

REVIEW OF YOUTHPower ACTIVITIES

May 2020

This report is made possible by the support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of Making Cents International through YouthPower: Evidence and Evaluation Task Order I (YouthPower Learning) AID Contract # AID-OAA-I-15-00034/AID-OAA-TO-15-00011. This report does not necessarily reflect the views of USAID or the United States Government.

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May 2020

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USAID's YouthPower Learning generates and disseminates knowledge about the implementation and impact of positive youth development (PYD) and cross-sectoral approaches in international youth development. We are leading research, evaluations, and events designed to build the evidence base and inform the global community about how to transition young people successfully into productive, healthy adults. PYD is defined by USAID as:

Positive Youth Development (PYD) engages youth along with their families, communities, and/or governments so that youth are empowered to reach their full potential. PYD approaches build skills, assets, and competencies; foster healthy relationships; strengthen the environment; and transform systems.

Visit us at YouthPower.org to learn more and follow us on Facebook and Twitter for updates.



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ACRONYMS

AGYW	Adolescent Girls and Young Women
AY	Feed the Future Tanzania Advancing Youth Activity
AYAC	Youth Advisory Councils
CEAC	Curriculum and Evaluation Advisory Committee
CFYR	Community, Family, and Youth Resilience Program
CLA	Collaborating, Learning, and Adapting
CSO	Civil Society Organizations
CVE	Countering Violent Extremism
CYEC	County Youth Employment Compacts
DINAF	Directorate for Children, Adolescents, and Family
GBV	Gender-based Violence
GRYD	Gang Reduction Youth Development model
IDIQ	Indefinite Delivery Indefinite Quantity
JYN	Jordan Youth Network
K-YES	Kenya Youth Employment and Skills Program
LAC	Latin America and the Caribbean
LGBTI	Lesbian, Gay, Bisexual, Transgender, Intersex
LMIC	Low- and Middle-income Countries
NGO	Non-governmental Organization
OVC	Orphans and Vulnerable Children
PAVAL	(not defined in report. Will audience know what this means?)
PPF-OVCA	Programa Para o Futuro
PYD	Positive Youth Development
RENET	Red Nicaragüense para la Educación Técnica
SGBV	Sexual- and Gender-based violence
STI	Sexually-transmitted Infection
TVET	Technical and Vocational Education and Training
TVET-SAY	Technical and Vocational Education and Training Strengthening for At-Risk Youth
VEO	Violent Extremist Organizations
VIPRA	Violence-involved Persons Risk Analysis

VSLA	Village Savings and Loan Associations
VTC	Vocational Training Certificate
WFD	Workforce Development
YALI	Young African Leaders Initiative
YCAM	Youth Community Asset Mapping
YLSA	Youth Lending and Savings Associations
YSET	Youth Service Eligibility Test

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EXECUTIVE SUMMARY

This document presents a review of activities implemented under the USAID YouthPower project. The overall purpose of this review is to generate the lessons learned related to USAID's application of positive youth development (PYD) approaches. It covers eleven activities at the country level, in addition to lessons learned from select USAID research in PYD and youth engagement efforts. While the majority of activities (6 of the 11) were considered primarily "workforce development" (WFD) activities, interventions spanned across more than 16 different sectors including education, economic growth, violence prevention, health, and civic participation. More than **215,000 youth** were served by the eleven YouthPower implementation activities covered under this review. The total value of these activities was nearly \$216 million, each with an average budget of roughly \$18 million.

Interviews with key informants indicated overwhelming positive perceptions toward the value of the PYD approach in magnifying youth outcomes. USAID staff involved in YouthPower praised the cross-sectoral benefits of a PYD approach. One of the biggest contributions of the PYD approach has been in magnifying youth engagement and putting youth at the center of activities. Moreover, the shift in program approaches and language has positively impacted how youth participants see themselves—as contributing members of society. However, a few of the interviewees admitted to an unfamiliarity with or inconsistent understanding of the meaning of "positive youth development," and most informants tended to describe a relatively narrow perspective of PYD, equating it with youth engagement. Some implementers mentioned the complexity of the PYD Features and PYD Framework or described the initial challenges with adapting PYD concepts in different country contexts. Expanding PYD training to field-based implementing partners could help expand understanding and application of PYD.

While most activities tended to target a large age range of youth participants, the most common age banding was in the 15 – 19 age range. All eleven YouthPower activities targeted marginalized and vulnerable youth, and only three included participants who were "youth not at-risk." The definition of vulnerability spanned many characteristics, depending on the local context, with the most common cohorts being out-of-school youth, and youth living in extreme poverty, and youth with disabilities, in that order. Partnerships with local community-based organizations was the most effective way for USAID youth activities to reach marginalized and vulnerable youth with the appropriate services and supports. A few activities found challenges in recruiting participants from the more vulnerable youth cohorts, such as younger youth and out-of-school youth, and sometimes males. One unexpected finding was the relatively large number of activities (7 out of the 11) that reported reaching youth with disabilities; however, activity reports offered relatively little information in terms of evaluation, lessons learned, or program strategies associated with including youth with different forms of disabilities. Given the USAID Disability Policy, USAID is encouraged to increase attention to this topic in future youth learning products and evaluations.

In terms of gender inclusion, eight of the 11 activities conducted stand-alone gender analyses, and most, if not all, activities conducted gender and social inclusion training among their staff and sub-partners. Many activities adapted their curriculum to promote more gender inclusive practices. In turn, youth facilitators, community-based mobilizers, and the broader community received gender and social inclusion training and messages. Although most activities aimed to achieve relative gender parity in their performance indicators, some concerns were raised whether interventions were adequate enough to address the systemic barriers to female participation in education and employment. Anecdotal evidence suggested that youth/adult dialogues and other youth-led campaigns may be an effective way to open communication channels and shift stakeholder perspectives around gender.

One important observation is the pervasiveness of gender-based violence (GBV) among youth in 10 of the 11 countries; most activities offered referrals as a response. The research team found several

activities that actively promoted female empowerment or gender transformation, while some activities adapted their approaches to specifically address young men's interests and needs.

Most activities applied a range of cross-sectoral interventions, with the most common intersections between education, economic growth, and civic participation. Activities most often used informal referral networks to integrate cross-sectoral services for youth and families; however, few activities reported on or evaluated the efficacy of these referral systems. The functioning and efficacy of these referral networks merit increased attention by researchers and implementers.

Six of the eleven YouthPower activities focused on workforce development outcomes. Among the lessons learned, access to finance was a common challenge faced in at least three countries where the informal sector was the predominant source of employment and where there was a high demand by youth to participate in savings groups. However, these activities found that savings groups were not sufficient for youth to grow their businesses. In response, some activities facilitated linkages to financial service providers who expanded or developed youth-friendly products. Overall, the research team observed wide variation across workforce activities in the scaling of youth employment outcomes and recommended that USAID consider undertaking an in-depth exercise to benchmark the performance of its workforce development activities across different contexts.

Looking at sustainability, scale, and systems change efforts, our review indicates that the large majority of activities relied on a relatively traditional perspective of achieving sustainability or scale—a perspective rooted in introducing a service delivery innovation or proof of concept, with the expectation that aspects of the activity would be adopted by local system actors. In most cases, government was cited as the most important stakeholder for sustaining and scaling interventions, but only a small minority of YouthPower informants believed the activities would be sustained by government entities. Project reports suggest that some youth peer mobilization efforts may render sustained effects over time.

Many key informants expressed frustration that their activities carried too limited a scope and duration to sufficiently address the systemic constraints to youth development. The research team found that the most powerful way YouthPower activities have approached systems change has been in their attempt to change perceptions, attitudes, and practices among youth system stakeholders in a way that benefits youth—and particularly marginalized youth. Moreover, many of the lasting successes described by implementing partners and USAID Mission staff was the coordination mechanisms that YouthPower activities ignited among system actors. Several activities were successful at expanding and enhancing the role of system actors in improving youth outcomes. One major shortcoming across the YouthPower activities has been the lack of attention to the sustained financing of the new service delivery models introduced by USAID. All activities offered new or improved services that were paid for by USAID funds; however, many activities reported that they had not leveraged sufficient support from other stakeholders, such as government, the private sector, and/or communities, to support the continuation of these services. For example, while most activities stated that government played an important role in sustaining interventions, our research team did not find evidence of any cost analyses or other sustainability analyses to determine government ability and interest in financing or adopting these new services.

In terms of measurement of PYD outcomes, the most common PYD indicators used by activities were those related to the attainment of skills, as well as increased self-efficacy among youth participants. Most informants agreed that standard PYD indicators would be useful in capturing the impact of USAID youth programming, but they also recognized the challenges associated with developing precise definitions and standards of measurement and formalizing those indicators across the Agency. Given the great difficulty that the research team experienced in gathering basic performance data, we recommend a standard annual reporting narrative template for youth activities—one that clearly lists indicators,

targets, and actual cumulative results to date in an easy-to-find location, and one that requires a “lessons learned” section—would allow USAID to more readily learn from and compare across activities.

Looking at the range of PYD features employed by YouthPower, a mapping exercise of the interventions revealed that activities focused prominently on two features of PYD: developing the skills of youth and improving or expanding service delivery to youth. We also saw great attention to building the capacity of local service providers, particularly in-service delivery. Across the eleven YouthPower activities, the most important skills for youth were: communications, self-efficacy, and employability skills. The most frequently offered services included internships and apprenticeships, mentoring, referrals to services, capacity-building, and technical support. A common barrier to youth accessing services was transportation, which was cited in over half of the reports.

Youth engagement ranged from consulting and informing youth, to empowering youth to participate in decision-making, supporting youth as peer mentors and facilitators, and preparing youth to ultimately lead and initiate actions. All eleven activities consulted youth on implementation strategies. At least six activities trained youth as peer mobilizers or facilitators who, in turn, mobilized and or trained other youth. Youth were also engaged as active participants in local decision-making bodies. Youth-adult dialogues also opened the door to youth engagement in their communities. Nine of the activities linked youth to internships and or employment opportunities. Surprisingly, in only a few cases did YouthPower designate funds for youth to design and lead projects. In total, YouthPower activities have established/funded more than 22,000 youth networks, committees, and or clubs.

Implementers also identified several challenges in working to engage youth, including: Adequately preparing and trusting youth to lead, the time and effort needed to prepare adults, and the breadth versus depth tradeoff in scaling youth engagement efforts.

Based on these observations, recommendations to USAID and implementing partners are the following:

Assessment and Design:

- Adopt a systems lens to PYD in order to realize lasting benefits.
- Invest in programming to address and prevent GBV among youth.

Implementation

- Pay attention to the efficacy and impact of referral networks.
- All USAID youth activities should require sub-award funding mechanisms for youth-led project design and implementation.
- Workforce development activities working in low-income countries with highly informal economies need to pay attention to the financing that youth need to start and grow their businesses.

Monitoring, Evaluation, Learning

- Continuously monitor and evaluate the reach of programming across different youth cohorts, including those who are hardest-to-reach.
- Invest in evaluation and learning on gender inclusion in workforce development.
- Learn from interventions that promote the inclusion of youth with disabilities.
- Harmonize USAID reporting requirements and templates for its youth activities.
- Measure and evaluate changes in behaviors and attitudes across the youth system.
- Continue promoting PYD across Missions, while investing in continued learning around application of different PYD features.

INTRODUCTION

PURPOSE

This document presents a review of activities implemented under the USAID YouthPower project. The overall purpose of this review is to generate the lessons learned related to USAID's application of positive youth development (PYD) approaches over the past five years, namely:

- To what extent have USAID youth activities applied the principles and practices of a PYD approach, and what are the perceived benefits and challenges associated with implementing a PYD approach?
- In what ways does a PYD approach contribute to the different sectoral outcomes that USAID activities seek to achieve, and have there been observable cross-sectoral benefits?
- How have lessons from the YouthPower activities contributed to the USAID PYD Learning Agenda?

BACKGROUND

YouthPower is a USAID-funded contract awarded in 2015 that aimed to expand the evidence base in international positive youth development. It sought to improve PYD approaches across programs and sectors and strengthen the capacity of youth-led and youth-serving institutions. The contract engaged young people, their families, and communities in order for youth to reach their full potential. YouthPower was composed of two inter-linked Indefinite Delivery, Indefinite Quantity (IDIQ) contracts intended to support USAID in the implementation of its Youth in Development Policy:¹

YouthPower: Implementation – design and implementation of PYD programming and policies, capacity strengthening of youth serving organizations and institutions including governmental and civil society organizations (CSOs), and support of youth engagement within development.

Project Period: February 2015 – February 2020 (with two option years)

IDIQ holders: Banyan Global, Creative Associates International, Development Alternatives Incorporated, FHI 360, Global Communities, and RTI International

YouthPower: Evidence and Evaluation – research and evaluation of youth programming, and technical leadership and dissemination of knowledge in the field of positive youth development.

Project Period: April 2015 – April 2020

IDIQ holders: American Institutes for Research, Dexis Consulting, IBTCI, Making Cents International, Mendez England & Associates, and Social Impact

Under YouthPower, in 2017 USAID had completed a *Systematic Review of Positive Youth Development in Low- and Middle-Income Countries*, which revealed several gaps in the PYD evidence base, and made recommendations for evaluation and learning around PYD.² Following the systematic review, and with the nearing completion of YouthPower, USAID seeks to understand the extent to which activities under YouthPower: Implementation have applied PYD approaches, and how these activities have expanded the understanding of PYD approaches in low- and middle-income countries (LMICs).

¹ Refer to: <https://www.usaid.gov/policy/youth>

² Refer to: <https://www.youthpower.org/systematic-review-pyd-lmics>

SCOPE

This review covers eleven activities under the YouthPower: Implementation IDIQ, as well as select activities under YouthPower Evidence and Evaluation IDIQ.³

Table 1. YouthPower Activities Covered by this Review

IDIQ	Activity Examined under this Review	Task Order Name	Country/ Region
YouthPower: Implementation	1. Community, Family, and Youth Resilience Program		Eastern and Southern Caribbean
	2. Proyecto de USAID Puentes Para el Empleo/ Bridges to Employment		El Salvador
	3. Proponte Más		Honduras
	4. Empleando Futuros		Honduras
	5. Mitra Kunci		Indonesia
	6. USAID YouthPower Jordan Activity		Jordan
	7. Kenya Youth Employment and Skills Program (K-YES)		Kenya
	8. Technical Vocational Education and Training Strengthening for At-Risk Youth (TVET-SAY)		Nicaragua
	9. Feed the Future Tanzania Advancing Youth Activity (AY)		Tanzania
	10. Mwigeme Kerebuka Urabishoboye	YouthPower Action	Burundi
YouthPower: Evidence & Evaluation	11. Programa Para o Futuro (Phase 2); YouthPower Action Mozambique: OVC Programming for Adolescents (Phase I)	YouthPower Action	Mozambique
	12. USAID (2018). <i>Endline Report: Youth Cohort Study of USAID/West Bank and Gaza's Partnerships with Youth Activity</i> .	Youth Cohort Study – USAID West Bank and Gaza's Partnerships with Youth Activity	West Bank/ Gaza
	13. USAID (2019). <i>What Works to Prevent Lethal Youth Violence in the LAC Region: A Global Review of the Research</i>	Latin America and the Caribbean – Youth Violence Prevention	Latin America and Caribbean
	14. Review focuses on YouthPower Learning's experiences with youth engagement and cross-sectoral youth assessment and design	YouthPower Learning	Global

The review examined six overarching research questions (Box 1), with a total of 63 sub-questions (Annex 2).

Box 1. Research Questions for the YouthPower Review

<p><i>What are the lessons learned from activities implemented under YouthPower, and how have these lessons built USAID's understanding of positive youth development and its impact on youth outcomes in key sectors in low- and middle-income countries?</i></p> <ol style="list-style-type: none"> <i>1. What was the range of activities and interventions implemented under YouthPower?</i> <i>2. To what extent did YouthPower activities apply positive youth development approaches (why and why not), and what have we learned from that experience?</i> <i>3. What were the perceived benefits and challenges of applying a positive youth development lens?</i> <i>4. How did the benefits and challenges translate into how activities contributed to youth outcomes, sectoral outcomes, and or cross-sectoral outcomes?</i> <i>5. What lessons emerged from YouthPower activities, particularly as they relate to as it relates to the USAID PYD Learning Agenda?</i> <i>6. What recommendations should USAID consider when designing youth programming in the future?</i>

³ For a list of activities under the USAID YouthPower project, refer to <https://www.youthpower.org/projects-task-orders>.

These research questions were guided by two YouthPower documents. First, for each activity the research team mapped the interventions according to the YouthPower PYD Features described in [“Examples of Positive Youth Development Program Activities Aligned with PYD Features, Mapped to a Socio-Ecological Model.”](#) (Annex 1 offers an abbreviated version of this matrix.) Second, we used the [USAID PYD Learning Agenda](#) to frame our questions regarding lessons learned; therefore, this review focuses on: (a) emerging evidence of the impact of the PYD approach in low- and middle-income countries; (b) cross-sectoral impact of PYD programs; (c) measurement of PYD constructs; (d) PYD for vulnerable or marginalized populations; and (e) youth engagement in PYD programs.⁴ **This review is not intended to be an evaluation of activities, but rather an extraction of the salient lessons in PYD that have emerged from the implementation of USAID YouthPower.**

METHODOLOGY

The research team used a mixed-methods, rapid assessment design that included three components: (1) a document review of over 100 annual and quarterly reports, monitoring and evaluation plans, activity briefers, and project presentations; (2) an online survey, representing 37 respondents from implementing organizations and USAID Missions; and (3) key informant interviews with 19 implementing partner and USAID Mission staff. (Refer to Annex 2 for details.)

The analysis was supplemented with three **case studies**,⁵ researched and authored by the YouthPower: Action team, that highlighted the in-depth lessons across three activities:

- Honduras – Proponte Más: This case study describes a family-focused approach to PYD within a comprehensive program for violence reduction in Honduras.
- Mozambique – Programa Para o Futuro: This cross-sectoral, integrated activity illustrates how the positive youth development approach can help extremely vulnerable youth move from a vicious cycle of HIV risk to a virtuous, protective cycle.
- Tanzania – Advancing Youth: How the positive youth development (PYD) approach can be applied to a workforce development activity, so as to position youth to become economically and socially productive members of their communities.

These case studies are provided in Annexes 7, 8, and 9.

SUMMARY OF ACTIVITIES UNDER YOUTHPower: IMPLEMENTATION

In total, the USAID YouthPower project encompassed thirteen task orders awarded between 2015 and 2020. These task orders represented a broad range of activities and outcomes that spanned 73 discrete interventions across 42 countries, as illustrated in Table 2.

More than **215,000 youth** were served by the YouthPower: Implementation activities covered under this review (Table 3). The total value of these activities was nearly \$216 million, with each activity budget at an average of roughly \$18 million.

⁴ The USAID Youth COMPASS Tool and Youth Programming Assessment Tools also offered reference points for understanding the “depth” of PYD approaches under each activity. The PYD Measurement Toolkit also guided the analysis of common measurement across the activities.

⁵ These case studies are also available online at www.youthpower.org.

Table 2. Summary of YouthPower Geographic Coverage, 2015 – 2020

Total number of USAID task orders awarded under YouthPower: Implementation	10
Total number of USAID task orders under YouthPower: Evidence and Evaluation	3
Total number of countries reached by YouthPower:	42
Sub-Saharan Africa	19
South Asia and East Asia	6
Eastern Europe and Eurasia	3
Latin America and the Caribbean	10
Middle East and North Africa	3
Total number of programmatic interventions* across the YouthPower countries:	73
Sub-Saharan Africa	36
South Asia and East Asia	10
Eastern Europe and Eurasia	3
Latin America and the Caribbean	19
Middle East and North Africa	5

** An “intervention” is defined as a discrete USAID-funded programmatic support or engagement that took place within a given country for a specific purpose, and is different from a USAID “task order,” which is an award mechanism. For example, the single YouthPower Learning task order completed 37 grants and assessments in 30 countries. The YouthPower Action task order undertook 18 separate activities (buy-ins) across 11 countries. The Community, Family, and Youth Resilience Program took place in three countries (Guyana, St. Lucia, and St. Kitts and Nevis).*

Table 3. Summary of Results for YouthPower: Implementation

➤ <i>More than 215,000 youth served by the YouthPower: Implementation activities.</i>
➤ <i>At least 57,602 youth gaining tangible employment opportunities (including new or better employment, self-employment and or internships) as a result of participating in YouthPower: Implementation.</i>
➤ <i>17,000 youth and parents participating in savings groups.</i>
➤ <i>39,500 vulnerable or at-risk for violence youth participating in skills development.</i>
➤ <i>Over 22,000 youth clubs or groups created over the life of the activities.</i>

Table 4 summarizes the basic activity information. Annex 3 offers descriptive briefs for each activity, including their results and lessons learned.

Table 4. Snapshot of II Activities Implemented under the YouthPower: Implementation IDIQ⁶

Country	Activity Title	Prime Implementing Organization (Sub-Partners)	Period of Performance	Award Amount (USD)
Burundi	Mwigeme Kerebuka Urabishoboye (Adolescent Girls and Young Women, AGYW)	YouthPower Action, managed by FHI 360	Oct 1, 2016 – Jan 20, 2020	\$4.6 million
Goal: Mitigate the risk of HIV infection, unintended pregnancies, transactional sex, and gender-based violence among vulnerable adolescent girls (ages 10 – 18). The activity employs a case management approach and includes mentoring clubs, the mobilization of village savings and loan associations (VSLAs), and referrals to health and other services.				
Eastern and Southern Caribbean	Community, Family, and Youth Resilience Program (CFYR)	Creative Associates	Jul 1, 2016 – Sep 30, 2020	\$31.0 million
Goal: Support family networks, communities, service providers, and government agencies to reduce crime and violence and increase opportunities for youth in 15 target communities of St. Lucia, St. Kitts and Nevis, and Guyana. This approach integrates a family counseling model, community engagement, and reform of the juvenile justice system.				
El Salvador	Puentes para el Empleo – Bridges to Employment	Development Alternatives, Inc (DAI)	Oct 1, 2015 – Sep 30, 2020	\$42.2 million
Goal: Increase and improve employment of vulnerable youth living in the country's high-crime municipalities. The approach involves improving youth workforce readiness, improving the quality of workforce development services, and improving the enabling environment for workforce development.				
Honduras	Empleando Futuros - Honduras Workforce Development Activity	Banyan Global	Jun 30, 2016 – Jun 30, 2021	\$19.9 million
Goal: Increase employment and protective factors for at-risk youth. This approach works through public and private service providers, building their capacity to deliver services, including establishing linkages with the private sector.				
Honduras	Proponte Más - USAID Secondary Violence Prevention Activity	Creative Associates	Jan 4, 2016 – Jan 4, 2020	\$25.0 million
Goal: Reduce empirically derived risk factors for youth at risk of joining gangs and their families, and the behaviors associated with those risk factors. This approach relies on a family counseling model that strengthens family cohesion and relationships.				
Indonesia	Mitra Kunci – Key Partnerships (formerly the Inclusive Workforce Development Initiative)	DAI	Jan 9, 2017 – Jan 8, 2022	\$15.0 million
Goal: Improve access to skills, training, information, experience, and relevant services for poor and vulnerable youth, women, persons with disabilities, and higher education students. This activity provides technical, operational, and capacity-building support for Indonesian project implementers who test programming, assess impact, and scale successful approaches.				
Jordan	USAID YouthPower Jordan Activity	Global Communities	Mar 26, 2017 – Mar 25, 2022	\$23.6 million
Goal: Improve opportunities, well-being, and civic engagement for youth in 60 communities, namely by strengthening, establishing, and increasing access to the local systems and programs that serve youth. The three components are: youth engagement, community asset mapping, and a Youth Innovation Fund for youth to design and lead local development efforts.				
Kenya	Kenya Youth Employment and Skills Program (K-YES)	Research Triangle Institute (RTI)	Sep 30, 2015 – Sep 29, 2020	\$22.7 million
Goal: Increase wage- and self-employment among underemployed youth who have not completed secondary school. This activity relied on community-based training models, combined with capacity-building of public vocational training centers; it				

⁶ In most cases, results to date were derived from implementing partner presentations at the YouthPower Annual Meeting, January 23, 2020. Any other data was derived from the most recent, publicly available report.

Country	Activity Title	Prime Implementing Organization (Sub-Partners)	Period of Performance	Award Amount (USD)
established nine county youth employment compacts to drive collective action around youth development.				
Mozambique	Programa Para o Futuro (YouthPower Action/PPF-MZ Expansion), Phase II; and YouthPower Action Mozambique, Phase I: OVC Programming for Adolescents	YouthPower Action, managed by FHI360	Phases I and 2: Sep 27, 2015 – Jul 31, 2018	\$1.1 million (Phase 2) + \$2.3 million (Phase I)
Goal (Phase I): Strengthen the capacity of families and communities to care for and protect older orphans and vulnerable children (OVC), and of youth heads-of-households to care for their younger OVC siblings. (Phase 2): Support older OVC to gain an integrated set of employability skills, improve basic education competencies, and develop health knowledge and behaviors.				
Nicaragua	Technical and Vocational Education and Training Strengthening for At-Risk Youth (TVET-SAY) – Proyecto Aprendo y Emprendo	Creative Associates	Sep 25, 2015 – Sep 30, 2020	\$9.5 million
Goal: Expand technical and vocational training, entrepreneurship, soft skills training for strengthening resilience and violence prevention, and job placement for at-risk youth living in the Caribbean Coast. This approach worked through private and public service providers to improve their services and connect them to the private sector.				
Tanzania	USAID Tanzania Youth Economic Empowerment Activity	DAI	Aug 17, 2017 – Aug 16, 2022	\$19.7 million
Goal: Increase economic opportunities for rural young people between the ages of 15 and 35. The approach develops and delivers training and mentoring focusing on three ‘L’s – Life skills, Livelihoods, and Leadership.				

SECTORS COVERED BY THE ACTIVITIES

While the majority of activities (6 of the 11) were considered “workforce development” activities, interventions spanned across more than sixteen different sectors including education, economic growth, violence prevention, health, and civic participation as illustrated in the following table.

Table 5. Sectoral Emphasis of USAID Activities under YouthPower Implementation

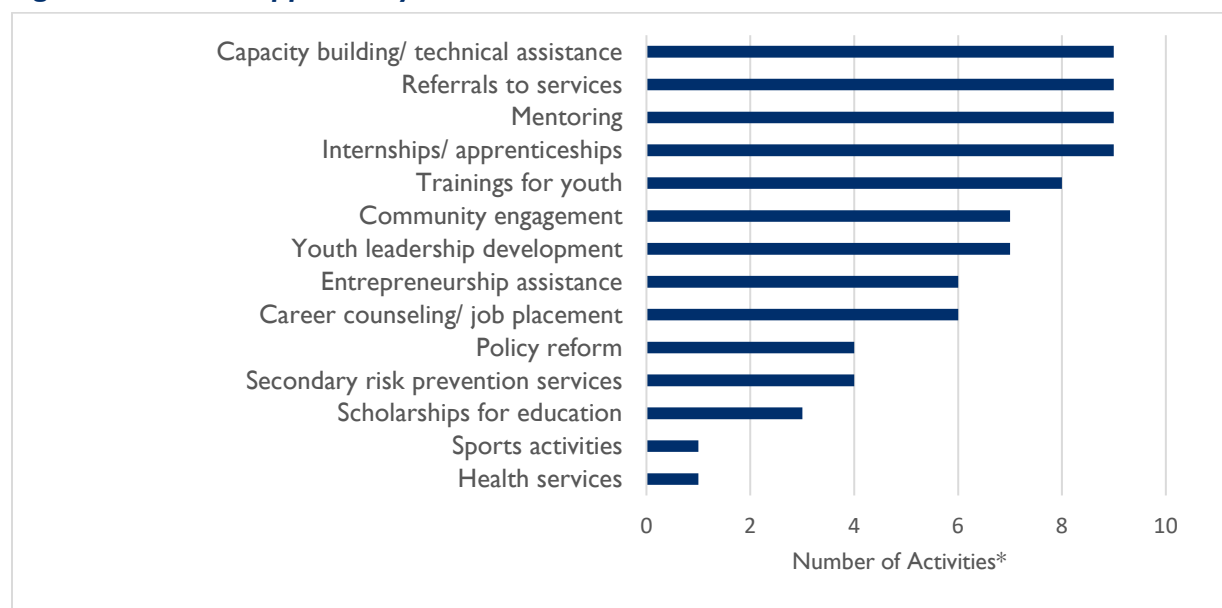
	Country	Primary Sector	Cross-Sectoral Applications
Workforce Development	Nicaragua	Workforce development (for youth in at-risk communities)	Violence prevention
	Honduras (Empleando Futuros)	Workforce development (for youth in at-risk communities)	Violence prevention
	El Salvador	Workforce development (for youth in at-risk communities)	Violence prevention
	Indonesia	Workforce development	Strong inclusion lens
	Kenya	Workforce development	Civic engagement, local governance, agriculture, financial services
	Tanzania	Workforce development	Civic engagement, agriculture, health
Violence Prevention	Eastern Caribbean	Violence prevention for at-risk youth	Includes workforce development
	Honduras (Proponte Más)	Violence prevention for at-risk youth	n/a

	Country	Primary Sector	Cross-Sectoral Applications
Civic Engagement	Jordan	Youth-community engagement/ civic engagement	Youth-led interventions address entrepreneurship, environment, health, GBV, and countering violent extremism, among others
Integrated OVC Programming	Burundi	Integrated OVC programming	Education, health, and financial services
	Mozambique	Integrated OVC programming	Education and workforce development, health, civic engagement

SERVICES SUPPORTED BY THE ACTIVITIES

As a cornerstone to their PYD approaches, all YouthPower activities provided training to youth in soft skills,⁷ and allowed youth opportunities to exercise those skills through employment and community development opportunities. Next to skills development, all YouthPower: Implementation activities sought to improve access to and the quality of service delivery. The most common services were internships and apprenticeships, mentoring, and referrals to services to youth, as well as capacity-building and technical support to both youth and community stakeholders (Figure 1).

Figure 1. Services Supported by USAID YouthPower Activities



* Based on the online survey results, where number of activities responding to survey (n) = 10

The most common channel for service delivery was through national or local community-based organizations funded through sub-awards; however, most activities exhibited multiple service delivery channels, including:

- Youth facilitators/trainers and youth and adult community mobilizers who were trained to mobilize and train other youth (Jordan, Mozambique, Burundi, Tanzania, and Kenya).

⁷ Across the eleven activities, the most important skills for youth were: communications, self-efficacy, and employability. Refer to the companion report to this review, *From Theory to Practice: Applying the USAID Positive Youth Development Framework across Eleven Activities* (USAID 2020).

- Public technical and vocational education and training (TVET) providers, who delivered skills training and job intermediation services (Nicaragua, Honduras, El Salvador, Indonesia, and Kenya).
- Private sector entities, such as employers and industry associations, provided training across most workforce development activities, while financial institutions in Kenya offered youth-friendly loan products.

A common barrier to youth accessing services was transportation, which was cited in over half of the reports. For example, in Jordan, a mid-term assessment found that “*funding for transportation and offering participation incentives to their peers (each at 61 percent) as the greatest obstacles to greater youth agency over implementation.*”

TYPES OF YOUTH COHORTS REACHED

Age Bandings: While most activities tended to target a large age range of youth participants, the most common age banding was in the 15 – 19 age range—with all 11 activities targeting youth within that age banding—and most activities covering the 15 – 29 age range (Figure 2).

Figure 2. Distribution of Age Bandings of YouthPower: Implementation Participants

Country (Activity)	Minimum	Maximum	Age (in Years)																											
	Age	Age	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Burundi	10	18																												
Eastern Caribbean	10	29																												
El Salvador	16	29																												
Honduras (Empleando Futuros)	16	30																												
Honduras (Proponte Mas)	8	17																												
Indonesia	10	29																												
Jordan	10	29																												
Kenya	18	35																												
Mozambique	15	17																												
Nicaragua	14	29																												
Tanzania	15	35																												

Vulnerable and Marginalized Youth: All activities targeted marginalized youth, defined by a wide range of attributes, illustrated in Table 6. Page 26 discusses in greater detail YouthPower’s experiences working with vulnerable and marginalized youth.

Table 6. Types of Youth Cohorts Reached by YouthPower: Implementation

Types of Youth Cohorts	Number of Activities*
Out-of-school youth/school dropout	9
Youth living in extreme poverty (including food insecure youth)	8
Youth with disabilities	7
Young mothers or pregnant girls	6
Ethnic/religious minorities	5
LGBTI youth	5
Illiterate youth	4
Orphans and vulnerable children (OVC)	4
Previously incarcerated youth	4
Incarcerated youth	3
HIV positive youth	3
Youth that are not at-risk	3
Refugees/asylum seekers/ internally displaced youth	2

* Based on online survey results, where number of activities (n) = 10

Gender: According to activity documents, most YouthPower: Implementation activities aimed to achieve relative gender parity in their performance indicators.⁸ Due to the inconsistencies in reporting across the activities, however, the research team was unable to compile gender-disaggregated data across all the activities. Page 29 summarizes the gender equality and women’s empowerment interventions.

OTHER PARTICIPANTS BENEFITTING FROM YOUTHPower: IMPLEMENTATION

Apart from reaching youth as individuals, YouthPower activities targeted a wide range of participants and partners, including youth peer networks, families, government service providers, the private sector, and community-based organizations (Table 7).

Table 7. Types of Beneficiaries Served by YouthPower: Implementation

Types of Beneficiaries	Number of Activities*
Youth peer groups, youth networks	9
Families	7
Government service-providers	8
Youth-led organizations	6
Private youth-serving organizations (training providers, after-school clubs, etc.)	8
Community-based local alliances	8
Employers/lead firms	5
Financial service providers	2
Government policy makers	5

* Based on online survey results, where number of activities responding to survey (n) = 10.

Nine of the activities worked through **youth peer groups or youth networks**. The use of peer trainers was very common across a number of activities. For example, under the K-YES activity in Kenya, youth worked as peer trainers in their communities. They helped facilitate community-level village savings and loans groups and also helped develop the labor market information needed to update the labor market information systems to include more accurate data around youth employment. The El Salvador Bridges to Employment activity established an **alumni network** to improve youth access to information about employment and training opportunities. Youth formed social network groups through applications such as Facebook and WhatsApp, where they exchanged information about job fairs, employment and entrepreneurship opportunities, scholarships, and internships. Implementers also facilitated in-person alumni meetings, which often provided additional job-seeking training for participating youth.

Family counseling and family support networks were included as interventions in Honduras, CFYR, Mozambique, and Indonesia. CFYR applied an innovative model, called *Family Matters*, to offer intensive, customized family counseling to at-risk youth and their families. The activity also trained family counsellors and created a database called the *Model Fidelity Database* to track the extent to which the activity was delivering the model according to plan.

⁸ The only exceptions to this were select violence prevention activities in Latin America that targeted primarily men, as the evidence showed them to be the major perpetrators of violence.

APPLICATION OF THE PYD APPROACH UNDER USAID YOUTHPower

Most YouthPower activities were designed prior to the development of the USAID PYD framework and subsequent guidance documents. Interestingly, only one activity—in Jordan—conducted a holistic, cross-sectoral youth assessment to understand the full range of youth systems dynamics (see Annex 4), and according to activity reports it was the only activity that explicitly used a positive youth development framework to shape the activity.⁹ Nevertheless, the research team found that all activities in fact applied many PYD features, iterating them over time. This iteration came about as a result of project evaluations, as part of their Collaborating, Learning, and Adapting (CLA) approaches,¹⁰ due to encouragement from USAID to incorporate PYD elements into their activities, or as a result of training and learning products provided by the USAID YouthPower project.

Figure 3 offers a visual mapping of the YouthPower interventions against the PYD features and socioecological model. This figure indicates where each activity applied the seven PYD features: (1) skill building, (2) healthy relationships and bonding, (3) belonging and membership, (4) youth engagement and contribution, (5) safe spaces, (6) positive norms, expectations, and perceptions, (7) access to age-appropriate and youth-friendly services. It also maps the levels of the socioecological model for each intervention: **Y**outh (at the individual level), **I**nterpersonal (including peers and families), **C**ommunity, and **S**ystems level.¹¹

This mapping exercise reveals that activities focused prominently on two features of PYD: developing the skills of youth and improving or expanding service delivery to youth. We also saw great attention to building the capacity of local service providers, particularly in-service delivery. In the workforce development activities, we saw less attention to inter-personal interventions (e.g., building peer networks and working with parents and families), although there were some notable exceptions such as the Kenya and Tanzania activities, which incorporated elements of civic participation and mobilized youth facilitators.

A companion report to this review provides examples of how YouthPower activities applied the PYD features: refer to *From Theory to Practice: Applying the USAID Positive Youth Development Framework Across Eleven Activities* (USAID, 2020).¹²

⁹ The USAID YouthPower Jordan Activity piloted the USAID COMPASS tool; it also used the “5 Cs of Positive Youth Development” to inform activity design and approaches. The K-YES activity in Kenya conducted a “Youth Employment Ecosystems Assessment,” which appeared to focus on a limited view of workforce development actors such as vocational training centers (VTCs) and the private sector, but did not capture the larger youth ecosystems dynamics such as family and household relations, peer dynamics, or other sectors such as health, civic participation, etc.

¹⁰ Refer to: <https://usaidlearninglab.org/library/employing-futures-cta-strengthen-youth-workforce-development-honduras> and <https://usaidlearninglab.org/library/strengthening-kenyas-tvet-capacity-through-learning-and-adaptation-0>

¹¹ Note that due to the large amount of data across the eleven YouthPower: Implementation activities, this mapping was a subjective undertaking and not intended to comprehensively depict all interventions. The research team made their best effort in capturing the most salient interventions, and used their best judgment about how to classify certain interventions. The team used the definitions in the PYD Features/Socioecological matrix to classify the interventions. For example, in most cases we classified youth peer mentoring under “healthy relationships and bonding.” Whereas some implementers may have considered this intervention to also promote belonging and membership, in most cases we did not classify it as such unless there were clear indications that the intervention addressed discrimination or stigma or explicitly promoted inclusive practices.

¹² This companion report is available on www.youthpower.org.

Figure 3. Mapping of YouthPower's Application of the PYD Features against a Socioecological Model

PROJECT	ASSETS & AGENCY				CONTRIBUTION				ENABLING ENVIRONMENT																			
	Skill Building				Youth Engagement and Contribution				Healthy Relationships and Bonding				Belonging and Membership				Positive Norms, Expectations & Perceptions				Safe Spaces				Access to YFS; Integration Among Service Providers			
	Y	I	C	S	Y	I	C	S	Y	I	C	S	Y	I	C	S	Y	I	C	S	Y	I	C	S	Y	I	C	S
ESP																												
HEF																												
KYES																												
TVET-SAY																												
IMK																												
TAY																												
HPM																												
CYFR																												
JYP																												
PPF-OVCA																												
AGYW																												

Key to Activity Focus

Employment/
Workforce Development

Violence and
Crime Reduction

Civic
Engagement

Integrated OVC
Programming

Key to Levels

Y

Youth

I

Interpersonal

C

Community

S

Systems

Project Location

El Salvador

Puentes Para El Empleo

ESP

Honduras

Proponte Mas

HEF

Kenya

Kenya Youth Employment and Skills

K-YES

Nicaragua

Technical Vocational Education and Training Strengthening for At-Risk Youth

TVET-SAY

Eastern and Southern Caribbean

Community, Family and Youth Resilience

CYFR

Indonesia

Mitra Kunci

IMK

Jordan

YouthPower

JYP

Tanzania

Feed the Future Tanzania Advancing Youth

TAY

Mozambique

Programa Para o Futuro/OVC Programming for Adolescents

PPF-OVCA

Burundi

Enhancing Outcomes for Adolescent Girls and Young Women

AGYW

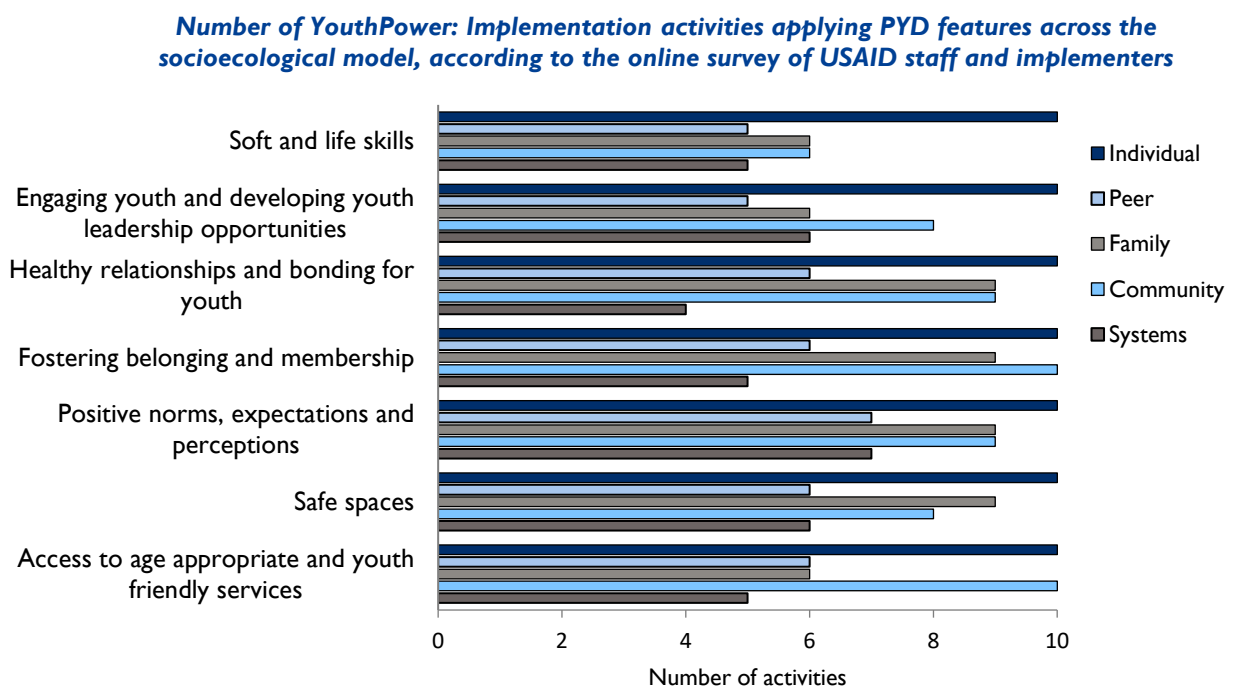
Name

Abbreviation

In online survey results, respondents tended to magnify the prominence of PYD interventions across the activities, as compared to how interventions were described in their activity reports. Figure 4 shows that anywhere from five to seven of the activities said that they applied PYD features at the systems level, and 60 percent of survey respondents agreed that they were able to contribute to the creation of new policies on youth issues. Our review of the reports, however, did not reflect a deep level of attention to systems change. More on this topic is discussed on page 38.

Moreover, all ten activities responding to the survey indicated that they offered youth opportunities across all seven PYD features; however, when reviewing activity documents, fewer activities appeared to apply these features in explicit, substantive ways. We saw such discrepancies across two notable features: “safe spaces,” “positive norms and expectations,” and “healthy relationships and bonding.” According to the survey, all activities implemented safe space interventions for youth; however, while the activity reports described general “spaces” for youth, many did not describe how those spaces explicitly promoted emotional and physical safety, respectful peer dynamics, caring behaviors, or how the activity set standards for youth workers. In some cases, youth workers, mentors, and peers received training in gender and disability inclusion, but it was not often clear how that training was put into practice. This discrepancy between online survey responses and activity reporting could be a result of the limitations of the online survey tool or could indicate the limitations of writing reports that are unable to fully capture the range of interventions and impact. One explanation could be the tendency of USAID learning products to distill evidence and practice into “bite sized” information, which, as one informant noted, can increase awareness of PYD terminology such as “safe spaces,” “youth engagement,” “inclusion,” or “systems,” but can also lead to a misuse of such terminology. This would suggest that the promotion of PYD across USAID is not enough and must be coupled with deeper continuous learning and cross-fertilization.

Figure 4. Application of the PYD Features Across YouthPower: Implementation



ADVANCING THE PYD LEARNING AGENDA

The [USAID PYD Learning Agenda](#) guided our inquiry process; as such, the following analysis summarizes our findings related to: (1) Understanding how PYD programs achieve positive impact in LMICs; (2) PYD for vulnerable or marginalized populations; (3) cross-sectoral impact of PYD programs; (4) youth engagement in PYD programs; and (5) measurement of PYD constructs.

IMPACT OF THE PYD APPROACH IN LOW- AND MIDDLE-INCOME COUNTRIES

To date there are no rigorous evaluations or comparative studies of the impact of PYD approaches against other programmatic models in LMICs. This review relied on interviews and surveys to understand the perceived impact of PYD approach in LMICs. This research revealed the following:

Interviews with key informants indicated overwhelming positive perceptions toward the value of a PYD approach. Several implementers and USAID staff noted the value of USAID YouthPower in making PYD explicit and intentional in youth programming. Some described the importance of YouthPower in shaping norms around youth programming, and of donors and implementers having a common lexicon and conceptual framework. According to key informants, one of the biggest contributions of the PYD approach has been in magnifying youth engagement:

“The power of the PYD Framework is that it makes it explicit, so we don’t fall into the same patterns...it puts youth at the forefront.”

“PYD has been a valuable approach in that it’s explicitly encouraged this project to engage youth more explicitly throughout its interventions.”

One informant from USAID noted that the shift in program approaches and language has positively impacted how youth participants see themselves:

“PYD approaches are radically different take on how to work with youth. And it’s opposite to how we had been working prior. ... We as an Agency brought this burden upon youth when we label them ‘youth at risk.’ ... When we went out to communities and to potential beneficiaries, and when we said we are looking for ‘youth at risk,’ immediately the youth reacted as if they were placed in a different category. And often these categories were ‘problematic youth.’ So, the PYD framework shifted that framing of stigma to one in which youth have something positive to bring to the table. And we’ve now built on those positive aspects.”

“[The PYD approach] helps [youth] to see themselves not only as an individual that’s searching for better education and jobs, but that there’s more to what they can contribute to the community beyond just a job. [It suggests that] ‘my worth is more than someone looking for education and finding a job. I am an important person in my community. I can be central to making transformational changes in my community, in my school environment, in my work environment.’”

Implementing partners’ knowledge of the PYD approach was mixed. In the online survey, all respondents either agreed or strongly agreed that they were familiar with the PYD approach. Eighty-four percent stated that they had received guidance from USAID YouthPower on how to apply PYD. However, in key informant interviews, at least four of the 19 key informants admitted to a personal unfamiliarity with the meaning of “positive youth development.” The research team confirmed this inconsistency across most interviews: when asked about how they have applied the PYD approach, a large number of informants tended to describe a relatively narrow perspective of PYD, equating it with

youth engagement. Some implementers mentioned the complexity of the PYD Features and PYD Framework. One Mission representative offered a word of advice: “be realistic in terms of how much of PYD approach you are able to focus on. Because the natural tendency is to want to do all. But you need to pick what you are actually able to do. And focus on that and add incrementally as your program unfolds.”

Some partners described initial challenges with adapting PYD concepts in different country contexts. One implementer stated that, “We initially spent a lot of time with staff and stakeholders about [PYD]. What was surprising was that some were able to embrace it; while others, who had been good implementers in the past, really had a hard time wrapping their head around putting youth at the center. It was a question of trust...letting youth come forward in a conservative society took a lot of work.” In another country, local university partners were skeptical about engaging youth in designing and delivering entrepreneurship courses, and partners were surprised with the level of effort required to support youth in this process. Another implementing partner noted their own organization’s limited experience with PYD, and so they relied on partners with PYD experience to offer that expertise to their activities.

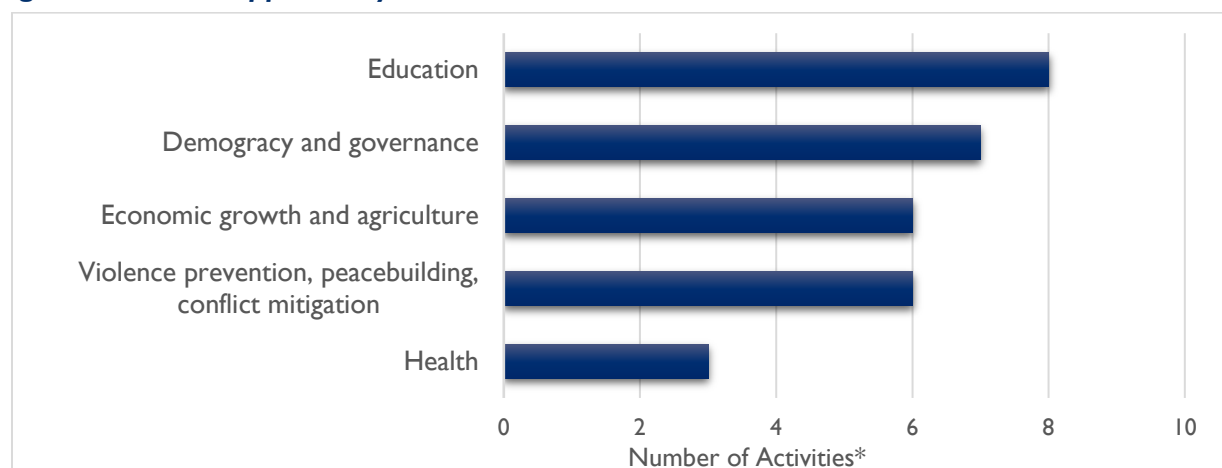
Lessons Learned: USAID and Implementing Partner Perspectives on PYD

Implementers and USAID staff alike overwhelmingly have seen the value of PYD approaches in magnifying youth outcomes, particularly when it comes to youth engagement and cross-sectoral interventions. But there remains a lack of clarity and confusion around the full picture of the different features of PYD.

CROSS-SECTORAL APPROACHES AND IMPACT OF PYD

Most activities applied a range of cross-sectoral interventions, with the most common intersections between education, economic growth, and civic/community engagement. All activities incorporated some form of soft skills or life skills development as the basis of their cross-sectoral work. As demonstrated in Figure 5, 9 of the 10 activities responding to the survey indicated interventions that were cross-sectoral in nature. Two activities included an agriculture component,¹³ and three activities included interventions focused on health such as family planning, HIV/AIDS and nutrition.

Figure 5. Sectors Supported by YouthPower Activities



* Only 10 of the 11 activities responded to the survey. This data therefore does not reflect the Agriculture-, Health-, and Democracy and Governance-related interventions covered by the Tanzania activity.

¹³ Although survey data indicates that only one project included Agriculture, the Tanzania activity, which did not respond to the survey, also had a strong agriculture focus. The same is the case for the health sector interventions, which was also a part of the Tanzania activity.

Cross-Sectoral Approaches

Informal referral networks were the most common ways that YouthPower activities integrated cross-sectoral services for youth and families. For example:

The Burundi activity's referral network depended primarily on local case managers, who served vulnerable girls at risk of HIV, unintended pregnancy, and gender-based violence. In order to address GBV, the activity assessed GBV service response capacity in its target districts and found the health system not set up to provide a response to young women who have experienced sexual violence. AGYW thus worked with partners to identify service provision gaps at the local level and agree on how to reach GBV victims with services. The activity identified a number of non-governmental organizations (NGOs) with GBV prevention initiatives in place and worked with them to establish action items and a referral network. The same referral approach was established for girls to access HIV, sexually-transmitted infection (STI), and pregnancy testing services.

The Indonesia activity found that referral networks work well when there are flexible entry and exit points for youth to receive different services at different times. The activity's approach was to build a network of partnerships that are key and serve as a source of information for youth to take advantage of this network.

The Kenya activity relied on public vocational training centers (VTCs) and other vocational education service providers to offer referrals. The activity developed a database and directory of service providers at the county level, and the VTCs served as referral centers to offer an array of complementary services that include response to gender-based violence, reproductive health information, and rehabilitation of youth recovering from chemical dependency and crime.

In Latin America, where all activities were working in communities experiencing high rates of crime and violence, referrals for mental health services was common. The El Salvador Bridges to Employment activity created a series of informational materials for youth and returned migrants that helped them access education, training, employment and opportunities in their communities. The staff used youth to network and reach their peers and expand knowledge of the resources available to them. Empleando Futuros, in Honduras, launched a Social Inclusion Committee, composed of implementing partners' staff, with the objective to identify and provide support to youth who had mental health or disability needs. In their first meeting, ten youth were identified for additional support. The committee recommended several actions to accommodate youth participants with special needs, including the use of mentors.

The Tanzania activity implemented the most sophisticated referral system. It set up referrals for youth to access sexual reproductive health, family planning, and HIV testing, as well as sexual- and gender-based violence (SGBV) screening and services. Community mobilizers were the main points of referrals for youth, and they provided AY activity referral slips to youth. The activity then worked with district authorities to encourage health facilities to accept the AY referral slips and provide services to youth in their facilities. Also, AY trained the health providers on verification of completion of referrals, and they stamped and signed referrals for validation purposes. The activity also used the results from the health facilities assessments and referred youth to the nearby Youth Friendly Services facilities where they could receive qualified and vetted services, thereby helping to ensure a successful and positive interaction. Meanwhile, AY worked with health centers to make sure services were friendly to youth. It first conducted a health facility assessment to determine the capacity of health facilities to provide youth-friendly health services. Based on the findings from the assessment, the activity developed a service directory to inform youth on available health facilities and services in their communities.

In spite of the reliance on referrals to offer cross-sectoral services, few activities reported on or evaluated the efficacy of their referral systems. The Tanzania activity was one exception and measured and tracked the percentage of participants accessing referrals. The activity used an AY Mobile App to track trainings and referrals across the components, such as dates, which training they attended, length of the sessions, training topics, service referrals, and referral completion. In another activity that did not appear to actively monitor referrals, a mid-term evaluation indicated that these partnerships and referrals to other youth services was *“not consistently applied throughout the program and [was] sometimes reported to be insufficient.”*

Cross-Sectoral Impact

YouthPower activities demonstrate how a PYD approach can indeed realize gains across a number of sectors. As one implementer noted: *“The big benefit [of doing cross-sectoral work] is being able to address challenges that the individual or household is facing comprehensively. There is not one thing that makes one vulnerable; it is a set of factors: HIV, poverty, education... all of these work together. It is hugely beneficial for a project to be able to come in with a comprehensive approach.”* For example:

Mozambique’s PPF-MZ offers a robust example of how a positive youth development activity can achieve benefits across sectors. (Refer to the Mozambique case study in Annex 8.) PPF-MZ aimed to build an integrated set of skills in youth beneficiaries, supporting their employability, social capabilities, educational competencies, and healthy behaviors. The activity’s goal was to disrupt factors leading youth into a vicious cycle of HIV risk, namely by building skills, behaviors and supports that equip youth to navigate their transition into healthy and productive adulthood. Beneficiaries were youth aged 15 – 17 who had lost one or both parents and met the government definition of economic vulnerability. With a total budget of \$1 million, this activity served 545 youth and engaged 857 parents and caregivers. Some of the cross-sectoral results include:

- **Education:** 137 youth graduated from supplemental literacy education developed for youth with low literacy skills which demonstrated with modest increases in reading speed and comprehension.
- **Health:** There was a 22 percent increase in participants reporting getting an HIV test from baseline to endline, and condom and contraception use increased as well.
- **Employment:** 219 youth participated in internships. Participants were more likely than non-participants to have knowledge about job search and interview processes, conducting a market feasibility study prior to starting a business, and microfinance as a potential source of funding for youths’ activities.
- **Gender Equity:** An activity pre- and post-test evaluation showed that youths’ attitudes related to gender changed favorably and were more favorable than non-participants’ attitudes.
- **Cross-Sectoral:** Participants’ soft skills scores increased significantly from baseline to endline in 1) goals and aspirations, 2) problem solving, 3) self-efficacy, 4) cooperation and communication and 5) self-awareness. Graduates reported feeling confident and empowered and that they believed they could have a positive future.

The Tanzania activity (see Annex 9), which has focused on youth employment, leadership, and healthy life skills, has seen improved youth outcomes across three sectors:

- **Employment and Economic Growth:** Over the entire life of the activity, 25,100 youth will have been trained across all three objectives, 3,422 new jobs will have been created, 5,241 youth microenterprises will have been established/improved, and 236 rural small- and medium-sized businesses will have been established. In approx. 18 months, 109 groups hold savings valued at about \$180,000. One unexpected result was that 40 youth to date have built houses.

- **Democracy and Governance (Leadership):** Emerging evidence suggests that AY leadership training is boosting youth participation in political processes. At least 30 youth participants from rural areas have won seats in elected positions. More than 300 youth participate in decision-making bodies in local government and the private sector.
- **Health:** The community mobilization model has increased youth health outcomes. As one report notes, *“Before the training most of the [community mobilizers] had limited understanding or misconceptions of family planning, but after just seven days, the community mobilizers could discuss various concepts of family planning and their role in promoting healthy lifestyles and access to opportunities for growth.”* As of the first year of the activity, 20 percent of youth participants were referred for and completed a reproductive health service referral (e.g., for HIV testing, family planning, STI diagnosis and treatment, malaria). Among the 1,393-youth trained on life skills, 79 percent (1,100) agreed that referrals are more accessible through AY trained community mobilizers.

From a USAID perspective, Mission staff reported challenges in generating Mission-wide support for cross-sectoral youth activities. One informant stated, *“This is certainly a challenge we have here [our Mission]: how to ensure that PYD permeates the entire portfolio that the Mission has.”* USAID staff noted that sectoral funding priorities (e.g., in health, education, food security) and the consequent organizational structure of USAID Missions, in effect has incentivized Missions to operate in sector silos. In order to pool sector funds toward a cross-sectoral youth activity, PYD programs are often required to achieve a range of outcomes that support USAID’s sector-specific strategies and funding priorities. Finally, a time cost was mentioned: in order to develop a truly cross-sectoral activity, different sector offices in Missions must invest a not-insignificant amount of hours in staff capacity-building around PYD, collaborative program assessment, conceptualization, and design. Nevertheless, when there is a demographic imperative in their countries, the more innovative and tenacious Mission staff made it work. One informant spoke of their cross-sectoral youth design team: *“We had the right personalities working together.”* At least two USAID staff pointed to the Mission leadership as the main driver behind USAID’s investment in and commitment to cross-sectoral youth activities.

Lessons Learned: Cross-Sectoral Approaches

Many of YouthPower’s experiences demonstrate that a cross-sectoral approach rooted in PYD can realize gains across a number of sectors. Cross-sectoral work is especially imperative when working with more vulnerable or marginalized youth, who require a holistic approach.

Informal referral networks—through service providers, community mobilizers, and youth peer networks—have been the most common (and possibly cost-effective) way to offer cross-sectoral services and supports for youth and their families. However, few activities monitored or evaluated whether these referral networks made a difference in youth outcomes or access to services. The functioning and efficacy of these referral networks merits increased attention by USAID and its implementing partners.

Due to the requirements of the different USAID sector-based funding sources (e.g., health, education, food security), it can often be a challenge for Missions to work together across sectors in support of a PYD activity. According to Mission staff, successful cross-sectoral collaboration at the Mission level is more likely when there is strong Mission leadership driving USAID investments in youth, paired with strong technical staff who recognize the value of PYD to their respective sectors.

SECTOR-SPECIFIC APPROACHES AND IMPACT OF PYD

Workforce Development

Six YouthPower activities focused on workforce development outcomes. Their intervention characteristics resembled those of other USAID workforce development activities:

- Driven by the demand of employers and informed by a labor market assessment;
- Revising curriculum to include soft skills development, demand-driven technical or vocational skills, entrepreneurship, and other work readiness skills, usually with practical, hands-on, short courses;
- Offering job insertion and work-based learning through internships;
- Building the capacity of public and or private service providers to offer expanded and higher quality workforce development services;
- Facilitating linkages between the private sector and education and training providers;
- In some cases, activities worked with employers to encourage more inclusive practices for recruiting and hiring vulnerable and marginalized youth.

Access to finance was a common challenge faced in at least three countries (Kenya, Tanzania, Burundi) where the informal sector was the predominant source of employment and where there was a high demand by youth to participate in savings groups. But these activities found that savings groups (such as village savings and lending associations, or VSLAs) were not sufficient for youth to grow their businesses. As one respondent noted, “VSLAs offer a more ‘stabilizing’ force than a ‘growth’ force. There’s a limit to how much of a loan one can get from a VSLA when it consists of only savings from other poor girls.” In response, some activities facilitated linkages to financial service providers, such as in Kenya where K-YES partnered with a number of financial institutions to develop and extend youth-friendly financial products to YouthPower participants. Beyond the benefits of savings and financial literacy, these activities also found that savings groups also offered a source of social support and health education, as seen in the Burundi activity.

Participant Retention: Workforce activities in the Latin America and the Caribbean (LAC) region reported challenges with participant retention. In Honduras’s Empleado Futuro activity, a process of reflection with stakeholders revealed that the high dropout rate was related to the time needed to complete the program, the lag between trainings and job insertion, and high transportation costs. In El Salvador, 511 among the total 3,387 Puentes participants in FY 2019 dropped out of courses. A third-party study found that participants dropped out for a number of reasons: obtaining a job, continuing education, or other reasons including taking care of a family member or health reasons; only 2 percent were reported by family members as having migrated.¹⁴

Policy: Most workforce activities were compelled to engage in policy advocacy and reform at the national or sub-national levels. El Salvador conducted a Policy Assessment and identified a need to expand awareness of employment-related laws by both youth and employers. Such laws included a recent reform that increased tax incentives offered to companies that provide youth with their first job, as well as a new reform that established a key legal framework for the rights of Salvadoran youth to employment. The activity also worked with local governments to improve municipal youth policies and establish new legal frameworks for the rights of youth; these activities were accompanied by an awareness-raising campaign related to the new municipal laws. The activity was able to change twelve laws or policies through its work with governments. In Nicaragua, the activity established a national network for technical education, which advocated for reforms, and the activity helped draft a

¹⁴ USAID (2019). Study to Determine Reasons Why Beneficiaries Dropped Out of Vocational and Technical Training Provided by the USAID Bridges to Employment Activity.

Youth Policy for the Southern Caribbean region. In Tanzania, the activity faced two policy-related constraints: alleviating or eliminating levies for business start-up, as well as reducing the procedures for formalization of businesses and groups. K-YES in Kenya supported county governments to develop local youth employment policies and strategies. Indonesia's Mitra Kunci activity supported policy advocacy and the strengthening of policy networks through its sub-awards to local implementing partners. As one Mitra Kunci implementer noted, "As a workforce program that's part of an Economic Growth portfolio, we realized that a lot of our work is more sectorally classified as 'Governance'. We're working closely with Provincial government...we engage them in our activities."

Private Sector Engagement: Employers, companies, and business associations took on many prominent roles in the YouthPower workforce development activities. Members of the private sector provided labor market information, co-developed and -delivered curriculum, served as mentors to youth, participated in internship and apprenticeship programs, and placed youth in jobs. The Kenya activity worked with financial service providers to develop and extend financial products for youth. Several YouthPower partners (those in Honduras, Kenya, Nicaragua) noted the importance of facilitating linkages between private sector and service providers. Furthermore, several activities worked with employers to promote more inclusive recruitment, hiring, and personnel practices. For example, the El Salvador activity trained and accompanied companies to decrease the stigma of employing at-risk youth.

Breadth of Impact: The research team observed wide variation in terms of activities' relative reach, as illustrated in the following table. Given that the research team did not have the time or resources to explore the reasons for this observation, USAID may seek to undertake an in-depth exercise that benchmarks the performance of its workforce development activities to better understand the variations in activity purposes and outcomes across different contexts.

Table 8. Comparative Snapshot of Results across the Six YouthPower Workforce Development Activities

Country (Activity Title)	Dates (Number of months operating as of Feb 2020)	Budget Amount (in USD)	Life of activity target: total number of youth participants	Number of youth participants to date (as of Feb 2020)	Number of youths with new or better employment to date (as of Feb 2020)	Service delivery channels
El Salvador (Bridges to Employment)	Oct 2015 - Sep 2020 (51 months)	\$42.2 million	16,000 enrolled in WFD programs (14,400 completed)	13,539 enrolled in WFD programs	4,686	13 public and private training centers, CSOs, and associations
Honduras (Empleando Futuros)	Jun 2016 – Jun 2021 (44 months)	\$19.9 million	7,500 WFD participants with new or better employment	8,400 participants in training	3,750	Private service providers and public TVETs
Indonesia (Mitra Kunci)	Jan 2017 – Jan 2022 (37 months)	\$15.0 million	Not available	17,972 completed WFD programs	711	4 consortia of Indonesian partners; 7 higher education institutions; private associations and companies
Kenya (K- YES)	Sep 2015 - Sep 2020 (52 months)	\$22.7 million	Not available	100,620 trained	52,116	Public TVETs; young community mobilizers
Nicaragua	Sep 2015 -	\$9.5	Not available	10,983	392	8 private TVET

Country (Activity Title)	Dates (Number of months operating as of Feb 2020)	Budget Amount (in USD)	Life of activity target: total number of youth participants	Number of youth participants to date (as of Feb 2020)	Number of youths with new or better employment to date (as of Feb 2020)	Service delivery channels
(TVET-SAY)	Sep 2019 (52 months)	million		benefitting	(+487 internships)	centers
Tanzania (Advancing Youth)	Aug 2017 - Aug 2022 (30 months)	\$19.7 million	25,100 across all three activity objectives	9,987 beneficiaries	1,458 microbusinesses established/ improved	Youth community mobilizers; private service providers and employers

Lessons Learned: Workforce Development

The three most common ways that USAID YouthPower’s workforce activities have influenced changes to local WFD systems have been: (1) fostering greater linkages between the private sector and education and training providers; (2) shifting mindsets around TVET institutions and around the employability of vulnerable youth; and (3) influencing national and sub-national policy reform. (See page 38.)

Mobilization of village savings and lending associations does not sufficiently meet the need for capital among youth operating in economies with a large informal sector. Workforce development activities in these economies must actively seek partnerships with financial institutions, leading to the development and expansion of youth-friendly financial products.

Given the wide variation across activities in the scaling of youth workforce development outcomes, USAID may seek to undertake an in-depth exercise that benchmarks the performance of its workforce development projects across different contexts.

Violence Prevention

Two groundbreaking YouthPower activities in Central America and the Caribbean have shown the positive impacts of family-based approaches on violence prevention. The Honduras Proponte Más activity and CFYR in the Caribbean aimed to reduce youth violence through a public health approach, which applied the concept of “risk factors” to understand behaviors associated with crime and delinquency, and delivered family-based interventions for youth and their families to address those risk factors.¹⁵ Both activities identified the *family* as the key change agent for moderating risk factors. This design was based on and inspired by the Los Angeles’ Gang Reduction Youth Development model (GRYD), an evidence-based risk reduction program that “promoted the development of prosocial opportunities and skills as an integral part of a successful response to gangs and delinquency.”¹⁶ Taking lessons from GRYD, the YouthPower activities developed a service delivery model, called *Family Matters*, tailored to the regional context. The model uses a scaffolding approach, whereby community-based professional counselors worked directly with families and youth exhibiting primary and secondary levels of risk, who then identified their priorities and developed customized plans to reduce their risk.

¹⁵ Some experts make a distinction between risk prevention approaches, which focus on preventing negative outcomes, versus a PYD approach, which focuses on positive youth development outcomes and successful transition to adulthood. (See, for instance, USAID (2013). *State of the Field Report: Holistic, Cross-Sectoral Youth Development*.) Lessons from YouthPower highlight the convergence of these paradigms, and how the features of a risk prevention approach can be integrated into a comprehensive PYD framework, or visa versa.

¹⁶ USAID (2019). *An Evaluation of Proponte Más: A Honduran Secondary Prevention Program*, Technical Report, p. 8.

An impact evaluation of the Honduras activity found that these family-based interventions had “substantial and statistically significant effect on family functioning.”¹⁷ Moreover, it showed that Proponte Más “reduced the number of risk factors and increased the number of protective factors among treatment group youth.” In fact, the analysis showed that family communication and family satisfaction accounted for 31 percent and 39 percent of improvements, respectively, in youth’s risk reduction and protective score. In addition, the Caribbean activity found that 73 percent of at-risk youth (165 out of 227 total cases) reduced their overall number of risk factors. CFYR youth participants have also increased their engagement in supplementary school and afterschool programs, which provided positive alternatives and contributed towards increased self-efficacy.

Box 2. Data-Driven Methods for Youth Violence

The YouthPower activities in Honduras applied several innovative tools to identify a youth’s problems (e.g., deviance, delinquency, school achievement, substance abuse) and the individual’s and family strengths. It then tailored interventions to those specific conditions. These tools also measured the impact of the activity over time:

The Instrumento para Medir Conductos, or IMC (adapted from a Youth Services Eligibility Test) identified youth who, with their families, were eligible to receive violence prevention services in targeted areas. The IMC relied on nine risk factor scales to identify at-risk youth and their families: (1) antisocial tendencies; (2) weak parental supervision; (3) critical life events; (4) impulsive risk taking; (5) neutralization of guilt; (6) negative peer influence; (7) peer delinquency; (8) influence of gangs in the family; (9) crime and substance use.

The Family Adaptability and Cohesion Scale (FACES-IV) measured the level of family functioning along eight scales: (1) cohesion, (2) flexibility, (3) disengaged, (4) enmeshed, (5) rigid, (6) chaos, (7) family communication, and (8) family satisfaction. Higher scores on the disengaged, enmeshed, rigid, and chaotic scales indicated problematic family functioning.

A third data source came from family counselors, who recorded information from their meetings with families and with individual youth, such as family composition, family goals and assignments, problems addressed, and plans for future meetings.

Evidence for youth violence prevention programming was further supplemented with research under the YouthPower: Evidence and Evaluation IDIQ. The [Latin American and the Caribbean Youth Violence Prevention project](#) has conducted regional analyses of crime and violence, generated evidence on crime and violence prevention, and disseminated evidence and information on what works to prevent crime and violence in LAC. One prominent YouthPower learning product was an evidence mapping report, *What Works to Prevent Lethal Youth Violence in the LAC Region: A Global Review of the Research* (USAID, 2019). This review found very little rigorous evidence focusing on the LAC region. The review team also experienced challenges in summarizing the evidence, as past evaluations have measured “an unwieldy number of outcomes and contexts” including the various drivers of violence, rather than focusing on a common set of results of, or responses to, acts of violence. The least common outcome studied was family conflict, i.e., violence directed at family members. Among the studies cited in the USAID evidence mapping, only one systematic review by Bonell et al. (2016) had examined the impact of positive youth development interventions on violence prevention outcomes, and found “mixed” effects at the primary level.¹⁸ USAID found 24 studies that reported overall positive intervention effects on

¹⁷ Id., pp. 55-56.

¹⁸ USAID (2019) *What Works to Prevent Lethal Youth Violence*..., pp. 16 and 32. Findings of this systematic review were that “positive youth development interventions did not have a statistically significant effect on outcomes. From a perspective of public health significance, pooled effect sizes would have been considered very small; (3) Sample sizes were not reported. The limitations were that: studies overall were generally of low or medium quality; sampling and analysis methods were poorly reported; Analyses were generally descriptive and did not

violence prevention, summarized in Table 9. According to USAID’s research, “the more effective interventions are those that focus on youth at risk for violence (e.g., cognitive behavioral therapy) or tertiary risk youth who are vulnerable to committing or being the victims of lethal violence (e.g., focused deterrence).”¹⁹

Table 9. Intervention Types Producing Positive Outcomes in Violence Prevention, According to USAID YouthPower Research

Intervention Type	Primary Level	Secondary Level	Tertiary Level	Multiple Levels
Hot spots policing			X	
Psychosocial parenting programs	X			
Structured interventions targeting criminogenic risk factors (e.g., thinking for a change)			X	
Cognitive behavioral therapy			X	
School-based interventions to reduce aggressive and violent behavior		X		X
Multi-dimensional family therapy				X
Domestic abuse screening and response training				X
Multi-sector outreach and intervention with proven risk youth			X	
Focused deterrence			X	
Violence interruption			X	
Afterschool program	X			
Peer influence		X		

Source: USAID (2019). What Works to Prevent Lethal Youth Violence in the LAC Region: A Global Review of the Research, p. 15.

Lessons Learned: Violence Prevention

Family-based interventions have shown to have a positive impact on youth violence prevention in Central America. Findings of an impact evaluation in Honduras show that providing support to families with at-risk youth can improve family functioning, and mitigate the youth’s overall level of risk of violence and delinquency.

That being said, there remain very few high-quality evaluations of violence reduction activities in Central America, including those working directly with youth involved in violence (i.e., tertiary risk youth), and even fewer examining the impact of PYD interventions on violence prevention. A USAID evidence mapping report advises “donors, policymakers, and researchers to invest in long-term examinations of violence in persistently dangerous places to understand how these patterns of violence develop, why they persist, and how some communities (e.g., Medellín, Colombia) have made remarkable strides to overcome long histories of community-based lethal youth violence.” (USAID, 2019)

develop clear, second-order interpretations. Few quotes were used to substantiate the analysis. (Original source cited: Bonell, C., Dickson, K., Hinds, K., Melendez-Torres, G. J., Stansfield, C., Fletcher, A., Campbell, R. (2016). The effects of positive youth development interventions on substance use, violence and inequalities: systematic review of theories of change, processes and outcomes. Public Health Research, 4(5).)

¹⁹ Id., p.22.

Countering Violent Extremism

Although no survey respondents stated that their activities focused on countering violent extremism (CVE), project reports indicated that three activities addressed elements of violent extremism. USAID YouthPower Jordan is aiming to raise awareness and mitigate stressors that put youth in violent situations, including violent crime and violent extremism. Although the activity interventions were still being rolled out at the time of this report, some promising practices were emerging. At the community level, the activity plans to work with schools, youth clubs, and the youth themselves to identify, map, assess, and act on the push and pull factors (or stressors) that make youth vulnerable to different forms of violence in their communities. Youth will compile comprehensive community profiles that will identify stressors and hold meetings with youth to analyze stressors contributing to youth violence, establishing a dashboard of potential flashpoints which will allow them to make informed decisions on how best to prevent and address youth violence. On the individual level, USAID YouthPower will train youth in conflict management and mitigation techniques so that they can identify causes and drivers of conflict, and effective approaches and skills for managing conflicts that may occur in their communities. Ultimately, the activity will be tracking impact along four context CVE-related indicators.²⁰

In year two of the Tanzania AY activity, the youth leadership training revealed a high number of youth who were experiencing community and family level stressors that create incentives for them to participate in or leave them vulnerable to recruitment by gangs or violent extremist organizations (VEO) or be victims of violence perpetuated by these groups. As a result, the activity sought to connect vulnerable youth to gender help desks and points of referrals to “safe spaces” where they could receive counselling services.

The Kenya activity addressed CVE through a specially designated category of sub-grants for the three target counties whose action plans identified violent extremism as a priority. These sub-grants were intended to support youth-led and -implemented interventions that addressed the economic and social exclusion factors contributing to recruitment and radicalization by violent extremist groups.

Lessons Learned: Countering Violent Extremism

Only three YouthPower activities explicitly mentioned CVE in their reporting. Violent extremism was addressed by these activities in various ways: youth community mapping in in-school and after-school activities, referrals to counseling services, and through sub-awards to county-level stakeholders. The USAID YouthPower Jordan activity, while not an explicit CVE activity per se, is measuring CVE-related indicators, and may reveal further insights as the period of performance

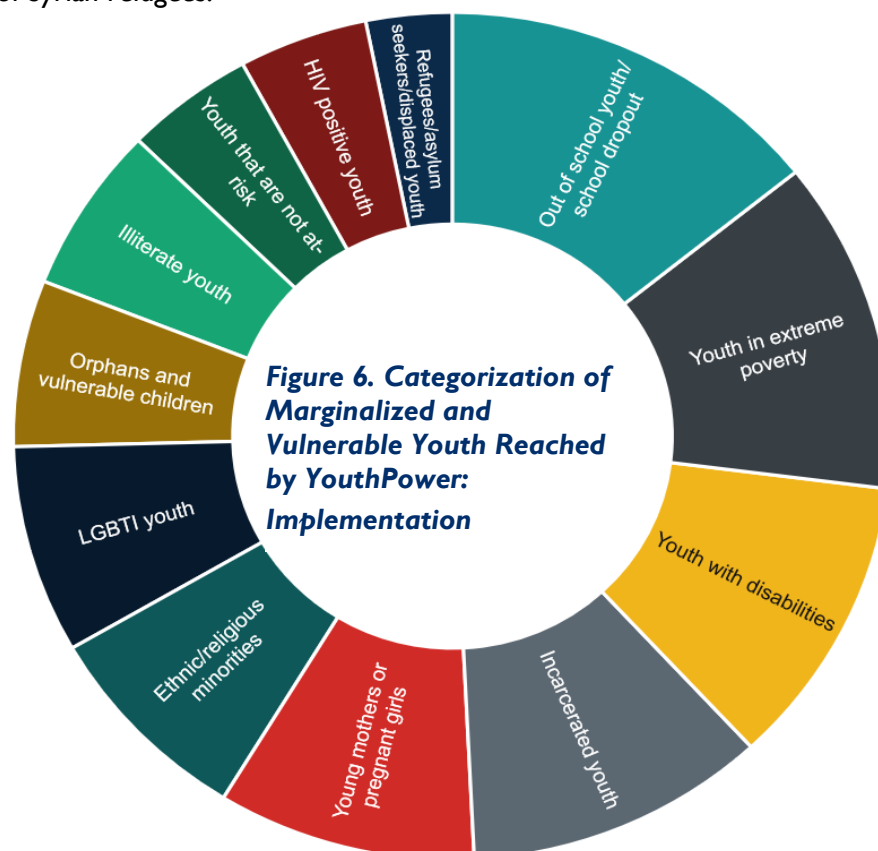
REACHING VULNERABLE AND MARGINALIZED YOUTH

All eleven YouthPower activities targeted marginalized and vulnerable youth, and only three included participants who were “youth not at-risk.” As illustrated in Table 6 (p. 11) and Figure 6 (below), the definition of vulnerability spanned many characteristics, depending on the local context, with the most common cohorts being out-of-school youth, and youth living in extreme poverty, and youth with disabilities, in that order.

²⁰ These indicators are: percent of youth reporting agreement that ‘lots of bored youth is a problem in [their] community’; percent of youth reporting disagreement that ‘the people who work hardest are never rewarded the most’; percent of youth reporting disagreement that ‘[they] do not feel part of [their] community’; and percent of youth reporting positive beliefs about their own future at the conclusion of training/programming.

All activities in Latin America and the Caribbean targeted at-risk youth impacted by high crime and violence. Three workforce development activities in Honduras, El Salvador, and Nicaragua worked with youth from high-crime, gang-controlled communities who were often excluded from employment opportunities due to employer hiring practices. The Empleando Futuros activity in Honduras worked to reduce the stigma attached to youth from high-crime communities and supported youth through a very strong community mentorship program with cognitive behavioral elements to help improve their soft and life skills. Two additional activities in Latin America and the Caribbean worked with a range of at-risk youth and tailored interventions according to different levels of risk: Primary: the general population of youth living in crime-affected areas (primary); Secondary: youth at higher risk for violence; and Tertiary: youth in conflict with the law.

The Mitra Kunci activity in Indonesia explicitly focused on poor and vulnerable youth, women, persons with disabilities, and higher education students. The Mozambique activities targeted OVC and their families and communities. Burundi worked with adolescent girls and their caregivers. In Kenya, the activity supported youth who had not completed secondary school. The Tanzania the primary target group was rural youth. Although the Jordan activity has not explicitly worked with marginalized youth as individuals, the criteria for geographic selection was communities experiencing a school dropout rate at 40 percent or higher, extreme poverty (25 percent or more below the poverty line), and or high concentration of Syrian refugees.



A few activities found challenges in recruiting participants from the more vulnerable youth cohorts. The Tanzania activity found that younger youth—those ages 15 – 19—have been more likely to be “left behind,” in spite of the activity’s efforts to use a consultative process with communities to recommend younger female youth. In response, obtaining consent of guardians, parents, and spouses has been the way to draw in this cohort. In Kenya, where the activity was initially designed to target

out-of-school youth, the mid-term evaluation found challenges in recruiting youth who fell within this criterium. The K-YES team responded by developing a set of criteria and a screening system for its partners. Similarly, in Jordan, a mid-term assessment showed that the activity tended to skew toward high school and university degrees and had a limited reach to drop-outs or illiterate participants. The activity found that youth peers played an important role in recruiting youth from this cohort: *“It’s difficult to recruit youth to the project because it’s a trust issue. A lot of these youth are drop-outs, they don’t trust authority, they’re not listened to by their families or tribal members. ...But once you attract a cohort of youth, they are the best ambassadors for the project.”*

Including Youth with Disabilities

A surprisingly large number of activities (7 out of the 11) reported reaching youth with disabilities. Interventions came in the form of sub-awards to local organizations reaching these youth cohorts (like in Indonesia), policy assessments to identify advocacy strategies for people with disabilities in the workplace (El Salvador), institutional capacity-building of service providers on inclusive practices (in El Salvador), or training of parents of persons with disabilities (in Jordan). Activity reports noted one common challenge to reaching youth with disabilities: service providers, especially education and training institutions, faced human capacity, infrastructure, and financial constraints in reaching this population. In fact, one activity mid-term evaluation indicated that although youth with disabilities were targeted, there was “limited evidence of participation due to accessibility challenges.” Indeed, apart from individual anecdotal success stories, the research team found it difficult to locate evidence that youth with disabilities were realizing benefits from the activities.

Indonesia’s Mitra Kunci activity offered the most robust example of intentionally reaching youth with disabilities. It was designed with inclusion at the forefront and has since evolved to focus largely on youth with disabilities. In FY 2018, for instance, 50 youth with disabilities participated in skills training programs, of which 49 were able to secure internships with private companies. One reason that so many youth with disabilities were able to secure internships is that the activity was developed through a USAID co-design process, which gave the space for partners to make the case to USAID for including youth with disabilities in activity design. Mitra Kunci ultimately relied on and provided a sub-award to an implementing partner with expertise and countrywide experience in working with youth with disabilities. Importantly, there was an enabling environment for inclusion of youth with disabilities that allowed this focus to achieve success: an existing regulation in Indonesia mandated private sector employers to assign at least 1 percent of their workforce to people with disabilities, and 2 percent of public sector employees. Therefore, in attempt to work with that mandate, the activity received much interest from employers that wanted to bring in persons with disabilities to their workforce. Implementing partners note that these two factors—a presence of active organizations with expertise in working with youth with disabilities, and a government interested and encouraging engaging youth with disabilities—were instrumental to Mitra Kunci’s inclusion strategy.

By and large, however, project reports offered relatively little information in terms of evaluation, lessons learned, or program strategies associated with including youth with different forms of disabilities. YouthPower Learning hosted a webinar on “Inclusive Approaches for Engaging Youth with Disabilities” through its Youth Engagement Community of Practice. USAID is encouraged to intentionally focus on this topic for future learning products and evaluations.

Lesbian, Gay, Bisexual, Transgender, or Intersex Youth

The use of local partners was a similar strategy for engaging lesbian, gay, bisexual, transgender, or intersex (LGBTI) youth in Latin America, where this youth cohort was most prominent. For example, Empleando Futuros in Honduras relied on the expertise of a local partner organization that had prior

experience with and offered a safe space for LGBTI youth. As such, the activity team reports that it was relatively straightforward for USAID to partner with this group to offer work readiness and soft skills training. A challenge arose, however, as this cohort moved along their pathway from training to employment, requiring LGBTI youth to move out of their “safe space” and interact with other organizations such as technical training partners who did not have prior experience with that community. As one implementing partner noted: *“It’s easy to engage (LGBTI youth) once they realize that you are genuine and you have their trust; it’s when they start expanding and go broader societal environments that challenges surface.”* Implementing partners noted that it took additional time and resources to work with other partners, including private sector, to be able to accept and work with the LGBTI community.

Lessons Learned: Inclusion of Vulnerable and Marginalized Youth

Partnerships with local community-based organizations is the most effective way for USAID youth activities to reach marginalized and vulnerable youth with the right services and supports. Allow these organizations the time and the resources to design and right-fit interventions for these harder-to-reach youth cohorts. As one key informant emphasized: *“Identify local organizations that are truly committed and have a mission and mandate to work with these groups.”*

Evaluations revealed that some activities were unable to sufficiently reach more vulnerable youth cohorts, including younger youth, out-of-school or illiterate youth, and males. These projects made course corrections to serve these harder-to-reach youth. These experiences bring attention to the importance of evaluation and reflection in implementation.

Although many YouthPower activities provided disability inclusion training to local staff, partners, and service providers, few project reports demonstrated a sophisticated understanding of the issues related to youth with disabilities, nor did they demonstrate how this training led to better outcomes for youth with disabilities. Given the USAID Disability Policy, USAID is encouraged to increase attention to this topic in future youth learning products and evaluations.

Gender Equality and Women’s Empowerment

Eight of the eleven activities conducted stand-alone gender analyses, of which three reports were made available to the research team. (Refer to Annex 4.) Because these three reports represent diverse contexts (Jordan, Tanzania, Nicaragua), the research team did not attempt to compare findings across these reports. Nevertheless, the workforce development activities identified some common gender-related barriers to women’s participation in education and employment. Overall, the workforce activities found: (1) lower rates of labor force participation for women compared with men; (2) time poverty among women (due to greater levels of domestic responsibilities placed on women); (3) occupational segregation based on gender, and (4) over-representation of women in vulnerable employment. Women’s limited access to land was cited in Kenya and Tanzania, where interventions were focused on rural, agricultural-based economies. The Tanzania assessment also noted the dearth of women in leadership positions overall. The Kenya assessment noted women’s lack of collateral needed to access finance.

One important observation is the pervasiveness of **GBV** among youth in 10 of the 11 countries.²¹ As discussed on pages 17 – 20, a number of activities offered youth referrals to GBV screening, services, and counseling. A few activities sought to address the institutional and cultural norms enabling GBV. CFYR supported campaigns to challenge gender norms that are currently permissive of violence, and

²¹ GBV was reported as highly common among youth in Burundi, the Caribbean, Honduras, Jordan, Kenya, Mozambique, Nicaragua, and Tanzania. The Indonesia project offered training to partners in GBV, but it was unclear from the reporting how pervasive GBV was among youth.

also trained Guyanese Ministry of Education officials in the topic. The Honduras PM activity negotiated with the Ministry of Health to provide in-kind subsidy for GBV cases to receive care based on the family systems theory and provided other supports to the Ministry to offer such services to survivors of GBV. Some activities (in the Caribbean and in Jordan) engaged youth to lead campaigns, perform drama or theatre activities to increase community awareness of GBV, or engaged in peer mentoring to challenge youth norms around GBV. The Tanzania activity set up a confidential GBV screening system for Community Mobilizers and other youth, as it found that even “the Community Mobilizers themselves experience GBV and are unsure of accessing services for themselves.”

In terms of gender-sensitive interventions, 9 of the 10 activities responding to the survey stated that they focused on gender equity. **Most, if not all, activities conducted gender and social inclusion training among their staff and sub-partners. Many activities adapted their curriculum to promote more gender inclusive practices.** Some activities went further to conduct intensive gender capacity-building among their partners. For example, Empleado Futuros in Honduras developed an assessment tool to evaluate each implementing partner’s use of gender tools and approaches, and a Gender and Social Inclusion Specialist regularly visited each implementing partner to assess their performance relative to the gender domains and their impact on trained youth, followed by additional training and technical assistance as needed. The Indonesia activity worked with each local implementing partner to conduct self-assessments, which were then benchmarked and compared over time; these partners also produced Gender and Social Inclusion Assessments/Analyses and Action Plans to improve their practices. K-YES convened multi-stakeholder gender advocacy forums at the sub-county level, aimed at sensitizing K-YES participants on how gender and or disability creates opportunities or barriers to self-improvement.

In turn, youth facilitators, community-based mobilizers, and the broader community received gender and social inclusion training and messages. In Jordan, youth participated in Gender Practicum Activities, such as performing in theatre skits to communicate gender-related messages with their community. The Jordan activity also formed a gender community of practice among its youth facilitators, including a WhatsApp discussion forum on the topic. The K-YES activity in Kenya hosted gender forums among the community to raise awareness of the gendered barriers to youth’s participation in the labor market.

Four activities actively promoted female empowerment or gender transformation. One YouthPower activity—the PEPFAR-funded activity in Burundi—specifically focused on empowering at-risk adolescent girls and young women as its core objective. The Tanzania AY activity applied the Women’s Empowerment in Agriculture Index (WEAI) to measure the effects of AYs’ implementation approach on gender outcomes. The Jordan activity has tracked impact on gender transformation by using of USAID standard indicators and other custom indicators. Notably, the Mozambique activity observed measurable changes in perceptions around gender over the life of the activity. When asked whether there were tasks only for women and only for men, the number of youths who disagreed with this statement increased by 27 percentage points from baseline to endline. Also, the percentage of

Promoting gender equitable dialogue within the family:

“Participants of Mozambique PPF highlighted that within a family, there should be no communication barriers regardless of gender and age. Some parents-caregivers said that before PPF sessions they thought there were subjects to discuss only with boys and others with girls. After PPF, they learned that equal opportunities should be given to all members of the family without any kind of stereotype and differentiation. According to the testimony of a participant, ‘I learned that children are the same, there are no topics just for men or women.’”
(Youth Power Action/Programa Para O Futuro Expansion – Mozambique, Final Report, July 2018)

youth who believed men and women should have the same rights and opportunities increased by almost 12 percentage points.

Meanwhile, some activities adapted their approaches to specifically address young men's interests and needs. Social and cultural norms around masculinity was explicitly addressed in the two Honduras activities, where service providers and staff received training around concepts of masculinity. The Honduras Proponte Más activity offered masculinity counseling directly to youth and families, and also included a related activity indicator around “increased support to gender equity norms.” A few activities experienced difficulty in recruiting male participants. Although the Honduras workforce development activity explicitly focused on young males because of their prevalence in the national violence statistics, it found that partners had to make special efforts to recruit males, who represent only one out of every four *ninis*²² in the country. In the Jordan activity, which at one point was reaching only a 35 percent male participation rate, it was reported that men were either serving in the military, migrating to urban centers for work or school, or less interested in volunteerism, learning, and development programs.

The workforce development activities tended to approach gender inclusion in two ways: working to minimize occupational segregation based on gender, as well as addressing gender discrimination and sexual harassment in training centers and in the workplace. In El Salvador and Kenya, the activities provided young women with technical training to break into male-dominated occupations. As a result, the K-YES activity reported that it had witnessed increased female enrolment among the VTCs in the counties with K-YES presence. These two activities also worked with employers to introduce concepts of gender bias and to promote more gender- and socially-inclusive recruitment and hiring practices. Reports from El Salvador indicated that as a result of working with employers and updating training curricula, positions were being opened up for females in traditionally male-dominated occupations such as electricians.

Only a handful of the workforce development activities appeared to address the systemic barriers to women's economic participation. The Mozambique Phase I activity identified a “need to continually work with community leaders, parents, and caregivers to support adolescent girls and young women to be provided space to participate in community activities, particularly in the 15 – 19 age range.” Moreover, Phase 2 found that caregivers were not comfortable talking about gender issues and sexual and reproductive health. This activity found that youth-adult dialogues helped challenge traditional gender norms (see text box at right). While several other activities identified other environmental barriers such as affordable transport, availability of gendered toilets at training facilities, it appeared that the USAID activities did not directly or intentionally address these issues, but rather brought awareness of these issues among its local implementing partners. In Tanzania, where women's domestic responsibilities posed a barrier to accessing education and employment, youth participants established two daycare centers; in Kenya, two VTC partners in Nairobi established daycare facilities.

A notable YouthPower example of gender equality in workforce development was the YouthPower Learning-sponsored activity: *Young Women Transform Prize: Enabling Youth-Led Economic Empowerment*. This initiative provided grants (\$15,000 to \$35,000) to youth organizations to address long-standing barriers to young women's employment. YouthPower Learning received over 1,000 expressions of interest, and 365 applications from 100 countries for the Prize; the seven winners were grassroots youth-serving or youth-led organizations from Latin America, Africa, and Asia.

While the research team was not able to collect precise gender-disaggregated data, it appeared from the annual reports and monitoring, evaluation, research, and learning (MERL) plans that **most activities**

²² The term “nini” refers to youth who are neither in school nor in employment.

aimed to achieve relative gender parity in their performance indicators. Because over half of activities relied on the training of project staff and sub-partners to achieve gender parity, it raises the question of their adequacy in terms of impact. One activity mid-term evaluation noted the following:

“Youth response to the gender training varied by county, and some trainers reported high interest and engagement because many youth could relate to the topic and would sometimes seek personal advice. However, trainers generally said it was difficult to know the training’s impact because of the nature of the topic. Some had observed that men seemed to change their attitudes on women’s roles by the end of the training. Others were concerned that although gender training raised issues, it did not do much in offering solutions. ... Such efforts appeared to be incomplete, and many youth still reported barriers to participation, especially for vocational training. This was mostly due to distances and higher participation costs (both direct and in terms of opportunity cost) that again tended to affect parents and especially mothers.”

Lesson Learned: Gender Quality and Women’s Empowerment

Nearly all YouthPower activities conducted a gender analysis. Nearly all sought gender parity in performance targets, with exception of certain violence prevention activities that compelled activities to target primarily males. Almost all projects trained staff and local implementing partners in gender sensitization, GBV, and other related topics. Gender was integrated into curriculum, and youth leaders and youth peer facilitators received gender-related training.

The impact of these gender-sensitive interventions remains to be seen, as only four projects appeared to measure changes associated with gender transformation. USAID’s youth activities should consider monitoring and evaluating the impact of its gender-related interventions on stakeholder attitudes, knowledge, practices, and policies.

Anecdotal evidence suggested that youth-adult dialogues and other youth-led campaigns may be an effective way to open communication channels and shift stakeholder perspectives around gender.

Gender-based violence is a pervasive problem for youth in almost all countries. Beyond relying on referral networks to offer youth GBV services and supports, USAID should consider dedicating resources to this issue and learning more from the youth’s experience in this regard.

YOUTH ENGAGEMENT ACROSS PYD PROGRAMS

The eleven activities covered by this review engaged youth in ways that extended beyond the individual to communities, families, and private and public institutions.

Youth engagement ranged from consulting and informing youth, to empowering youth to participate in decision-making, supporting youth as peer mentors and facilitators, and preparing youth to lead and initiate actions. Annex 5 provides examples of the different levels of youth engagement observed across the activities.

All eleven activities consulted youth on the implementation of activities. Most commonly the



Three most common ways YouthPower engaged youth:

- Eliciting youth input on implementation strategies;
- Training youth to facilitate interventions with other youth in their communities;
- Linking youth to internships and or employment opportunities.

activities requested feedback from youth on their experiences with the implementation of activities to then determine what improvements should be made to activity components and or materials. Activities obtained feedback from youth through informal conversations with youth throughout implementation and or through more formal meetings or data collection activities such as focus group discussions.

At least six activities trained youth as peer mobilizers or facilitators who, in turn, mobilized and or trained other youth. For example:

- The YouthPower activity in Jordan trained youth on transformational learning topics related to positive youth development and entrepreneurship. After the training, a smaller proportion of youth then provided similar training workshops to youth in their communities. This model allows implementers to move from individual capacity-building and skill development to peer and community level contributions. Similarly, in Tanzania the Advancing Youth activity provided youth with “cascade” training workshops through youth community mobilizers who formed a group of at least 15 youth to participate in community development activities.
- In Kenya, K-YES used peer trainers from the community to facilitate youth training sessions.
- Graduates of PPF in Mozambique served as junior facilitators who helped staff on the team and senior facilitators implement activities. Over the life of the activity, youth formed more than 1,900 study groups with their peers and more than 5,800 youth participated in these study groups over time. Youth participating in PPF youth clubs also participated in an average of four events or activities per quarter during the activity.
- Indonesia is unique in that it places an important emphasis on working with youth with disabilities. Mitra Kunci has trained youth with disabilities to serve as inclusive youth facilitators who lead youth camp sessions on (PYD, skill development, gender equality, and social inclusion).

“Youth facilitators were more successful in increasing youth agency than lecturers [because they are able to connect with their peers].”

(Implementing partner)

YouthPower task order activities enabled youth to educate the community and or develop solutions to community problems. In Nicaragua, TVET-SAY trained more than 650 young people in community engagement skills. These participants then went into their communities to give talks on a variety of topics including early pregnancy and violence prevention. The activity placed an emphasis on “mindset” and teaching youth to have a positive attitude towards their future, employment and society in general through counseling, life skills training, personal planning workshops, and strategic visioning. While the process of training youth and engaging them in the activity was slow, more than 10,000 youth benefitted from the TVET-SAY activity and 58 percent reported improved self-efficacy over time.

Youth were also engaged as active participants in local decision-making bodies. The most prominent example was the engagement of youth bunge²³ forums in Kenya. Youth engagement further evolved through K-YES’s establishment of County Youth Employment Compacts (CYECs), which were local public-private collaboration mechanisms set up to align youth skills training and workforce development with county economic growth strategies. In Tanzania, youth participated in Youth Advisory Councils (YAC) in all districts and at the regional level to promote youth issues. While the original intention was that the YAC would have only an advisory role to the activity, the councils have proven to be more dynamic bodies. For instance, local government authorities approached district YACs to request that youth train other community members to share the skills they have learned.

²³ A youth-led organization that oversees activities at the village level.

Youth-adult dialogues also opened the door to youth engagement in their communities. In Tanzania, for example, youth-adult dialogues have provided a structured opportunity for youth and adults to discuss challenges and issues in their communities and jointly explore solutions. Youth-adult dialogues help participants identify opportunities within institutions for youth to contribute. For example, Tanzanian youth policy mandates that a percentage of seats on local government committees are set aside for youth. Youth have not tended to take advantage of these opportunities because they have not felt welcome. Youth-adult dialogues help break the ice and allow youth to demonstrate that they are capable contributors and leaders. Similarly, CFYR in the Caribbean conducted dialogues with youth to discuss solutions and community safety concerns and then asked youth to develop advocacy approaches to reduce violence in their communities. The activity also enrolled more than 1,915 youth in supplementary school and afterschool programs, providing positive alternatives and contributing towards increased self-efficacy to be carried into the community.

Nine of the activities linked youth to internships and or employment opportunities. Youth participated in internships with the private sector as an extension of their training. Activities with workforce development components also offered labor bridging support to youth in order to help them find employment after training completion. The types of labor bridging support provided included career counseling, job-readiness sessions or events, and entrepreneurship support in the form of training and or funding. Some activities also relied on social media platforms such as Facebook to inform youth about employment opportunities and or to follow-up with them during the job search process. The Kenya K-YES activity promoted an informal labor market information system where youth themselves shared information on job placement, internship, and apprenticeship opportunities.

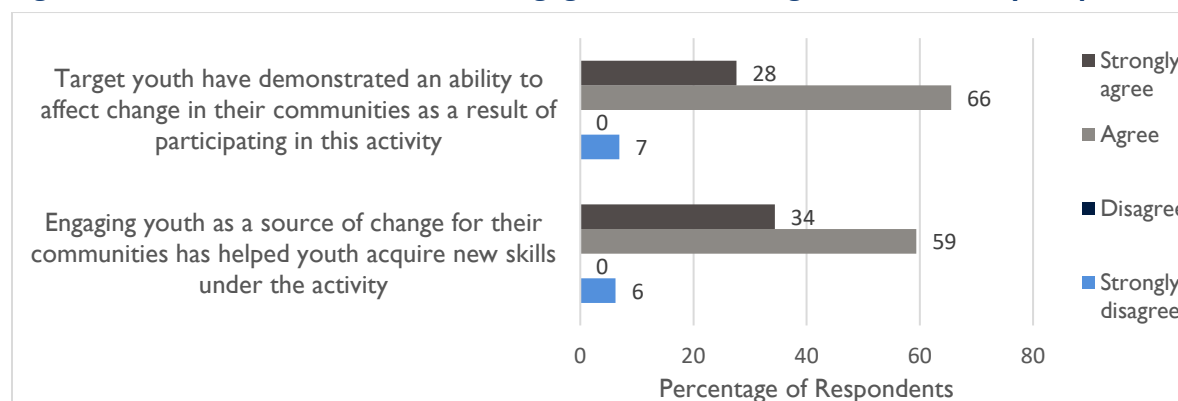
Surprisingly, only four of eleven activities designated funds for youth to design and lead projects. In Jordan, youth who were trained to conduct community asset mappings ultimately designed community engagement initiatives and implemented them with financing from the Youth Innovation Fund. The mapping process teaches youth to build relationships with their peers and work as a team to gather information. It helps youth trust their abilities and have a voice with their peers in the community. Project staff provided guidance and mentoring to youth who design a series of initiatives to be implemented by youth in the community. Over the life of the activity, an estimated 360 youth will become youth facilitators, and 60 Innovation Fund grants, designed and led by youth, will provide a tangible avenue for positive youth engagement. In Indonesia, Mitra Kunci implemented a slightly different funding model: it provided funding for a youth opportunity fund that allows youth to form consortia with government and private sector companies that would then develop proposal for funding considerations.

In total, YouthPower activities have established/funded more than 22,000 youth networks, committees, and or clubs. For example, in Nicaragua, TVET-SAY's youth graduates can participate in a youth advisory council through which they can help recruit and mentor youth and also participate in community social projects. TVET-SAY, YouthPower Jordan, and PPF in Mozambique, all support youth clubs that provide youth with opportunities to continue developing their skills and engaging with one another. One activity implementer noted *"how can [we] continuously engage youth with each other and the activities of the program beyond the involvement of the staff? [We] responded to this by creating learning clubs. We need to have these mechanisms embedded in the PYD approach to make it a sustainable mechanism."*

Survey results from participating task order teams saw direct benefits of youth engagement in terms of youth attaining skills and agency. When USAID and implementing partner staff were asked whether they felt that targeted youth could affect change in their communities as a result of participating in their program, 93 percent agreed or strongly agreed that youth could affect

change. Similarly, 94 percent agreed or strongly agreed that engaging youth contributed to youth's acquisition of skills (Figure 7).

Figure 7. Perceived Benefits of Youth Engagement, According to Online Survey Respondents



A key benefit of youth engagement is the transforming effect that it can have in their belief that they can impact their community. One activity implementer explained that “using the PYD approach lets youth gain back their trust in their intellectual capabilities and further understanding and being aware of their agency, allows them to have a voice with peers in their community.” Implementers also explained the benefit of working with local partners that already have experience engaging youth and or working in target communities contributes to the sustainability of activities because these youth will go on to work in the government, or in the private sector.

Implementers also identified several challenges in working to engage youth, including:

Adequately preparing and trusting youth to lead: Several respondents noted the need to invest more time and resources in youth engagement activities; helping youth understand what positive youth development means; and the time required to adequately learn and practice new skills verses the urgency of getting a job. One implementer noted that, “Youth want and need a job now yet, they require training in order to be ready to enter the job market and be successful—it can be hard to help them balance the challenge.” YouthPower Learning learned much from their grants process: in the first tranche of funding most awards went to international organizations, but by the end of the task order, youth and youth-led organizations were receiving funds to implement projects. This evolution happened through an iterative learning process: the YouthPower Learning team found they had to revise the application process and strip down the reporting requirements so as to minimize the burdens placed on youth grantees. Field visits proved invaluable for understanding the constraints that youth grantees faced and helping them to troubleshoot. Ultimately, in the later tranche of funding, the activity hired a consultant to regularly support the youth grantees to successfully meet their objectives.

The time and effort needed to prepare adults: In Indonesia, it took time for local implementing partners to internalize the PYD approach. For example, Mitra Kunci was working with higher education institutions to launch a new entrepreneurship program that would be co-facilitated by youth. While initially it was a challenge for older academics and university staff to let youth lead sessions (see text box at right), after a period of time the

“It’s a challenge at first to sell adults on the idea [of youth-led activities], and get adults to buy into the idea. For example, the lecturers in the university: their identity is based on them being the authority, and telling young people what to do, so they find it difficult to step back in that role. But when they do step back, they’re surprised that results are better....Young people bring in a level of energy that is not found in adults.”
(Mitra Kunci implementing partner)

model proved effective and the adults saw the benefits of engaging youth. Similarly, in Jordan, where traditional norms do not value the contributions of youth, it took time for communities to understand the concepts of PYD and the value of youth engagement.

Scaling youth engagement efforts: Considering the Hart’s Ladder for youth engagement, implementers noted that it becomes harder to reach more youth in meaningful ways. Some implementers indicated that more elite youth—those with higher education levels and higher assets—were more likely to be engaged in more meaningful ways than more marginalized youth. In cases where the research team saw youth as active leaders driving the agenda. It appeared that most of these interventions tended to reach youth in the low-100s. We saw larger numbers of youth leadership in efforts that used youth peer facilitators, and also in the mobilization of youth savings groups.

To deepen the understanding of youth engagement, YouthPower Learning developed a “[Youth Engagement Measurement Guide](#),” issued grants to document lessons through [videos on youth engagement](#), and its Youth Engagement Community of Practice produced a [handout on “Six Tips for Increasing Meaningful Youth Engagement in Programs”](#) among other learning products.²⁴

Lessons Learned: Youth Engagement

In several locations, especially those with traditionalist cultures, adults were not initially receptive to youth engagement. This was true for community leaders, family members, teachers, NGO workers, and project staff. In some cases, they did not know what to expect from young people, or they simply did not know how best to prepare young people to take on leadership roles. Programs should invest in understanding these dynamics, and invest in sensitizing and training adults. Youth-adult dialogues have also been effective at promoting inter-generational understanding.

Activities that are committed to putting youth in the driver’s seat must designate a pool of sub-awards for youth-led interventions. The sub-award structure should consider a number of small, iterative grants (not bulk grants) to “seed” ideas, test new approaches, observe results, and adapt the next iteration or tranche of funds. These grants should be localized, conceptualized, and rolled out in partnership with young people on the ground. Reporting requirements must be looser than typical USAID requirements; fixed priced deliverables have been an effective way to remove the burden from youth.

SUSTAINABILITY, SCALE, AND SYSTEMS APPROACHES

Sustainability and Scale

Our review attempted to understand the legacy that USAID YouthPower activities would leave behind, and their contributions to each country’s Journey to Self-Reliance.²⁵ **Our review indicates that the majority of activities relied on a relatively traditional perspective of achieving sustainability or scale—a perspective rooted in introducing a service delivery innovation (or proof of concept), with the expectation or hope that interventions would be adopted by local system actors.** Most implementers and Mission staff described sustainability and or scale in terms of the improved capacity of local service providers, their adoption of new service delivery models, or the development and use of project tools or training manuals that were created by the USAID activity.

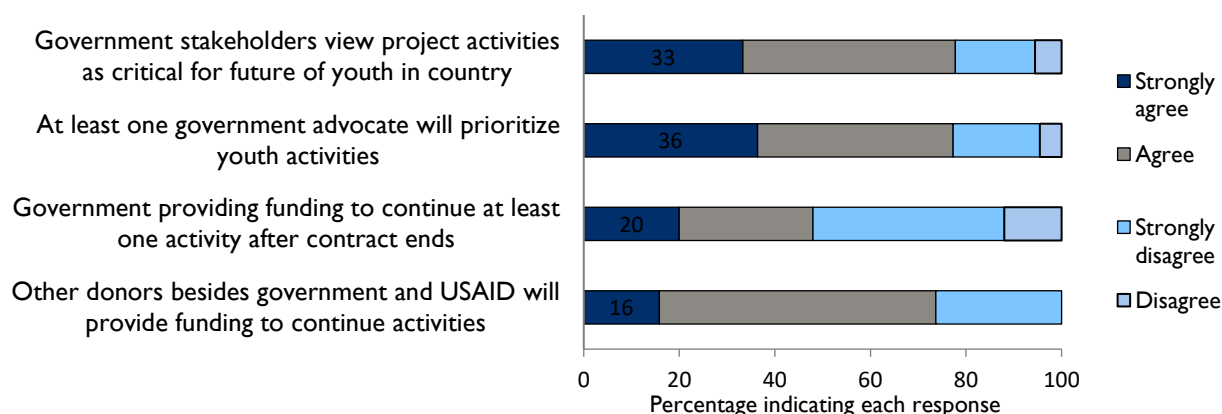
²⁴ Refer to: <https://www.youthpower.org/youth-engagement-cop>.

²⁵ Refer to <https://www.usaid.gov/selfreliance>.

(Refer to Annex 6 for a summary of the sustainability and scaling strategies for each activity.) Just as one example, one of the YouthPower activities stated in its annual report’s sustainability strategy: “the most important sustainability goal is showing that the model works, and that even variations of it should be useful and impactful.”

Most survey respondents and key informants varied in their confidence that their respective YouthPower interventions would be sustained over the long term. **In most cases, government was cited as the most important system actor for sustaining and scaling interventions.** As one key informant stated, “Sustainability is in getting the government to agree to a particular program or approach and utilize it with their own resources or capacity. They need to formally include it in their plans and budgets and have to continue using it after the program ends. So, this has been our explicit goal for our program to date.” Nevertheless, not all YouthPower interventions were expected to be sustained by government entities. Figure 8 shows that fewer than half (48 percent) of survey respondents indicated that the government would continue to provide financial resources for interventions.

Figure 8. Perceived Government Support for YouthPower Activities



One of the more interesting models for sustainability was the CYEC in Kenya, a collective action mechanism that mobilized public and private stakeholders to align youth skills training and workforce development with county economic growth strategies. Chaired by the county government and in partnership with the private sector, NGOs, and youth groups, CYECs led strategy development for national and county skills training reforms, and steered workforce development and youth employment activities under the county plans. Interestingly, this CYEC model arose out of a two-year iterative learning process. Initially the K-YES team expected the private sector to take up the funding and guidance for youth skills development, but it soon realized that there wasn’t enough buy-in by the private sector to assume such a role. Instead, the team found that select county governments had the will and funding to support youth skills development, and thus arose the CYEC model, which was ultimately established in 9 counties and generated a total of \$5,685,912 in new revenue (mostly from county governments) for youth programming.

Without a deeper involvement of government institutions, sustainability and scalability will not happen.
(YouthPower Implementing Partner)

While key informants did not directly mention this, activity reports suggest that some **youth peer mobilization efforts may have sustained effects over time.** For example, the youth savings groups appear to be highly in-demand and financially sustainable. Given the high number of youth mobilization efforts conducted under YouthPower, USAID and other partners may be interested in conducting longitudinal studies to determine the contributions of youth peer supports over time.

Systems Change

Many key informants expressed frustration that their activities carried too limited a scope and activity duration to sufficiently address the systemic constraints to youth development. The research team found several bright spots where YouthPower activities appeared to be shifting systems dynamics in a way to benefit youth, as described below.

Shifting Mindsets: The most powerful way YouthPower activities have approached systems change has been in their attempt to change perceptions, attitudes, and practices among youth system stakeholders in a way that benefits youth—and particularly marginalized youth.

Proponte Más in Honduras partnered with Arizona State University to generate data around the activity's impact on violence reduction, so as to inform public policy. This evidence has shifted the attitudes and behaviors among youth counselors, NGOs, judges, and prosecutors, in a way that the juvenile justice system is slowly shifting to different criteria for defining "tertiary" (the most at-risk) youth. *"When we first came to Honduras, [the concept of] 'tertiary' was defined by a youth at conflict with the law. [But] we used a different measure to define levels of risk. For example, we went to the juvenile detention facilities, we did a diagnostic of 90 percent of youth population. We found that 35 percent of the incarcerated youth in these facilities were really at a primary level—they were not at a tertiary level. ...[By] applying tertiary level interventions for a primary level youth, it makes them worse."* Implementers report that because of the model and evidence that Proponte Más has established, these actors are now much more interested in risk-differentiation, and also in looking at risk in a family-centered way.²⁶ Similarly, in Guyana, CFYR has worked to shift of attitudes and behaviors among actors in the juvenile justice system to redefine risk differentiation and adopt family-centered models.

Many of the workforce development activities report changing youth perceptions around technical and vocational education and training. In Nicaragua, local community organizations conducted extensive media campaigns to change the negative perceptions of technical and vocational educational and training (TVET) centers among vulnerable youth. In Kenya, K-YES initiated a behavior change campaign to reposition vocational training and blue-collar jobs positively among the youth. In neither case is it clear whether these campaigns had an effect on public perceptions. More likely was the impact of improved service delivery on enrollment, such as in Kenya, which reported increases in enrollment by over 200 percent over the life of the activity.²⁷

Workforce activities also attempted to change the attitudes of the private sector toward youth. The El Salvador activity conducted a communications campaign to change public perception of vulnerable groups to contribute to the Salvadoran workforce. It also worked closely with the private sector to show that youth from specific neighborhoods were employable, leading the private sector to be more open to hiring youth from these areas. In Tanzania, the activity sought to "make the business case to shift private sector industry perceptions of young people as "un-bankable" or "too risky," to viewing them as viable assets and investments to grow businesses and support bottom lines."

Coordination and Collaboration between System Actors: Many of the lasting successes described by implementing partners and USAID Mission staff was the coordination mechanisms that YouthPower activities ignited among system actors:

²⁶ <https://www.youthpower.org/events/what-are-we-learning-about-positive-youth-development-pyd-youthpower-learning-webinar-series-recording-and-slides>

²⁷ Source: "YouthPower2: Learning and Evaluation Collaboration Meeting," slidedeck presentation January 2020. Results have not been verified.

Inter-governmental collaboration: In Indonesia, implementers cited Mitra Kunci's ability to bring together different ministries to benefit youth with disabilities in the workforce: "The Ministry of Social Welfare's mandate is to rehabilitate people with disabilities, but they don't do training. The Ministry of Manpower is responsible for training, but they don't reach people with disabilities. We were able to bridge that gap by engaging both [ministries] and providing them with tools and resources. This is one example how we've bridged gaps." Later, this informant explains: "Even within ministries there are competing departments; for example, in [one ministry] there are two divisions with parallel resources and programs that aren't talking to each other. We find ourselves having to bridge the two. Being a USAID project, we don't have skin in the game: we're just interested in seeing the work move forward. So, we convene and facilitate those actors to work together. It's challenging, being a non-governmental entity, to not direct them but to support, encourage, promote their mandates."

Partnerships between private sector and education providers: as described in the "Workforce Development" section on pages 21 – 23 .

Coordination between education and training providers: The TVET-SAY activity in Nicaragua established a national technical and vocational network, called RENET, to support WFD policy reform.

Multi-Stakeholder Coordination: The K-YES county youth employment compacts in Kenya offer a novel example of how a collective action approach can increase investments in youth development.

Expanding the Role of System Actors: Several activities were successful at expanding and enhancing the role of system actors in improving youth outcomes.

In Burundi, the activity engaged with service providers, but it was challenging because these organizations were extremely resource poor. Engaging with the government and working on youth policy was unsuccessful because the government was closed off to external donors, particularly American and European donors. The activity was able to engage with some provincial actors, but even at the provincial level, working with government actors was challenging.

In Tanzania, one informant noted that AY appears to be making a difference in generating more government support for youth issues. The activity is working across five different line ministries and bringing them together with youth and the private sector to identify key challenges. Through this process, different ministries are committing to investing resources toward youth initiatives. When youth are brought to the table, they are making government accountable to these commitments. According to this informant, government officials are increasingly showing interest in youth issues.

Shaping Policies: Some activities engaged in providing technical assistance and resource support for policy reform, particularly in the workforce development sector. The topic of workforce policy reform and advocacy efforts is discussed in the "Workforce Development" section on pages 21 – 23 .

Resource Allocation: One major shortcoming across the YouthPower activities has been the lack of attention to the sustained financing of youth development initiatives. In at least four interviews, implementers noted that funding is the major constraint to sustaining or scaling activities. One activity evaluation conducted by YouthPower: Evidence and Evaluation found that "current financial resources are not enough to continue most youth development activities that began under USAID support."²⁸ Our research team did not find evidence of activities conducting cost analyses or other sustainability analysis to determine whether government or other actors were able or willing to adopt service delivery models. The one exception to sustained investment was the K-YES example, where county youth employment compacts tapped into local government budgets to support youth

²⁸ USAID (2018). Endline Report: Youth Cohort Study of USAID/West Bank and Gaza's Partnerships with Youth Activity.

programming, generating over \$5 million over the life of the activity. In terms of private sector support, some activities have been able to leverage in-kind support in the form of instructors, equipment, and learning materials.²⁹ Beyond these examples, at least two implementers cited the disappointingly low interest by employers in co-financing youth initiatives.

MEASUREMENT

Measuring PYD outcomes is highly context specific.

The research team found it difficult to compare common PYD outcomes across the YouthPower activities. Missions and implementers used different standard and custom indicators to fit their operational context. One USAID Mission staff member noted, “We [at USAID] don’t have the best indicators, so [the activity] had to come up with custom indicators to help us tell the story. Unfortunately, these are reported out in the narratives, and not the hard data. ... We have found that we’ve had to create our own indicators to measure PYD results.” In one activity, a mid-term evaluation found that the activity was reporting on too many indicators, “of which many lack utility or would benefit from more specific language.” While one Mission representative encouraged USAID to institute standard PYD indicators that could be commonly measured across the Agency, she also noted some downsides: “the Mission favors fewer indicators, so the longer the list grows, the more the Mission becomes nervous.”

“When you invest in these key PYD outcomes, and build the assets of young people, and leverage those assets, then you begin to see the outcomes that are important to you. Now our challenge is to collect that data on those outcomes.”

YouthPower Implementing Partner

The most common PYD indicators related to the increase in skills, as well as increased self-efficacy among youth participants. The Caribbean CFYR activity has found that self-efficacy is one of the most important skills developed among youth. The activity has developed a Self-Efficacy Pre- and Post-Intervention Questionnaire (focusing on academic, vocational, and social self-efficacy) to gauge the effectiveness of its capacity-building interventions in empowering youth participants. But several other implementers noted the challenges and inconsistencies with measuring self-efficacy. One implementing partner expressed frustration with the initial lack of clarity and guidance around the launching of the PYD Measurement Toolkit: it set up expectations for implementers to fall in line with these guidelines, but with little operational guidance on when, how, and under what conditions to apply these indicators. While PYD measurement training was provided to implementing partners and USAID in Washington, D.C. and a few countries, wide-scale training did not occur. Another implementer expressed concerns this way: “One of our major PYD indicators is the self-efficacy one. We use a pre- and post-test survey. Frankly I don’t find it very illuminating: pre- and post- tests are easy to game. But that’s the indicator, and we use it. But we have a lot of anecdotal information about the success of the PYD approach. We have partners who can talk about engaging young people, and from youth themselves we have positive feedback. What it hasn’t translated to is the impact.” A USAID staff member echoed this sentiment: “For me I’ve been struggling...okay we have indicators, but what’s been implemented has been more in terms of behavior change, and we don’t always capture it, and that goes to the Journey to Self-Reliance.”

The structure and content of activity reporting were not conducive to analyzing basic activity data and lessons learned. The research team found it difficult to locate even the most basic performance data for activities, such as number of participants. There were two challenges associated with reporting. First, YouthPower Learning had developed an Excel template for implementers to report on three USAID standard indicators,³⁰ disaggregated by age banding and by gender; however, in

²⁹ In addition, El Salvador will have leveraged \$5.5 million; to date, Nicaragua has leveraged more than \$700,000, and Indonesia \$4,000 USD.

³⁰ The three indicators were: YOUTH-1: “Number of youth at risk of violence trained in social or leadership skills through USG assisted programs;” YOUTH-2: “Number of laws, policies or procedures adopted or implemented with USG assistance designed to promote youth

most cases these standard indicators did not sufficiently represent the scope of the activity. Often the data provided by implementing partners were out-of-date or incomplete. Second, in the technical narrative reports submitted by implementing partners, performance data were rarely located in user-friendly locations—often buried toward the back of lengthy reports. Few annual reports clearly presented their performance targets compared against actual cumulative results. Even fewer reports elaborated on the “lessons learned” sections; some ignored this section altogether. The most robust information on lessons learned came from the YouthPower Learning products and events (e.g., recorded webinars, case studies), evaluations, as well as the key informant interviews conducted for this review. If USAID seeks to learn from and adapt its youth activities, it may consider a more innovative, streamlined annual reporting template—one that provides a reader-friendly structure up front for presenting targets against actual results, and reflects on lessons learned, but is flexible enough to ease the reporting process for implementing partners (and for Mission staff). Dedicated learning platforms, such as YouthPower Learning, also have proven invaluable, as have the activity evaluations.

Most YouthPower activities conducted some form of evaluation. Table 11 summarizes the evaluations conducted under YouthPower. The two violence prevention activities in Latin America conducted experimental impact evaluations to examine the impact of their interventions on reducing risk levels. Two additional activities—Kenya and Indonesia—had external mid-term performance evaluations, while Jordan had an external mid-term “rapid assessment”; these evaluations were conducted relatively early on in the activity cycle, so their purpose was to make course corrections for the activities, rather than inform USAID and others on future program design.

Table 10. Evaluations of YouthPower Activities

Country (Activity Title)	Evaluation Description
Eastern and Southern Caribbean (CFYR)	Impact evaluation was completed in 2019 – 2020. *
El Salvador (Puentes)	No evaluation, but the activity conducted a “Study to Determine Reasons Why Beneficiaries Dropped Out of Vocational and Technical Training.”
Kenya (K-YES)	Mid-term performance evaluation of year-one activities.
Honduras (Empleando Futuros)	A performance evaluation and an impact evaluation were planned as part of the activity’s MEL plan; a pilot impact evaluation, completed in 2018, advised not to proceed with a full impact evaluation due to high desertion rates and heterogeneity in program implementation. Reports indicated that a performance evaluation was planned for 2018.*
Honduras (Proponte Más)	Arizona State University (ASU) conducted an experimental impact evaluation, completed in 2019.
Jordan (USAID YouthPower Jordan Activity)	External “rapid assessment” in 2019.
Indonesia (Mitra Kunci)	Mid-term performance evaluation.
Tanzania (Advancing Youth)	No evaluation but conducted an external data quality assessment to verify performance indicators.
Mozambique (Phase 1 and 2)	Internal evaluation was conducted for PPF-MZ (Phase 1).*

* These reports were either not yet finalized as of the date of this report or were not made available to the research team.

participation at the regional, national or local level”; and a custom pilot indicator: “Number of youth who participate in civil society activities following social or leadership skills training or initiatives from USG assisted programs”

Lessons Learned: Measurement

Apart from skills attainment and perhaps self-efficacy, measuring PYD outcomes is highly context-specific.

Most informants agreed that standard PYD indicators would be useful in capturing the impact of USAID youth programming, but they also recognized the challenges associated with developing precise definitions and standards of measurement, and formalizing it across the Agency.

Reporting is a critical function in the learning process, and presents an opportunity for USAID to compare lessons across activities. USAID Missions are encouraged to adopt a simple, consistent annual reporting template for its future youth activities. This template should require implementers to clearly present indicators, targets, and cumulative results up front in an easy-to-find location. It need not prescribe the specific set of indicators that partners should use. Moreover, Mission staff are encouraged to work with partners to reflect and report on “lessons learned.” Finally, rather than burdening implementing partners by requiring them to report on every implementation detail, USAID Missions may consider adopting innovative reporting approaches, such as the use of simple, concise infographics and slide decks to convey performance data and lessons learned. USAID Washington may offer a key role in guiding and harmonizing this process.

RECOMMENDATIONS

Assessment and Design

Adopting a systems lens to future USAID PYD activity designs has the potential to realize more lasting benefits. Most YouthPower: Implementation activities focused on innovation and testing new service delivery models; however, few paid sufficient attention to how these innovations would be adopted and adapted by stakeholders other than a few select service providers. YouthPower's experiences suggest that USAID activities can play an important role in shifting mindsets and relationships among system stakeholders in a way that positively impacts marginalized youth. Moving forward, USAID youth activities can do even more to influence these larger system dynamics. In addition to engaging youth, engaging with government and the private sector from day one is important. USAID can encourage greater coordination between these system actors and can support their use and sharing of data to inform evidence-based decision-making. Activities may consider investing more in cost analysis, sustainability analysis, and in training local partners in monitoring and evaluation, to ensure that innovations translate into new and sustained practices by local stakeholders. Moreover, USAID Missions are encouraged to commit to a particular youth development outcome beyond a five-year horizon, providing ample time to support these systems changes and seeing lasting impact.

USAID is encouraged to invest in programming to address and prevent gender-based violence among youth. Gender-based violence was pervasive across the YouthPower countries, and almost all youth assessments conducted by the activities indicated that GBV affected every domain of young people's lives. To date, USAID's youth activities have invested relatively few resources in this area. USAID is encouraged to consider dedicating resources to this issue and learning more from the youth's experience in this regard.

Missions can learn from each other about the cross-sectoral benefits of PYD programming, and how to effectively collaborate across sectors. Successful youth programming requires Mission leadership that is committed to youth development, and tenacious technical staff who recognize the benefits of empowering youth in their respective sectors. Achieving success in USAID youth activities also usually requires a long-term commitment to PYD outcomes beyond a five-year project cycle.

Implementation

Implementers should pay attention to the efficacy and impact of referral networks. Most YouthPower activities relied on referral networks to offer youth the services and supports they need to be successful. Future activities would benefit from greater attention to these referral systems processes, and whether youth are indeed benefitting from them. Implementers should consider tracking the efficacy and impact of referral systems as part of its internal monitoring and evaluation plans.

All USAID youth activities should require sub-award funding mechanisms for youth-led activity design and implementation. At the same time, implementers must not expect youth to behave like fully mature NGOs to be successful; instead, activities should institute simple funding mechanisms that do not burden youth with unnecessary regulations or requirements.

Workforce development activities working in low-income countries with highly informal economies need to offer financing for growth-oriented youth businesses.

Savings mobilization is useful as a stepping-stone for emerging youth businesses but must be supplemented with “growth” financing strategies, such as partnering with financial institutions to develop and expand access to youth-friendly loan products.

Monitoring, Evaluation, Learning

Implementers should continuously monitor and evaluate the reach of programming and outcomes across different youth cohorts, including those who are hardest-to-reach. Implementers should pay attention to and evaluate whether their activities are indeed reaching their intended vulnerable youth cohorts (especially younger youth, out-of-school youth, youth with disabilities, and males), and then develop strategies that help activities reach them better.

USAID should invest in evaluation and learning on what works in gender inclusion for youth workforce development activities. Given the relative inequities in female labor force participation, and the systemic barriers girls young women face in accessing education and employment, more needs to be done to understand and address young women’s participation in education and employment interventions. Consider adding more in-depth gender-related questions to the YouthPower learning agenda and invest resources in understanding the impact of interventions on gender transformation. Activity reports should also summarize the salient findings from the gender analyses.

We all need to learn from interventions that promote the inclusion of youth with disabilities. Given the USAID Disability Policy, USAID and implementers are encouraged to dedicate future action research efforts to generating greater understanding of the issues faced by youth with disabilities across different sectors. Furthermore, more evidence is needed on which interventions are most cost-effective at improving outcomes for youth with disabilities.

USAID should harmonize its reporting templates for its youth activities. A standard annual reporting template for youth activities—one that clearly lists indicators, targets, and actual results to date in an easy-to-find location, and one that requires a “lessons learned” section—would allow USAID to more readily learn from and compare across activities.

Successful activities should make attempts to measure and evaluate changes in behaviors and attitudes across the youth system. One of YouthPower’s greatest legacies is its contributions to shifting the mindset of youth system actors, and in fostering greater collaboration between actors, in a way that benefits youth and particularly marginalized youth. USAID should take advantage of this potential by encouraging more measurement and evaluation of these complex dynamics.

ANNEXES

ANNEX 1. EXAMPLES OF POSITIVE YOUTH DEVELOPMENT PROGRAM ACTIVITIES ALIGNED WITH PYD FEATURES, MAPPED TO A SOCIO-ECOLOGICAL MODEL ³¹ (ABBREVIATED VERSION)

	FEATURE	YOUTH	INTERPERSONAL (PEER, FAMILY)	COMMUNITY	SYSTEMS
ASSETS AND AGENCY	Skill Building Develop soft and life skills within individual, family, peer, community settings	Youth training and skill-building opportunities	Peer engagement, parental support for skills	School-based and extra-curricular, employer-based internships and work-based learning, community service	Curriculum reform; laws, policies, and structures for work-based learning and other skills
CONTRIBUTION	Youth Engagement and Contribution Allow youth engagement to take different shapes	Opportunities for youth to make decisions, volunteer, and exercise leadership; consult youth on design and implementation of programs	Peer mentoring and peer-to-peer collaboration; youth voice and agency at home	Youth community service, civic engagement, advocacy; school-based student government, youth clubs	National youth councils; create mechanisms for accountability (youth scorecards); policies for youth engagement programs; youth participation in political processes
ENABLING ENVIRONMENT	Healthy Relationships and Bonding Identify and link youth to positive adult and peer relationships	Positive adult role models for youth	Peer interaction; parent education, parent support groups, and positive parenting	Community role models, mentors, and coaches; professionalization of youth workers	Programs for youth and parenting; national-level programs for youth workers
	Belonging and Membership Inclusion of youth regardless of gender, ethnicity, sexual orientation,	Help isolated or marginalized youth with social interaction; positive sense of belonging through skills building (tolerance,	Opportunities for positive peer social interaction activities that build sense of community among peers (sports, games, shared goals); parental awareness	Curriculum for cross-cultural awareness; dialogue for youth of diverse backgrounds; programs for marginalized groups; activities that foster diversity; clubs that address diverse	Media campaigns that address stigma and discrimination; anti-discrimination legislation and advocacy

³¹ <https://www.youthpower.org/resources/examples-positive-youth-development-program-activities-aligned-pyd-features-mapped-socio-ecological-model>

	disability; positive sense of belonging	respect, etc.)	(gender, LGBTI, inclusion)	interests of youth	
	Safe Spaces Create safe physical and emotional safe spaces tailored to the needs of youth	Youth access physical, emotional, and virtual safe spaces	Peer dynamics in school and other places; youth communication skills; anti-bullying; modeling respectful behavior; parental education about positive discipline and modeling, online safety	Setting standards and training for youth workers; sensitize community leaders; ensure safe youth spaces; training of police and judicial system on adolescent offenders	Policies to protect youth; create centers for youth exposed to violence (psycho-social, housing, welfare, etc.); standards for juvenile offenders; set standards for virtual safety
	Positive Norms, Expectations, and Perceptions Clear norms and expectations for youth, with increasing responsibility and independence	Youth understand and set pro-social norms, rules of behavior, consequences; youth set expectations for themselves; youth reflect on strengths and contributions; storytelling	Promote and model inclusive social norms and behavior among peers; help parents establish rules and consequences, and set high expectations for children	Encourage youth-serving adults to set clear rules and consequences, high expectations, recognize and reward youth contributions; train law enforcement and social service officials; raise community awareness around positive perceptions of youth	Awareness of images of youth; positive messaging; media; laws and policies consistent with youth developmental stages; monitoring and advocacy around youth-sensitive laws and policies
	Access to Age-Appropriate and Youth-Friendly Services Make information available to youth and families; provide continuum of care	Inform youth on how to access youth-friendly services; allow youth to monitor quality of services	Inform family about services; educate parents and caregivers on their role in youth's activities; link family to youth-serving organizations	Train youth service providers on youth-friendly and gender responsive services; integrate family into youth programs; coordinate services; training service providers on youth with special needs	Policies and awareness on youth-friendly services; mechanisms for coordination of services; information and mapping systems

ANNEX 2. RESEARCH METHODOLOGY

A **document review** focused on the implementation of activities according to the PYD Features (see Annex 1), cross-walked against the USAID PYD Learning Agenda. Using a document review protocol (below) we reviewed over a hundred documents (annual and quarterly reports, MERL plans, activity briefers, and presentation slides). Based on the results of the document review, the **online survey** gathered information from implementing organizations and USAID Mission staff related to their understanding of PYD, key features of the activities, benefits, trade-offs, and challenges. A total of 37 respondents from the eleven YouthPower activities completed the online survey. Following completion of the online survey, our team conducted **key informant interviews** with 19 key informants. Table 11 summarizes the number of survey respondents and key informants from each activity.

Table 11. Summary of Online Survey and Interview Data Sources

Country	YouthPower activity	Implementer	Number of survey respondents	Number of KII participants
El Salvador	USAID Bridges to Employment	DAI	3	1
Honduras	Proponte Más	Creative Associates	2	2
Honduras	Employing Futures – Empleando Futuros	Banyan Global	5	2
Kenya	Kenya Youth Employment and Skills Program (K-YES)	RTI	1	1
Nicaragua	Technical Vocational Education and Training Strengthening for At-Risk Youth (TVET-SAY)	Creative Associates	6	2
Caribbean	Community, Family, and Youth Resilience Program (CFYR)	Creative Associates	6	2
Indonesia	Key Partnerships – Mitra Kunci	DAI	4	2
Jordan	USAID YouthPower Jordan Activity	Global Communities	3	1
Tanzania	Feed the Future Tanzania Advancing Youth	DAI	0	3
Mozambique	YouthPower Action Mozambique/ Programa Para o Futuro	FHI 360	2	1
Burundi	Mwigeme Kerebuka Urabishoboye	FHI 360	1	1
	Other		4*	1**
Total			37	19

* Includes one survey respondent from YouthPower Action, one from another related youth activity, and two who did not specify their activity.

** Includes one key informant from YouthPower Action and the interview focused on two YouthPower activities in Mozambique and Burundi.

Our analysis drew from all three data sources to triangulate results for each research question. For the online surveys, we downloaded and cleaned the data and then created constructs for the statistical results that allowed us to summarize descriptive data by groupings. We used STATA to create the constructs and analyze the descriptive statistics presented in this report. For the interviews, we summarized findings from the notes taken during each interview and then mapped main findings to the research questions. When necessary, we reviewed audio files to clarify any themes and gather quotes from participants to include in the report. This triangulation approach enabled us to develop themes, findings and lessons from the data, and examine the differences in findings across research questions. Table 12 highlights the data sources that were used to answer each of the research questions and the thematic focus of the data used in each protocol.

Table 12. Research Questions, Data Sources, and Thematic Focus

Research questions and outcomes	Evaluation design component			Data sources	Thematic Focus
	Document Review	Online Survey	Interviews		
1. What was the range of activities and interventions implemented under YouthPower: Implementation?	X			<ul style="list-style-type: none"> Activity descriptions Quarterly and Annual reports MEL plans and reports 	<ul style="list-style-type: none"> Activity summary data Main sector Target beneficiaries (youth segments) Sectoral indicators; PYD indicators Connection to PYD features
2. To what extent did YouthPower: Implementation activities apply positive youth development approaches, and what have we learned from that experience?	X		X	<p>Document review</p> <ul style="list-style-type: none"> Activity descriptions Quarterly and Annual reports MEL plans and reports <p>Key Informant Interviews</p> <ul style="list-style-type: none"> Implementing organization's field staff USAID Missions YouthPower: Implementation staff 	<ul style="list-style-type: none"> Type, dosage, and frequency of PYD Features Prioritization decisions (including assessment of PYD activities, analysis of system, contextual factors) Evolution of youth development approach Youth segmentation Cross-sectoral funding, collaboration, and impact Reaching vulnerable and marginalized populations (e.g., age bandings, gender, disability, educational status, poverty, rural/urban, etc.) Youth engagement PYD Measurement
3. What were the perceived benefits and challenges of applying a positive youth development lens?		X	X	<p>Online Survey</p> <ul style="list-style-type: none"> Implementing organization staff USAID Missions Local participating organization Local youth engaged in activity <p>Key Informant Interviews</p> <ul style="list-style-type: none"> Select implementing organizations Select USAID Mission staff 	<ul style="list-style-type: none"> PYD verses "traditional" single sector/feature/system-level youth programming Benefits and tradeoffs of working with differing PYD features Benefits and tradeoffs of working with different levels (actors) of the system. Benefits and tradeoffs of working across sectors Benefits and challenges of reaching vulnerable and marginalized populations Benefits and challenges of Youth Engagement Benefits and challenges of PYD Measurement

Research questions and outcomes	Evaluation design component			Data sources	Thematic Focus
	Document Review	Online Survey	Interviews		
4. How did the benefits and challenges translate into how activities contributed to youth outcomes and or sectoral outcomes?		X	X	Online Survey <ul style="list-style-type: none"> Implementing organization staff USAID Missions Local participating organization Local youth engaged in activity Key Informant Interviews <ul style="list-style-type: none"> Select implementing organizations Select USAID Mission staff 	<ul style="list-style-type: none"> PYD verses “traditional” youth programming Features of PYD activities with perceived significant or positive outcomes (Attachment I) PYD effectiveness by sectoral outcome Perceptions of using PYD lens Benefits and tradeoffs of working with differing PYD features Benefits and tradeoffs of working with different levels of (actors within) the system. Benefits and tradeoffs of working across sectors Sustainability and contributions of PYD Evidence of scaling of outcomes
5. What lessons emerged from YouthPower: Implementation activities?	X	X	X	<ul style="list-style-type: none"> Data drawn from all targeted sources. 	<ul style="list-style-type: none"> Conceptual verses practical application of PYD lens (design and management considerations) Key Features of successful PYD activities with perceived significant <u>or</u> positive outcomes, by sector Key Features of PYD activities with perceived significant/positive outcomes, by youth segment and by context Cross-sectoral programming Reaching vulnerable and marginalized populations Youth Engagement Measurement Prospects for sustainability and scale
6. What recommendations should USAID consider when designing youth programming in the future?	X	X	X	<ul style="list-style-type: none"> Data drawn from all targeted sources. 	

ANNEX 3. ACTIVITY BRIEFS FOR YOUTHPower: IMPLEMENTATION

USAID/Burundi: Mwigeme Kerebuka Urabishoboye

Prime Implementing Organization (Sub-Partners)	Period of Performance	Award Amount (USD)	Primary Sector Focus	Other Sectoral Integration
YouthPower Action, managed by FHI 360	Oct 1, 2016 – Jan 20, 2020	\$4.6 million	Integrated OVC programming	Education, health, and financial services

Goal: Mitigate the risk of HIV infection, unintended pregnancies, transactional sex, and gender-based violence among vulnerable adolescent girls (ages 10 – 18).

Objectives:

- 1) Vulnerable adolescent girls have improved knowledge of and are better able to use services that contribute to improve their health.
- 2) Adolescent girls and their parents and caretakers have improved access to socio-economic resources that improve their capacity to confront the challenges associated with HIV/AIDS.

Top-Line Results (as of February 2020):

- 14,200 youth enrolled in the activity; 13,452 OVC served
- 849 youth reintegrated into school
- 1,556 girls participating in VSLAs
- Among the 10,000 girls served by the OVC programming, 90percent received HIV testing

Youth Cohorts Served: Vulnerable adolescent girls ages 10 – 18 in three select provinces, including youths at HIV high-risk or those living with HIV and their families.

Interventions:

The activity in Burundi built leadership, entrepreneurship, and health and life skills among girls and women ages 10 – 18 . The activity coupled case management services and HIV testing with school reintegration support, economic strengthening, and a group mentoring program that focused on health and life skills. Girls living with HIV were enrolled in support groups that helped youth to self-manage their health care and adhere to treatment. This capacity-building included girls' enrollment in VSLAs through which girls received training on saving and loan activities, financial skills, entrepreneurial skills, soft skills such as communication, HIV/AIDS knowledge and parenting. Youth also participated in mentoring clubs that deliver sexual and reproductive health and HIV knowledge, including life skills, community resources, and HIV prevention information. At the community level, case managers made up of community volunteers conducted monthly home visits, beneficiary enrollment, needs assessment, development of a care plan, referrals, counter-referrals, and follow-up (emphasizing HIV testing, antiretroviral treatment, viral load testing).

Lessons Learned:

- The **group mentoring approach** under this activity was particularly innovative and a deviation from traditional OVC programming. The methodology was based on a literature review of how to reduce intergenerational risky sexual behavior and the role of girls mentoring programs. Led by an adult facilitator and young peer facilitator, group-based mentoring increased girls' levels of self-worth, and improved perceptions of and relationships within their communities. In the final year, the activity introduced an integrated case management approach. Community volunteers and young women in the community (near-peers) were selected to serve as mentors and to carry out case management. In turn, community volunteers developed deeper relationships and greater trust with girls, which also strengthened the case management referral process.
- A **community-based referral network**, dependent on local case managers, responded to the cross-sectoral needs of vulnerable adolescent girls. For example, in order to address GBV, the activity assessed GBV service response capacity in its target districts and found the health system had not been set up to provide a response to young women who have experienced sexual violence. The activity thus worked with partners to identify service provision gaps at the local level and agree on how to reach GBV victims with services. The activity identified a number of NGOs with GBV prevention initiatives in place and worked with them to establish action items and a referral network. The same referral approach was established for girls to access HIV/STI and pregnancy testing services.
- Older girls (ages 15 – 18) tended to be more interested in economic engagement than school reintegration. While the activity offered VSLA mobilization and general business skills training to girls, it was unable to adequately support economic strengthening that the older girls demanded, such as targeted, industry-specific training.

Burundi Activity Mapping

PYD Feature:	Youth	Inter-personal (peers, families, community)	Systems
Skill Building	<ul style="list-style-type: none"> • Health and life skills training, gender, and gender-based violence were part of mentoring curriculum for all participants • For older girls, VSLA groups conducting savings and lending activities, through which members received training on saving and loan activities, financial skills, entrepreneurial skills, topics related to health and family planning, and other life skills • Adolescent girls and young women (AGYW) living with HIV access group-based psychosocial support • School reintegration for vulnerable girls • Material support for school retention • Economic strengthening for older girls and parents 	<ul style="list-style-type: none"> • Community Volunteers 	-
Youth engagement and contribution	Mentoring curriculum includes civic activities component, which AGYW carried out. Activity hired and built the skills of older youth as community volunteers (some of whom became supervisors) who became mentors and role models to beneficiaries and trusted advisors for families and other community members.	<ul style="list-style-type: none"> • Near-peer mentoring • Youth-led community activities 	-
Healthy relationships and bonding	<ul style="list-style-type: none"> • Formed strong relationships between the community volunteers, and youth and families 	<ul style="list-style-type: none"> • Mentoring strengthened near-peer youth relationships • Improved youth-caregiver relationships due to skills and economic strengthening • Parents of AGYW learn parenting skills learned through VSLAs 	-
Belonging and membership	Group mentoring promote a sense of belonging through group activities	<ul style="list-style-type: none"> • Mentoring clubs, VSLAs 	-
Positive norms, expectations, and perceptions	Mentoring curriculum promote positive social norms and supports girls to learn how to address traditional gender norms and gender-based violence	<ul style="list-style-type: none"> • Conflict resolution skills • Community dialogues on GBV 	-
Safe spaces	Mentoring clubs and VSLAs offer a safe space and social cohesion and support	-	-
Access to age-appropriate and youth-friendly services	<ul style="list-style-type: none"> • Case managers made up of community volunteers conduct monthly home visits, beneficiary enrollment, needs assessment, development of a case management plan, referrals, counter-referrals, and follow-up for youth at high-risk of contracting or are living with HIV, and families • Services offered through referral mechanism, based on needs including HIV and STI testing, psycho-social support, educational support, mentoring, case management, and participation in VSLAs (emphasizing HIV testing, antiretroviral treatment, viral load testing) • Mentoring clubs offer family planning and reproductive health and HIV knowledge for adolescent girls 	<ul style="list-style-type: none"> • Community volunteers and three local partners applied a case management approach and guided through standard operations procedures and tools • Three local implementing partners received trainings and ongoing support in finance, monitoring and evaluation, use of community volunteers 	<ul style="list-style-type: none"> • Activity worked closely with national and provincial authorities to allow out-of-school adolescents and young mothers to reintegrate into school. • Activity trained health staff who facilitate psychosocial support groups for AGYW living with HIV

USAID/Eastern and Southern Caribbean: Community, Family, and Youth Resilience Program (CFYR)

Prime Implementing Organization	Period of Performance	Award Amount (USD)	Primary Sector Focus	Other Sectoral Integration
Creative Associates	July 1, 2016 – Sep 30, 2020	\$31.0 million	Violence prevention for at-risk youth	Workforce development and civic engagement

Goal: Support family networks, communities, service providers and government agencies to implement successful approaches that reduce crime and violence and increase opportunities for youth in St. Lucia, St. Kitts and Nevis and Guyana.

Objectives:

- 1) Strengthen youth, family, and community support systems;
- 2) Improve skills of youth to resist involvement in violence;
- 3) Expand access to education and employment opportunities;
- 4) Provide specialized services to youth at highest risk of engaging in violence;
- 5) Juvenile justice reforms in Guyana to ensure youth already in contact with the law can be successfully rehabilitated and reintegrated into the community

Top-Line Results (as of March 2020):

- **227** at-risk youth and their families (approximately 723 total beneficiaries) completed the two full cycles of **Family Matters** in Guyana, St. Kitts and Nevis, and Saint Lucia
- **73 percent** saw positive change and reduced their overall number of risk factors (165 out of 227 total cases)
- **8,674** people engaged in 317 community engagement activities
- **418** local stakeholders trained in social crime prevention to increase community participation in reducing crime and violence
- **699** youth aged 16 – 29 completed workforce development programs and **404** youth secured jobs
- **1,915** youth engaged in supplementary school and afterschool programs.

Youth Cohorts Served: Youth ages 10 – 29 in crime-affected areas (at primary risk); Youth ages 10 – 17 at high risk for violence (at secondary risk); Youth in conflict with the law (tertiary)

Interventions:

Taking a public-health, evidenced-based approach, the activity has tailored interventions to reach youth across three risk-differentiated risk levels. Youth have been matched with interventions based on their level of risk and these interventions have aimed to increase their protective factors, or “resilience.” This continuum of services includes primary prevention services such as civic activities to build social and leadership skills, workshops to increase youth workforce readiness, community activities that promote positive youth-police contact and campaigns to challenge those gender norms which contribute to an environment that is permissive of violence.

Specialized secondary prevention services are available for families whose youth are empirically most vulnerable to becoming involved in crime and violence. A sustainable network of trained family counselors has worked in close partnership with the families of high-risk youth to establish positive relations and behaviors to lower the youths’ risk factors. In addition to strengthening a comprehensive array of wraparound services for high-risk youth and their families, the activity supports local youth- and family-focused initiatives through small grants that improve community safety and cohesion and expand opportunities for young people.

To support youth who are leaving the juvenile justice system and reduce their chances of recidivism, the activity provides targeted support to strengthen successful reintegration of these youth into their communities.

The activity’s place-based strategy concentrates complementary prevention activities in a set geographic area to boost overall community resilience and empower local stakeholders and government institutions to shape the next generation of youth and family interventions. This includes improved legal and policy frameworks to reduce risk factors for violence, stronger referral systems to support youth and families, smarter violence observatories that use modern data analytics, coordinated community councils and more.

Lessons Learned:

- The “Family Matters” model is the most important component to risk reduction. This model relies on a clinical supervisor and a team of specially trained Family Counselors who design and implement activities with youth and their families over a one-year period. Rather than “differentiating” services with different package to different youth segments, Family Matters uses a single model for all youth and their families, and has a “scaffolding” approach to identify priorities and develop an action plan that is tailored to each family and their priorities. The activity has found that working with families is of utmost importance to reducing risk not just at secondary level but also at primary level. USAID should build on the learning from this experience, seeking creative ways to engage families in a manner that reduces youth’s propensity to engage in violence and or other risky behaviors.
- Ministries have embraced and are replicating this model in two of the three target countries. In that regard, it has been important for the activity to invest the time and resources in building the relationships with the Ministries and generating their buy-in from the outset.
- Tool for Measuring Self Efficacy: This activity has found that self-efficacy is one of the most important skills developed among youth, and the activity has developed a Self-Efficacy Pre- and Post-Intervention Questionnaire to gauge the effectiveness of its capacity-building interventions in empowering youth participants (10 – 29 years old). The Questionnaire was developed through an iterative internal process and is still being fine-tuned. Thus far, the Self-Efficacy Questionnaire has been used in CFYR’s after school programs, an Easter Camp, a Robotics Program, and for its workforce development programs. Currently, the tool consists of 24 Likert Scale questions. There is a self-efficacy questionnaire for youth between the ages 10 – 17 , and an adult scale for program participants 18 and over. The questions can be broken down into subscales that assess self-efficacy in five domains: general, academic, social, “street,” and emotional. Ultimately, the activity team identified the need to develop three versions of the Self-Efficacy Questionnaire that are sub-scale specific: one for academic self-efficacy, one for vocational self-efficacy, and one for social self-efficacy. This approach would avoid the issue presented by a ‘one size fits all’ questionnaire that may not best fit the intervention, thus skewing the results of the pre- and post-test analysis by attempting to measure changes in areas that an intervention was not designed to address. The aforementioned sub-scale specific questionnaires are currently under development. Once the three questionnaires are developed, they will be piloted in the CFYR countries to examine their reliability and validity before being widely used throughout the activity.

Caribbean CFYR Activity Mapping

PYD Feature:	Youth	Inter-personal (peers, families, community)	Systems
Skill Building	Youth: <ul style="list-style-type: none"> • Basic life and employability skills training; social and leadership skills training; coding and robotics program 	<ul style="list-style-type: none"> • The <i>Family Matters</i> program certifies family counselors to work with families of high-risk youth to foster positive relations and strengthen family functions 	-
Youth engagement and contribution	<ul style="list-style-type: none"> • Civic, recreational, and cultural activities for youth involvement • Regional youth leaders participate in the Steering Committee for the Caribbean Learning for Youth Network and Chance Sessions (LYNCS) • Participate in the creation of community action plans • Youth in new employment following completion of WFD training 	<ul style="list-style-type: none"> • Training to build youth capacity to mobilize other youth to plan initiatives to combat the violence in their respective communities • Youth-community dialogues engaged youth participants to discuss solutions to community safety concerns 	<ul style="list-style-type: none"> • National Advisory Boards were established for government, youth, civil society, and the private sector to contribute to and sustain the achievement of program outcomes.
Healthy relationships and bonding	<ul style="list-style-type: none"> • Youth are assigned life coach to assist them with the behavior change process. 	-	-
Belonging and membership	<ul style="list-style-type: none"> • Gender-based violence and gender norms training for youth participants 	<ul style="list-style-type: none"> • Gender-based violence sensitization sessions in schools 	<ul style="list-style-type: none"> • Campaigns to challenge gender norms that contribute to an environment
Positive norms, expectations	-	-	<ul style="list-style-type: none"> • Youth engage in activities to challenge social norms contributing to environment permissive of violence
Safe spaces	<ul style="list-style-type: none"> • After school programs for youth 	<ul style="list-style-type: none"> • Grants for community-led initiatives that improve safety, social cohesion, and expand opportunities for young people * Capacity-building workshops for local government officials, community leaders, youth, and CBOs to fulfill their roles in reducing youth crime and violence in their communities. 	-
Access to age-appropriate and youth-friendly services	<ul style="list-style-type: none"> • After school programs for youth 	<ul style="list-style-type: none"> • Work with family counselors to work with families of high-risk youth (secondary) 	<ul style="list-style-type: none"> • Working closely with the Government of Guyana to advance reforms that strengthen treatment and successful reintegration of youth into communities • Regional learning network: Caribbean Learning for Youth Networking and Change Sessions (LYNCS): support learning among regional youth advocates on practices and policy related to youth-centered violence prevention; and develop a draft advocacy and action agenda on youth-centered violence prevention • National Advisory Boards were established for government, youth, civil society, and the private sector to contribute to and sustain the achievement of program outcomes.

USAID/EI Salvador: Bridges to Employment / Puentes para el Empleo

Prime Implementing Organization (Sub-Partners)	Period of Performance	Award Amount (USD)	Primary Sector Focus	Other Sectoral Integration
Development Alternatives, Inc (DAI)	Oct 1, 2015 - Sep 30, 2020	\$42.2 million	Workforce development	Violence prevention

Goal: Increase and improve employment of vulnerable youth living in the country's high-crime municipalities.

Objectives:

- 1) Improve the enabling environment for youth workforce development and employment through better laws and hiring practices
- 2) Improve the quality of workforce development services that effectively respond to market demand to insert vulnerable youth into targeted economic sectors
- 3) Improve workforce readiness of targeted at-risk youth

Top-Line Results (as of April 2020):

- **26,393** vulnerable people benefitting from USG services
- **13,539** vulnerable youth enrolled in USG supported workforce development activities
- **4,686** individuals with new or better employment as a result of USG-assisted activities
- **10,709** youth trained in social or leadership skills
- **USD \$7.68 million** in target leverage (cash and in-kind) from the private sector and other donors to contribute to preparing training vulnerable youth for employment.
- **9,778** previously out-of-school participants who report enrolling in formal school (including high school, vocational/ technical school, or university)

Youth Cohorts Served: Youth ages 16 – 29 from targeted high-crime municipalities, including those who are In school or out of school, with a 9th- grade education; need support to either complete high school or find employment; demonstrate a commitment to their own development and the time and effort required to search for and maintain employment; include young women, LGBTI youth, and youth with disabilities.

Interventions:

USAID's Bridges to Employment seeks to collaborate and create linkages between government, private sector, CSOs and training centers to optimize their performance and encouraging their participation in the system, while comprehensively engaging youth in the process. Services are delivered through 21 public and private training centers, CSOs, and associations.

Lessons Learned:

- By **working directly with the private sector to adopt more inclusive recruitment and hiring practices**, the activity increases the likelihood that those businesses will hire more vulnerable youth. The activity also conducted a communications campaign to change public perception of vulnerable groups and their ability to contribute positively to the Salvadoran workforce.
- This activity illustrates a concerted effort to improve the **workforce development policy environment**. Early in the project, the team conducted a Policy Assessment and identified a need to expand awareness of employment-related laws by both youth and employers. Such laws included a recent reform that increased tax incentives offered to companies that provide youth with their first job, as well as a new reform supporting the rights of Salvadoran youth to employment. The activity assisted a local partner in developing a new institutional policy for assisting youth with disabilities. It also worked with local governments to improve municipal youth policies and establish new legal frameworks for the rights of youth, accompanied by an awareness-raising campaign. Overall, 12 laws or policies were changed.
- By **strengthening the workforce development service provider institutions**, the activity has been able to provide vulnerable youth with more varied services, including job placement orientation, psychosocial referrals, flexible high school education, life skills and technical skills training, practical work experience, and labor intermediation to acquire new or better employment.
- The activity and its service providers has established an **alumni network** to improve youth access to information. Social media applications such as Facebook and WhatsApp created social network groups in which youth exchanged information on job fairs, employment and entrepreneurship opportunities, scholarships, and internships. Implementers also facilitated alumni meetings, which often provided additional job seeking training for participating youth.

El Salvador Puentes Activity Mapping

PYD Feature:	Youth	Inter-personal (peers, families, community)	Systems
Skill Building	<ul style="list-style-type: none"> • Technical and life skills training, including integrated training • Workforce readiness training • Internships with private sector 	<ul style="list-style-type: none"> • Capacity-building of local training organizations • Development of integrated technical and life skills curricula • Engagement of private sector in training 	<ul style="list-style-type: none"> • Integrated training modules adopted by government agencies for use by public institutions. • Training local and national partners how to integrate life skills training into technical skill training
Youth engagement and contribution	<ul style="list-style-type: none"> • Youth alumni network • Youth listening sessions (FGDs) to understand discrimination in the workplace • Consultations with youth to identify needs and priorities to be addressed in the new municipal policies • New or better employment, as well as internships 	<ul style="list-style-type: none"> • Encourage businesses to provide internship and employment opportunities 	-
Healthy relationships and bonding	-	-	-
Belonging and membership	<ul style="list-style-type: none"> • Recognition of “Outstanding Youth” participants • Develop informational materials for youth and returned migrants to access education, training, and employment • Supported and funded flexible education opportunities for vulnerable youth to complete high school • Creating resources to improve the psychosocial assistance and support available to particular marginalized groups (Psychosocial Assistance Toolkit) • Youth listening sessions (FGDs) to understand discrimination in the workplace • Developed a life skills manual in Braille for youth with auditory disabilities. 	<ul style="list-style-type: none"> • Training and technical assistance to companies in inclusive corporate policies and practices • 2019 Best Practices Exchange for the Labor Inclusion of People with Disabilities • Support INJUVE with developing new institutional policy for assisting youth with disabilities • Workshop with training providers about how to improve inclusion of vulnerable youth • Decrease stigma of working with at-risk youth on a case by case basis with private sector companies 	<ul style="list-style-type: none"> • Policy assessment and support of WFD laws supporting people with disabilities • Engage Stakeholder Advisory Group in discussing the legal framework for the inclusion of women in the labor market and first jobs for youth • Support local governments to improve youth policies, identified by youth through community consultations: established new legal frameworks for the rights of youth • Awareness-raising (publication, dissemination) of new municipal laws
Positive norms, expectations, and perceptions	<ul style="list-style-type: none"> • Life and employment skills training for youth to learn workplace behavior and understand employer expectations 	<ul style="list-style-type: none"> • Recognition awards to private sector employers in inclusive practices 	Nationwide public communications campaign to improve Salvadoran employers’ and public perceptions of youth (including use of social media)
Safe spaces	<ul style="list-style-type: none"> • Training centers; training, internships, and employment opportunities are located where youth live, work, and or study. 	-	-
Access to age-appropriate and youth-friendly services	<ul style="list-style-type: none"> • Referral of youth to psychosocial assistance • Access to information about training and employment opportunities and support services • Job fairs 	<ul style="list-style-type: none"> • Train WFD service providers on how to provide youth friendly and gender responsive services • “Best Practice Exchanges” to share lessons learned on WFD with regional and local partners • Alliances between private sector and service providers • Institutional capacity to training centers • Opening one-stop shops (<i>C-Orientas</i>) • Data management system for training centers 	<ul style="list-style-type: none"> • Stakeholder Advisory Group to advise on the project • A platform for exchanging information

USAID/Honduras: Empleando Futuros – Honduras Workforce Development Activity

Prime Implementing Organization (Sub-Partners)	Period of Performance	Award Amount (USD)	Primary Sector Focus	Other Sectoral Integration
Banyan Global	Jun 30, 2016 – Jun 30, 2021	\$19.9 million	Workforce development (education)	Violence prevention

Goal: Increase employment and protective factors for at-risk youth.

Objectives:

- 1) Provide youth at primary, secondary, and tertiary risk with comprehensive WFD services with improved job placement and self-employment rates
- 2) Strengthen the institutional capacity of the national TVET institution, Instituto Nacional de Formación Profesional to provide quality technical/vocational training and governance and to effectively align training and governance with private sector needs
- 3) Provide youth you have been in conflict with the law with services that lead to improved legal income generation

Top-Line Results (as of February 2020):

- **8,400** at-risk youth participating in integrated training (compared to a goal of 6,750 by January 2020)
- **3,750** youth with new or better employment, including self-employment (compared to a goal of 2,300 by March 2020)
- **65 percent** job placement rate for all graduates as of the end of February 2020
- **74 percent** decrease in dropout rates
- **5560** youth at risk of violence trained in social or leadership skills through USG assisted programs (2478 males; 3082 females)

Youth Cohorts Served: Youth ages 16 – 30 from targeted high-crime communities; out of school youth; youth at primary, secondary, or tertiary risk; includes LGBTI youth and youth with disabilities

Interventions:

This activity is strengthening the capacity of select private service providers and public TVETs, including the government Instituto Nacional de Formación Profesional (INFOP) to deliver market-driven skills development services. Interventions include conducting a labor market assessment, engagement of the private sector, the development of curriculum (including on-the-job training, job insertion, and mentoring) to meet the demands of the private sector, capacity-building support to service providers, and sharing of lessons learned between local stakeholders.

Lessons Learned:

- According to activity implementers, Empleando Futuros has created a new workforce development service delivery model in the country that for the first time engages the private sector in technical and vocational education and training (TVET). The activity has made significant efforts to build the trust of private sector and show that the youth are “employment ready.” This trust has opened the opportunity for the activity to influence how businesses are recruiting so that they are more inclusive of marginalized and at-risk youth. Meanwhile, representatives from the industries and companies have helped influence TVET curriculum and how it was used by the national TVET agency. The government also influenced the curriculum, including its content, the quality, the duration of the training. This sharing of responsibility and co-investment has led to the integration of on-the-job training as part of the government curriculum and has ultimately led to a higher job insertion rate among the public TVETs than ever seen before.

Honduras Empleando Futuros Activity Mapping

PYD Feature:	Youth	Inter-personal (peers, families, community)	Systems
Skill Building	<ul style="list-style-type: none"> • Technical and workforce skills and soft skills training • Cognitive behavioral therapy • Internships 	<ul style="list-style-type: none"> • Capacity-building of local organizations offering technical and life skills training • Engagement of private sector in workforce development 	<ul style="list-style-type: none"> • Worked with INFOP to develop and test a draft curriculum for integrating digital technologies in INFOP classrooms.
Youth engagement and contribution	<ul style="list-style-type: none"> • Internships • New or better employment • Youth-designed and youth-led launch events 	-	-
Healthy relationships and bonding	<ul style="list-style-type: none"> • Youth mentorship by community members 	-	-
Belonging and membership	<ul style="list-style-type: none"> • Social inclusion committee • "New masculinities" workshops 	<ul style="list-style-type: none"> • Gender inclusion workshops for implementing partners • Decrease stigma of working with at-risk youth on a case by case basis with private sector companies 	-
Positive norms, expectations, and perceptions	<ul style="list-style-type: none"> • Life and employment skills training for youth to learn workplace behavior and understand employer expectations • Community Heroes Program: recognition of youth leaders who have made a difference in the community. 	-	-
Safe spaces	<ul style="list-style-type: none"> • Some trainings located where youth live 	-	-
Access to age-appropriate and youth-friendly services	<ul style="list-style-type: none"> • Introducing an improved service delivery model for workforce development • Referrals to additional needed services (e.g., sexual abuse counseling, psychosocial services.) 	<ul style="list-style-type: none"> • Strengthened INFOP's institutional capacity to provide quality services and to effectively align services with the needs of the private sector • Train WFD service providers on how to provide youth friendly and gender responsive services • International study tours for WFD leaders 	<ul style="list-style-type: none"> • Bringing together government officials from the education, security and judiciary sectors, along with universities, NGOs and others to share and document lessons on implementation

USAID/Honduras: Proponte Más - USAID Secondary Violence Prevention Activity

Prime Implementing Organization	Period of Performance	Award Amount (USD)	Primary Sector Focus	Other Sectoral Integration
Creative Associates	Jan 4, 2016 – Jan 4, 2020	\$25.0 million	Violence prevention	n/a

Goal: Reduce empirically derived risk factors for youth at risk of joining gangs and their families, and the behaviors associated with those risk factors. This activity is an expansion of the secondary prevention pilot activity that was part of USAID/Honduras programming under the Central American Regional Security Initiative.

Objectives:

- 1) Increase number of at-risk youth receiving secondary prevention services in target locations
- 2) Increase support services provided for eligible youth and their families
- 3) Cadre of family counselors established
- 4) Alternative justice measures strengthened
- 5) Community-based secondary prevention model established

Top-Line Results:

- **1,107** highly at-risk youth have completed family counseling and **840** reduced their risk levels to a primary level, a **76 percent reduction in risk levels** overall.
- **778** youth receiving family-centered interventions
- **184** (77 female, 107 male, 15 rural, 169 urban at-risk youth trained.
- **2,200** referrals made to local services
- **74** family promoters in 5 municipalities
- **2,200** referrals made to local services, with a georeferenced website for service referral (BuscoAqui504.com)
- **2** local organizations are replicating the family counseling model

Youth Cohorts Served: At-risk youth ages 8 – 17

Interventions: Proponte Más identified and worked with families and their youth ages 8 – 17 who were empirically at the highest risk of joining gangs. Using the Instrumento para Medir Conductos, IMC (based on a Youth Service Eligibility Tool, or Y-SET), youth were evaluated based on a series of risk and protective factors at a family, peer and individual level domain. Using a family-centered approach, Proponte Más trained and certified family counselors to work in close partnership with the families of high-risk youth to establish positive relations and behaviors to lower the youth's risk factors. The activity also reached youth at an even higher level of risk—first time or nonviolent juvenile offenders—with targeted support to improve their chances of reintegration after a period of incarceration.

Beyond working with families, the activity worked to institutionalize family counseling across the system. For instance, the activity established a number of family counseling certification programs and a Masters-level degree program on Family Counseling, while also establishing a professional network of family counselors at the community level. Moreover, it partnered with Arizona State University to generate a quantitative evaluation on the counseling model, used to inform policymakers on the efficacy of the model.

Lessons Learned:

- The core purpose of this activity has been to adapt and test a U.S.-based model for family-based counseling, and to determine whether such a family-based counseling model works in reducing violence in Honduras. An internal qualitative evaluation of the first and second cohorts of Proponte Más showed an improvement in family relationships among participants. It also showed increases in youth engagement such as a return to school, engagement in civic or social activities, as well as employment. One tool used by the activity, "FACES," measures the degree of family cohesion.
- Another important development was how the activity has shifted the local definition of what constitutes "tertiary" risk levels among youth, thereby inciting policymakers to better differentiate at-risk youth cohorts. According to legal definitions in Honduras, the concept of tertiary-level youth encompasses all youth who are in conflict with the law. However, the activity team conducted a diagnostic of 90 percent of the youth population in juvenile detention facilities and found that 35 percent of the incarcerated youth in these facilities were actually at a primary risk level—not a tertiary level. By shifting the government's understanding of and criteria for defining "tertiary" levels of risk, more youth will be able to receive more appropriate services that respond to their situations.

Honduras Proponte Más Activity Mapping

PYD Feature:	Youth	Inter-personal (peers, families, community)	Systems
Skill Building	<ul style="list-style-type: none"> • Soft skills development for youth 	<ul style="list-style-type: none"> • Soft skills development within families, i.e. positive parenting 	-
Youth engagement and contribution	<ul style="list-style-type: none"> • Interventions have led to increased engagement by highly at-risk youth in healthy and productive activities within the community (e.g., returning to school, seeking employment) 	-	-
Healthy relationships and bonding	-	<ul style="list-style-type: none"> • Family counseling focused on strengthening family, empowering parents to take decisive actions that favor wellbeing and protection of youth and increasing positive parenting and interaction within the family. • Family support networks that allows families to engage in activities that build cohesion within the family and community, including increased family and school interactions • Building capacity of local NGOs in the family counseling 	<ul style="list-style-type: none"> • Support the Curriculum and Evaluation Advisory Committee (CEAC) to promote, validate, and monitor the various family counselling certification programs • Provide training and transfer of technical knowledge of community-based family counseling to the National Directorate for Children, Adolescents and Family (DINAF) and municipal councils
Belonging and membership	<ul style="list-style-type: none"> • Youth coming out of juvenile justice system go through process of counseling to increase inclusion in their families and communities 	<ul style="list-style-type: none"> • Include families in counseling for youth coming out of juvenile justice system 	-
Positive norms, expectations, and perceptions	<ul style="list-style-type: none"> • Youth and family counseling for improving family behaviors 	<ul style="list-style-type: none"> • Youth and family Counseling for improving family behaviors 	<ul style="list-style-type: none"> • Using Arizona State University data to inform public policy around violence reduction • Place-based strategy requires same definition of risk factors • Shaping public perceptions of juvenile justice system
Safe spaces	-	<ul style="list-style-type: none"> • Offers activities in the community that allow families to play together in a safe environment 	<ul style="list-style-type: none"> • Strengthening Ministry of Health's ability to provide counseling to victims and perpetrators of gender-based violence
Access to age-appropriate and youth-friendly services	<ul style="list-style-type: none"> • Counseling services for youth and families 	<ul style="list-style-type: none"> • Refer families to additional needed services • Capacity-building of tertiary service providers. • Develop intervention guides, e.g., use of Genograms to focus on family assets; YSET, FACES • Use of lay promoters to serve as a bridge to services 	<ul style="list-style-type: none"> • Shifting the criteria for “tertiary” within juvenile justice system

USAID/Indonesia: Mitra Kunci – Key Partnerships

Prime Implementing Organization (Sub-Partners)	Period of Performance	Award Amount (USD)	Primary Sector Focus	Other Sectoral Integration
DAI	Jan 9, 2017 – Jan 8, 2022	\$15 million	Workforce development (education)	Strong inclusion lens

Goal: Promote inclusive economic growth by improving access to skills, training, information, experience and relevant services for poor and vulnerable youth, women, persons with disabilities, and higher education students.

Objectives: This activity provides technical, operations, and capacity building support for Indonesian Project Implementers who will test innovative programming, assess impact, and scale successful approaches that develop a higher skilled workforce, with an emphasis on poor and vulnerable youth and people with disabilities.

Top-Line Results (as of February 2020):

- **17,972** individuals completing USG-assisted workforce development programs:
- **16,634** individuals with improved skills following the completion of USG-assisted workforce development programs
- **711** youth with new or better employment
- **67 percent** of youth placed in job internships as a result of Mitra Kunci interventions.
- **USD \$66,000** leveraged from public and private sector partners.

Youth Cohorts Served: Poor and vulnerable youth aged 18 – 34, including youth with disabilities

Interventions:

This activity provides technical, operations, and capacity-building support for Indonesia project implementers who are undertaking proof-of-concept activities throughout Indonesia to develop a higher skilled workforce, with an emphasis on poor and vulnerable youth and people with disabilities.

Lessons Learned:

- Two major factors have been instrumental to **including youth with disabilities** in this workforce development activity. First, the activity team identified several active organizations with expertise in working with youth with disabilities. The USAID co-design process allowed the space for these implementing partners to make the case to USAID for including youth with disabilities in activity design. Second, the government had a pre-existing commitment to engaging youth with disabilities: an existing regulation in Indonesia mandated private sector employers to assign at least 1 percent of their workforce to people with disabilities, and 2 percent of public sector employees. Therefore, in attempt to work with that mandate, the activity received much interest from employers that were interested in bringing in persons with disabilities into their workforce.
- **It has taken time for local stakeholders to embrace and internalize the concepts of Positive Youth Development.** The activity brought an international organization with expertise in PYD to adapt these concepts to the local context. In one example, the activity was working with higher education institutions to launch a new entrepreneurship program that would be co-facilitated by youth. While initially it was a challenge for older academics and university staff to let youth lead sessions, after a period of time the model proved effective and the adults saw the benefits of engaging youth.

Indonesia Mitra Kunci Activity Mapping

PYD Feature:	Youth	Inter-personal (peers, families, community)	Systems
Skill Building	<ul style="list-style-type: none"> • Work-readiness and entrepreneurship training; • Training in soft and hard skills • Placement in apprenticeships and internships 	<ul style="list-style-type: none"> • Organizational capacity-building and technical assistance to project implementers 	-
Youth engagement and contribution	<ul style="list-style-type: none"> • Youth trained as inclusive youth facilitators • Youth opportunity fund: provides opportunity for youth to form consortia with government and private sector companies that would then develop proposal for funding considerations • Youth-Driven Activities: small-scale projects to strengthen identity and self-esteem) • New or better employment 	<ul style="list-style-type: none"> • Memorandums of understanding with Higher Education Institutions for developing student entrepreneurship and community service 	-
Healthy relationships and bonding	n/a	-	-
Belonging and membership	<ul style="list-style-type: none"> • Youth trained as inclusive youth facilitators • Youth camps served youth with disabilities • PYD workshops co-facilitated by youth with disabilities and non-disabled youth 	<ul style="list-style-type: none"> • Family engagement to include females and youth with disabilities in WFD • Raises community awareness about best practices for inclusive WFD and support for youth with disabilities • Worked closely with each Indonesia-led project implementer to produce PI-specific Gender and Social Inclusion Assessments and Action Plans, and incorporated into broad GESI Guidelines • Engages businesses to adopt more inclusive hiring and employment practices • Strengthening capacity of young journalists to raise awareness of inclusive workforce issues and practices 	<ul style="list-style-type: none"> • Included information on disability inclusion in the labor market assessment
Positive norms, expectations, and perceptions	-	-	-
Safe spaces	-	<ul style="list-style-type: none"> • District libraries are transformed into multipurpose community centers, and offer job-related services and information (soft skills, entrepreneurship, vocational training, and internship opportunities) 	-
Access to age-appropriate and youth-friendly services	<ul style="list-style-type: none"> • Work readiness information and training, including that tailored for youth with disabilities • Internships and apprenticeships 	<ul style="list-style-type: none"> • Strengthening coordination among private companies and service providers, including stakeholder consultation workshops 	<ul style="list-style-type: none"> • Cooperation forum meetings with a variety of public and private stakeholders for discussing, designing, and implementing co-design innovative solutions, to improve inclusive workforce systems in its area • Expanding labor market information through job matching platforms

USAID/Jordan: USAID YouthPower Jordan Activity

Prime Implementing Organization (Sub-Partners)	Period of Performance	Award Amount (USD)	Primary Sector Focus	Other Sectoral Integration
Global Communities (Kaizen, JOHUD, and Partners for Good)	Mar 26, 2017 - Mar 25, 2022	\$23.6 million	Youth-community engagement/ civic engagement	Youth-led interventions address entrepreneurship, environment, health, GBV, security, and CVE, among others

Goal: Improve opportunities, wellbeing, and civic engagement for youth in 60 communities across the Kingdom of Jordan.

Objectives:

- 1) Improve the capacity of youth to engage as productive members in 60 targeted communities
- 2) Improve the quality of youth-targeted services
- 3) Improve the enabling environment for youth engagement

Top-Line Results (as of February 2020):

- **10,000** youth engaged in local development (life of project target)
- **20,000** youth reporting increased self-efficacy (life of project target)
- **2959** youth at risk of violence trained.
- **1105** youth engaged in local development
- **317** at risk youth with leadership roles in new activities.
- **432** youth participating in the development of Innovation Fund grant applications

Youth Cohorts Served: Youth ages 10 – 29 in 60 partner communities. Special attention is paid to gender inclusion, Palestinian and Syrian youth, at-risk youth, and youth with disabilities. The criteria to select the 60 partner communities are: school dropout rate at 40 percent or higher, extreme poverty (25 percent or more below the poverty line), and/or high concentration of Syrian refugees, and youth with higher education qualification but are in a waitlist phase of unemployment for at least three years.

Interventions:

USAID YouthPower – Jordan partners with youth ages 10 – 29 from all backgrounds, and with national and local service providers to leave behind sustainable, community-based resources and avenues for civic engagement for youth in targeted partner communities. It uses Youth Community Asset Mapping (YCAM) and a transformational learning approach to teach youth to identify assets and resources available in their communities. Youth facilitators are trained to mobilize other youth in this process. An Innovation Fund allows youth to apply for and carry out youth-community development and social innovation and entrepreneurship activities. The Jordan Youth Network (JYN) is a web-based portal designed to facilitate communication between youth, policy makers, and service providers. The JYN links to digital tools that provide information to youth regarding their learning journey and provides a digital experience similar to the community-based one. The tools include an interactive digital map, and a mobile application entitled the *Engage Game*. Capacity-building to local service providers and government Ministries is also part of the interventions. The Jordanian Ministry of Youth is the national counterpart. Related interventions feed into the implementation of the National Youth Strategy (2019 – 2025).

Lessons Learned:

- This activity offers a robust example of how USAID can support youth leadership and youth engagement through non-conventional learning experiences and a safe environment for young people to test innovative solutions to youth-related challenges.
- The concepts of Positive Youth Development have been adapted to be appropriate to the local context. In Jordan, where the enabling environment to host contributions of youth is still unformed, awareness raising, and dialoguing was needed for communities to understand the concepts of PYD and the value of youth engagement.
- Digital engagement with youth through e-learning activities, and youth-led experimental learning clubs provided youth with the opportunity to create digital individual and collective agencies, create new streams of communication, and dialoguing to overcome youth challenges.

Jordan YouthPower Activity Mapping

PYD Feature:	Youth	Inter-personal (peers, families, community)	Systems
Skill Building	<ul style="list-style-type: none"> • Training program that teaches youth to identify assets and resources available in their communities • Entrepreneurship training, and design of related initiatives. 	<ul style="list-style-type: none"> • Qualified youth trainers transfer knowledge to other youth on the PAVAL toolkit (e.g., problem-solving, awareness raising, volunteerism, advocacy, learning and further education) 	-
Youth engagement and contribution	<ul style="list-style-type: none"> • Youth facilitators train other youth on Transformative Learning, including YCAM • Innovation Fund for youth to implement to intervention in community Youth Advisory Council • Voluntary Ambassador Network: uses youth peers to deliver messages • Youth Network Portal • Youth 'Creative Designs Team' and youth-led communications • Use of social media to engage youth • Entrepreneurship opportunities • Youth Learning Sessions • Use of SMS services to inform youth in new communities and as activity progresses 	-	<ul style="list-style-type: none"> • JYN: web-based portal that facilitates communication between youth, policy makers, and service providers
Healthy relationships and bonding	<ul style="list-style-type: none"> • Youth facilitators training other youth • Learning clubs 	-	-
Belonging and membership	<ul style="list-style-type: none"> • Training youth facilitators in gender • Gender and inclusion days in Transformational Learning • Gender Community of Practice: focus groups • Gender Practicum Activity • Social Inclusion Practicum Activity 	-	-
Positive norms, expectations, and perceptions	<ul style="list-style-type: none"> • Positive norms promoted through PAVAL toolkit, community-based and digital literacy learning programs, learning clubs 	<ul style="list-style-type: none"> • Changing traditional perceptions about the role of youth in society 	-
Safe spaces	<ul style="list-style-type: none"> • Learning clubs 		<ul style="list-style-type: none"> • Working with select Ministry on hosting of learning clubs in Ministry youth centers, CBOs, community leaders owned entities, cultural spaces
Access to age-appropriate and youth-friendly services	<ul style="list-style-type: none"> • Improved quality of available social services and opportunities for youth • Community-based and digital literacy learning programs for youth 	<ul style="list-style-type: none"> • Built capacity of local organizations to offer services with adaptations for different youth participants (e.g., gender roles, poverty levels, remote implementing environments, workplace entry, social innovation and entrepreneurship) 	-

USAID/Kenya: Kenya Youth Employment and Skills Program (K-YES)

Prime Implementing Organization	Period of Performance	Award Amount (USD)	Primary Sector Focus	Other Sectoral Integration
Research Triangle Institute (RTI)	Sep 30, 2015 – Sept 29, 2020	\$22.7 million	Workforce development (education)	Civic engagement, local governance, agriculture, financial services

Goal: To enhance the employability of Kenyan youth for increased wage and self-employment, for underemployed youth who have not completed secondary school.

Objectives:

- 1) Improved technical and vocational skills of youth participants
- 2) Increased business skills
- 3) Improved effectiveness of market and employment information, career counseling, mentoring and job placement for youth participants in target areas and sectors
- 4) Youth awareness and utilization of financial services

Top-Line Results (as of February 2020):

- **100,620** youth were trained through the activity
- **52,116** youth reporting new and better employment.
- Close to **20,070** youth accessed finance
- Over **315,646** gained information and identification cards.
- **9** county youth employment compacts were established
- USD **\$5.69 million** in revenue generated through public-private partnerships (mostly from county governments) in support of youth initiatives.

Youth Cohorts Served: Youth (ages 18 – 35) with primary or some secondary education (but no high-school diploma).

Interventions:

K-YES fosters partnerships between young people and the private sector to design and develop mutually beneficial vocational training for increased economic competitiveness and better jobs. The activity offers a fast-track to employment for youth (ages 18 – 35) who do not have a high school diploma.

Lessons Learned:

- The **CYECs** established by K-YES offers an interesting model for sustainability. The CYEC is a collective action mechanism that mobilizes public and private stakeholders to align youth skills training and workforce development with county economic growth strategies. Chaired by the county government and in partnership with the private sector, NGOs, and youth groups, CYECs lead strategy development for national and county skills training reforms, and steers workforce development and youth employment activities under the county plans. Interestingly, this CYEC model arose out of a two-year iterative learning process. Initially the K-YES team expected the private sector to take up the funding and guidance for youth skills development, but they soon realized that there wasn't enough buy-in by the private sector to assume such a role. Instead, the team found that select county governments had the will and funding to support youth skills development, and thus arose the CYEC model, which was ultimately established in 9 counties and generated a total of \$5,685,912 in new revenue (mostly from county governments) for youth programming.

Kenya K-YES Activity Mapping

PYD Feature:	Youth	Inter-personal (peers, families, community)	Systems
Skill Building	<ul style="list-style-type: none"> • Vocational training • Work readiness and business skills • Soft skills • Internships 	<ul style="list-style-type: none"> • Capacity-building of vocational training centers • Training of community entrepreneurship trainers • Public-private partnerships – engagement of private sector 	<ul style="list-style-type: none"> • Accreditation of competency-based education and training curricula • Linking vocational training center ecosystem with national reforms
Youth engagement and contribution	<ul style="list-style-type: none"> • Training sessions that use peer trainers from communities • VSLAs with community trainers • Participate in work planning and action planning at county youth employment compacts meetings • Part of labor market information system where they are engaged in coming up with the information that is shared on job placements, internship and apprentice opportunities. • Involved in monitoring • Internships • New or better employment 	-	-
Healthy relationships and bonding	<ul style="list-style-type: none"> • Business mentorship to ensure that youth are well nurtured, mentored, and coached to achieve sustainability in their enterprises. 	<ul style="list-style-type: none"> • Youth mentorship networks • Monthly and quarterly mentoring and feedback sessions with VSLA groups, facilitated by community trainers 	-
Belonging and membership	<ul style="list-style-type: none"> • Gender awareness training for youth participants 	<ul style="list-style-type: none"> • Gender forums led by gender equity facilitators trained by program • Financial inclusion forum with youth-friendly financial institutions 	-
Positive norms, expectations, and perceptions	<ul style="list-style-type: none"> • Work readiness clinics that include helping youth understand the work expectations of the environment • Business development support training on financial knowledge, skills, attitudes, and financially responsible behavior 	-	<ul style="list-style-type: none"> • Behavior change campaign to enhance image of vocational skills training centers through generation and dissemination of positive messaging.
Safe spaces	<ul style="list-style-type: none"> • <i>My ID, My Life</i> initiative provides safe spaces for ID registration and accessible to youth with disabilities • Community-level training in for youth village settings, where youth decide the time and number of hours they want to receive training each week, set their own venues, and choose their community facilitators who reside with them and serve as community resource persons 	-	-
Access to age-appropriate and youth-friendly services	<ul style="list-style-type: none"> • Access to workforce training services, financial services, labor market information, and career guidance 	-	<ul style="list-style-type: none"> • CYECs: locally owned joint compacts to develop work plans, agree to common metrics

USAID/Mozambique: YouthPower Action Mozambique (YP TOI MZ), Phase I: OVC Programming for Adolescents; and Programa Para o Futuro (YouthPower Action/ PPF-MZ Expansion), Phase 2

Prime Implementing Organization (Sub-Partners)	Period of Performance	Award Amount (USD)	Primary Sector Focus	Other Sectoral Integration
YouthPower Action, managed by FHI360	Phase 2: Oct 16, 2016 – Jul 31, 2018 Phase 1: Sep 27, 2015 – Oct 15, 2016	\$1.1 million (Phase 2) + \$2.3 million (Phase 1)	Integrated OVC programming	Education and workforce development, health, civic engagement

Goal (Phase I): Strengthen the capacity of families and communities to care for and protect older OVC and to strengthen the capacity of youth-heads of households to care for their younger siblings.

Objectives (Phase I)

- 1) Increase knowledge and understanding of adolescent development;
- 2) Increase opportunities for youth to voice their perspectives to inform decisions relating to youth services;
- 3) Increase number of older OVC (10 – 18 years of age) and youth-headed households that care for OVC that have access to savings and loans and financial literacy; and
- 4) Increase access for older OVC and youth-headed households to community-based services that improve health outcomes and quality of life for older OVC and youth-headed households that are implemented by the Ministry of Gender, Children and Social Action and CSOs.

Phase I Results:

- **21,397** older OVC (10 – 18) and their household members and youth-headed households caring for OVC reached with OVC services.
- **5,916** older OVC (10 – 18) and their household members and OVC in youth headed households access HIV services.
- **1,013** savings groups in target districts
- **246** adolescents participating in Community Dialogue activities.
- **205** mixed community members participating in Youth Score Card activities

Phase I Youth cohorts served: Youth that met the government criteria for OVC ages 10 – 18 and their family members, and youth-headed households and their family members.

Interventions: The activity applied a PYD lens to OVC services by training district health workers, CSO leadership, community health workers, community leaders and caregivers on PYD and adolescent development, identified and helped youth access services, engaged youth as members of children's protection committees, supported youth-led health fairs, introduced community dialogue and youth score cards to improve services for youth, support youth to access village savings groups and enhance youth and family access to government services and create youth clubs to provide youth access to life skills and study groups.

Lessons Learned: This short activity demonstrated the demand for greater education and awareness around how to support adolescents, and acceptance of the positive youth development approach. District staff, civil society leaders, parents, and community health workers indicated a desire for greater knowledge and appreciated the benefit of youth engagement. Activities such as the Youth Score Card, study groups, youth clubs and life skills, parenting support groups and youth participation in savings groups were all well received.

Goal (Phase 2): Support older OVC to gain an integrated set of employability and technical skills, improve their basic education competencies and develop the health knowledge and behaviors so that they can build better futures through quality livelihoods, improved health and civic engagement

Objectives (Phase 2):

- 1) Increase knowledge and understanding of adolescent development
- 2) Increase number of older OVC with employability and productive livelihood skills
- 3) Increase opportunities for youth to voice their perspectives to inform decisions relating to youth services
- 4) Increase number of older OVC with improved literacy skills

Phase 2 Results:

- **857** parents and caregivers participating in discussion groups
- **545** youth served
- **374** youth paired with a mentor
- **219** youth participating in internships
- **501** graduates engaged in youth clubs
- **137** youth graduated from supplemental literacy education developed for youth with low literacy skills which demonstrated with modest increases in reading speed and comprehension.
- There was a **22 percent** increase in participants reporting getting an HIV test from baseline to endline, and condom and contraception use increased, as well
- Participants' soft skills scores increased significantly from baseline to endline in 1) goals and aspirations, 2) problem solving, 3) self-efficacy, 4) cooperation and communication, and 5) self-awareness.

Youth Cohorts Served: Cohorts for Phase 2 were OVC youth ages 15 – 17 who lost one or both parents because of HIV, have a parent or caregiver living with HIV, or who live with HIV themselves, or who live in a community bearing a high burden of HIV infection.

Interventions: Programa Para o Futuro (PPF) is a multi-faceted holistic approach that used several modalities of supports:

- **Adult and youth facilitators who support skill building:** Senior facilitators were paired with young program graduates who served as junior facilitators and peer role models. Together this team accompanied each cohort of youth participants through a four-and-a-half-month project-based learning curriculum. The combination of supportive adult and peer role models was powerful for participants, who gained confidence from the positive relationships they built with facilitators and other youth in the activity.
- **Youth Clubs:** Junior facilitators also led Youth Clubs for training graduates who wanted to continue to build skills and engaged in community service and leadership activities.
- **E-Mentoring** introduced participants to a professional role model, who helped build their professional networks.
- Youth were connected to **internships or vocational training** after completing the training.
- **Community health workers:** The activity connected families to social services and provided parenting education through community health workers (*activists*), who received training in PYD, psychosocial support, child protection and legal rights, health, nutrition and education.

Lessons Learned:

This activity illustrates how the PYD approach can **disrupt factors leading youth into a vicious cycle of HIV risk**, and instead build skills, behaviors and supports that would generate a virtuous cycle, equipping youth to navigate their transition into healthy and productive adulthood. The activity benefitted from an **extended period of evolution (a total of 8 years)** that allowed for effective adaptations to the methodology and trust-building with local stakeholders, and a hands-on approach to training that enabled youth to practice important soft skills as they learned. **Adaptation** involved adding interventions to more comprehensively address youth needs, among other several modifications.

Project-based learning provided participants with rich opportunities to exercise key soft skills like problem-solving and teamwork. Project-based learning is an evidence-based approach that poses real-world challenges to participants, developing skills like communication, negotiation, and higher-order thinking as participants collaboratively solve problems. Project-based learning enabled participants to exercise agency, since they were empowered to choose how they organized their approach to the project. Facilitators supported positive interactions among youth, such as communal meals and social activities, thereby promoting a sense of belonging, respect, and teamwork.

Mozambique Youth Activity Mapping

PYD Feature:	Youth	Inter-personal (peers, families, community)	Systems
Skill Building	<ul style="list-style-type: none"> • Project-based learning curriculum covering soft and life skills training, basic education skills (literacy and numeracy), as well as work readiness skills such as financial literacy, employment, and entrepreneurship • Optional vocational training • Internships • Youth clubs deliver skills, training in financial literacy and participation in savings groups, reinforcement of basic education through study groups 	<ul style="list-style-type: none"> • Parental and caregiving education through discussion groups and intergenerational exchanges • Training in adolescent development and PYD for community health workers and government workers 	<ul style="list-style-type: none"> • Trained provincial and district staff on PYD and adolescent development
Youth engagement and contribution	<ul style="list-style-type: none"> • Youth graduates may serve as Junior Facilitators to mentor other youth • Youth clubs for graduates to allow youth to share their knowledge throughout communities • Internships and employment opportunities • Youth involved in community child protection committees • Supported youth-led health fairs and youth-led community mapping 	<ul style="list-style-type: none"> • Peer education to replicate activities with peers in community • Community dialogue about youth engagement and other PYD features 	-
Healthy relationships and bonding	<ul style="list-style-type: none"> • E-mentoring between youth and professional role model • Supportive adult and peer facilitators who build trust with youth • Near-peer mentoring: program graduates become junior facilitators who offer near-peer support to youth club participants 	<ul style="list-style-type: none"> • Parent support groups • Inter-generational dialogues between youth and parents • Training of community health workers and community and opinion leaders in healthy youth-adult relationships 	-
Belonging and membership	<ul style="list-style-type: none"> • Youth Clubs and peer facilitators support youth participants, providing a consistent source of support and a sense of belonging among participants • Study groups (activity provides social activities to promote bonding) 	-	-
Positive norms, expectations, and perceptions	<ul style="list-style-type: none"> • Gender norms in the youth club curriculum and integrated PPF curriculum 	<ul style="list-style-type: none"> • Parent groups promote norms around gender, GBV, and supporting and understanding adolescents • Community dialogue addresses gender, gender-based violence, girls' education and appreciation of youth role in the community 	-
Safe spaces	<ul style="list-style-type: none"> • Youth clubs and PPF classrooms provides safe spaces 	<ul style="list-style-type: none"> • Community dialogue includes discussion of safe spaces and GBV 	-
Access to age-appropriate and youth-friendly services	<ul style="list-style-type: none"> • Accessing holistic skill building services through an integrated curriculum, using project-based learning, as well as peer mentors and professional mentors, and internships or vocational training. 	<ul style="list-style-type: none"> • Connecting youth and their families to government social services and parenting education community: link youth and families to community child protection committees 	<ul style="list-style-type: none"> • Work with provincial and district government to improve access to ID cards and other government services

USAID/Nicaragua: Technical Vocational Education and Training Strengthening for At-Risk Youth (TVET-SAY) – Proyecto Aprendo y Emprendo

Prime Implementing Organization	Period of Performance	Award Amount (USD)	Primary Sector Focus	Other Sectoral Integration
Creative Associates	Sep 25, 2015 – Sep 30, 2020	\$9.5 million	Workforce development (education)	Violence prevention

Goal: Expand opportunities in technical and vocational training, entrepreneurship, soft skills training for strengthening resilience and violence prevention, and job placement for at-risk youth living in the Caribbean Coast.

Objectives: (1) Improving collaboration and information sharing among centers by establishing or strengthening a network of training centers; (2) Strengthening private TVET centers; (3) Improving perceptions of TVET programs through public awareness campaigns; (4) Providing integrated attention to at-risk youth from the Caribbean Coast.

Top-Line Results (as of April 2020):

- **10,983** vulnerable youth and people benefitted to date (48 percent female) (9,551 benefiting from social services)
- **58 percent** of participants reported increased self-efficacy
- **33** private sector partnerships that has leveraged **\$746,764** in contributions
- **392** youth with new or better employment; **487** with new internships created by the private sector
- **1,000** at risk youth provided scholarships
- **8** TVET centers reported improvements to their services; **933** TVET staff completed specialized training
- Establishment of a **national network for technical education** (see below)

Youth Cohorts Served: Youth ages 14 to 29 from the Caribbean Coast who are: At-risk youth living in unsafe neighborhoods or communities, or traditionally excluded youth (including those from marginalized indigenous or afro-descendant communities, the disabled, lesbian, gay, bisexual, transgender, or intersex); Out of school and unemployed, but having passed the minimum grade required by the TVET courses; Extremely poor; Able to demonstrate a vocation for the career selected; and Exhibiting potential personal leadership.

Interventions: The activity aims to improve the competitiveness and safety of at-risk youth from the Caribbean Coast, aged between 14 – 29 years by providing them with vocational skills, life skills, work readiness skills, and soft skills training that they need to become capable employees and entrepreneurs. Technical and vocational education and training institutions have improved their capacity to better serve at-risk youth from the Caribbean Coast by expanding opportunities in technical/vocational training, entrepreneurship, resilience strengthening, soft skills, individual psychosocial counseling, violence prevention, and job placement.

Lessons Learned:

- **Youth peer networks** have played an important role in supporting youth participants and in informing interventions. The activity set up a number of Youth Advisory Councils, consisting of active participants and alumni, to support each other, motivate, and encourage one another to pursue their goals, whether in vocational courses, life skills training, or employment. Members of the councils provided peer-to-peer mentoring and served as a body that provided feedback in terms of how best to tailor the TVET-SAY activity to meet the needs of participating youth. The Youth Advisory Councils played an important role in offering marginalized youth a place to go and people to talk to, and they offered a space for youth to raise their concerns about project implementation. Some Youth Advisory Committees even submitted proposals to TVETs about how to improve services to better meet the needs of youth.
- An important aspect of sustainability has been the **establishment of a national technical and vocational network to support WFD policy reform**, called the Red Nicaragüense para la Educación Técnica (RENET). This network consists of a host of private sector chambers working together with TVETs, higher education institutions, and civil society organizations. RENET has since become well-known in the community and has even procured a grant from another international donor to help strengthen their strategic plan.
- The activity has relied on an **adaptive private sector engagement strategy**. Initially, private sector support was generated through traditional philanthropic engagement, which became difficult as the Nicaraguan economy began to decline in April 2018. The activity then shifted its approach, engaging the private sector as partners, experts, and drivers of technical and vocational education reform, rather than donors. As a result, employers co-created training courses, hosted internship programs, and invested in youth service delivery. For example, with USAID support a local

automotive dealer and a TVET Center co-created a “Digital Mechanics” blended learning program, which is now available through an online virtual learning platform and operating independently from the activity.

Nicaragua TVET-SAY Activity Mapping

PYD Feature:	Youth	Inter-personal (peers, families, community)	Systems
Skill Building	<ul style="list-style-type: none"> • Technical and life/soft skills training • Financial education 	<ul style="list-style-type: none"> • Capacity-building of local organizations offering technical and life skills training; developed a soft skills manual for local organizations 	-
Youth engagement and contribution	<ul style="list-style-type: none"> • Youth Advisory Council give health talks in communities (WASH, early pregnancy, violence prevention, etc.) • Internships • New or better employment 	-	-
Healthy relationships and bonding	<ul style="list-style-type: none"> • Youth participate in group counseling • Youth Advisory Council serve as mentors for beneficiaries. 	-	-
Belonging and membership	-	<ul style="list-style-type: none"> • Training centers sensitized on needs of disabled and offered training to deaf-mute youth • Decrease stigma of working with at-risk youth on a case by case basis with private sector companies 	<ul style="list-style-type: none"> • Support more inclusive WFD policies in favor of youth through national technical vocational network called RENET (see below)
Positive norms, expectations, and perceptions	<ul style="list-style-type: none"> • Life and employment skills training for youth to learn workplace behavior and understand employer expectations 	<ul style="list-style-type: none"> • Communications campaign to improve at-risk youth's perceptions of technical education • Intergenerational dialogues that emphasize youth's assets and contribution to communities • Build relationships with employers to change recruitment practices of employers to be more accepting and aware of technical education • Support greater awareness of needs and abilities of youth with disabilities, as well as more inclusive recruitment and management practices with the private sector 	-
Safe spaces	<ul style="list-style-type: none"> • Centers where youth beneficiaries receive WFD training • TVET center staff receive training on safe spaces for at-risk youth 	-	-
Access to age-appropriate and youth-friendly services	-	<ul style="list-style-type: none"> • Organizational capacity assessment (OCAT) and capacity development of TVETs (plus additional civil society organizations); financial sustainability for technical education centers • Teacher training for TVETs and universities to deliver soft skills instruction; job placement services in technical education centers and universities • Foster alliances between TVETs and private sector 	<ul style="list-style-type: none"> • Creation of a national network for technical education, RENET, to improve the dialogue between the private sector and technical education organizations, and act as an advocate for improved technical education • Establish sectorial networks to improve collaboration among private sector companies, youth, and educators

USAID/Tanzania: USAID Tanzania Feed the Future Advancing Youth (AY)

Prime Implementing Organization (Sub-Partners)	Period of Performance	Award Amount (USD)	Primary Sector Focus	Other Sectoral Integration
DAI	Aug 17, 2017 – Aug 16, 2022	\$19.7 million	Workforce development (education) and entrepreneurship	Civic engagement, agriculture, health

Goal: Increase economic opportunities for rural young people between the ages of 15 – 35.

Objectives:

- 1) Entrepreneurship and workforce-readiness skills of youth increased
- 2) Leadership and positive community engagement by youth strengthened
- 3) Life skills for healthy living enhanced

Top-Line Results (as of February 2020):

- **9,987** youth beneficiaries to date of which 64 percent are women.
- **\$147,000** generated in youth savings groups.
- **1,373** (673 male, 720 female) received life skills training, of which 53 percent completed a health referral
- **99 percent** of youth participants report increased self-sufficiency
- **1,458** microbusinesses established or improved
- **190** youth are active in decision-making bodies
- Over the entire life of the activity, **25,100** youth will have been trained across all three objectives, **3,422** new jobs will have been created, **5,241** youth microenterprises will have been established/improved, and **236** rural small- and medium-sized businesses will have been established.

Youth Cohorts Served: Rural youth ages 15 – 35.

Interventions:

This activity seeks to leverage USAID/Tanzania’s investments in employment, education, agriculture, governance, and health into one youth-centered activity that builds the capacities of young people ages 15 – 35. AY focuses on developing and delivering training and mentoring focusing on three ‘Ls’—Life skills, Livelihoods, and Leadership—which are designed to offer youth choice and to facilitate their journey along a pathway to richer, fuller, healthier and productive lives. AY offers “cascade” trainings through Community Mobilizers, who form a group of at least 15 youth. These groups receive skills development training, participate in community development activities, access support to find jobs and start and or build their microenterprises, and participate in youth lending and savings groups. Local private and public service providers also offer skills training. Meanwhile, YAC established in all districts, made up youth leaders each at district level, act as a team of community service leaders.

Lessons Learned:

- This activity offers an innovative model for cross-sectoral programming, with observable impacts in employment, leadership and civic engagement, and healthy behaviors. In addition to the improvements in employment and enterprise development, emerging evidence suggests that AY leadership training is boosting youth participation in political processes. To date, at least thirty youth participants from rural areas have won seats in elected positions, and more than 300 youth participate in decision-making bodies in local government and the private sector. Moreover, the community mobilization model has increased youth health outcomes: as of the first year of the activity, 79 percent of life skills participants (1,100) agreed that health referrals are more accessible through AY trained community mobilizers, and 20 percent of youth participants were referred for and completed a reproductive health service referral.

Tanzania AY Activity Mapping

PYD Feature:	Youth	Inter-personal (peers, families, community)	Systems
Skill Building	<ul style="list-style-type: none"> • Training in entrepreneurship, workforce readiness skills, leadership, financial literacy, and life skills for healthy living and planning 		
Youth engagement and contribution	<ul style="list-style-type: none"> • Youth participate in community development activities • Jobs and microenterprises • Youth participate in youth lending and savings groups • Youth interns hired as field enumerators for the Labor Market Assessment, which identified entry points, opportunities, and barriers for youth's engagement in high potential agriculture value chains; • Youth experts (including YALI members) involved in adaptation of the activity's leadership curriculum 	<ul style="list-style-type: none"> • “Cascade” trainings through Community Mobilizers who form a group of at least 15 youth • Regional youth leaders make up a regional YAC. YACs encourage youth involvement in decision-making bodies, as well as youth-adult dialogues to jointly develop community solutions • Select youth are trained in mobilizing Youth Lending and Savings Groups (YSLA) 	<ul style="list-style-type: none"> • National Advancing Youth Advisory Council: a youth-led body working at district, regional, and national levels to inform and advise activity
Healthy relationships and bonding	<ul style="list-style-type: none"> • Match youth with mentors and leaders 	<ul style="list-style-type: none"> • Youth-adult dialogues and intergenerational dialogues between community leaders and youth who were trained in leadership 	-
Belonging and membership	-	-	-
Positive norms, expectations, and perceptions	Community (Private Sector): <ul style="list-style-type: none"> • Change perceptions of private sector (employer's) perceptions of youth as “unbankable” or “too risky” 	-	-
Safe spaces	-	-	-
Access to age-appropriate and youth-friendly services	<ul style="list-style-type: none"> • Referral to youth-friendly sexual reproductive health services • Confidential GBV screening referral mechanism provided through Community Mobilizers and other youth 	<ul style="list-style-type: none"> • Two childcare centers established by Advancing Youth Advisory Council (AYAC) to allow women to engage in training and economic activities 	-

ANNEX 4. GENDER ASSESSMENTS AND OTHER ASSESSMENTS CARRIED OUT BY THE YOUTHPower: IMPLEMENTATION ACTIVITIES

Country (Activity Title)	Gender Assessment	Youth Assessment	Other Assessments
Burundi (Mwigeme Kerebuka Urabishoboye)	See column at right	See column at right	Rapid Assessment of vulnerable adolescent girls
Eastern and Southern Caribbean (CFYR)	Gender assessments in all three countries	Applied the Youth Service Eligibility Test (YSET), which assesses levels of risk among youth to determine eligibility for family counseling support	Labor Market Assessments in all three countries
El Salvador (Bridges to Employment)	None found	Participatory Youth Assessment with 1,860 youth	Labor Market Assessment; Policy Assessment; Service Provider Assessment
Honduras (Empleando Futuros - Honduras Workforce Development Activity)	Gender analysis, which led to upgrading the gender specialist to a full-time position, and also update the activity's theory of change to reflect a more gender sensitive lens.	Applied a Violence-Involved Persons Risk Analysis (VIPRA) tool to determine the initial risk category of all youth entering the program.	Labor Market Assessment
Honduras (Proponte Más - USAID Secondary Violence Prevention Activity)	Gender analysis	Applied the Instrumento para Medir Conductos IMC (adapted from Youth Service Eligibility Test, YSET), assessing levels of risk among youth, to determine eligibility for family counseling support	None found
Indonesia (Mitra Kunci – Key Partnerships (formerly the Inclusive Workforce Development Initiative))	Conducted a gender analysis desk study, disseminated to Indonesian partners. Each Indonesia-led partner also produced a Gender and Social Inclusion Assessment and Action Plan.	None found	Institutional capacity assessments of the Indonesian implementing partners; Labor Market Assessment
Jordan (USAID YouthPower Jordan Activity)	Gender analysis	Pilot testing of USAID COMPASS tool	Youth-led asset mapping in each community; Community Profile Assessment for activity staff; PYD self-assessment by local CSOs
Kenya (Kenya Youth Employment and Skills Program [K-YES])	Gender dynamics incorporated into Youth Employment Ecosystem Assessment (see column at right)	See column at right	Youth Employment Ecosystem Assessment; Participatory local capacity assessments in vocational training centers; mapping of employers; youth bunge assessment
Mozambique (Programa Para o Futuro, Phase II; and YouthPower Action Mozambique Phase I)	See column at right	See column at right	Rapid Assessment to determine effective strategies to engage youth, identify gender considerations
Nicaragua (Technical Vocational Education and Training Strengthening for At-Risk Youth [TVET-SAY])	Gender analysis	Youth Perception Study (in Spanish language)	Organizational Capacity Assessments of private TVET providers; assessment of Nicaraguan Network of Technical Education
Tanzania (Advancing Youth)	Youth and gender assessment	Youth and gender assessment	Labor Workforce and Market Assessment

* Not necessarily a comprehensive list.

ANNEX 5. YOUTH ENGAGEMENT ACROSS YOUTHPower: IMPLEMENTATION

Country (Activity)	Youth are Consulted	Youth are Participants	Youth are Leading
Burundi (Mwigeme Kerebuka Urabishoboye)	-	<ul style="list-style-type: none"> Support for vulnerable girls to reintegrate into schools Girls participate in the economic via savings groups and economic strengthening interventions 	<ul style="list-style-type: none"> Youth-led community activities Near-peer mentoring
Eastern and Southern Caribbean (CFYR)	-	<ul style="list-style-type: none"> Youth dialogues engaged youth participants to discuss solutions to community safety concerns Youth participate in the creation of community action plans Youth engage in the economy by gaining new employment opportunities following WFD training Youth participate on National Advisory Boards 	<ul style="list-style-type: none"> Civic, recreational, and cultural activities promoting positive youth-involvement Training to build youth capacity to mobilize other youth to plan initiatives to combat the violence in their respective communities Regional youth leaders participated in the Steering Committee for the Caribbean Learning for Youth Network and Chance Sessions
El Salvador (Puentes)	<ul style="list-style-type: none"> Consultations with youth to identify needs and priorities to be addressed in the new municipal policies Youth listening sessions (FGDs) to understand discrimination in the workplace 	<ul style="list-style-type: none"> Increased youth engagement in the economy through internships and employment 	<ul style="list-style-type: none"> Youth alumni network
Kenya (K-YES)	<ul style="list-style-type: none"> Monthly and quarterly mentoring and feedback sessions with VSLA groups facilitated by community trainers 	<ul style="list-style-type: none"> Youth participate in work planning and action planning at county youth employment compact meetings Youth engage in the economy through savings groups, internships, and employment Youth involved in activity monitoring 	<ul style="list-style-type: none"> Community-based youth peer trainers
Honduras (Empleando Futuros)	<ul style="list-style-type: none"> Implementers adjusted their training module based on feedback that it received from youth 	<ul style="list-style-type: none"> Increased youth engagement in the economy through internships and employment 	<ul style="list-style-type: none"> Youth designed and led project launch events
Honduras (Proponte Más)	<ul style="list-style-type: none"> Activity held focus group discussions with youth to better understand the impact of its family counseling model 	<ul style="list-style-type: none"> Interventions have led to increased engagement by highly at-risk youth in healthy and productive activities within the community (e.g., returning to school, seeking employment) 	-
Jordan (USAID YouthPower Jordan Activity)	<ul style="list-style-type: none"> Use of SMS services to inform youth in new communities and as activity progresses Youth Learning Sessions 	<ul style="list-style-type: none"> The activity created a youth network web-based portal that facilitates communication between youth, as well as with policy makers and service providers Use of social media to engage youth in peer dialogues Entrepreneurship opportunities 	<ul style="list-style-type: none"> Youth facilitators train other youth on Transformative Learning, including YCAM Youth coaches Innovation Fund for youth to implement to intervention in community Youth Advisory Council Voluntary Ambassador Network: uses youth

Country (Activity)	Youth are Consulted	Youth are Participants	Youth are Leading
			<ul style="list-style-type: none"> peers to deliver messages ▪ Youth 'Creative Designs Team' and or youth-led communications
Nicaragua (TVET-SAY)	-	<ul style="list-style-type: none"> ▪ Increased youth engagement in the economy through internships and employment 	<ul style="list-style-type: none"> ▪ Youth Advisory Council delivers talks in communities about issues important to them (WASH, early pregnancy, violence prevention)
Indonesia (Mitra Kunci)	-	<ul style="list-style-type: none"> ▪ Increased youth engagement in the economy through internships and employment ▪ Universities initiating student entrepreneurship and community service programs ▪ The activity engaged youth via a nation-wide youth network, which also attracted buy-in from the government 	<ul style="list-style-type: none"> ▪ Youth Opportunity Fund: provides opportunity for youth to form consortia with government and private sector companies that would then develop proposal for funding considerations ▪ Youth-Driven Activities: small-scale projects to strengthen identity and self-esteem) ▪ Youth facilitators lead sessions at youth camps
Tanzania (Advancing Youth)	<ul style="list-style-type: none"> ▪ Youth experts (including YALI members) involved in adaptation of leadership curriculum 	<ul style="list-style-type: none"> ▪ Increased youth engagement in the economy through savings mobilization, internships, and employment ▪ Youth interns hired as field enumerators for the Labor Market Assessment ▪ The activity also engaged four youth volunteers to support the life-cycle assessment conducted at the beginning of the program 	<ul style="list-style-type: none"> ▪ Advancing Youth Advisory Councils (AYAC) established in all districts, made up youth leaders each at district level, that act as a team of community service leaders, encourage youth involvement in decision-making bodies, and promote youth-adult dialogues to jointly develop community solutions, and advise the activity
Mozambique (Phase I and 2)	-	<ul style="list-style-type: none"> ▪ Increased youth engagement in the economy through savings mobilization, internships, and employment. ▪ Youth involved in community child protection committees ▪ Peer education to replicate activities with peers in community ▪ Community dialogue about youth engagement and other PYD features 	<ul style="list-style-type: none"> ▪ Youth graduates may serve as Junior Facilitators to mentor other youth ▪ Youth-led clubs for graduates to allow youth to share their knowledge throughout communities ▪ Youth-led health fairs ▪ Youth-led community mapping
Global (YouthPower Learning)	<ul style="list-style-type: none"> ▪ Consultations with youth (Young American Business Trust and Youth Build) to review the PYD measurement Toolkit 	<ul style="list-style-type: none"> ▪ Atlas Corps Fellows part of research team for sub-awards ▪ A 100-person Youth Advisory Board developed the structure and outreach strategies for the YouthLead movement. 	<ul style="list-style-type: none"> ▪ Young Women Transform Prize ▪ Young American Business Trust ▪ Youth Ambassadors act as champions on the ground to connect young people in their country or continent. Previous cohorts of ambassadors mentor the subsequent cohorts.

ANNEX 6. SUSTAINABILITY AND SCALING STRATEGIES UNDER YOUTHPower: IMPLEMENTATION

Youth Power Activity	Sustainability and Scaling Strategies
Burundi (Mwigeme Kerebuka Urabishoboye)	The case management and mentoring approach by community volunteers have been accepted by beneficiaries and other stakeholders.
Caribbean (Community, Family, and Youth Resilience Program)	According to project reports, government ministries have embraced and replicated the implementation model in two of the three countries. There is also potential to link with other active and relevant youth and youth-serving organizations to expand the reach.
El Salvador (USAID Bridges to Employment)	The activity's workforce readiness tools and approaches will be sustained by local service providers.
Honduras (Empleando Futuros)	This program's vocational training model will likely be sustained by service providers (and possibly picked up by others), as it is closely aligned with the private sector and inserts at-risk youth into the labor market. The training curriculum may also be sustained, as it was developed with input from the private sector and the National Institute for Vocational Training.
Honduras (Proponte Más)	This three-year activity attempted to establish a proof of concept that a public health approach, rooted in family-based services, can reduce violence among the most at-risk youth in Honduras. It did not attempt to achieve scale. The cost of services per beneficiary is relatively high, although implementers believe that there is sufficient human resource capacity to implement the activity in a less costly manner.
Indonesia (Mitra Kunci)	This activity has tested and supported "proof of concept" models for workforce development among several Indonesian Partner Institutions, which are expected to continue beyond the life of the activity. In addition, this activity is also working with 10 universities and the Ministry of Higher Education to formally endorse a youth-led student service program; the government is interested and willing to provide budget support for this program.
Jordan (USAID YouthPower Jordan Activity)	Sustainability and scaling strategies include: (a) establishing relationships with Ministry of Youth in order to embed the YouthPower tools and mechanisms into the Ministry's planning and processes; (b) working with Ministry of Labor staff to host learning clubs in the Ministry's youth centers; (c) helping youth create their own innovative interventions that also generate income, so as to sustain initiatives after the end of the activity.
Kenya (Youth Employment and Skills Program [K-YES])	The activity demonstrated proof of concept of a county-level compact model in the 9 target counties in Kenya (among the 47 counties nationwide). According to key informant interviews, the current 9 CYECs appear to continue functioning following the end of the activity.
Mozambique (Programa Para o Futuro Mozambique)	After the activity's end, many youth asked for the continuation of the activity because they saw the changes within the program graduated youth. According to the project team, the challenge in scaling and continuation was two-fold: the lack of on-going resources; and the fact that the activity did not embed interventions in local organizations or the TVET system from the outset.
Nicaragua (Proyecto Aprendo y Emprendo [TVET-SAY])	The job intermediation tools, such as the apprentice agreements and an artificial intelligence-based job placement platform, are expected to sustain themselves.

ANNEX 7. CASE STUDY: HONDURAS PROPONTE MÁS



Proponte Más Honduras

This brief looks at how the Proponte Más project utilizes a family-focused approach to positive youth development (PYD) within a comprehensive program for violence reduction in Honduras. Proponte Más focuses on reducing risk factors among youth who have been empirically identified at the “highest levels of risk for gang-joining” and associated violence and criminal activity. Proponte Más works at multiple levels with different populations, supporting families, communities, and national systems, such as the juvenile justice system. It has worked to build family support networks within communities that experience high rates of violence and to support youth in conflict with the law. The focus of this brief is the project’s work strengthening families who have youth identified as highly at risk of violence and joining gangs, but not yet in conflict with the law, so that the family can function more effectively to protect them. This family strengthening approach creates more effective interactions within the family, helping parents and children improve the way they communicate and work together. The approach knits the family into a more cohesive and supportive unit, increasing youths’ sense of belonging and contribution to their families and reducing their risk of turning to gangs for this sense of connectedness with others.

Background

Honduras is one of the poorest countries in Latin America and has one of the highest per capita murder rates in the world. Drug trafficking and gang activity have led to a disproportionately high rate of violent death among young people, particularly boys and young men. Proponte Más aims to foster violence reduction in Honduras through an evidence-informed approach to family strengthening and public policy change.

Proponte Más is an expansion and scale-up of the Proponte pilot project in Honduras. USAID and the State Department funded the Proponte pilot to introduce a violence prevention model created by the City of Los Angeles Office of Gang Reduction and Youth Development for use in other countries. Creative Associates adapted the Los Angeles model, calling the adaptation the Prevention and Intervention Family Systems Model (PIFSM). PIFSMT comprises 1) a diagnostic tool used to identify youth who are at the greatest risk of joining gangs and 2) a phased family systems intervention to strengthen families’ ability to protect at-risk youth from gang enrollment.

The Proponte pilot in Honduras was implemented in Tegucigalpa from 2013 to 2015. The pilot focused on introducing the PIFSMT and contextualizing it for use in Honduras. This involved administering the diagnostic tool at sufficient scale to determine what score for risk factors was an appropriate cut-off in the local context to identify youth at the highest risk of violence and joining gangs. The family systems intervention was implemented with eligible youth and their families in order to determine what alterations would be needed to make it meaningful for Honduran families.

Theory of Change

The risk factors for joining gangs, and associated behaviors of youth, are embedded in and supported by the relational dynamics of the family. Therefore, if the relational dynamics of the family are improved, youth’s risk factors and associated behaviors will also improve.

The approach to family strengthening that Proponte Más uses is rooted in family systems theory. The project proposes that increasing the protective mechanisms of the family will reduce the risk of youth joining a gang. Risky youth behaviors can be addressed by identifying and altering patterns of interaction among family members that are contributing to these behaviors. Improving family dynamics through better communication and interaction leads to positive behavior change and reduced risk factors among youth.

Proponte Más built on what was learned from the pilot to deliver a contextualized PIFSM with highly at-risk Honduran youth, aged 8 – 17, and their families. Between 2016 and 2020, with USAID funding through a task order under the YouthPower Implementation IDIQ, Creative Associates extended activities to the four other cities with the highest violence rates in the country: San Pedro Sula, Choloma, Tela, and La Ceiba. Project operations continued in Tegucigalpa under Proponte Más, which like these other cities experiences high levels of homicides and gang violence. Proponte Más also introduced additional activities in all four cities, and at the national level, included increasing and strengthening support services for youth and families, establishing a cadre of family counselors, strengthening alternative juvenile justice measures, and institutionalizing the PIFSM in Honduras.

Contribution and Agency

Two major objectives of Proponte Más's family strengthening approach are 1) to help family members who are living together function more effectively as a unit in carrying out household functions and meeting household needs and 2) to increase the overall cohesion of the entire family across at least three generations. The path to these objectives is the phased family systems intervention that takes place over six months. Through each phase, a family counselor provides weekly meetings with the family in their home as well as one-on-one sessions with individual youth. The phases of the intervention are designed to secure family consent for participation, diagnose problems to be addressed, build trust among the family and the counselor, create changes in family dynamics, and recognize and celebrate positive change before moving on to address deeper and more complex dynamics.

The family systems intervention includes youth as active contributors to the family system and household activities. Frequently, the first family dynamic that Proponte Más addresses is parental supervision, since it is a common source of conflict between youth and parents/caregivers and a key factor in youth behavior. Youth need effective limits and discipline, balanced with opportunities to exercise independence and agency. Working with parents and caregivers to better understand adolescent development helps them negotiate the difference between protecting and policing youth. Simultaneously working with youth to strengthen their contribution to the family is a powerful entry point into changing family dynamics.

The work that family members must do in order to change the dynamics of their interactions helps them identify and exercise their agency over these dynamics. Helping parents and caregivers provide healthy leadership to their families creates a more secure base from which youth can share in achieving family goals. Creating an environment in the family in which youth contributions are expected, recognized and appreciated creates the groundwork for youth to make contributions outside of the family, as well.

Phases of the Family Systems Intervention

- **Referral and collaboration:** Identify participants, obtain family consent, document problems to be addressed.
- **Building agreements:** Establish an agreement with the family about which problems will be addressed first.
- **Redefining:** Redefine the agreement to incorporate additional behavioral sequences, with the aim of shifting focus from youth behavioral problems to the family dynamics that unintentionally reinforce these behavioral problems.
- **Celebrating changes:** Celebrate the family's efforts and accomplishments. Engage the extended family, possibly reaching out to estranged family members, if appropriate.
- **Integrating:** Create small family projects that require everyone to work together. Counselors participate in identifying the projects, but the family organizes them and carries them out.
- **Next level agreements:** With trust in the counselor and process established, the family can move on to addressing more challenging problems and dynamics.
- **Re-evaluation:** Re-evaluate individual youth to determine what behaviors associated with what risk factors have changed.

Assets

Proponte Más takes note of family assets and builds upon them in the process of working with the family. The family systems intervention helps family members strengthen key soft skills. The results of an evaluation by Arizona State University found that youth learned better communication skills and parents and caregivers improved their parenting skills as a result of their participation in the project. Most significantly, Proponte Más builds a key asset for youth—a safe home environment with supportive family relationships. This is such an important asset that in its fourth year, the project introduced a new element to the PIFSM to capture family cohesion—the Family Adaptability and Cohesion Scale (FACES-IV), a family-level diagnostic tool that measures the degree of family cohesion, a key indicator of how well the family system is functioning.

Proponte Más also aims to improve youth's educational experience in school. The highly vulnerable families participating in the project often do not feel empowered to interact with teachers and schools. Family counselors support parents and caregivers in engaging with schools and better understanding youths' educational experience. This intervention, coupled with other benefits from the family systems intervention, like clear expectations and improved youth behavior, has led to youth improving their school attendance and participation and experiencing better educational outcomes. This contributes to youth experiencing school as a positive and protective space, rather than an onerous requirement, which helps them gain more from their educational experience.

Enabling Environment

A positive relationship with their parents or caregivers is the most basic institution for youth and the family is their first community. Fostering a sense of belonging in the family and ensuring that the family offers a safe space where positive norms are established and upheld is a key goal of Proponte Más. Building the capacity of families helps them become an enabling environment for youth, where they have positive relationships with caring adults and are included in the family as valued contributors. As the protective and supportive power of the family grows and youth behaviors and risk factors associated with violence are reduced, the potential that youth will contribute positively to their wider community grows.

Proponte Más actively contributes to the enabling environment surrounding families. The families of at-risk youth in the PIFSM intervention are typically extremely vulnerable and likely to feel disconnected from their communities. Family counselors help facilitate linkages to community services and increase family members' confidence in interacting with service providers. The project has also found that celebrating change in families has bolstered their confidence in interacting with the wider community. Recognizing their accomplishments affirms the family's growth, and the celebrations raise the community's awareness of the positive changes taking place in the family.

Alongside the family systems intervention for most at-risk families, Proponte Más has built Family Support Networks (FSN) that help support families who are found to have a lower risk. Family Support Networks are composed of community members who have an established history of community support and advocacy.

Building Family Cohesion Through Genograms

An exercise that many Proponte Más families undertake is a genogram—a chart similar to family tree that maps three or more generations of the family and provides information about the quality of family relationships. The construction of a genogram is an opportunity for youth to solicit stories about their family from their relatives and to build a sense of connection among family members across generations. In some cases, the construction of a genogram has helped youth reestablish relationships with relatives with whom they had lost contact. Strengthening youths' bonds with their family members and deepening their knowledge of where they come from supports a sense of belonging in the family that reduces youths' risk of seeking a sense of belonging from joining a gang.

Organizing these local leaders into a formal entity fosters collaboration and community cohesion. Family Support Networks engage in evidence-based violence prevention activities with schools and families and support service provider engagement by working with Proponte Más on community service mapping and forming agreements with service providers.

Family Support Networks serve families in a range of ways from accompanying them as they navigate systems to advocating for them to follow through on referrals to community services to providing support during traumatic events, including financial assistance to meet immediate needs such as funeral costs. The networks help link families to:

- Education services
- Health services
- Employment services
- Recreational activities
- Spiritual support

Youth Contributing to and Protected by Their Families

The approach that Proponte Más has taken to positive youth development is unusual among YouthPower programs in centering the family as the subject of most of its direct interventions. As illustrated in this brief, this approach offers substantial opportunities for youth engagement as contributing members to their families, providing youth with opportunities to build skills such as communication and develop assets, notably through improved educational outcomes. The results from Proponte Más indicate that the project has successfully reduced risk factors for youth through family strengthening: 79 percent of at-risk youth and families who received the family systems intervention substantially reduced their risk factors to a point below the cut-off score for qualifying for the intervention—as assessed at the end of the intervention, they were no longer considered high-risk.

Project Results Highlights

- 1,107 at-risk youth and their families completed the family systems intervention, 79 percent reduced their risk level to below the qualifying threshold for the intervention.
- 2,138 families referred to community services.
- 154 families and youth in the juvenile justice system received family systems counseling.
- Established a community service referral platform (buscoaqui504.com).
- Worked with the Technical Committee for Juvenile Justice to reduce the number of youth in detention.
- Created a case management system for youth in the juvenile justice system who receive alternative measures to incarceration.
- Established a certification program in family systems theory and practice with the Honduras Association of Psychologists.
- Created a Master's degree in Family Counseling with the Catholic University of Honduras.
- Established a diploma course in family systems theory and practice with the National University of Honduras.
- Awarded 22 scholarships to members of the justice sector to obtain a Master's degree in Juvenile Justice and Child Protection.
- Established a professional network for professionals trained in family systems counseling and graduates of the Juvenile Justice and Child Protection Master's degree.
- Fully contextualized the youth diagnostic tool (*Herramienta Diagnóstica de Medición de Compartamientos de Riesgo*, or IMC) used in the PIFSM for the Honduran context and built the capacity of the National University of Honduras/DICU to process, analyze and calibrate the IMC.
- Created training manuals and videos on PIFSM and built the capacity of two local organizations who are replicating the model.

This product was created in collaboration with YouthPower Learning as part of its review of all YouthPower Task Orders.

YouthPower Action

YouthPower Action supports and advances USAID's Youth in Development Policy through evidence-based positive youth development programming across all sectors and country contexts by providing technical assistance to USAID Missions and operating units. YouthPower Action's activities increase youth engagement and youth voice to strengthen USAID's positive youth development programming. YouthPower Action supports USAID missions and operating units through a flexible buy-in mechanism.

This publication was made possible by the support of the American People through the U.S. Agency for International Development (USAID) under task order contract number AID-OAA-TO-15-00003, YouthPower Action under IDIQ contract number AID-OAA-I-15-00009, YouthPower: Implementation.

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ANNEX 8. CASE STUDY: PROGRAMA PARA O FUTURO MOZAMBIQUE

Programa Para o Futuro Mozambique

This brief highlights how the positive youth development (PYD) approach can help extremely vulnerable youth move from a vicious cycle of HIV risk to a virtuous, protective cycle, using a case study from a cross-sectoral, integrated youth development program in Mozambique. It is not a comprehensive description of all activities under Programa Para o Futuro Mozambique (PPF-MZ), but discusses how key activities of the program fit together within the USAID YouthPower PYD framework. Aspects of PYD that PPF-MZ drew on included: promoting positive adult and peer relationships, creating safe spaces for youth, and building youth skills through training, education, and internships. The project benefitted from an extended period of evolution that allowed for effective adaptations to the methodology and trust-building with local stakeholders, and a hands-on approach to training that enabled youth to practice important soft skills as they learned. With an improved skill base, supportive relationships, and greater confidence in their own abilities, youth were positioned to secure more productive livelihoods and better exercise the knowledge they had gained about how to protect and improve their health. Youth showed increases in all domains of PYD, helping establish a solid base for transition to a healthy adulthood.

Background

Programa Para o Futura (Program for the Future) Mozambique was funded by PEPFAR and led by FHI 360 under YouthPower Action, a task order under the YouthPower Implementation IDIQ, from October 2016 to January 2018. The program was developed using a cross-sectoral, integrated PYD approach to support vulnerable youth in their transition to a productive and healthy adulthood. Mozambique has a large youth population, but parents, caregivers, and adults who work with youth often have little understanding about adolescence as a phase of life and how to effectively support youth in their transition to adulthood. PYD is critical in this context, since it comprehensively addresses building assets and agency for youth, supporting their positive engagement with and contribution to their families and communities, and strengthening the enabling environment surrounding them.

PPF-MZ targeted youth ages 15 – 17 classified as orphans and vulnerable children by USAID/PEPFAR. PEPFAR considers orphans and vulnerable children (OVC) to be children up to age 18 who have lost one or both parents because of HIV, have a parent or caregiver living with HIV, are living with HIV themselves, or who live in a community bearing a high burden of HIV infection. Challenges that OVC populations may face include the loss of one or both parents to HIV, stigma, and marginalization within their communities and even within their own families. These challenges are often further complicated by poverty and stress on governmental or traditional social safety nets that complicate access to basic social services, including healthcare and education. Youth within OVC populations are therefore at increased risk of entering a vicious cycle that increases their likelihood of negative HIV and other wellbeing outcomes.

PPF-MZ aimed to build an integrated set of skills in youth beneficiaries, supporting their employability, social capabilities, educational competencies, and healthy behaviors. The project's goal was to disrupt factors leading youth into a vicious cycle of HIV risk and build skills, behaviors and supports that would generate a virtuous cycle, equipping youth to navigate their transition into healthy and productive adulthood.

The specific program that PPF-MZ undertook was based on both evidence and extensive experience. Programa Para o Futura was first implemented as a small USAID-funded pilot with 50 disadvantaged youth in Recife, Brazil. The program aimed to help youth become more employable, within a PYD approach that helped them build social-emotional and decision-making skills, strengthened their capacity to build positive relationships, and supported positive engagement with and contribution to their communities. Based on the success of the initial pilot, the Nike Foundation funded its scale up to reach 1,000 adolescent girls and young women in Brazil. FHI 360 then adapted and piloted the methodology in Mozambique. From 2010 to July 2016, under USAID Capable Partners Mozambique, FHI 360 reached approximately 500 youth ages 15 – 17 in the city of Beira using the PPF methodology. FHI 360 built on experience in Brazil and added further PYD-promoting elements to the program, such as peer education, youth clubs, and optional vocational training. Finally, starting in October 2016,

YouthPower Action began implementing a scale-up of the approach to 15- to 17-year-old OVC participants in Beira alongside an expansion into Maputo City.

Building Assets

Vocational education and entrepreneurial training are common approaches to preparing youth for work. They often focus on technical skills but do not address the attitudes, behaviors and skills that enable students to successfully operate within a workplace or run a business. Orphans and vulnerable children are in even greater need of support building a suite of work-oriented skills because stigma, marginalization and reduced access to resources severely limit their sense of self-worth and ability to improve their circumstances.

PPF-MZ's holistic approach to skill-building increased participants' assets more comprehensively than pure technical training. This approach imparted skills such as teamwork, critical thinking, problem-solving, and communication that are applicable in many areas of life. The approach generated interest from the Government of Mozambique, which observed that PPF-MZ youth were better prepared for the workplace than graduates of the vocational education system and requested training in PPF's methodology. PPF-MZ graduates' high degree of workplace preparedness was due to both what they learned, and how they learned under the project.

The integrated curriculum that PPF-MZ used is tailored to the target population and needs in the local labor market. It covered the following topics:

- Basic education skills, such as literacy and numeracy
- Soft skills, such as critical thinking, teamwork, and problem-solving
- Communication skills, such as public speaking, negotiation, and giving and receiving feedback
- Social, life, and health information such as gender equity, stigma, family planning, nutrition, sexual health, sanitation
- Information and communication technology, such as computer maintenance, creating graphics and videos and software installation
- Financial literacy, such as family budgets, business plans, loan costs
- Employment and entrepreneurship, such as professional language, business relationships, job search preparation, networking, resources for starting a business

The curriculum was taught using project-based learning, which provided participants with rich opportunities to exercise key soft skills like problem-solving and teamwork. Project-based learning generates relevant and interactive learning opportunities by posing real-world challenges to participants. It is an evidence-based approach that can develop skills like communication, negotiation, and higher-order thinking as participants engage in critical thinking and planning in order to collaboratively solve problems. PPF-MZ participants worked in small teams to research the issue, determine what questions they needed to answer or what solutions they needed to find, and what methods they would use to complete their project.

Project-based learning enabled participants to exercise agency, since they were empowered to choose how they organized their approach to the project. Youth accomplished challenging tasks resulting in a concrete product and/or a presentation to their peers. They achieved these outputs through meaningful teamwork. To facilitate effective teamwork, facilitators taught youth how to provide and take constructive criticism and engaged in other activities to support positive interactions among youth, such as communal meals and activities promoting fun social interactions. This promoted a sense of belonging through meaningful teamwork in an environment where youth expected to be treated respectfully and where they were expected to treat one another with respect.

Enabling Environment

In order for project-based learning to work as intended, and for youth to have opportunities to exercise their soft skills and build healthy relationships with their peers and adult role models, they had to feel safe and supported. PPF-MZ worked closely with facilitators to ensure that they have the skills to create a safe space for

learning with youth. Facilitators worked with participants early on to establish positive norms for interaction through a code of conduct. They led youth in learning how to give and receive feedback and how to treat each other with respect. This safe space helped participants feel secure in tackling difficult challenges and fostered a sense of belonging within the group, which are foundational psychological needs for youth.

Facilitators not only imparted information and fostered safe spaces for youth, they also served as role models and a positive presence in participants' lives. PPF-MZ had senior facilitators, who were adults with expertise in one of the project's three key technical areas: information technology, social work, and employability. They were paired with youth who had graduated from PPF-MZ, who served as junior facilitators and peer role models. Junior facilitators also supported Youth Clubs for participants who graduated from the training but wanted to continue to build skills, work on community service activities, and engage in leadership activities. This team of six facilitators accompanied each cohort of youth through the four-and-a-half-month project-based learning curriculum, providing a consistent, caring, and supportive presence in their lives and fostering a sense of belonging among participants. The combination of supportive adult and peer role models was powerful for participants, who gained confidence from the positive relationships they built with facilitators and other youth in the program.

PPF-MZ helped participants build positive professional relationships as well. The project used e-mentoring to introduce participants to a professional role model, who helped facilitate the process of building their professional networks. E-mentoring provided a practical exercise in strengthening participants' literacy and professional communication skills, since much interaction took place in writing. PPF-MZ provided a structure and schedule for mentoring topics, covering various aspects of career development. This structure, and ongoing attention from PPF-MZ staff to ensure e-mentors adhered to child protection standards, created a safe environment for youth to build skills and confidence that prepare them to perform effectively in the workplace.

E-mentoring and Literacy

The introduction of e-mentoring highlighted that a subset of participants needed additional support in order to bring their literacy skills to a professional standard. PPF-MZ developed a literacy curriculum that reinforced topics covered in the PBL curriculum, to build participants' literacy skills while strengthening key

PPF-MZ also worked to ensure that youth had a strong foundation of support within their home. The project connected families to social services and provided parenting education through community health workers (*activistas*), who received training in PYD, psychosocial support, child protection and legal rights, health,

Stronger Parenting Through Debate and Discussion

Home environments strongly influence the behavior and attitudes of young people, and parents and caregivers are instrumental in shaping the nature of the home environment. Based on positive experience from prior phases of PPF, under YouthPower Action PPF *activistas* formed parents and caregivers into groups and led them in debate and discussion of key parenting topics: 1) communication between parents and children, 2) gender equity, 3) child abuse, 4) drugs and alcohol, 5) economic strengthening, 6) stigma, discrimination and bullying, 7) the importance of education and parental involvement in education, 8) sexual and reproductive health (SRH) and communication with children about SRH, 9) adolescent development and parenting adolescents.

PPF facilitated intergenerational dialogue by bringing youth from the program to the parenting support groups, where they performed skits used to start discussions with parents and caregivers. Qualitative research with a sample of parents and caregivers who participated in at least two sessions found that they reported improved communication with youth, a decrease in hard parenting practices and the emergence of stronger relationships with youth. Parents and caregivers also reported having a better understanding of the project and becoming more involved with their children's education.

nutrition, and education. As with the project-based learning facilitators, PPF-MZ found that graduates of the program could be effective junior *activistas* when paired with senior colleagues. Junior *activistas* brought a youth perspective to interactions with beneficiaries' parents and caregivers, helping them to better understand adolescence as a stage of life and to parent their children more effectively. Youth participants were also often more comfortable talking about personal issues and challenges with youth *activistas*, and they became role models in the community, inspiring interest among other youth in becoming *activistas* themselves.

Contribution and Agency

As PPF-MZ built youth up, participants looked for opportunities to give back to their communities. An important element of PPF-MZ's evolution was the addition of youth clubs for graduates. The knowledge, skills, and relationships developed in the program helped to build participants' self-confidence, self-esteem, and belief in their own ability to bring about positive change in their communities. With support from junior facilitators, youth club members applied the skills they learned through the PBL curriculum to address needs in their own communities.

Youth clubs were led by the youth themselves. They determined the areas of focus and activities for the clubs. Frequently, they wanted to share the knowledge they gained through the project with their communities. Youth clubs conducted presentations at schools about topics like gender, early marriage, sexual and reproductive health, HIV prevention, and child rights. They organized debate sessions addressing topics of interest or concern in their communities. Clubs also carried out research learning activities on community problems and shared the results of their research and their proposed solutions with their communities.

Youth Prepared for Productive Adulthood

Youth who participated in the PPF-MZ project experienced growth in all domains of PYD. The project-based learning curriculum and the positive adult and peer relationships formed in the classroom provided a safe space for youth to learn and practice skills and develop a sense of agency. With an improved skill base, greater confidence in their own abilities, and greater capacity to envision and plan for the future, youth were positioned to have productive relationships with their e-mentors and begin the process of growing their professional network. Through internships and vocational training, youth gained skills and experience that will help them secure more productive livelihoods.

Education is an important factor in many improved outcomes for youth, especially orphans and vulnerable children. Staying in school reduces children's risk of contracting HIV and completing secondary education increases their employability. PPF-MZ participants demonstrated remarkable success in staying in and completing secondary education. Late in the project, PPF-MZ conducted a census questionnaire of all its graduates in Beira Province, reaching 852 youth (97 percent of graduates). It found that all respondents were either currently studying or had completed secondary education. In the most recent cohort (2017) of graduates, 83 percent were currently enrolled at the secondary level and 17 percent had completed secondary education. Among older cohorts (2010 – 2016), 79 percent had completed secondary education and 21 percent were currently enrolled at the secondary level. The provincial secondary education completion rate is 12.6 percent and education completion rates among orphans and vulnerable children are typically even lower than the general population, so PPF-MZ graduates were performing substantially better than their peers.

The employment environment for youth in Beira at the time of the project was challenging. This was reflected in the questionnaire results showing that, among graduates who were not currently in secondary or university education, 53 percent were either employed or self-employed. A high percentage of graduates were engaged in either study, work, or both, however, 78 percent reported that they were studying, working, or studying and working. A project assessment indicated that despite the challenging employment environment, graduates felt confident and empowered, and reported that they possessed a greater belief that they could have a positive future.

The Value of Longevity and Adaptation

PPF-MZ is somewhat unusual in having an extended period of implementation and adaptation in multiple countries. This text box highlights some of the key benefits of the project obtained from its longevity and adaptability.

Longevity

The extended period of implementation particularly benefitted the phase of the activity in which youth were connected to internships or vocational training after completing the project-based learning curriculum. Prior to YouthPower Action, PPF was involved in founding a youth employment forum that brought together organizations working on preparing youth for employment and assisting with job placement with private sector associations. This was one avenue to identifying internship opportunities for project participants. Another was relationships that the project fostered with prospective employers through ongoing meetings and correspondence to gain and maintain their interest in the internship program.

The credibility and familiarity that PPF-MZ built over time helped facilitate productive discussions with vocational training centers when the project added vocational training in response to demand for specific technical skill sets from employers. The government TVET system wanted to work with PPF-MZ because the project had a reputation with employers for building skills that TVET graduates did not have. This led to a pilot activity with PPF-MZ incorporating project-based learning into the government TVET system.

Adaptability

Adaptation often involved adding programming components to address youth needs more comprehensively, but other changes were made in response to implementation learning, notably:

- The initial pilot in Mozambique involved a nine-month classroom-based curriculum with a short internship and limited e-mentoring component. The classroom component was reduced to six months, then to four and a half, as learning projects were refined and staff observed that participants were developing skills more rapidly. The e-mentoring period and internship periods were extended as the classroom curriculum became shorter, with e-mentoring taking place over thirteen weeks and internships over three months.
- The opportunity for youth to engage in vocational training was added in response to employer demand for technical skills. Mentors raised concerns that literacy was a challenge for many participants, which led to the addition of the remedial literacy component. Youth demand for ongoing engagement after graduating the program was met through peer education and the addition of youth clubs. Youth also requested greater engagement with their parents and caregivers, leading to the addition of parent discussion groups.

Project Results Highlights

PPF-MZ beneficiaries were youth aged 15 – 17 who had lost one or both parents and met the government definition of economic vulnerability. While FHI 360 did not have the funds for a rigorous impact evaluation, several studies were conducted over the life of the project to assess its effects. The total budget for PPF-MZ was US \$1,128,530.

- 857 parents and caregivers participating in discussion groups
- 545 youth served
- 374 youth paired with a mentor
- 219 youth participating in internships
- 501 graduates engaged in youth clubs
- 137 youth graduated from supplemental literacy education developed for youth with low literacy skills which demonstrated with modest increases in reading speed and comprehension.
- Participants' soft skills scores increased significantly from baseline to endline in 1) goals and aspirations, 2) problem solving, 3) self-efficacy, 4) cooperation and communication and 5) self-awareness.
- There was a 22 percent increase in participants reporting getting an HIV test from baseline to endline, and condom and contraception use increased as well.
- Youths' attitudes related to gender changed favorably and were more favorable than non-participants' attitudes.
- Participants were more likely than non-participants to have knowledge about job search and interview processes, conducting a market feasibility study prior to starting a business, and microfinance as a potential source of funding for youths' activities.
- 96 percent of intern supervisors expressed satisfaction with participants' technical performance, attitudes and behavior, and growth in the internship.
- Among graduates in Beira who responded to a census survey late in the project:
 - 83 percent of recent graduates were currently enrolled at the secondary level, 17 percent had completed secondary education
 - 79 percent of graduates in older cohorts (2010 – 2016) had completed secondary education. 21 percent were currently enrolled at the secondary level
 - 78 percent of graduates reported they were studying, working, or studying and working
 - Graduates reported feeling confident and empowered and that they believed they could have a positive future.

This product was created in collaboration with YouthPower Learning as part of its review of all YouthPower Task Orders.

YouthPower Action

YouthPower Action supports and advances USAID's Youth in Development Policy through evidence-based positive youth development programming across all sectors and country contexts by providing technical assistance to USAID Missions and operating units. YouthPower Action's activities increase youth engagement and youth voice to strengthen USAID's positive youth development programming. YouthPower Action supports USAID missions and operating units through a flexible buy-in mechanism.

This publication was made possible by the support of the American People through the U.S. Agency for International Development (USAID) under task order contract number AID-OAA-TO-I5-00003, YouthPower Action under IDIQ contract number AID-OAA-I-I5-00009, YouthPower: Implementation.

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ANNEX 9. CASE STUDY: TANZANIA ADVANCING YOUTH



Feed the Future Tanzania Advancing Youth

This brief highlights how the positive youth development (PYD) approach can position youth to become economically and socially productive members of their communities within an integrated program focused on youth workforce development. It is not a comprehensive description of activities under the Feed the Future Tanzania Advancing Youth (AY) project, but discusses how key activities fit together within the YouthPower PYD framework. Using the PYD approach has enabled AY to build youth capacity to take on leadership roles in their communities that lead to greater allocation of resources for youth and a stronger enabling environment for youth economic activities and contribution to their communities.

Background

Feed the Future Tanzania Advancing Youth (AY) is a five-year (August 2017 – August 2022) USAID initiative, a task order implemented by DAI under the YouthPower Implementation IDIQ. AY aims to increase economic opportunities for rural young people aged 15 to 35 in the regions of Iringa, Mbeya, and Zanzibar. AY is harnessing investments in the South Agriculture Growth Corridor by the Government of Tanzania and Feed the Future investments in agricultural activities to link youth to agribusiness opportunities.

AY is built on a positive youth development (PYD) approach that emphasizes training and mentoring on three “Ls”: Livelihoods, Leadership, and Life Skills. The initiative prepares young people for a successful transition to adulthood by developing their workforce readiness and entrepreneurship capabilities, soft skills, ability to promote and protect their health and wellbeing, and leadership. Building relationships among youth, agribusiness stakeholders, private sector organizations, and government authorities is central to the project approach, as these relationships provide important opportunities to youth and build local ownership of the project.

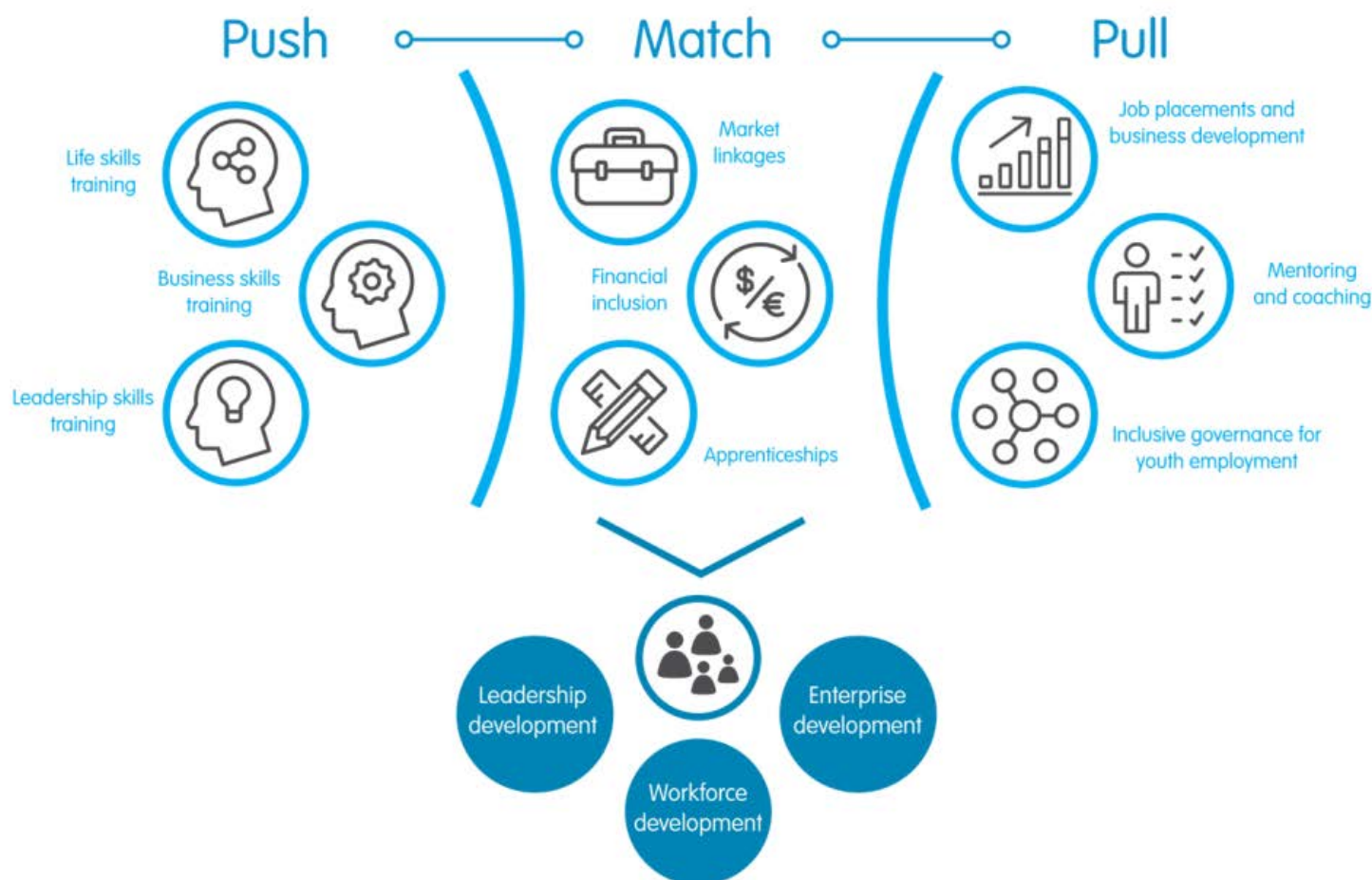
Livelihoods, Leadership, and Life Skills are distinct, but inter-related components of the project. Participants may choose only those components that are most useful to them, while community mobilizers are trained to offer information and make referrals between the components. Youth are encouraged to participate in all aspects of the project while respecting their ability to make decisions about the most effective use of their time.

Building Assets

AY builds youth assets in multiple domains, particularly emphasizing asset acquisition in its Livelihoods and Life Skills components. AY conducted two assessments that informed their interventions prior to engaging in implementation; a youth and gender assessment (YGA) that included youths’ aspirations, needs, and priorities, and a Labor Market Assessment (LMA) that examined market needs and opportunities for employment and entrepreneurship. The project found that there are two main groups of youth: those who have existing livelihoods skills and those who need their skills built throughout the process of entering the market.

Youth who have livelihoods skills need financing, access to markets, and professional connections more urgently than training. Youth who need training also need access to capital, mentorship, formalization support, access to markets, and exposure opportunities, such as business expositions. Technical and business skills are an important asset for youth, but AY recognizes that they are not sufficient alone to help youth secure sustainable, productive livelihoods. The project endeavors to create linkages that facilitate gaining additional livelihoods assets. AY articulates this in their Push-Match-Pull model, which illustrates how the Livelihood component “pushes” youth by cultivating competitive skills that meet market needs, “matches” them to market and financing opportunities and apprenticeships and internships and plans to help “pull” them into the workforce through job placements and entrepreneurship.

The AY Livelihoods Component's Push-Match-Pull Model



AY uses youth savings and loan associations (YSLA) as a key pathway to financial inclusion and building financial assets. YSLAs are composed of 15 – 20 youth who come together to pool small amounts of savings regularly and take loans from the pooled savings. AY's approach emphasizes the importance of investment, strongly encouraging YSLA members to borrow for business investment. Demand for YSLAs has been high—in 18 months of operation, AY has created 109 YSLAs holding a combined value of approximately US \$180,000. Success has generated strong local government interest in YSLA, including requests for AY-trained youth to train adult groups in the methodology.

AY also builds participants' ability to plan for healthy lives through life skills training. The Life Skills component provides participants with training in gender, nutrition, sexual and reproductive health, HIV, communication and soft skills, and for youth who have children, parenting skills and early childhood development and nutrition. In the project's view, life skills are a critical protective investment that enable youth to make the most of the Livelihoods and Leadership components. Life skills empower youth to strengthen and preserve their health and help them maximize their ability to be effective leaders, employees, and entrepreneurs.

Contribution and Agency

The Leadership component of AY emphasizes "navigational leadership" that enables youth to work within existing systems to position themselves as people who can make valuable contributions. AY trains youth in leadership skills using a curriculum that:

- Enhances goal setting and supports the self-esteem, confidence and motivation youth need to achieve their personal and career goals
- Strengthens participants' ability to be peer leaders and role models in their communities
- Promotes taking accountability and responsibility to effect positive change as citizens in their communities
- Develops a sense of community connectedness and full participation in community development

Following the training, local government authorities connect the youth with community leaders and decision makers. Youth-adult dialogues are a common mechanism for making these connections. Youth-adult dialogues provide a structured opportunity for youth and adults to discuss challenges and issues in their communities and jointly explore solutions. Youth-adult dialogues help participants identify opportunities within institutions for youth to contribute. For example, Tanzanian youth policy mandates that a percentage of seats on local government committees are set aside for youth. Youth have not tended to take advantage of these opportunities because they have not felt welcome. Youth-adult dialogues help break the ice and allow youth to demonstrate that they are capable contributors and leaders. The training also builds youth leaders' skills to identify and mobilize community members for civil society activities, such as constructing roads, renovating classrooms, and raising awareness of issues such as gender-based violence and environmental protection.

AY created meaningful opportunities for youth to contribute to the project through the Advancing Youth Advisory Committees (AYAC). Youth who have completed the leadership training are eligible for consideration for the AYAC. There are twelve AYAC seats in each district, 9 youth and 3 local government representatives with relevant expertise, such as youth, agriculture, and trade. District AYAC select the members of the regional AYAC and seats are designated for regional government youth officers. The regional AYAC members plus four youth experts make up the national AYAC. The AYAC advises the project on its programming and provides the perspective of youth, to ensure that activities are in line with youth needs. While the original intention was that the AYAC would have only an advisory role to the project, the committees have proven to be more dynamic bodies. For instance, local government authorities approached district AYACs to request that youth train other community members to share the skills they have learned. AY has begun providing training of trainers (TOT) to district AYACs to ensure they have the capacity to deliver the project curricula with good quality.

Enabling Environment

AY has pursued a strategy of strong government engagement since the project's inception that has facilitated local ownership of and investment in project activities and outcomes. As noted above, a key feature in this strategy is designating seats on the AYAC for district and regional government representatives. This ensures that government representatives are aware of the project, invested in its activities, and regularly interacting with youth. It provides youth with opportunities to demonstrate skills like leadership, collaboration, communication, and problem-solving and highlights the contributions that youth are positioned to make to strengthening their communities.

Youth-Adult Dialogues

In AY youth-adult dialogues, youth work with leaders in the community, including government and private sector actors. Dialogues are structured using various techniques to bring forth the challenges and opportunities youth and adults face when engaging with each other. Through a "fish-bowl" listening exercise, adults gather in a circle around youth to listen as they describe their perspective on a topic. Youth then listen as adults engage in discussion. Following this exercise, youth and adults are paired as mentors. Adults are encouraged to identify youth they would like to take under their wing, mentor, and introduce to various committees and invite them to be part of decision-making processes. Meanwhile, youth are encouraged to commit to supporting adults with mobilizing other youth and the community during civil society activities.

As previously discussed, AY fosters linkages with community leaders to enable youth to practice the skills they gain through leadership training. The success of youth-adult dialogues has led leaders in one village council to institute a procedural change in local government establishing bi-annual youth-adult dialogues to help identify and address youth priorities. AY has successfully engaged hundreds of youth in local decision-making processes, from 190 youth placed in community decision-making bodies such as committees, councils, and boards—including 30 youth who gained elected seats—to 289 youth who have participated in at least two community decision-making processes such as village meetings, infrastructure development, and planning for election campaigns. Youth have also been invited to be part of loan committees, where decisions on how government youth funds are dispersed are made. This has also ensured that youth get support and funds from the government to contribute to establishing or improving businesses. These youth are now highly visible leaders and role models, in positions where they can influence activities and resource allocation to address youth priorities.

In response to the interest in and demand for a larger and more locally engaged role for the AYAC, AY supported district AYACs in registering as community-based organizations (CBOs). This provides district AYACs with a structure that can be sustained beyond the project. Additionally, as CBOs, they are eligible to apply for grant funding and resources earmarked for youth development.

Youth Exercising Agency in Their Communities

The close relationship that AY has fostered with local government authorities has supported substantial early accomplishments. The PYD approach AY uses positions youth to take advantage of opportunities arising from this relationship through multiple inter-related pathways. Strengthening youths' business and financial assets through productive livelihoods has important intangible benefits like building their sense of self-efficacy. Fostering their ability to support their health and wellbeing through life skills reinforces the idea that youth have value and bolsters their self-worth. Building their skills through training establishes a foundation of knowledge and capability that helps youth conduct themselves with greater confidence. These are all contributing factors to youth feeling that they can and should have a voice in their communities. AY has been adept at identifying opportunities for youth to exercise their leadership in decision-making roles and at creating linkages that lead to greater youth inclusion in these roles.

Identifying that local decision-making bodies are required by law to set aside seats for youth and positioning youth to take up these seats has been an extremely productive strategy for AY. Youth engaged in the project have not only been invited or appointed to local decision-making bodies, they are now also running for local offices and winning elected positions, in only the second year of project implementation. The project has helped youth feel secure in themselves and their ability to productively contribute to their communities and persuade others that they have the vision and capacity to guide positive change. AY has helped communities recognize the value of including youth in decision-making bodies, as seen in hundreds of youth who have taken up these roles and the village council that is including bi-annual youth-adult dialogues in its proceedings going forward.

The groundwork is being laid for youth to take an increasingly greater role in shaping their own futures and the futures of their communities.

Project Results Highlights as of December 2019

- 10,585 youth trained under all three project components
- 1,799 microenterprises established or improved
- 1,000 formal or informal jobs created
- 1,967 youth participating in 109 YSLAs with savings valued at US \$180,000
- 83 percent of participants feel that community-based health services are more accessible
- One village council committed to using youth-adult dialogues to identify and address youth priorities
- 190 youth placed in decision-making bodies
- 30 youth elected to local positions

This product was created in collaboration with YouthPower Learning as part of its review of all YouthPower Task Orders.

YouthPower Action

YouthPower Action supports and advances USAID's Youth in Development Policy through evidence-based positive youth development programming across all sectors and country contexts by providing technical assistance to USAID Missions and operating units. YouthPower Action's activities increase youth engagement and youth voice to strengthen USAID's positive youth development programming. YouthPower Action supports USAID missions and operating units through a flexible buy-in mechanism.

This publication was made possible by the support of the American People through the U.S. Agency for International Development (USAID) under task order contract number AID-OAA-TO-15-00003, YouthPower Action under IDIQ contract number AID-OAA-I-15-00009, YouthPower: Implementation.

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