A Short Guide to Holistic Youth Development

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A Challenge

Most adults who serve children and youth see young people as pieces of a puzzle:

- Teachers only see children and youth as students in schools
- Health workers only see them as patients in process
- Afterschool care providers only see them as non-adults incapable of meeting their own needs
- Police only see them as possible juvenile delinquents in need of distraction
- Businesses only see them as consumers without money.

This puzzle doesn’t mean that young people aren’t whole right now. Unfortunately, many adults treat children and youth that way. Every adult tends to see the part of the puzzle they address, but don’t connect with the other pieces in the lives of children and youth.

Holistic Youth Development challenges this puzzle. This publication introduces a practical way for all adults to address the whole lives of young people, instead of just those parts we work with in the moment. Doing this will transform our children and youth, as well as our whole society, for all times. Not doing this will lead to disastrous outcomes that undercut our well-meaning intentions and will ultimately decimate our senses of community and propose.

Our world needs a new way to think about young people, and that is why The Freechild Project developed this Introduction to Holistic Youth Development.
An Opportunity

**Holistic Youth Development** is a way to think about the ways children and youth grow, learn, and evolve while they are young.

Holistic Youth Development includes activities that strengthen the whole young person. More people today understand that child development and youth development does not happen in a straight line. Instead, it is all over for different young people, and is driven by the ecology surrounding children and youth. That ecology includes the adults, other young people, the environment, social and economic realities, culture, and many more parts.

Holistic Youth Development provides an opportunity to expand and deepen our work with children and youth by seeing all young people as complete, whole people who are young and evolving. It does this by acknowledging, respecting, and embracing who children and youth are as individuals, including the unique ecology surrounding them.
Parts of Young People’s Lives

There are many different components in the lives of children and youth. They include:

- Emotional
- Physical
- Familial
- Social
- Spiritual
- Ethical
- Educational
- Cultura

All together, these components (and more) make up the worlds of young people today. They show that no matter what their ages, children and youth live complex lives. Adults need to learn this reality, acknowledge it, and weave it throughout programs and activities that are meant to promote child development and youth development.

Holistic Youth Development is not a linear, sequential process that relies on any one component specifically. Instead, it strengthens the whole young person. It also acknowledges and strengthens the broad world around young people by actively
A Short Introduction to Holistic Youth Development

bringing together the families, friends, communities, schools, NGOs, faith places, and other people and places throughout the lives of children and youth, too.

Instead of seeing them as adults-in-the-making, Holistic Youth Development actively treats children and youth as uniquely important people right now, just because they are young people.

A Short Guide to Holistic Youth Development covers the following parts of this conversation:

- History of Holistic Youth Development
- Challenging Youth Development
- Assumptions Behind Holistic Youth Development
- Aspects of Holistic Youth Development
- The Difference
- Personal Attitudes
- Program Cultures
- Organizational Structures
- Community Relationships
- Goals of Holistic Youth Development
- Holistic Youth Development Activities
- Action Steps Towards Holistic Youth Development

This paper is supposed to be a proposal to foster conversation. It is by no means a definitive prescription, but instead is meant to be a starting point for a larger conversation. Please contact me directly if you want to discuss the ideas presented here by emailing adam@freechild.org.
History of Holistic Youth Development

A composite image including youth protesters and students in Seattle, USA.

Most people today acknowledge the naturally accumulating capacities of children throughout their youngest years. Many traditional societies treat them in ways that do not seem familiar to Western society. In a similar way, many ancient cultures have not had distinguishable roles for people in their teenage years. While some serve in apprenticeships or study with teachers, others participate fully in the regular life of their cultural groups. In the West, activities thought of as the exclusive provenance of adults, including voting, drinking alcohol, and working fulltime, are shared with all members according to their interest or abilities, rather than their ages. This is holistic because it acknowledges the whole being of a person as including their emotional, psychological, physiological, ethical, and familial backgrounds over their ages.

For just over a hundred years, formal institutions around the world have been addressing youth development through programming. In the last 30 years, these approaches were lumped together and labeled youth development. Today, youth
development programming around the world addresses many aspects, including the physical, spiritual, and educational components of young people. These practices have become wide-ranging, and can be found labeled as such around the world and by most major international trans-governmental bodies, as well as by national and international organizations.
Challenging Youth Development

In response to population growth and the burgeoning reach of youth development theory, many of these approaches have become standardized by major international non-governmental nonprofit organizations. Rather than relying on personalized outcomes relevant to each young person who participated, many have adopted quantitative research data as evaluative devices. In turn, this data has been used to inform decision-making, drive policy-making, and motivate expansion and retraction of services for children and youth. Simultaneously, global popular culture has become increasingly homogenized, reflecting consumerist values focused on market segmentation and brand dominance. Nonprofits have followed this same sequence, increasingly treating children and youth participants in their programs as customers, and looking for measurable outcomes in similar ways as stores identify products sold.

In the course of this occurring, “[youth] program planners often develop interventions that focus solely on reducing problem behaviors” (Pagliaro & Klindera, 2001). If not focusing on intervention, program planners are focused on prevention. In this way, young people are treated merely as problems-in-the-making or as current problems. The challenge of this positioning is that it doesn’t acknowledge that children and youth are creative, striving beings who are seeking with the capacity to change the world they live in, rather than simply consume the world that is given to them by preceding generations. It also causes organizations and programs that are otherwise well-meaning to reveal or appear systematically biased towards middle-class, Eurocentric interventions.

This explains why USAID, the American government’s global social welfare program, could report findings showing that not funding youth development activities adversely affected employment, school completion, child birthing ages, sexual health, and safety in the countries of Jordan, Jamaica, Uganda, and India (Guerra & Olenik, 2013). Those
things were not untrue; however, framed in the context of prevention and intervention strategies, it is easy to infer from this data that traditional, indigenous practices in these places were not enough to meet the needs of the young people who lived there. To paraphrase Albert Einstein, we cannot solve our problems with the same thinking we used when we created them. Problems stemming from middle-class Eurocentric culture cannot be solved with answers created by middle-class Eurocentric people.

The vision for Holistic Youth Development emerges from an ongoing scan of the field begun by The Freechild Project in 2001. By manipulating early Internet search engines and research databases to reveal past youth development approaches around the world, in addition to research studies from multiple fields and grassroots activism campaigns in many countries, Freechild was able to construct an online database reflecting activities which reflected “re-conceptualized roles for young people throughout society” (Kirth-Schai 1988). These roles are far broader than the historic treatment of young people as simple participants in youth development programs. Instead, they position all young people as active partners in co-creation of society. These roles must be enacted throughout society in order to ensure the successful and sustained transitions which are underway currently. Large-scale acknowledgement and integration of Holistic Youth Development approaches will set the stage for that to happen.
Assumptions Behind Holistic Youth Development

- All young people and adults have inherent value no matter how they're identified by others.
- There is a value to allowing the whole person emerge through all activities affecting youth.
- Youth development approaches that are integrated, not fragmented, can benefit all people.
- Youth development is a fluid, dynamic process that should never stagnate or be standardized.
- All people have multiple facets and are part of a broader ecology.
- Programs can focus on different aspects of young people but they must also think holistically.
- It is challenging to practice Holistic Youth Development well.
- Each participant in Holistic Youth Development will be transformed, no matter what their age.
- For Holistic Youth Development to be successful, leaders have to keep the whole vision in mind.
- Holistic Youth Development is the most important transformation youth programs can take in order to be successful.

As these assumptions reflect, Holistic Youth Development is derived social practices known throughout the world by indigenous cultures, as well as by poor, low-income, and working class communities. It is not research-driven. Instead, it is intended to serve as a values-driven vision that can be introduced, adapted, and implemented in every context and culture around the world. The desire is not to “impose” Holistic Youth Development on a new setting, but rather learn from that new setting by co-creating a contextually-appropriate framework that enables young people to thrive.

Considering the assumptions of Holistic Youth Development, it is important to articulate goals for this approach.
A Short Introduction to Holistic Youth Development

Aspects of Holistic Youth Development

When seen as whole humans, all young people are recognized for their physical, social, educational, emotional, spiritual, ethical, and psychological development. This includes all elements affecting the whole human, including Individual, Community, and World. All approaches to Holistic Youth Development should address these elements in some form.
Individual Aspects of Holistic Youth Development

- Personal health
- Educational learning
- Communication
- Self-confidence
- Personal and social responsibility
- Self-independence
- Family and friends

Community Aspects of Holistic Youth Development

- Everyday care and help
- Personal safety
- Community relationships
- Play and fun
- Guidance and support
- Right responsibilities
- Understanding family background

World Aspects of Holistic Youth Development

- Support from friends and the larger community
- School and learning opportunities
- Access to local resources of all sorts, including educational, recreational, social, spiritual, cultural, economic
- Opportunities to generate, contribute, and consolidate resources for the community, family, and self.
- Safe, comfortable housing
- Belonging
The Differences

With the understanding that Holistic Youth Development is not a concrete, specific course of action, it becomes important to distinguish the difference between it and traditional youth development. This can be a challenging task, as traditional youth development takes many forms for many purposes. What makes Holistic Youth Development unique is that it acknowledges and integrates a distinct understanding of young people as whole humans throughout all avenues affecting young people. Following are some differences; none of these are complete, and are only intended to begin differentiating between these different approaches.

Some differences are outlined below in four distinct yet interrelated areas. They are:

- **Personal attitudes**, which reflect the ways individual people within traditional and Holistic Youth Development approaches view and treat one another;
- **Program cultures**, including the shared attitudes among the different individuals who populate youth development activities;
- **Organizational structures** are the formal and informal avenues for enforcing and reinforcing the cultures shared among participants; and
- **Community relationships**, which are the ties that bind youth development activities to the larger world around them in both personal/individual and organizational/systematic ways.
Personal Attitudes

The ways individual adults approach young people in youth development are determined by their personal attitudes. In this area, differences are identified by identifying ways of seeing and individual treatment towards children and youth. These personal attitudes are largely those of adults; while young people themselves have whole, complete, and sophisticated attitudes of their own which affect adults, they are generally not responsible for transmitting the overarching perceptions of children, youth, and communities which are at the root of all youth development activities. This does not absolve them of all responsibility; however, it appropriately positions them as change agents in the face of decisions that were made long before they arrived.

<table>
<thead>
<tr>
<th>Traditional Youth Development</th>
<th>Holistic Youth Development</th>
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</thead>
<tbody>
<tr>
<td>Youth are isolated from children and adults</td>
<td>Youth are in established and fully equitable youth/adult partnerships</td>
</tr>
<tr>
<td>Youth are seen as incomplete and not whole people</td>
<td>The whole human is sought to be identified and acknowledged in everyone, by everyone</td>
</tr>
<tr>
<td>Strong perceptions of young people as pitiful or sympathetic figures</td>
<td>Young people are viewed in empathetic ways</td>
</tr>
<tr>
<td>Community largely or singularly viewed as a negative influence</td>
<td>Community is seen as a complex, interconnected system affecting all members and the larger society in both positive and challenging ways</td>
</tr>
<tr>
<td>Youth are seen as adults-in-the-making, rather than as whole people no matter what age they are</td>
<td>Young people are actively integrated in collective community action in response to individual and collective issues, challenges, problems, and barriers</td>
</tr>
<tr>
<td>Isolated from peers, younger people, and older people because of programs, participants are seen as problems unto themselves</td>
<td>Positions young people as conscious, intentional, and deliberate co-creators throughout society</td>
</tr>
<tr>
<td>Sees youth as unconsciously, inconsistently consuming adult-created society</td>
<td></td>
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Adam Fletcher
Program Cultures

The culture of a youth development activity is determined by the shared attitudes among leaders, participants, and workers. These attitudes, when formed together, create unified approaches that determine the overarching sentiment towards youth development. Transforming cultures requires moving all activity members from passively receiving group norms and perspectives towards individually accepting responsibility and collectively taking action for change. Not engaging children and youth as full members in this process is inherently unjust, and is not social change. Instead, it’s reinforcing the dominant and traditional youth development culture and not holism.

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>• Negatively-focused terminology surrounds programming, i.e. “at-risk”, “highly vulnerable”, etc.</td>
<td>• All terminology surrounds young people and adults as a hopeful, determined discourse</td>
</tr>
<tr>
<td>• Individual youth are noted for high-achievement or negative performance, not middle ground.</td>
<td>• All young people are seen as full people facing complex realities with complete personalities, no matter what their apparent similarities or singularities are.</td>
</tr>
<tr>
<td>• Clear distinctions in expectations for young people and adults</td>
<td>• Young people and adults occupy learning roles equally; all other roles have equitable relationships according to interest</td>
</tr>
<tr>
<td>• Focuses on individual achievement and successes</td>
<td>• Focuses on community success through mutually beneficial relationships</td>
</tr>
<tr>
<td>• Outcomes are the most important components of program operations</td>
<td>• Process and reflection are the point, with experience, ethics, and emotions being the most valued outcomes</td>
</tr>
<tr>
<td>• Activities focus on passive, non-assertive roles for young people that happen within an isolated environment</td>
<td>• All activities are infused with community action and oriented toward social change</td>
</tr>
<tr>
<td>• Either focused on hyper-urgency or lax complacency, there is little balance in approaching current and necessary transformation within the lives of young people</td>
<td>• There is a restless, yet balanced, perspective towards social change through youth development</td>
</tr>
</tbody>
</table>
Organizational Structures

The formal rules, written policies, strategic plans, mechanical evaluations, and programmatic operations of an organization make up its structure. These routinely exclude young people as co-creators and inventors of their own activities. Instead, they rely on children and youth simply attending, parents paying fees, and communities passively receiving the benefits of the organization’s operations. Holistic Youth Development situates young people as full partners and situates operations within the relevant context of community relationships.

<table>
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<tbody>
<tr>
<td>• Leaders are seen as authority figures who set agendas, determine priorities, and impose cultures and attitudes</td>
<td>• Leaders are seen as co-participants and treated as members among the community with distinct opportunities to facilitate and guide, not command and instruct</td>
</tr>
<tr>
<td>• Viewed as recipients of adult-driven activities, young people are relegated to simplified, non-affective roles in programs without positions in policy, leadership, or decision-making</td>
<td>• Fully integrated with adults as partners in their own development, children and youth are fully active throughout the life of activities and organizations</td>
</tr>
<tr>
<td>• Programs are standardized through curriculum, training, and/or evaluations</td>
<td>• All materials are vetted for relevance in local settings and the lives of individual participants by local community members and young people themselves</td>
</tr>
<tr>
<td>• Little or no community-specific program customization</td>
<td>• Programs are customized to meet locally determined needs and desires</td>
</tr>
<tr>
<td>• Little or no personalization for individual participants</td>
<td>• All young people are treated as partners, allies, and full members</td>
</tr>
<tr>
<td>• Youth are treated as recipients, clients, and/or customers</td>
<td>• Programs are measured for relevance and relationships over rigor and immediate outcomes</td>
</tr>
<tr>
<td>• Program success measured by data-driven evaluation mechanisms</td>
<td>• All operations are consistently made transparent and accessible to everyone, all of the time</td>
</tr>
<tr>
<td>• All organizational operations are mired in inaccessible process and terminology</td>
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</table>
Community Relationships

Identifying, establishing, maintaining, critiquing, and reinventing roles for the larger community within youth development is essential for holistic approaches. They rely on the larger community for active, interactive, and enriching support and engagement. There are rich roles for individual members, including parents, educators, leaders, workers, and others throughout all operations, particularly in activities, but also in budgeting, evaluation, and other areas.

<table>
<thead>
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<tbody>
<tr>
<td>• Situates youth as reflective of community needs, placing them in need of intervention,</td>
<td>• Identifies young people as full partners in communities who constantly co-create,</td>
</tr>
<tr>
<td>treatment, prevention, and basic needs</td>
<td>examine, and re-create resources, needs, and opportunities</td>
</tr>
<tr>
<td>• Young people are isolated from community members</td>
<td>• Community settings, community members, and all aspects of communities are core</td>
</tr>
<tr>
<td>• Community resources seen as nonexistent, inconsequential, or irrelevant</td>
<td>to program operations at all levels</td>
</tr>
<tr>
<td>• Little or no relationships between activities and parents</td>
<td>• All parents and community members are seen and treated as invaluable partners</td>
</tr>
<tr>
<td>• Little or no relationships between agency and other community organizations</td>
<td>• Explicitly and intentionally addressing community challenges, issues, and</td>
</tr>
<tr>
<td>• Community challenges, issues, and realities are not explicitly by programs or organizations.</td>
<td>realities seen as integral to effective programs</td>
</tr>
</tbody>
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Goals of Holistic Youth Development

Holistic Youth Development is not a program but an approach. The overarching goals of the approach show a clear pattern towards community-building through an end to youth segregation. However, there are incremental outcomes sought after as well.

- All people see all young people as whole humans.
- All people treat all young people as full members of communities.
- Make obvious the benefit of always treating every person as a whole person.
- Demonstrate innate success of cultures worldwide that value young people as whole people.
- The organizations and individuals that want to serve young people acknowledge and address each of the diverse wants, needs, interests, and capacities of young people and their communities.
- All activities by organizations and individuals who want to serve young people are catered to the specific needs and wants of individual, local communities rather than transnational agendas.
- Various organizations and individuals form intentional partnerships in order to collectively offer children and youth the full range of products and services they self-identify as needing.
Holistic Youth Development Activities

It is not appropriate to set an actionable template for all Holistic Youth Development internationally. The nature of the approach is to be interpreted and re-interpreted in local communities with individual young people every time it is implemented. The following forms of Holistic Youth Development are intended to demonstrate the breadth of activities that should be addressed through the approach:

- **Self-engagement**, including personal leadership and identity formation; organizational leadership that expands on the role of young people as decision makers, and; community leadership focusing on opportunities for children and youth to catalyze social change (Innovation Center, 2004).
- **Life skills**, including building self-confidence, communication, critical thinking, change management, teamwork, problem solving, and other interpersonal skills.
- **Functional resourcing**, including employable skill-building, such as via career counseling, job or business opportunity identification, labeling, advertisement and distribution; resource accumulation and production; knowledge generation and gathering.
- **Decision-making**, including opportunities to increase the substantial impact of children and youth throughout the communities, schools, and organizations they participate in everyday.
- **Economic power**, including personal financial management, the importance of savings mobilization, and how to calculate returns on investment and interest costs, among others.
- **Family engagement**, focused on fostering and sustaining connections within the family and between the family and the community around them. This can include communication, problem-solving, and creativity skill-building activities as well as family volunteering, lifestyle awareness, and cultural appreciation activities.
In 1984, Dr. Michael A. Carrera and The Children's Aid Society developed an Adolescent Pregnancy Prevention Program that uses a holistic approach to empower youth. Originating in the Harlem neighborhood of New York City, the objective of the Adolescent Pregnancy Prevention Program is to help teens develop personal goals and the desire for a productive future, in addition to developing their sexual literacy and educating them about the consequences of sexual activity. The program is now used across the United States and in other countries.

The Children's Aid/Carrera program works with boys and girls from the age of 11 or 12, and follows them through high school and beyond. Guided by a philosophy that sees youth as "at promise" instead of "at risk," the program works to develop a participant's capacity and desire to avoid pregnancy. The pregnancy prevention program model provides opportunities for young people to discover interests and develop talents, plus emphasizes education and employment. The Children's Aid/Carrera program sees the sum of these activities as having a contraceptive effect (The Children’s Aid Society, 2013).

Holistic Youth Engagement

Living whole, complete lives right now, all young people should be engaged as whole, complete people right now. As such, programs designed to engage them should treat the time, knowledge, skills, and wisdom of children and youth as vital and important to the function, activities, and outcomes of their time. Instead of being seen as passive recipients of an adult-led world, Holistic Youth Engagement sees young people as equitable partners with adults. This means actively involving all young people in different types of involvement affecting them personally, their peers, and their communities at large. Planning, researching, teaching, evaluating, decision-making, and advocacy are some examples of what Holistic Youth Engagement can include.

Action Steps towards Holistic Youth Development

There are many ways organizations and individuals can take action for Holistic Youth Development. You have already taken an important first step by reading this booklet. Here are a few different approaches you might consider.

**Approach #1: Increase awareness of Holistic Youth Development**

- **ACTION: Study.** Learn new ways to see and treat young people. Study writing by youth and adults about young people and identify your own perspectives of young people.
- **ACTION: Critique.** Name which of your perspectives of children and youth are your own traditional and non-holistic, and challenge whether these are genuine and sincere, or inauthentic and assumed.
- **ACTION: Engage.** Go to young people where they are and get in dialogue with them. Learn who they are, how they are, and challenge your assumptions with concrete learning about the specific children and youth you’re interacting with. When you’ve done that, continue to engage with young people in healthy, whole, and real ways that consistently challenge you.

**Approach #2: Enculturate Holistic Youth Development**

- **ACTION: Dialogue.** Implement an open-ended global dialogue with youth and adults about the factors they perceive to be important in growing up successfully. Then, explore how this traditional, indigenous wisdom can inform organizations, institutions, and individuals worldwide. This dialog should reflect the reality of day-to-day experience and engage thousands of young people and adults in nonviolent, engaging conversations (National 4-H, 2002)
• **ACTION: Support.** Engage youth and practitioners in examining existing practice and research that confirms, challenges, or reframes the Holistic Youth Development approach. Holding specific co-convened spaces to create horizontal learning and sharing opportunities can be essential, whether using Open Space technology, internet-based interfaces, or other avenues. (Braithwaite, 2001)

• **ACTION: Build.** Convene local and global experts in child and youth development to dialogue about the applicability of Holistic Youth Development approaches in various contexts and settings.

Approach #3: Launch a Holistic Youth Development Project

• **ACTION: Research.** Research studies using existing tools or instruments can yield important information, insight, and motivation for future work in the area of Holistic Youth Development. This might include, for example, a global survey of diverse young people to ascertain whether the relationships between Holistic Youth Development and thriving or risk behaviors remain robust within that setting.

• **ACTION: Experimentation.** A community or organization may be interested in experimenting with Holistic Youth Development in their activities and programming to determine whether the general approach will resonate with children, youth, families, and communities. These pilots raise additional issues and opportunities that can set the stage for future work on a broader scale.

• **ACTION: Networking.** Strengthen networks and partnerships among governments, youth-serving organizations, academia, civil society organizations, the private sector, the media, and transnational NGOs to enhance commitment and support for Holistic Youth Development (United Nations Inter-Agency Network on Youth Development, 2013). Providing incentives might be invaluable for getting this to happen in some communities and nations (National Collaboration for Youth, 2013).

*What would you add?*
References


For more resources and information, visit The Freechild Project, connecting young people and social change around the world at www.freechild.org and Adam Fletcher's website focused on writing, speaking, training, consulting, coaching, facilitating, and blogging at www.adamfletcher.net. Following are some of the resources Freechild offers to support Holistic Youth Development.

The Freechild Project Youth-Driven Programming Guide

This guide is an introduction to youth-driven programming for nonprofits, government agencies, and other youth-serving organizations. The booklet gives a definition and compares approaches, and then provides planning tools, evaluations and assessments, and more. It includes the Ladder of Youth Voice, rubrics for assessing youth-driven programming, and links to examples and resources that readers can explore on their own. Available for $14.99 at http://amzn.com/1482607727

Freechild Project Youth Engagement Workshop Guide

24 hands-on, interactive workshops designed to teach youth and adults about how to successfully engage young people. Includes workshops on communication, planning, and other topics. Available FREE at http://freechild.org/FPYEWG.pdf

Washington Youth Voice Handbook

An introductory guide that lays out what, why, who, when, where, and how youth voice happens in diverse communities across Washington State. The handbook includes a Youth Voice Assessment, the Washington Youth Voice Directory, and a resource section. Available FREE at http://freechild.org/WYVH.htm

Guide to Social Change Led By and With Young People

Centering on the "Cycle of Youth Engagement," this publication is a summary of the social change issues and actions addressed by and with young people around the world. Written by Adam Fletcher and Joseph Vavrus. Available FREE at http://freechild.org/socialchangeguide.htm
Bring Us to Your Community

Here are three ways THE FREECHILD PROJECT can support you in bringing Holistic Youth Development to your organization, school, conference, or community:

1) Explore THE FREECHILD PROJECT online

FREECHILD offers dozens of publications, resource collections, and more for young people and adults. They focus on Holistic Youth Development, youth voice, and social change led by and with young people. Almost all of our resources are free on our website, with a few available from popular booksellers. Visit www.freechild.org

2) Bring THE FREECHILD PROJECT to You!

Many communities like bringing our Train-the-Trainer program to them. This enables FREECHILD to customize the training and expose an unlimited number of participants. FREECHILD offers one, two, three, and seven-day in-house trainings. We charge a flat fee of $2,000 per day plus travel expenses and participant materials. Materials cost between $25 and $100 per participant.

3) Arrange for THE FREECHILD PROJECT to Present a Special Institute

FREECHILD is available to come to your community and deliver an exciting three- to seven-day Holistic Youth Development institute. Every participant starts a Holistic Youth Development program, designs action plans, determine goals and objectives, identifies ongoing measures, learns to find useful tools, and designs additional materials. Everyone receives a certificate, materials, and more. Costs range from $750 to $1,500 per participant.

To learn more about THE FREECHILD PROJECT programs and resources contact

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