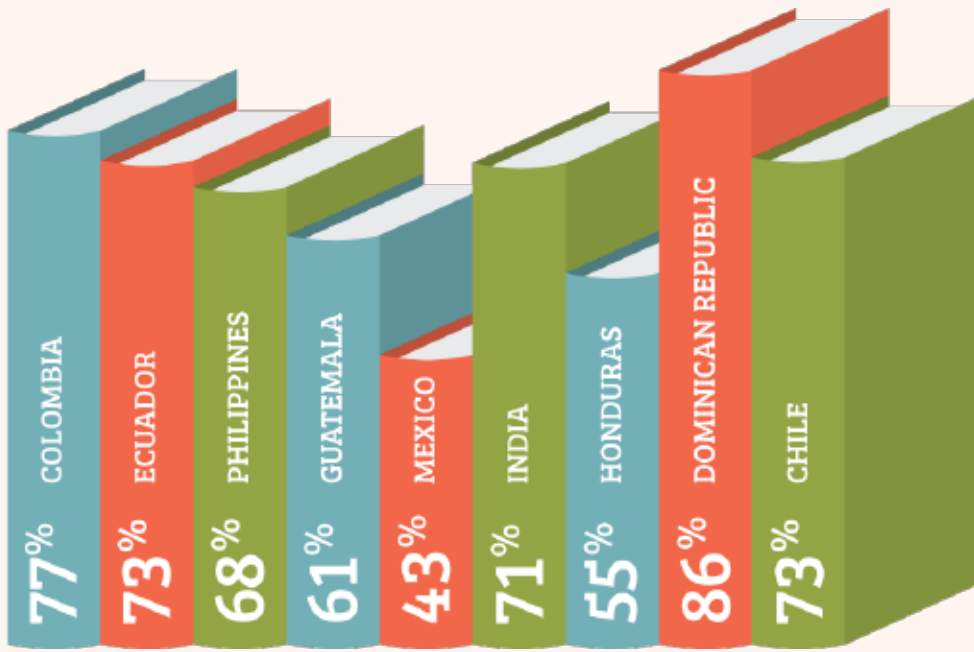
For the 2010-2011 school year, a total of 1,780 scholarships were awarded, or just over half of all the applications received, due to the overwhelming need for financial assistance. Approximately 48 percent of the scholarships were applied to vocational training, followed by 24 percent for university education and 28 percent for secondary school completion. Among those, 46 percent completed their course of study while 34 percent completed the school year and are eligible to renew their scholarships.

The majority of scholarships – 61 percent – went to girls like Esther.



86%
of frequent program participants report that they are **more likely to enroll in a four-year university.**

(Source: 2011 Children International Youth Survey)



By the Books

A clear majority of frequent program participants were enrolled in school at the time of our 2011 Youth Survey. Reasons for not studying include work and the transition from school to work.

(Source: 2011 Children International Youth Survey)



The Making of Model Citizens

As you read this, one teenager is talking to another, dispelling myths about HIV and how it is spread. Across the world, in a hot, overcrowded slum, a young woman is attending training workshops and learning new skills she'll use to land a good job and work her way out of poverty. And there's a group of teenagers cleaning up garbage and recycling scraps in an urban slum – all in an effort to promote pride and sanitation in their community.

As many as 158,000 youth are being empowered through Children International's comprehensive youth curriculum, which includes everything from leadership

training, continuing education and organized sports leagues to health campaigns, community development and financial and job training.

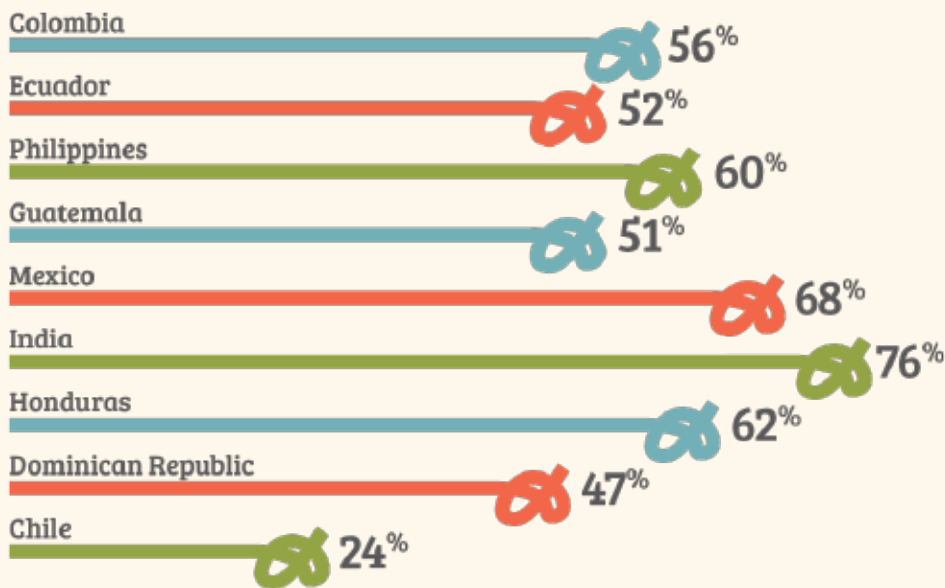
Boys and girls are inducted into our Youth Program when they turn 12 and are encouraged to actively participate until they graduate at age 19. Because children start receiving support at a very early age, induction to the Youth Program is an important milestone.

Youth Program participants who want to play a more active role in the program can run for positions on Youth Councils, which are democratically elected groups of youth

Empowerment at Work

- ✓ In 2011, Youth Councils used \$259,980 to fund and successfully complete 94 projects.
- ✓ Popular projects included reforestation efforts in Guatemala and fish and goat farming in India.
- ✓ 75,831 individuals participated in projects worldwide.





Unraveling Life's Challenges

Youth who frequently participate in CI programs stated they have **more ability to solve problems** than their non-sponsored peers.

(Source: 2011 Children International Youth Survey)

at each agency who collaborate with our staff to represent the interests and needs of their peers. In 2011, 2,975 youth served as council representatives, while 43,460 youth turned out to vote in the elections.

Participation in the Youth Councils entails significant responsibility. Members are tasked with planning and implementing community service projects using resources from their respective Youth Empowerment Funds. Each Youth Council can draw upon its Fund to invest in projects

that help improve their communities. Under the supervision of our agency staff, council members assess needs within their communities by conducting surveys and interviews with community leaders. Next, they create, review and select project proposals and recruit peer volunteers to help them complete the projects.

All told, some 75,800 individuals participated in Youth Empowerment Fund projects around the world in 2011, carrying out 94 projects to help improve their surroundings.

Youth in Action

The Youth Council in Lusaka, Zambia, used \$4,900 from their Youth Empowerment Fund to renovate a community school for underserved children in the deeply impoverished Kanyama community. Council members recruited 200 youth volunteers to help paint the school, purchase desks and replace windows and doors in the Kanyama ROCS school.

Expressing his gratitude for the Youth Council's efforts, the school's head master, Timothy Shakantu, said, "This is a development we received with an open heart...because we know that if we have enough desks for all the pupils then our academic level will improve."

"This gets at the core of what CI does so wonderfully," CI Advisory Council member Dick Roberts adds. "It empowers young people to feel that they themselves can affect real changes. It gives them the ability to adapt to the world around them, however constantly changing it actually is. No amount of book learning can equal hands-on experience."



"Looking Beyond My Own Needs"

Whenever Prasanta looks back at the obstacles he has overcome, he is amazed.

Born and raised in rural West Bengal, India, Prasanta's difficulties began early. His father passed away when he was very young. With no other source of income, his mother would work late into the nights as a seamstress in hopes of earning a few rupees to feed her family. Desperate to provide her son with a good education and a better way of life, Prasanta's mother enrolled him in Children International.

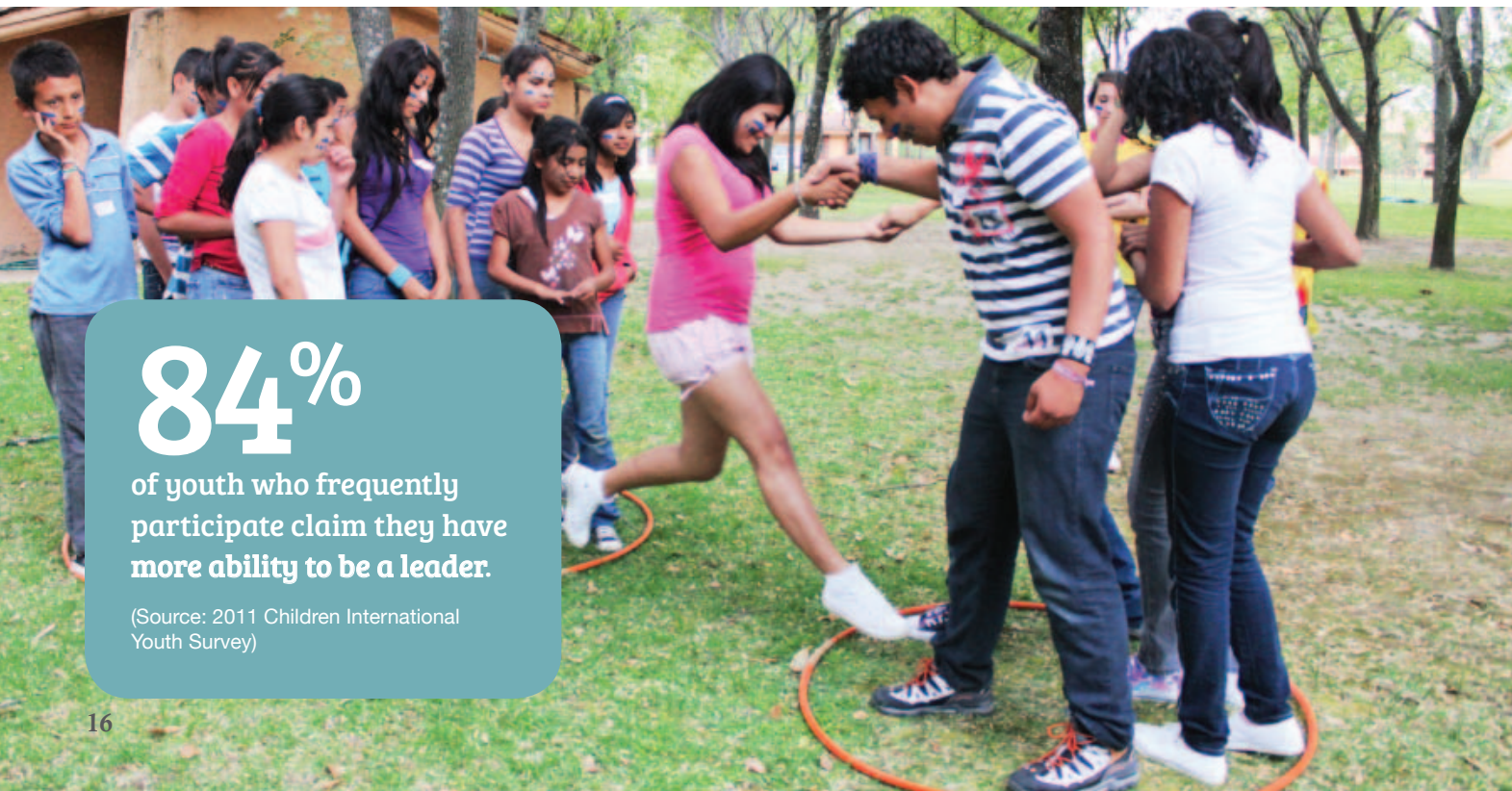
Prasanta not only received the support he needed to excel in school, he became an active member of the Youth Program and discovered his natural abilities as a leader. "Leadership training taught me to look beyond just my needs and think of the community," he now reflects. "I have learnt that the power to make changes, in whatever small but meaningful way, is there in me."

Our Youth Leadership Training program teaches young people like Prasanta essential communication skills, decision-making and problem-solving abilities, conflict resolution and critical thinking so they're ready to take advantage of any opportunity that comes their way.

Participants receive over 48 hours of training. Then, to reinforce the skills they've learned, they plan and teach leadership sessions to their peers and carry out service projects similar to our Youth Councils.

The peer-education approach helps cultivate trust and enhance the learning process. Dick Roberts corroborates that fact by citing a fellow expert on education: "In a learning environment where there is caring of mentors for students, where mutual respect exists, and where educational goals are meaningful to the students...the youngster's resilience, their ability to solve problems, to overcome obstacles, and to reach new and previously unforeseen levels of accomplishment, leaves traditional education staggeringly far behind."¹⁰

Leadership training gave Prasanta the vision to look past his circumstances and see a world of possibilities. "I completed my graduation from Calcutta University and started studying for a master's degree in social work," he recounts. "I am also working as a program officer...in the field of child protection and participation. I have made my mother proud...her boy now works and she doesn't have to any longer. It is time for her to celebrate my success."



84%

of youth who frequently participate claim they have **more ability to be a leader.**

(Source: 2011 Children International Youth Survey)



Keeping Score

In 2011, Game On! resulted in...

- ✓ increased participation in school
- ✓ better behavior at home
- ✓ greater community participation and area partnerships.

Reaching Potential Through Physical Fitness

In underdeveloped countries, the simple act of growing up can be hazardous to one's health. UNICEF reports that nearly 1.4 million young people die each year from road traffic accidents, violence and other related causes.¹¹

If youth have any hope of reaching their full potential, they need safe environments where they can build healthy minds and bodies. Children International launched the Game On! Youth Sports™ program to give youth a greater sense of security as they develop physical, social and life skills.

Game On!, developed by the International Alliance for Youth Sports, gives youth the chance to compete in community sports leagues and training, while learning important principles such as teamwork, conflict resolution and perseverance. The activities build youths' confidence and help unify communities around a shared interest in local sports. And Game On! coaches and coordinators serve as positive examples for young boys and girls who are inundated with negative influences like gang activity, drug and alcohol abuse and domestic violence.

Although Game On! has only been in operation a few years, the results reported by CI's agencies are encouraging. Youth participants demonstrate improved attitudes and behavior at home, at school and in their communities,

according to their parents. The participants' involvement in school increases as well, as measured by the homework assignments they complete on time.

Braulio and his mother, Thays, of Cartagena, Colombia, can testify to that. Braulio enrolled in Game On! the moment he learned about it. When his mother saw the positive changes taking place in her son, she joined the program as a volunteer, along with her husband.

"Among the families of our poor sectors, it is common to see families with many problems..." Thays says. "In the Game On! program, children are taught to value their families, to strengthen values or to learn them. Children learn about sports and about how to make friends, and through kindness, it is made clear to them that on their team there is unity and fraternity. All these factors make Game On! a great program for the sponsored children and youth."

The positive changes youth are experiencing through Game On! can drastically change their prospects in life as well. According to the United Nations World Youth Report 2011, the number one tip for young job hunters is to "have a 'can do' attitude, take action and make things happen."¹² With more than 3,500 young people participating in Game On!, Braulio and his peers are demonstrating that can-do attitude on a daily basis.

Job Training That Pays

Competition for jobs is intense in today's depressed global economy, but it can be absolutely demoralizing for youth in developing countries. Impoverished youth seldom have career prospects beyond informal jobs as street vendors, field hands or domestic employees who, more often than not, have no choice but to work in hazardous conditions for extremely low pay.

According to a 2010 International Labour Organization report, as many as 152 million working youth remained in extreme poverty in households subsisting on less than \$1.25 per person per day.¹³ That figure suggests that many youth enter the job market without the necessary skills to secure jobs that pay a living wage. "Vocational or technical training may be one way to smooth the school-to-work transition and provide a second chance for those who have emerged from school without knowledge and skills to get what jobs are available," UNICEF suggests.¹⁴

Our Into Employment program, implemented in

conjunction with Aide et Action, is using the job-training model to great success in Latin America and Asia. Youth attend vocational and technical training to acquire skills that are highly demanded in their communities, in areas such as information technology, automotive repair, hospitality services, cosmetology and electronics. During training, the youth are matched with participating employers so they can gain immediate, formal work experience and start earning a living wage.

"The approach we took," explains Gordon Bailey, the chair of Into Employment and a member of Children International's Advisory Council, "was to meet with employers in communities and say, 'If we'll train specifically to what you need, will you give our kids a chance?' And we have never met with anything but a positive reaction to that."

Gordon's statement is supported by the fact that 97 percent of participants completed training in 2011, with 64 percent of all trainees finding employment within three



97%

of Into Employment participants completed training in 2011.

64%

of all trainees found employment within 3 months of completing training.

(Source: 2011 Children International Youth Survey)

months of completing the program. The highest placement rate was in Bicol, Philippines. By the end of training, nearly 90 percent of trainees were employed in fields such as arc welding, consumer electronics servicing, and computer hardware repair.

In countries like the Philippines, Guatemala and Honduras, where Into Employment has a strong presence in the communities and receives wide support from local businesses, youth are exhibiting increased confidence in themselves and their abilities. The majority of surveyed youth in those communities firmly believe that they are better able to support themselves economically.

“When they discover that they can work, and that work leads to a self-reinforcing accomplishment,” CI advisor Dick Roberts confirms, “adolescents have a new and profound sense of what is undoubtedly the most fundamental job skill, namely the ability to persist in work through accomplishing goals.”



Stacking It Up

Youth who frequently participate believe they are better able to support themselves economically.

(Source: 2011 Children International Youth Survey)

“This Is Only the Beginning”

Cherry is the seventh of nine children in Legazpi, Philippines. Her family’s poverty persists despite their hard work. In order to finish high school, Cherry worked as a babysitter, student aide and alongside her mother in the rice fields for extra family income. While she desperately wanted to continue studying, college was far too expensive. So Cherry gave up the idea and started selling chicken at a roadside stand. Her dream of becoming a chef seemed unreachable.

Then, a year ago, Cherry received a letter from Children International. After a community leader noticed her efforts, she was invited to join the Into Employment program, which offered free vocational training and better job prospects. Suddenly, her dream was revived.

Following three months of training, Cherry passed a national exam and became a certified hospitality worker. “I felt so happy and blessed that day. I felt that I finally had the chance for a brighter future.”

Soon after, Cherry began working at an upscale hotel, earning significantly more than what she made at the roadside stand. “This is only the beginning,” she says. “First, I want to gain experience working in a hotel. Then perhaps I’ll have experience working in a restaurant. I’m taking one goal at a time. What’s important is that I am learning. I feel that I can now create my own opportunities. I have also gained a lot of confidence in facing challenges. This is all because of Children International’s Into Employment program.”



Banking on Financial Freedom

Our Aflatoun program teaches young people from poor communities how to save and manage money, conserve resources, create a business strategy, and plan for the future.

Youth start out by learning basic financial principles before tackling long-term goals like career planning. Participants are encouraged to apply what they've learned at home and in their communities and set goals for success. Many help their families save money by conserving water and electricity; others launch microenterprise businesses to sell hand-made crafts, snacks, or perform services for their neighbors, like running errands or collecting garbage. Our agencies even work in partnership with local banks to help Aflatoun participants set up savings accounts and start exercising financial responsibility at an early age.

Only 10%

of the 2.5 billion people living on less than \$2 a day have access to a bank account.

(Source: the Bill and Melinda Gates Foundation)

These activities have led to promising outcomes. For instance, in 2011, 79 percent of youth showed improvement in financial competency and behavior after only one year of training in planning and budgeting.

Carla's Story

Carla, a 10-year-old participant from Guayaquil, Ecuador, is one of many notable examples of Aflatoun's success. She was the first member of her local group to start saving through the Bancos del Barrio program offered by Banco de Guayaquil.

Carla set up her savings account using money she earned from selling crafts. At the same time, she encouraged 22 other children to open formal bank accounts and helped her parents improve their finances by teaching them tips for saving. And, as secretary of her Aflatoun club, she promotes the program at her school and even encourages parents to register their children for national identification cards – which are needed for all formal financial transactions – by raising the \$3.50 registration fee in creative ways.

In recognition of her efforts, Carla was invited to travel to Amsterdam, where she was awarded the Youth Champion Award from the global nonprofit Child and Youth Finance International. Asked what she said to an international audience when she received the award, Carla replied, “I said that in Ecuador we have unemployment and salary problems. I told this to the people from the banks who were there...and asked them about how they take care of other people's money and how they keep it safe. A banker told me that they have secure accounts. I told him that we prepared piggy banks with recycled material to save our money.”





Partnerships to End Poverty

Bringing an end to poverty takes many different people working together to build communities that promote growth and opportunity. With the help of local and international partners, we continue to expand our programs and enrich our comprehensive youth curriculum to more effectively combat poverty.

Our agencies and volunteers cultivate alliances with area businesses, schools, health facilities, private organizations and contributors to extend benefits to a greater number of children and youth in need; while our emphasis on community engagement helps pave the way for partnership opportunities with international corporations, foundations and other institutions.

By working to promote the United Nations Millennium Development Goals of eradicating poverty by 2015, Children International has also earned Special Consultative Status with the Economic and Social Council of the United Nations and is associated with the UN's Department of Public Information.

As a result of that greater recognition, Children International has been able to secure funding and bolster a variety of new and existing programs. After receiving a grant from the Education Development Center by way of the U.S. Agency for International Development (USAID),

we were able to fund our job-training program in Honduras and place participants in internships to improve their future employment prospects. The grant also supported program activities that address violence, drug and alcohol abuse, gang involvement and other forms of crime that afflict the communities where our youth participants reside.

Global Partners

- » Abbot Laboratories
- » Amway
- » Barclays Bank
- » Baskin-Robbins Mexico
- » Broetje Orchards
- » Cargill Honduras
- » Citi Foundation
- » Coca-Cola Foundation
- » Colgate Palmolive
- » GlaxoSmithKline
- » Hewlett Packard Mexico
- » Howard Johnson
- » HSBC
- » Kellogg's Ecuador
- » Manpower
- » MetLife
- » Microsoft
- » Taj Bengal
- » Toyota
- » UNICEF
- » W.K. Kellogg



87% of youth report that they **have more ability** than their non-participating peers when it comes to:

- ✓ leadership
- ✓ reaching their goals and solving problems
- ✓ staying positive and healthy
- ✓ and supporting themselves economically.

(Source: 2011 Children International Youth Survey)

The Power of Participation

At the heart of this report is one crucial, underlying question: “What does it take for young people in developing countries to work their way out of poverty and achieve a better way of life?” Judging by the hopeful responses to our most recent Youth Survey and the positive program outcomes we achieved in 2011, the answer is clear – the key to success is participation.

The more involved youth are in Children International’s Youth Program, the more likely they are to stay healthy, remain in school, acquire new life skills, and pursue higher education and job training. As a result, they are developing greater confidence in themselves and their abilities than their uninvolved counterparts, which suggests they are better prepared to become self-sufficient and break free from poverty once and for all.

But participation isn’t relegated to our youth alone – reversing the effects of poverty is a joint effort. By utilizing the combined strengths of our staff, volunteers, partners and good standing throughout the developing world, Children International aims to increase program participation in our comprehensive curriculum from approximately 30 percent to 60 percent by 2015. Increased support for programs such as the HOPE Fund, the Youth Health Corps, Youth Leadership Training, Game On!,

Aflatoun and Into Employment will help ensure that current and future generations of youth find their way out of poverty and take charge of the change they desperately need.

Compared to those who never participated, youth who were actively involved were:

- 20%** more likely to attend a four-year university
- 33%** more likely to have stronger leadership abilities
- 25%** more likely to believe they will reach their goals
- 28%** more likely to possess problem-solving skills
- 16%** more likely to have six or more job skills
- 20%** more likely to believe they have the ability to support themselves economically
- 25%** more likely to stay positive about themselves.

(Source: 2011 Children International Youth Survey)



- ¹ UNICEF, "Progress for Children: A report card on adolescents," p. 3, Number 10, April 2012.
- ² World Health Organization, "Children: reducing mortality," Fact sheet No. 178, February 2012.
- ³ UNICEF, "State of the World's Children 2012," p. 5.
- ⁴ UNICEF, "Progress for Children: A report card on adolescents," p. 4, Number 10, April 2012.
- ⁵ UNICEF, "Progress for Children: A report card on adolescents," p. 4, Number 10, April 2012.
- ⁶ *El Dia*, Dominican Republic, April 9, 2012.
- ⁷ Endesa, Centro de Estudios Sociales y Demograficos – CESDEM.
- ⁸ UNICEF, "State of the World's Children 2012," p. 3.
- ⁹ "What Works in Girls' Education: Evidence and Policies from the Developing World," Barbara Herz and Gene Sperling, Council on Foreign Relations, 2004.
- ¹⁰ Beard, Bonnie. "Resiliency: What we have learned". WestEd: San Francisco, CA, 2004.
- ¹¹ UNICEF, "Progress for Children: A report card on adolescents," p. 3, Number 10, April 2012.
- ¹² United Nations World Youth Report 2011, "Youth Employment: Youth Perspectives on the Pursuit of Decent Work in Changing Times," p. 162.
- ¹³ International Labour Organization, "Global Employment Trends for Youth 2010," p. 3.
- ¹⁴ UNICEF, "Progress for Children: A report card on adolescents," p. 17, Number 10, April 2012.



Your Turn to Participate

By supporting one or more of the following programs in our comprehensive youth curriculum, you can equip impoverished youth with the skills and abilities they need to break free from poverty.



Game On!

Help us create opportunities for children and youth to safely play without fear of gangs and crime, while teaching them the value of teamwork, conflict resolution and perseverance through organized sports.



Aflatoun

Pitch in and help impoverished children and youth start saving for the future. More than 8,700 kids are already learning how to better manage their resources. With your help, we can expand the program to thousands more.



The Youth Health Corps

Help youth throughout the developing world fight diseases like HIV and dengue, reduce the number of teen pregnancies in their communities, curb drug and alcohol abuse, and teach younger kids how to practice good hygiene and avoid illness.



Youth Councils

Empower young men and women to play a greater role in their communities by joining democratically elected groups that carry out community-service projects like clean-up campaigns, school improvements and more.



Youth Leadership Training

Give disadvantaged youth the opportunity to hone communication skills, decision-making and problem-solving abilities, and critical thinking so they can distinguish themselves and rise above their circumstances.



Into Employment

A computer technician, a welder, a dental hygienist, a chef: impoverished youth can get a job in any of these fields through Into Employment. Help us provide the training they need to secure good jobs and start earning a living wage.



The HOPE Fund

With your support, a young woman can be the first in her family to finish high school and go to college...a young man can learn a trade that's in demand and start earning a living wage...and young children can receive tutoring assistance so they can stay in school.

Contact us at 1-800-888-3089, or by email at children@children.org, to support one or more of the programs above and play a part in ending poverty for youth around the world.