ASSESSMENT REPORT

Assessment of Positive Youth Development (PYD) Including the Experience and Contributions of YouthPower

NOVEMBER 2020

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ACKNOWLEDGEMENTS

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ACRONYMS

A360 Adolescents 360
AfrDB African Development Bank
APS Annual Program Statement
BMGF Bill & Melinda Gates Foundation
CAP The Career Advancement Programme
CARICOM Caribbean Community and Common Market
CFYR Community, Family and Youth Resilience
CIDA Canadian International Development Agency
CIFF Children's Investment Fund Foundation
CoP Communities of Practice
CVE Countering Violent Extremism
CVPP Crime and Violence Prevention Project
DAP Developmental Assets Profile
DFID Department for International Development
FPRH Family Planning and Reproductive Health care
FP2020 Family Planning 2020
GOYI Global Opportunity Youth Initiative
HIV Human Immunodeficiency Virus
HIV/AIDS Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
ICT Information and Communications Technology
IDB Inter-American Development Bank
IDIQs Indefinite Delivery Indefinite Quantity
ILO International Labour Organization
IPs Implementing Partners
KIIs Key Informant Interviews
KIs Key Informants
K-YES Kenya Youth Employment and Skills

LGBTI Lesbian, Gay, Bisexual, Transgender and Intersex
LMIC Low and Middle Income Countries
MENA Middle East, North Africa
NEO New Employment Opportunities Initiative
NGOs Non-Governmental Organizations
NYS National Youth Service
OECD Organisation for Economic Co-operation and Development
PYD Positive Youth Development
RFA Request for Applications
RFTOPs Request for Task Order Proposals
S4YE Solutions for Youth Employment
SRH Sexual and Reproductive Health
SRHR Sexual and Reproductive Health and Rights
TO Task Order
TVET-SAY Technical Vocational Education and Training Strengthening for At-Risk Youth
UNDP United Nations Development Programme
UNICEF United Nations International Children's Emergency Fund
UNITY Ukraine National Identity Through Youth
US United States
USAID United States Agency for International Development
YALI Young African Leaders Initiative
YID Youth in Development
YPARHub Youth Participatory Action Research Hub
YPAT Youth Programming Assessment Tool

ABSTRACT

An assessment was conducted (June 2019 to July 2020) to examine the adoption, successes and challenges of implementing with Positive Youth Development (PYD) programming in international development, with emphasis on the experience of USAID's YouthPower Project. The role of YouthPower in advancing PYD was analyzed, especially its knowledge products and their dissemination. The extent to which the PYD approach is understood and utilized by youth development partners in the field was explored with deeper investigations of youth engagement, cross-sectoral programming, and youth systems. Recommendations were offered towards advancing PYD globally. Mixed methods were used including a global survey, document review, and key informant interviews. The assessment found that uptake of PYD was perceived to be increasing among stakeholders overall, yet more effort is needed for more comprehensive understanding, commitment and implementation. Among key factors that influence PYD uptake are challenges around cross-sectoral interventions due to sectoral organizational and financial silos among donors and country level governments. Youth engagement, including through YouthPower activities is perceived to be increasing but more remains to be done, especially in helping national governments implement meaningful youth participation. A review of youth systems work, especially in USAID's YouthPower solicitations, revealed that strengthening of sustainable youth systems is still an emergent area with less developed lexicon, weak donor coordination, little policy reform work, and changing roles for implementing partners. Mindset shift was an area of relative strength. Recommendations for better uptake of PYD focused on increased understanding and use of concepts, evidence, and practical guides/tools and increased strategic monitoring, evaluation and research; supporting a deeper understanding of youth as change agents/ youth engagement; developing more effective holistic and cross-sectoral youth programming; and increasing youth systems work for sustainable youth development.

EXECUTIVE SUMMARY

INTRODUCTION TO THE ASSESSMENT

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 promotes building skills, assets, and competencies; fostering healthy relationships; and strengthening the enabling environment. USAID's YouthPower Project was designed to facilitate cross-sectoral youth programming through PYD principles and practices. At the conclusion of YouthPower in 2020, USAID commissioned this assessment of the status of the PYD approach globally, YouthPower's role in facilitating PYD uptake, and strategic considerations looking forward.

The assessment took place between June 2019 and July 2020. Specifically the assessment examined the extent to which the PYD approach is understood and utilized by youth development partners in the field; successes and challenges of YouthPower's experience with PYD programming and its role in advancing PYD; and key considerations for expanding uptake of the approach globally. The assessment complements three recent USAID-commissioned studies: USAID Youth in Development Policy Implementation Assessment; the YouthPower systematic review of PYD programs, and the soon to be published Review of Youth Power Activities. This report also provides a "deeper dive" into two key areas of PYD that are of particular interest to USAID: youth engagement, and youth systems. Assessment results will inform USAID on how to effectively support PYD through future youth development investment, including YouthPower 2.

ASSESSMENT METHODS

This assessment used a mixed-methods approach, drawing from quantitative and qualitative data collection, including a survey of stakeholder perceptions (N= 575). In addition, key informant interviews (N=26) and focus group discussions (n=5) were conducted from Washington, DC and in Kenya, Uganda and Indonesia in partnership with local research teams to develop a more nuanced understanding of successes, challenges and future directions for deepening PYD. Stakeholder respondents included USAID staff from headquarters and Missions, government leaders, implementing partners (IPs), and youth.

In addition, **two rapid reviews** were conducted to supplement the primary data collection. A rapid review of 1) **the youth development donor landscape**; and 2) **YouthPower Implementation Requests for Task Order Proposals (RFTOPs)**. The review of the donor landscape in youth development in LMICs was conducted among selected donors in the youth space to explore how PYD has been taken up by donors. The RFTOP review systematically examined the extent to which USAID called for the utilization of systems approaches for achieving sustainable PYD outcomes. An adapted scoring rubric harmonious with The Youth Systems Collaborative Learning Framework was used for the RFTOP review.

FINDINGS

A. Adoption and integration of the PYD approach. Uptake of the PYD approach was perceived to be increasing within USAID and among USAID IPs, yet further evidence of PYD implementation by government and local stakeholders was less apparent. There was however, some concurrence on many of the components of PYD such as positive social norms, safe spaces, youth engagement, and building skills assets and competencies that are more widely adopted by youth stakeholders including donors and international and national youth-led and youth-serving NGOs. Nonetheless, respondents indicated that more efforts are needed for broader national level understanding, commitment and implementation. YouthPower Task orders have facilitated promulgation of PYD in programming including involving youth in the design, implementation and monitoring of program progress. However, inclusion of the PYD approach

and terminology in youth programming other than YouthPower remains inconsistent. The Assessment found that not all USAID/USG youth programming aligns with PYD approaches and terminology. Perceptions of widespread adoption of PYD by national stakeholders and government were limited.

B. Factors that influence uptake. Cross-sectoral programming that underpins the PYD approach remains challenging with both donor and government programs largely focused on siloed sectors with different and often incompatible organizational cultures, funding streams and inherent bureaucratic and structural challenges. Respondents reported that holistic workforce development programs involving education and health dimensions are strategic and should be further developed. PYD implementation including youth engagement has also been progressively understood over time. The more complex elements of PYD were reported to be less fully implemented, often because implementer understanding in these areas lags and the time, resources, and planning needed to adopt a truly holistic youth centered, cross sectoral approach to their programs is difficult. Further, understanding the developmental life course and the significance of the timing of investments along various stages of a young person's age span may run counter to USAID's sectoral priorities and funding cycles. Finally, there was a perception among respondents that PYD programs and opportunities may not have extended far beyond better resourced, urban, educated youth who are easier to reach than lower-income, less skilled youth in rural areas. Limited funding for youth programming has further limited uptake of the PYD approach.

C. YouthPower's Role in Facilitating Uptake of PYD: YouthPower contributed significantly to the uptake of PYD. Key informants note a marked shift in the way the USAID Missions think about youth in recent years due to YouthPower. Contributing factors include professional development of USAID Mission youth points of contact and IP staff, and the use of YouthPower tools and resources (especially PYD research, toolkits, frameworks and measurement guidance) to increase understanding of concepts and terminology and uptake of PYD among

stakeholders. Communities of Practice managed by YouthPower Learning were highly appreciated by NGOs.

D. Youth Engagement. YouthPower seeks to promote meaningful youth engagement from program design to implementation, and evaluation. To meaningfully engage young people requires a shift in ways of partnering from the start of activity design. The assessment found that youth engagement in YouthPower activities has increased but more efforts are needed as most respondents state that true engagement has only been partially achieved. USAID/Indonesia's Mitra Kunci activity created a platform for youth and the private sector to work together with government on creating employment opportunities is a strong example of how a YouthPower activity can successfully engage youth. Yet despite notable examples, there remains a lack of significant uptake by PYD stakeholders of youth engagement. Within USAID, "buy-in" to PYD was consider "passive" and more focused on teaching youth than collaborating with them as partners. Youth engagement at the global level is supported by a number of efforts to increase engagement of youth such as the Mandela Fellowship program for Young African Leaders Initiative (YALI). At country level, the YouthLead international youth network and platform managed by YouthPower is also helping to give power to youth voice through networking, resource sharing and opportunities. While LMIC government investment in youth engagement is increasing, for example through youth advisory committees and designated funding, a myriad of obstacles limit access and effectiveness. In many contexts, governments still see youth as a "risk" rather than as an asset for development.

E. Youth systems: Creating an enabling environment for youth. There is broad agreement that the building and strengthening of sustainable youth systems has not yet been achieved in the USAID-funded youth development field, though it is, however, seen as critical to USAID's Journey to Self-Reliance. Youth systems work requires a shift in focus from supporting direct delivery of health, education and social services for youth as beneficiaries, to improved coordination through

networks and partnerships among multi-sectoral public and private sector entities, with full engagement of communities and youth who are recognized as advocates and change agents. The Kenyan K-YES activity that brought together local government, the private sector, and youth under County Youth Employment Compacts to discuss and find solutions for youth employability is a positive example of systems work.

To gauge the progress of a systems approach to PYD means complementing outcome measurement with qualitative approaches to detect and report on changes in the enabling environment. Most YP Request for Task Order Proposals (RFTOPs) did not require a full analysis of systems dynamics including barriers, bottlenecks and lack of coordination, with a few notable exceptions such as the Community, Family and Youth Resilience (CFYR) activity that identifies the "complex array of risk and protective factors" as root causes of youth involvement in violence, as well as the uniqueness of each country context in the affected region. Increasingly IPs are building ownership and accountability by working with, and bringing together diverse country-level stakeholders in YouthPower activities, although country-level coordination of service delivery for youth programs and policies remains a priority gap area. Capacity building and development of institutional relationships are noted in the RFTOPs analyzed, but are often not grounded in a capacity assessment and thus not sufficiently focused. Likewise, efforts to create shared monitoring and evaluation platforms, and use ICT solutions such as dashboards or searchable databases are limited. The review also found limited attention to other factors that influence uptake of youth system work including lack of: donor collaboration; support for responsive and adaptive, iterative approaches; encouragement of local leveraging of funds; and emphasis on policy.

F. Strategic considerations: PYD Programming in the time of COVID-19. Health is a major issue for young people during the COVID pandemic due to isolation from peers, and in some cases exposure to violence, abuse and harmful practices such as early marriage. As a result, young people will arguably bear the brunt of the significant social, economic and mental health effects of this ongoing health crisis. USAID should put youth at the center of its COVID response around three pillars: educating, employing and engaging youth. Investment in distance learning and short-term support for youth self-employment is urgently needed, as well as continuing engagement of youth for community-based COVID response.

RECOMMENDATIONS

1. Support better uptake of PYD concepts, evidence, and practical guides/tools and increased strategic monitoring, evaluation and research through YouthPower and beyond. This requires improved research to test and document the efficacy of the PYD approach. It also necessitates: (a) knowledge management feedback loops between program implementation and research, evaluation, guidance; (b) development of PYD clear, language appropriate materials; (c) facilitate efficient delivery of consistent, high-quality PYD training for national stakeholders; (d) enable USAID Missions to gain a more accurate understanding of their own strengths and weaknesses in embracing PYD in their youth-focused and youth-integrated programming; (e) deepen understanding of PYD through training and technical guidance; and (f) cross-link YouthPower's knowledge management platform and other knowledge and project repositories.

2. Support a deeper understanding of youth as change agents/youth engagement by (a) co-creating practical models or mechanisms for youth engagement at the country-level through a joint efforts; (b) increasing youth participation and leadership of PYD-related research and evaluation; and (c) leveraging networks of young leaders and youth returning from higher education exchanges to be partners on programs.

3. Develop more effective holistic and cross-sectoral youth programming by (a) strengthening cross sectoral programming linking health, education and workforce development programs; (b) facilitating cross-sectoral PYD activity design within Missions by both providing incentives for sector experts to collaborate

on holistic programming; and (c) providing professional development to better enable USAID, IP and country-stakeholder teams to collaborate better cross-sectorally.

4. Support systemic approaches to youth development (or youth system strengthening) at the country level. Specific measures suggested include: (a) improving knowledge of systems analytics and terminology among USAID and its partners; (b) assuming a stance of experimentation and self-reflection as donors; (c) avoiding over-reliance on "the numbers" to evaluate the success of systems activities; (c) deepening understanding of and support to the role of intermediary organizations that play a critical role in youth systems work; (d) exploring the use of shared monitoring and evaluation platforms for systems work; (e) identifying, tracking and supporting progress of system change efforts that are already locally initiated and owned; (f) identifying and building on local assets to build a more comprehensive youth system; (g) developing global, peer-to-peer exchanges to support the adaptive learning required for successful systems change; and (h) focusing on systems change to yield promising new areas of intervention.

INTRODUCTION TO THE ASSESSMENT

DATES OF ASSESSMENT IMPLEMENTATION

June 17, 2019 – July 31, 2020

PURPOSE

The purpose of this assessment is to explore, on behalf of USAID, the current status of the Positive Youth Development (PYD) approach globally, YouthPower's role in facilitating PYD uptake, and strategic considerations looking forward.

The assessment examines:

▶ Successes and challenges of YouthPower's experience with PYD programming;

▶ YouthPower's role in advancing PYD;

▶ The extent to which the PYD approach is understood and utilized by youth development partners in the field; and

▶ Key considerations for expanding uptake of the approach globally.

Assessment results will inform USAID on how the agency can most effectively support PYD through future youth development procurements, including YouthPower 2.

ASSESSMENT QUESTIONS

Q1. To what extent has the PYD approach been adopted/integrated in USAID YouthPower development programming and beyond?

▶ **Uptake and understanding at national level among implementing partners and governments:** What are stakeholder perceptions on the extent to which partner Governments and country-based implementing partners (IPs) are understanding and adapting the PYD approach, including key PYD

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.

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elements of interest (youth engagement, cross-sectoral programming, and creating an enabling environment)?

▶ **Uptake and application among other major youth donors:** Do the major youth development donors have unified definitions and terminology for PYD? Do major donors have youth policies in place that reflect PYD concepts?

▶ **Engagement of youth in programming:** What are stakeholder perceptions on the extent to which IPs/youth development organizations have incorporated youth engagement in design, implementation, monitoring, and evaluation in USAID-supported youth development programming and in youth development programming more broadly?

▶ **Success and challenges of integrating PYD approach:** Within YouthPower programming, what have been the successes and challenges of applying PYD, and why? (At the levels of: USAID Missions, USAID IPs, and with host country institutions.)

Q2. How has USAID's YouthPower influenced the awareness and use of PYD in LMIC-based youth development programming?

▶ **Stakeholder perceptions:** YouthPower's role in influencing the uptake, effectiveness, trends, challenges, and future considerations of PYD programming?

- ► **Successes and challenges:** What are seen as the major successes and challenges with PYD approaches to youth development?

- ► **Use of tools and resources:** How has the Agency and its youth programming IPs integrated and utilized tools and resources developed by YouthPower?

Q3. Building on the experience of YouthPower, what are lessons learned, gaps and future *recommendations* for cross-sectoral, effective and sustainable systems for youth development programs, and effective youth engagement within youth program design, implementation, and evaluation?

- ► **Status of Youth Systems:** What was the status of youth systems in the YouthPower activities requested by USAID? To what extent did YouthPower activities call for host country institutions and IPs to initiate and sustain systems approaches in youth development efforts?

- ► **Capacity building and support in countries:** What information, technical support, and evidence does USAID need to more effectively support country youth systems efforts?

PROJECT BACKGROUND

While USAID has conducted youth-focused programming for decades, the Agency's understanding of youth as a stage of human development with a distinct set of transitions and as a strategic demographic cohort critical to the achievement of a variety of development outcomes has grown exponentially from the early 2000s to today. Many of the lessons learned from domestic US youth programming in the 1990s, including promulgation of the PYD paradigm, were taken up and applied to international development. Two of USAID's global youth projects, YouthNet sponsored by USAID/Global Health and the EQUIP3 Leader with

Associates award sponsored by USAID/Education (2009-2012), applied the principles of asset-orientation and promoted youth voice. For example, EQUIP3 piloted the use of the Developmental Assets Profile (DAP), an assessment tool created by The Search Institute based in Minnesota, in the context of the EQUIP3 associate award, EQuALLs2, project for out-of-school youth in the Philippines and conducted a study to track correlations between youth scores on the DAP and select youth outcomes. Activities that may have begun as literacy education programs soon branched out in a cross-sectoral manner to include workforce development and civic engagement as implementers became more aware of the multi-dimensional needs of youth.

The USAID Forward organizational reforms from 2010-2016 increased demand across the Agency for more rigorous evaluation evidence. As a result, foundational literature reviews[1] were conducted on youth development that helped guide the next generation of global youth projects (such as YouthPower) and the development of the USAID Youth in Development Policy (2012). The first of its kind among bilateral donors, USAID's Youth in Development Policy called for a paradigm shift from seeing youth as passive recipients of aid to seeing them as active partners in development. It also led to USAID embracing the core tenets of PYD including building youth assets (skills, competencies, and values); strengthening the enabling environment for youth; and promoting greater equity and inclusion through second-chance programming and gender equality. The Youth Policy also provided organizational and leadership structures, such as the Agency Youth Coordinator and Youth Points of Contact within Missions and Washington operating units, to facilitate the integration of youth as a strategic priority for USAID and to increase technical capacity in PYD.

The YouthPower Indefinite Delivery Indefinite Quantities (IDIQ) were a key implementing mechanism for the Youth Policy and the promotion of PYD more generally. YouthPower was designed to facilitate cross-sectoral

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[1] For example, Guerra, N and C. Olenik. (Feb. 2013) "State of the Field Report: Holistic, Cross-Sectoral Youth Development," commissioned by USAID under the USAID Youth Research, Evaluation and Learning Project by the Aguirre Division, JBS International, Inc.

youth programming at USAID, including the increased application of PYD principles and practices. It provided USAID Missions with access to two sets of multi-sectoral consortia (YouthPower Evidence and Evaluation; and YouthPower Action) composed of partners with proven track-records in effective youth programming and evaluation. It also provided platforms for strategic research and the development and dissemination of technical guides and tools through four global Communities of Practice (CoP). While YouthPower faces outward, internal USAID processes have complemented this progress through the efforts of the Office of the USAID Youth Coordinator and its "YouthCorps" working and "champions" groups. Noteworthy accomplishments of these efforts have included global delivery of PYD training for Mission staff, and the development of program monitoring indicators and technical guidance for integration of youth into key sectors such as agriculture, Feed the Future, Democracy/Rights and Governance, etc. The most recent PYD platform created under YouthPower is YouthLead, a USAID-sponsored effort to network young change-makers to connect and amplify their efforts around the world.

As YouthPower has recently concluded (February 2020 for YouthPower Action and April 2020 for YouthPower Learning), USAID seeks to consolidate its understanding of the extent to which PYD has been adopted by the Agency at-large, its partners, and international collaborators. The recent Implementation Assessment of USAID's Youth Policy led by USAID/PPL/Office of Policy (2018) revealed that while the agency has made strong progress in some areas, other components of the PYD approach have been particularly challenging, such as authentic youth engagement and strengthening of the enabling environment for youth (or youth systems). These areas have been identified for further examination by the current PYD assessment.

This report complements three recent USAID-commissioned studies: USAID Youth in Development Policy Implementation Assessment;[2] the YouthPower systematic review of PYD programs,[3] and the soon to be published Review of Youth Power Activities.[4] This report situates its findings and recommendations to build from the earlier reports, generally corroborating them and bringing additional insights based on this report's unique methodology. The USAID Youth Policy Assessment focused on policy implementation within the USAID structure; the systemic review focused on rigorous evaluation evidence; and the YouthPower Activity Review focused on YouthPower implementer perspectives on YouthPower Project experiences. This report broadly examines the uptake of PYD within the YouthPower community and beyond, and provides a "deeper dive" into two key areas of PYD that are of particular interest to USAID: youth engagement and youth systems.

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[2] Ignatowski, Clare, with contributions from Emma Backe, Lauren Baker, and Nada Petrovic. July 2018. Assessment of the Implementation of the USAID Youth in Development Policy: Executive Summary. Washington, DC: Dexis Consulting Group under the USAID LEARN Contract.

[3] Catalano R., Skinner ML., et al. (2019) Positive Youth Development programs in Low- and Middle Income countries: A Conceptual Framework and Systematic Review. Journal of Adolescent Heath (JAH) 65. 15-31.

[4] Blum, Rachel, et al. (2020). Review of YouthPower Activities. Washington, DC: Making Cents International, Inc. under USAID YouthPower: Evidence and Evaluation Task Order 1 contract (forthcoming).

ASSESSMENT METHODS

This assessment used a mixed-methods approach, drawing from quantitative and qualitative data collection, including a survey of stakeholder perceptions of the PYD approach, YouthPower's role in advancing PYD, and future considerations on PYD and achieving systems or cross-sectoral approaches to youth development; and in-depth interviews and focus groups of key informants to develop the more nuanced understanding of successes, challenges, illustrative examples of systems approaches, and future considerations.

The Assessment collected data via a 'global' wave between August 2019 and January 2020 and via focused in-country data collection in three countries between April and June 2020, including Indonesia, Kenya and Uganda. Data sources are reflected in **Table 1** below.

In addition, two rapid reviews were conducted to supplement the primary data collection. A rapid review of 1) the youth development donor landscape; and 2) YouthPower Implementation Requests for Task Order Proposals (RFTOPs) were systematically reviewed to examine the extent to which USAID called for the utilization of systems approaches for achieving sustainable PYD outcomes.

The review of the donor landscape in youth development in LMICs was conducted among selected donors in the youth space to explore how PYD is being adopted by major donors, their sectors/areas of focus, utilization of PYD or similar frameworks, and policies regarding youth development. Within these selected examples, and where available, the review also

Table 1: Primary data sources by stakeholder type and location

Data Sources	Location	Total	USAID	Other Donors & Multilaterals	Government	IPs	Beneficiaries/ Youth	Other/ Don't Know
Key Informant Interviews	Global	16	7	2		7		
	Indonesia	1			1			
	Kenya	4			1	2	1	
	Uganda	10			4	4	2	
	Total	31	7	2	6	13	3	
Focus Group Discussions	Global	1				1		
	Indonesia	3				2	1	
	Uganda	1					1	
	Total	5				3	2	
Survey	Global	374	77	7	6	177	26	49
	Indonesia	59	1	1	2	12	32	11
	Kenya	46	0	10	5	21	2	7
	Uganda	96	0	0	0	65	21	7
	Total	575	78	18	13	275	81	74

FINDINGS

examined: investment amounts, partnerships, countries or regions of focus, relevant youth policies, populations of focus, resources and tools, and interventions.

The review of YouthPower RFTOPs sought to understand the extent to which USAID called for systems approaches within YouthPower solicitations, and where they did, in which areas. A scoring rubric harmonious with The Youth Systems Collaborative Learning Framework[5] was used for the RFTOP review. While the sample is too small to draw wide-ranging conclusions, the analysis models how USAID might track its progress toward more systems-oriented activity design and procurement.

The youth systems domains that this assessment considered for its rapid review of RFTOPs are:
1) Understanding the structure and dynamics of the existing youth system(s); 2) Bringing diverse local stakeholders together around a shared vision; 3) Improved and coordinated service delivery; 4) Shared standards, indicators, monitoring and evaluation; 5) USAID role is flexible, adaptive, and facilitative; 6) Donor collaboration and leveraged funding; 7) Policy reform and alignment; 8) Normative change, shifting mental models/mindsets; 9) Local investment, leveraged local resources and sustainability. *(Descriptions of each can be found in Annex D.5.)*

Further detail of assessment methods including respondent characteristics, time and country specificities of the survey, focus group discussion and key informant interviews, and the detailed rapid review methodologies are described in detail in Annex B and the RFTOP scoring rubric is in Annex D.5.

A. ADOPTION AND INTEGRATION OF THE PYD APPROACH: CURRENT STATUS[6]

1. PYD Uptake was perceived to be increasing among stakeholders overall, yet more efforts are needed for more comprehensive understanding, commitment and implementation.

Among survey respondents overall, the prevailing view—held by 82 percent—was that general awareness of PYD among those working in the youth development field had increased to some degree or to a high degree over the last five years (see **Figure 1**). Most—58 percent—indicated that over the last five years awareness had increased 'to some degree' versus 24 percent who perceived the increase to be 'to a high degree'.

Figure 1: Extent to which PYD awareness increased in last five years

2%   16%   24%   58%

- ■ High degree
- ■ Some degree
- ■ Low degree
- ■ Not at all

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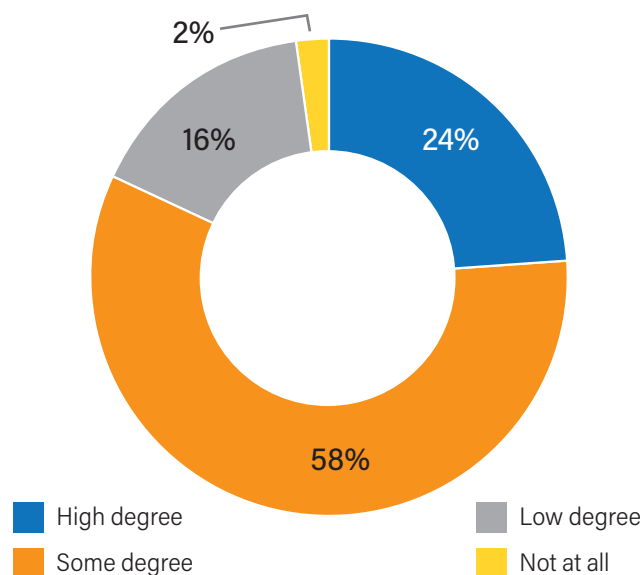
5   The Youth Systems Learning Framework was created by Clare Ignatowski with support from RTI and Creative Associates International and was first presented with Bonnie Politz at the Global Center for Youth Employment Annual Meeting in Washington, DC, September 25, 2018.

6   This section examines key informant and survey respondent perspectives on how PYD is being taken up by USAID, implementing partners, and country-level stakeholders (local IPs, governments and the private sector). This includes both broad integration of youth into development work as well as more nuanced understanding of PYD as a specific, multi-pronged approach. Characteristics of survey respondents can be found in Annex E.

Figure 2. Extent to which organization has applied key PYD elements
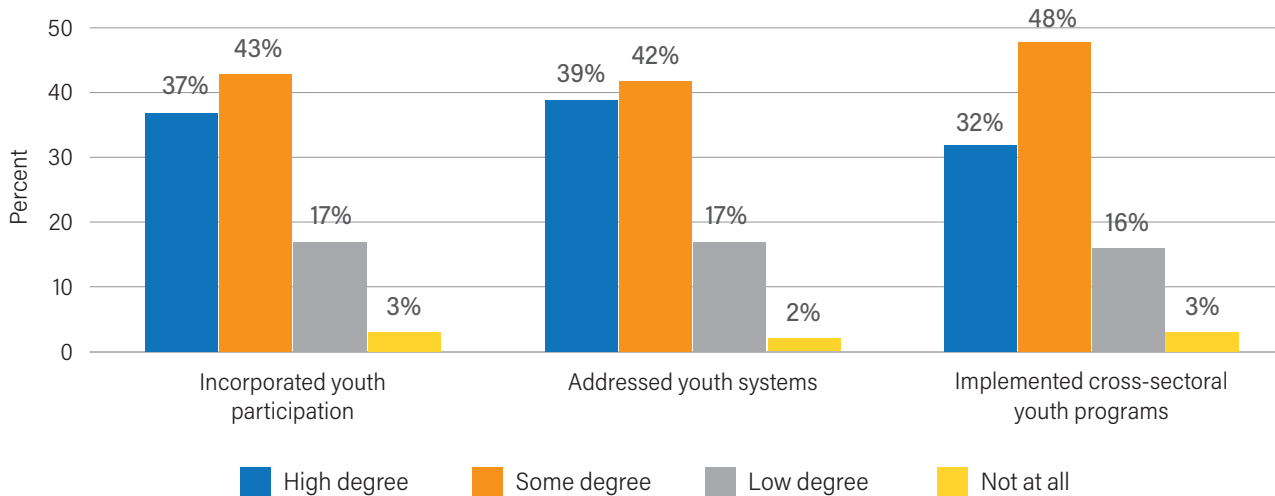
In terms of actual uptake of PYD approaches, survey respondents as a whole reported that their organizations applied key elements of the PYD approach, including youth participation, addressing youth systems, and implementing cross-sectoral programs, to some degree (42-48 percent) or to a high degree (32-39 percent) (see **Figure 2**).

A strong majority of respondents (about two-thirds or more) reported their organizations were incorporating each of the seven features of PYD[7] to at least some degree. The two features that were most commonly implemented by the organizations of a majority of respondents (56 percent and 48 percent) to a "high degree" were building of skills, assets and competencies and youth engagement, empowerment and contribution (see **Figure 3**). 'Building of skills, assets and competencies' (56 percent), and 'youth engagement, empowerment, and contribution' (48 percent), were the two PYD features for which the greatest proportion of respondents indicated their organization had incorporated them to a high degree. PYD features for which respondents indicated a lower level of uptake within their organizations included the feature on the

'eco-system' approach—'coordination and synergy among family, school, community, employers', and 'safe spaces with appropriate structures' (27 percent and 28 percent reported update to a high degree, respectively).

Qualitative responses however tell a more nuanced story of the extent to which progress was made at the various levels. In some countries, YouthPower Task orders have created an exciting uptake of PYD in their programming including involving youth in the design, implementation and monitoring of program progress.

> *"The PYD model was core to the design of multiple projects I work with (Philippines, Rwanda, DRC). The holistic approach—building on youth assets, providing opportunities to increase agency and contribution and supporting an enabling environment - has led to more significant impacts and sustainability."*
>
> *– Survey respondent, global*

In addition, respondents reported increasing application of PYD concepts and frameworks in work presented at international conferences, including the annual Global Youth Economic Opportunities Summit, for which

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[7] The seven features of PYD include i) Building of skills, assets and competencies; ii) Supportive relationships and role models; iii) Youth engagement, empowerment, and contribution; iv) Safe spaces with appropriate structures; v) Positive social norms, expectations and perceptions; vi) Belonging/inclusive membership; vii) Coordination and synergy among family, school, community, employers

Figure 3. Extent to which respondents report their organization's youth development programs incorporate PYD features

Building of skills, assets and competencies: High degree 56%, Some degree 32%, Low degree 11%, Not at all 2%

Supportive relationships and role models: High degree 36%, Some degree 42%, Low degree 18%, Not at all 4%

Youth engagement, empowerment, and contribution: High degree 48%, Some degree 37%, Low degree 14%, Not at all 2%

Safe spaces with appropriate structures: High degree 28%, Some degree 39%, Low degree 24%, Not at all 10%

Positive social norms, expectations and perceptions: High degree 33%, Some degree 40%, Low degree 21%, Not at all 6%

Belonging/inclusive membership: High degree 33%, Some degree 39%, Low degree 23%, Not at all 5%

Coordination and synergy among family, school, community, employers: High degree 27%, Some degree 39%, Low degree 27%, Not at all 6%

Percent

Legend: High degree, Some degree, Low degree, Not at all

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abstract proposals have demonstrated increasing application of the PYD model in youth programming, including in sectors where PYD application may be less expected or common (e.g. agriculture).

Overall however, survey and KII respondents reported that a full appreciation of the PYD approach, including efforts to structure and meaningfully implement all components, is not yet evident. In particular, respondents noted concern regarding programs' inadequate focus on working with the broader enabling environment and incorporating meaningful youth engagement. One survey respondent (Kenya), for example, noted:

"Building of skills, assets, and competencies, youth engagement, empowerment, and contribution. However, to have enhanced effectiveness of youth development programming, more needs to be done on the other aspects of PYD, such as supportive relationships and role models, creating safe spaces with appropriate structures, positive social norms, opportunities for memberships, and the synergy

among family, school, community, and employers."

This position was supported by a global key informant:

"It is easy to see the qualitative difference of youth programs that put youth out front, but difficult to quantify. While there are many youth programs, the systemic impact is unclear as to when/where PYD approaches are enhancing their effectiveness. There are also many programs that 'serve' youth with undetermined degrees of effectiveness. Many programs incorporate 'some' PYD components. The degree to which those components have an impact is difficult to measure and typically make programs more expensive (e.g., planning the time and resources needed for meaningful youth participation)."

Another global survey respondent commented, however, that "[W]hen there is an absence of PYD components, it is easy to see the risks and lack of effectiveness." This suggests that while PYD features are not always implemented fully, stakeholders do see positive differences compared to cases where PYD is entirely absent.

Figure 4. Respondents' ratings of their own and their organizations' understandings of PYD, by organization type

		High degree	Some degree	Low degree	Not at all
NGOs	Own understanding (n=247)	53%	38%	7%	2%
	Organization's understanding (n=249)	41%	45%	10%	4%
USAID	Own understanding (n=11)	54%	37%	6%	3%
	Organization's understanding (n=66)	12%	62%	24%	2%
LMIC Gov	Own understanding (n=11)	82%	18%		
	Organization's understanding (n=12)	42%	25%	25%	8%
Youth	Own understanding (n=66)	26%	44%	23%	7%
	Organization's understanding (n=61)	18%	44%	23%	15%
Other*	Own understanding (n=86)	64%	30%	5%	1%
	Organization's understanding (n=82)	48%	37%	11%	4%

2. Stakeholders generally feel their own knowledge of PYD is strong, but they are less optimistic about their or ganization's knowledge.

Survey respondents reported a high degree of understanding of PYD overall, with a high proportion—more than 90 percent in most respondent groups—rating their understanding of PYD to be either to a high degree or to some degree (see **Figure 4**). Youth network members were an exception, with a lower proportion (70 percent) rating their PYD understanding accordingly.

As shown in **Figure 4**, survey respondents from all categories rated their own understanding of PYD to be higher than that of their organization's understanding of PYD. Survey respondents from implementing organizations/NGOs, LMIC governments, and the 'Other'[8] category attributed a higher level of

understanding of PYD to their organizations, with over 40 percent indicating their organizations have a high degree of understanding. In contrast, fewer respondents based at USAID and youth network members—12 percent and 18 percent respectively—rated their organization's understanding of PYD to be to a high degree.[9]

Notably, 100 percent of LMIC government respondents rated their own understanding of PYD to be to a high degree (82 percent) or to some degree (18 percent), and rated their own government's PYD understanding more favorably than other groups rated their organization's understanding, with 42 percent indicating their government understands PYD to a high degree. These LMIC government respondent perceptions are in stark contrast to the broader respondent and key informant perceptions of relatively low LMIC government understanding and buy-in for PYD described in **Figure 4**.

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[8] The other category includes respondents from other (non-USAID) donors, multilateral organizations, universities/ research organizations, and the private sector, as well as non-affiliated/independent respondents.

[9] These findings should be considered in the context of the relatively small n in this respondent group (n=11 and 12 for own understanding and organization's understanding questions, respectively).

Figure 5. Respondents' ratings of their own and their organizations' understandings of PYD, by HQ- and field-positions

HQ-based
- Own understanding (n=109): High degree 67%, Some degree 29%, Low degree 3%, Not at all 1%
- Organization's understanding (n=106): High degree 27%, Some degree 53%, Low degree 20%

Field-based
- Own understanding (n=222): High degree 37%, Some degree 46%, Low degree 13%, Not at all 4%
- Organization's understanding (n=219): High degree 29%, Some degree 48%, Low degree 14%, Not at all 9%

Other/both
- Own understanding (n=31): High degree 65%, Some degree 23%, Low degree 3%, Not at all 9%
- Organization's understanding (n=31): High degree 45%, Some degree 45%, Low degree 3%, Not at all 7%

Legend: High degree, Some degree, Low degree, Not at all

The overall high level of PYD understanding reported among respondents should be considered in light of the stakeholder recruitment strategies in relation to the survey and key informant interviews, targeting groups likely to be more familiar with PYD, including YouthPower CoPs, USAID youth focal points, LMIC government youth focal points, and international and LMIC-based youth serving and youth-led organizations. PYD training targeting IPs and Mission staff may have also played a role.

Respondents working in field-based positions did not rate their understanding of PYD to be as high as those in headquarter-based positions (37 percent versus 67 percent rated their understanding to be of a high degree, respectively; see **Figure 5**). This is despite having equally received significant training and dissemination of PYD at both likely headquarters and in the regions and missions. The fact that PYD had been predominately a US-centric approach until relatively recently likely accounts for greater familiarity among youth development practitioners at headquarters.

As one global key informant noted: "people who are DC-based get it, but there's still in-depth training for youth development workers that needs to be done, for people

with adjacent work, like in gender issues, but there's more work to do for training and capacity. Both for training and for gaining expertise and making it deeper."

"For those of us who work in youth development, we get it and it resonates with us, but how do we translate it into something that is understandable and makes sense to someone in government or the ministry, or to the private sector person who is running a business and looking for young people to be part of their talent pool. Now a big thing is to have young people be influencers and do branding."

Another key informant shared:

"Among the DC-based implementor crew and headquarters, there's a real understanding of PYD now, to the point where they can speak to it like they know what they're talking about. Which, four years ago, was not the case... it's exciting because it shows that people 'get it' and can integrate [PYD] and actually use it."

Within USAID, structures put in place as a result of the Youth in Development Policy supported the uptake of PYD beyond headquarters.

"I think the investment in a youth corps, and ... a youth desk in DC has been really important for building a ... community of practice around what we're doing. It has given me, within this region, an opportunity to collaborate and ... dialogue with other Caribbean missions, like Jamaica and the Dominican Republic about our approaches and to think about learning events and opportunities that strengthen the way we see things..."
(Key informant, global)

3. Inclusion of the PYD approach and terminology in youth programming beyond YouthPower is inconsistent across USAID investments.

The rapid review of donor investments and policies[10] found that not all USAID/USG youth programming aligns with PYD approaches and terminology. For example:

► A USAID civil society strengthening activity in Uganda, which specifically mentions youth as a target, does not include or reference the PYD approach in the Request for Applications (RFA).

► The Ukraine National Identity Through Youth (UNITY) Activity includes PYD among the Implementation Principles and Mandatory Cross-cutting Considerations. However, PYD is only mentioned in this section, and is not included in descriptive text within the core objectives of the RFA.

► The Empowering Youth with Disabilities Activity, which is being integrated into the Ethiopia Youth Empowerment Project, uses a "positive youth development lens" and has some PYD terminology, such as "enabling environment", but does not specifically include the domains or features of the PYD framework.

Contrasting examples from Countering Violent Extremism (CVE) programs demonstrate the variation in PYD integration across USAID youth investments: In Muslim-majority countries, it was noted that the US government emphasis on CVE programs are inherently

deficit focused, making host country stakeholder implementation of the PYD approach not possible (KII respondent). However, creative approaches to including PYD approaches are also evident. The USAID YouThink Activity in Macedonia—a CVE program aimed at increasing *"youths' resilience to disinformation campaigns and political manipulation by enhancing their media literacy and critical thinking skills"*—is specifically anchored in the PYD approach and four domains. Furthermore, it links to the YouthPower PYD Toolkit for additional information.

4. Perceptions were that understanding and adoption of PYD by national-level governments and stakeholders has been limited.

While LMIC government respondents reported their own and their governments' understanding of PYD to be relatively high *(see Finding 2 above)*, respondents as a whole perceived awareness among national-level stakeholders in LMICs, including governments, to be somewhat low, with the majority (46 percent) rating LMIC governments' awareness to be to a low degree, and fewer respondents perceiving a higher degree of understanding among LMIC governments (39 and 8 percent rated awareness to be to some degree and to a high degree, respectively) (**Figure 6.A.**). LMIC-based NGOs were rated to have somewhat greater awareness than LMIC governments, with the greatest proportion (48 percent) rating NGO awareness to be to some degree, 15 percent to a high degree, and 32 percent to a low degree (**Figure 6.B.**). Survey respondents rated government investments in youth in general to be higher than government awareness of PYD specifically, with 47 percent indicating investment to some degree, 10 percent to a high degree, and 39 percent to a low degree (**Figure 6.C.**)

Perhaps stemming from the reported low awareness, respondents also overwhelmingly reported a perception that LMIC government buy-in for PYD is only 'to some degree' (77 percent) (**Figure 7**). In spite of the context

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[10] Annex B and Annex C for more information on the methods and findings (respectively) related to the rapid review of donor investments for PYD elements.

Figure 6. Perceptions PYD awareness and youth investments in LMICs

A. Extent to which LMIC governments are aware of PYD (n=488)
- High degree: 8%
- Some degree: 39%
- Low degree: 46%
- Not at all: 7%

B. Extent to which LMIC non-governmental organizations are aware of PYD (n=432)
- High degree: 15%
- Some degree: 48%
- Low degree: 32%
- Not at all: 5%

C. Extent to which LMIC governments are investing to address challenges youth face (n=488)
- High degree: 10%
- Some degree: 47%
- Low degree: 39%
- Not at all: 4%

Percent

■ High degree ■ Some degree ■ Low degree ■ Not at all

of low perceived buy-in among LMIC governments, respondents report governments are mostly investing in youth include the employment and education sectors, with 60 percent of respondents indicating government youth investment in two sectors; health was the third most referenced sector receiving government youth investments (36 percent) (**Figure 8**).

The survey findings of low country-level understanding of PYD were supported by the qualitative data. Key informants reported that while governments recognize programming for youth is important and should be prioritized, especially given donor interest and the often-large youth populations in countries, how programming should be done and financed is not well developed

Figure 7: Level of buy-in for PYD among LMIC governments and policymakers (n=405)

- High degree: 8%
- Some degree: 77%
- Not at all: 15%

■ High degree ■ Low degree
■ Some degree ■ Not at all
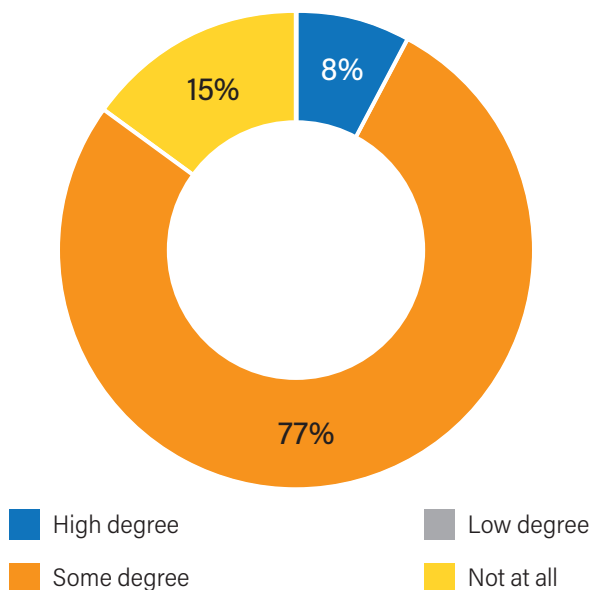
Figure 8. Sectors receiving youth investments by LMIC governments, per survey respondents (n=525)

- Education: 60%
- Employment: 60%
- Health: 36%
- Agric/Feed the Future: 29%
- Violence Preven.: 23%
- Civil engagement: 20%

Percent
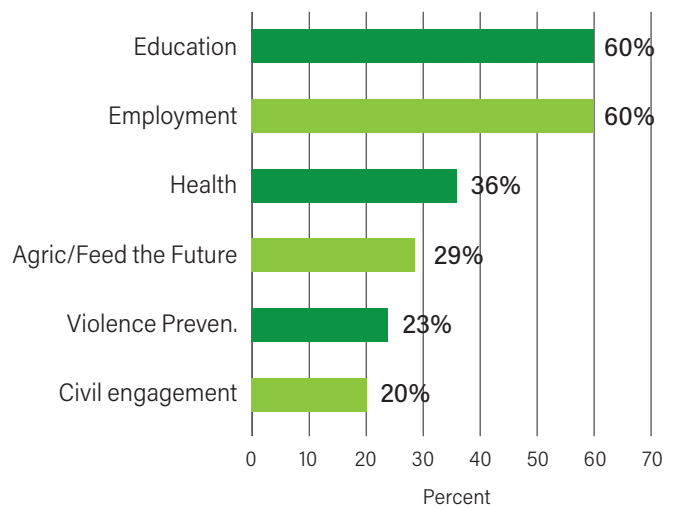
in countries. Generally, governments support and acknowledge the goals of PYD, but do not understand it as a particular approach to USAID's work.

> "There seems to be a lot of "lip service" among some policymakers saying that PYD is important but actions suggest otherwise with few actually advocating for adequate resources to implement PYD programming." (Survey respondent, global)

> "Most governments welcome the support and acknowledge the goals of PYD, but do not understand it as a particular approach to USAID's work." (Survey respondent, global)

In countries like Kenya and Uganda, where progressive policies that are designed to make resources available to youth for entrepreneurship for example, actual implementation of these programs and the flow of resources are burdened by administrative and political barriers that limit their implementation and access, particularly for youth groups outside of the urban areas.

> "Securing 100 percent buy-in is critical to achieve scale and sustainability. National-level government agencies understand the importance of PYD interventions but can be slow in implementation which includes resourcing." (Survey respondent, Kenya)

Programming for youth using the holistic PYD approach is relatively new to many national stakeholders. While appreciation of "soft skills" and support for an enabling environment grows among national counterparts, local perception of youth as "a risk rather than an asset" prevail.

> "There is a tendency to view youth as a risk rather than an asset, especially in countries experiencing a youth bulge. Getting policymakers and governments to see youth potential and to design policy accordingly is challenging in many contexts." (Survey respondent, global)

> "There is a high degree buy-in by governments for innovative ideas to support youth development, access to jobs and entrepreneurship. There is however less buy-in for more PYD holistic programming." (Survey respondent, global)

> "There is a lot of buy-in for teaching youth, but much less for collaborating with them." (Survey respondent, global)

Cultural and social norms in many countries prescribe the relationship between adults and youth making working with youth as partners rather than as beneficiaries of programs difficult to comprehend, and appreciate, more less put into practice.

5. Donors other than USAID also prioritize youth and the imperative around the youth demographics, but with variation in PYD terminology

Our selected donor landscape review revealed that rationales for donor investment in youth is consistent with those of USAID's as well as the sectoral range of investment areas (e.g., workforce development, health, education, violence prevention, etc.) And, consistent with findings of a recent YouthPower systematic review of PYD in LMICs (Alvarado, 2017), very few donors use PYD terminology or the PYD framework/approach. UNICEF and The Bill and Melinda Gates Foundation are two of a handful of donors reviewed who do. However, many of the donors reviewed describe activities and programming that align well with the PYD approach. For example, many bilateral and multilateral organizations have published youth policies or strategies that guide and inform youth programming, such as Danida, DFID, UNICEF, The Global Fund, the Global Financing Facility and UNDP.

A range of online tools and resources related to youth programming are also increasingly available on multilateral and bilateral donor websites. Selected examples include youth indicators and youth engagement guidance notes, such as: Danida's Youth in Development Tool; ILO's Indicators for Youth Employment; IDB's Guide to Quality Standards for Assessing Youth Employability Training and Job Placement Processes; The Global Fund Measurement Framework for Adolescent Girls and Young Women Programs; UNICEF Briefing Notes on SDG Indicators Related to Children; the multi-stakeholder coalition Solutions for Youth Employment (S4YE); ILO's Decent Jobs for Youth.

Others with large youth portfolios in the health domain[11] (principally voluntary family planning and reproductive health and well-being, and girls focused programming) for example (which were not reviewed) also include many of the PYD elements and have complimentary tools to support their implementation.

B. FACTORS THAT INFLUENCE UPTAKE

6. Cross-sectoral PYD programming remains challenging.

Cross-sectoral programming is widely seen as important to achieving PYD programs and systems for youth that holistically address their needs across various life domains, including education, health, employment, security, and civic engagement. While cross-sectoral programming underpins the PYD approach, both donor and government programs tend to be reported on under a single sector (ref systematic review), a situation that is reflective of organizational cultures, funding streams and inherent bureaucratic and structural challenges. KIIs reflect this reality.

> *"Ministries agree with PYD in principle and appreciate the youth-forward focus. However, implementing cross-sectoral approaches usually meets with resistance." (Survey respondent, global)*

> *"The siloing of programs within specific departments of government due to the government structures remains a key barrier to success. Ministries of health, gender & social development, and education continue to have limited cross-sector collaboration in spite of the fact that this is what is most needed." (Survey respondent, global)*

Still, given the cross-sectoral design of the YouthPower Project IDIQs, YouthPower activities were active in some 16 different sectors with the strongest representation from workforce development, a sector which itself involves both the education and training sector and the business sector (Blum et al, 2020:9-10). As described in Finding 4, above, LMIC governments invest in youth the most in the education and employment sector according

Figure 9: Survey respondents' perceptions of the five most common cross-sectoral efforts in youth programming (n=407)

- ■ Health and Workforce Development
- ■ Violence Prevention and Workforce Development
- ■ Education and Workforce Development
- ■ Health and Education
- ■ Countering Violent Extremism and Workforce Development
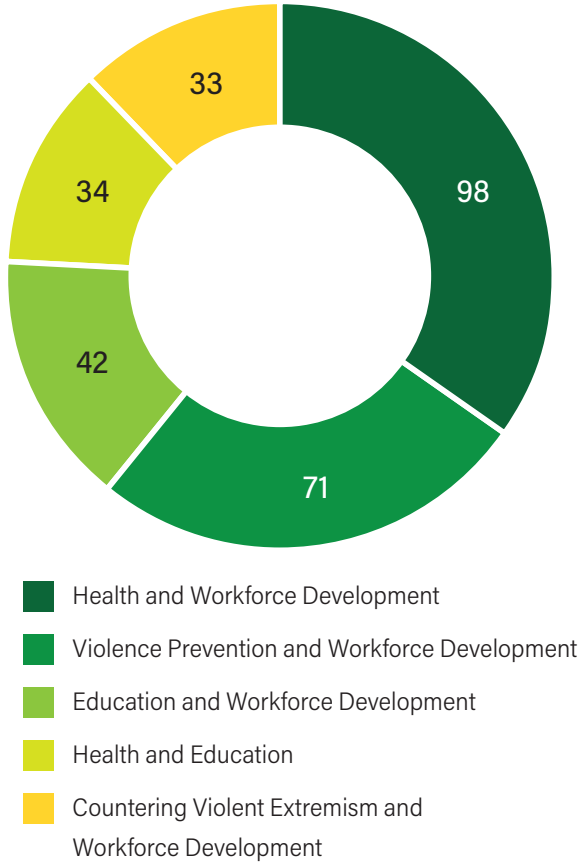
to survey respondents (**Figure 8**).

Including both YouthPower activities and beyond, this assessment's global survey inquired into the most common areas for cross-sectoral collaboration in youth programming (n=407). Survey respondents most commonly identified health and workforce development (98 respondents), followed by workforce development paired with violence prevention (71) and education (42), respectively (see **Figure 9**).

When asked in which sectors cross-sectoral collaboration is most needed (n=334), respondents most frequently cited education (37), economic development (36) and health (31) programming, paired with workforce development. (See **Figure 10**).

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[11] See UNFPA, UNAIDS, WHO, The Ministry of Foreign Affairs of the Netherlands, Swiss Agency for Development Cooperation, Swedish Ministry of Foreign Affairs, among others.

Figure 10. Survey respondent's perceptions of the five areas for cross-sectoral coordination for which increased support is most needed in youth programming (n=334)
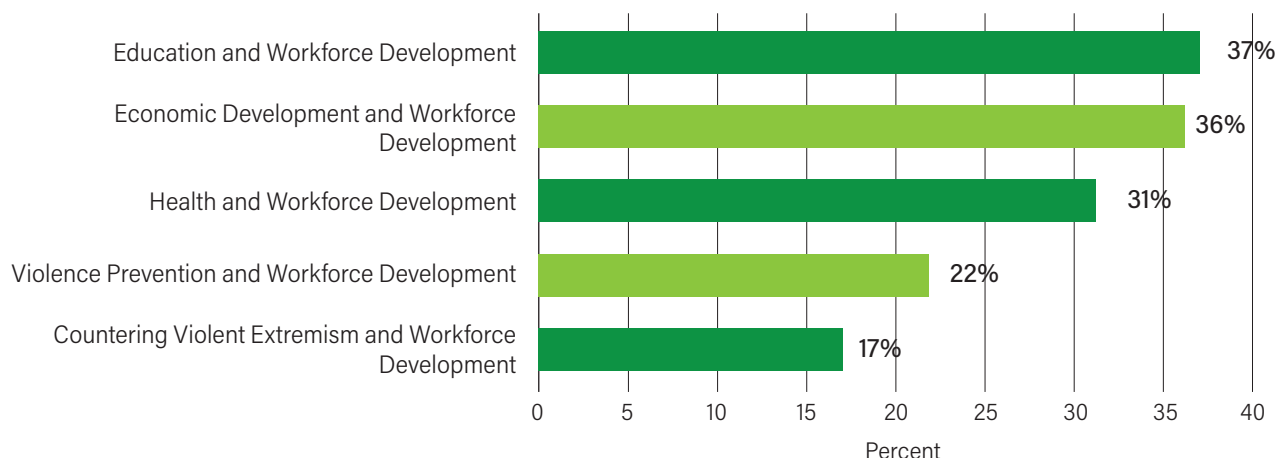
This may be due to the perceived need to couple the development of human capital such as literacy and family planning options with access to decent jobs and economic opportunity, especially for girls and young women. Together these responses suggest that holistic workforce development programs involving education and health dimensions are strategic and should be further developed.

Indeed, global survey respondents indicated that given low literacy levels in many LMICs, education and health are foundational to the success of workforce development as they enable youth to transition to the labor market and/or to build their own businesses.

> Investment in "education and health (are needed) to allow our youth to fully engage in community building efforts, and grow innovations, entrepreneurial opportunities"

> "In the Liberian context, [I] recommend more support be provided for collaboration between education and workforce development due to the high youth population with low levels of education and limited access to vocational and technical training."

7. Stakeholder understanding of PYD is perceived to have increased, but not equally across all PYD elements due to an insufficient focus on building conceptual and implementation capacity.

PYD is less "either/or," but rather a question of degree. Both the depth and range of PYD uptake were a concern for key informants; nearly all pondered both dimensions. In terms of **depth**, they were unsure how many stakeholders understand the finer-grained nuances of PYD, and how much of this deeper level of understanding is needed across all the stakeholders in the youth eco-system to achieve broad positive results for youth. While this question of 'how much is enough' is unresolved, the discussion was framed in terms of "process" or "journey" to progressively deeper understandings of PYD.

Many local youth programs started with a more basic understanding of PYD such as skills development training and then later became aware of more complicated dimensions such as soft skills, youth engagement and developmental relationships (such as mentoring or work with families). One of the more challenging areas is youth engagement and with it, valuing youth contributions in meaningful ways; in most country contexts, youth contributions were "sidelined or marginalized." As mentioned previously, understanding how to engage with youth in a meaningful way requires a culture shift for many from youth as beneficiaries to youth as partners in design, implementation, monitoring and evaluation of programs.

> "I think the bigger question is the depth of understanding by stakeholders of positive youth development... there are things that are in place,

but the question is 'how deep does it go? What are the criteria for it?' and that's where I see some concerns." (Key informant)

"I think they feel that if they are doing something that's skills-oriented, then it's PYD. I think that's a concern–that we need to get deeper. What's the meaning? When is something really a PYD program? I think people equate it with skills–particularly life skills, soft skills, and youth engagement, which obviously are key underpinnings of it.... It's a hard thing–to know when is it 'enough' to be called PYD?" (Key informant)

Some elements of PYD programming are reported to be potentially nuanced, complex, and hard to put in practice. Some programs adopt PYD terms as the new popular terminology but their implementation of key PYD concepts remains shallow. Stakeholders stated that conceptual elements of PYD are simply too detailed to encourage non-youth practitioners from other fields such as health or agriculture to engage with.

Making the case for a comprehensive approach within programming across sectors requires planning and time. This was noted by the Kenyan and Ugandan respondents that identified the need for the design of youth programs with longer time spans:

Beneficiaries of the Youth Power project reported that the duration of one year was too short for a project that was related to skilling that involved attitude change. Youth need patience and working with them requires time to enable them [to] consolidate the acquired knowledge. They therefore suggested that they needed projects that would last for about 5 years to enable them [to] give effective nurturing to the young people. This is because the projects get the youths unaware and no sooner have they started adjusting than the project ends. Long term projects will get youths ample time to get deeply involved with project activities and application of acquired skills.

At the activity level, the YouthPower Review of YouthPower Activities noted that many YouthPower implementers "expressed frustration that their activities carried too limited a scope and activity duration to

sufficiently address the systemic constraints to youth development" (Blum et al, 2020: 38).

8. Reaching youth along the life course is considered a challenge.

Cross-sectoral youth programming can also be limited by an under-appreciation of the importance of the developmental life course and the significance of the timing of investments at various stages of a young person's age span—a point also noted in the Youth in Development (YID) Policy Implementation Assessment. The fragmented nature of USAID's sectoral priorities and funding exacerbates this challenge. For example, USAID economic growth and workforce outcomes tend to focused on older youth, but in some contexts, by this age, many have already dropped out of school and/or begun parenting.

Youth programming has better outcomes when it starts in early adolescence, the developmental stage when youth need constructive learning activities, safe spaces, and a sense of belonging. Similarly, respondents noted that voluntary family planning and reproductive health care are often "left out" of YouthPower solicitations as a required component, even though adolescent girls (and boys) need access to information and counselling on developmental changes in puberty, and self-care, and if needed, voluntary family planning and reproductive health care. Without an explicit component, these interventions are not included in the project design, missing a critical point of early engagement on health with both boys and girls.

While understanding PYD gives practitioners good practical guidance to how youth programs and communities can support youth, one interviewee identified a lack of deeper understanding of adolescent development as a key impediment to better outcomes for youth in developing countries. Adults (parents, teachers, police officers, etc.) "can completely misunderstand normal adolescent behaviors," resulting in negative consequences for youth development and well-being. Engaging with parents and other adult gatekeepers was regarded as fundamental to the PYD approach to ensure they understand and support normal youth development and autonomous decision-making about their health, education and future life choices.

Figure 11. The most critical resources needed for improvements in PYD programming (n=356)

Funding for PYD programming — 33%

Evidence, evaluation, and/or case studies on PYD implementation — 26%

Training or capacity development in PYD — 16%

Technical assistance for PYD implementation, including implementation models and/or toolkits — 14%

Networking across partners working on PYD — 6%

Support for youth-related policy reform initiatives — 5%

Percent

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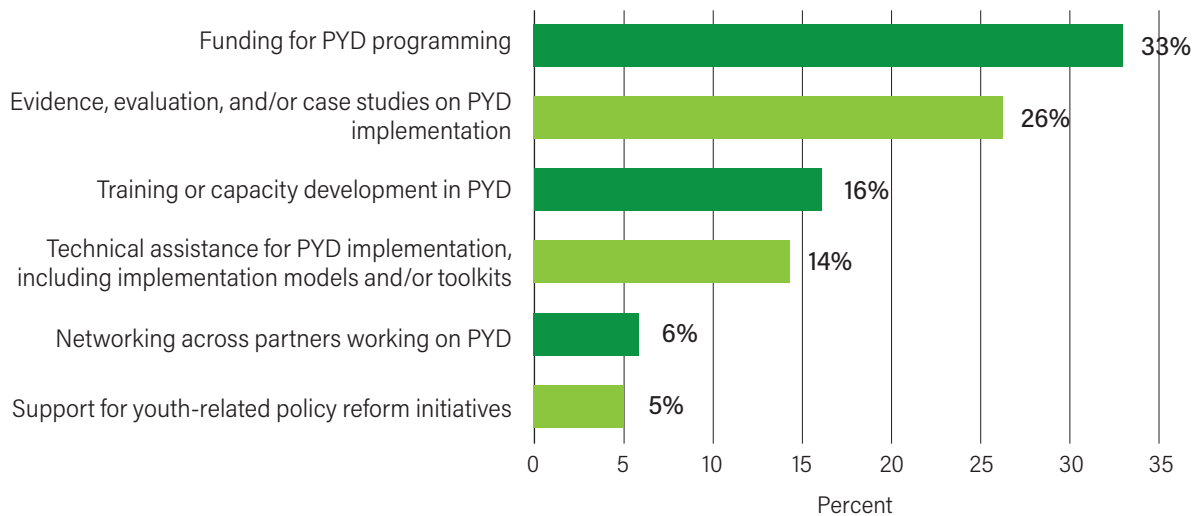
9. Reaching all youth, in particular vulnerable youth with PYD opportunities is considered a challenge.

Interviewees were consistently concerned that PYD approaches are not reaching beyond better-resourced, urban, "elite" youth to rural and lower-income youth. They were concerned about whether the current spread of PYD is "enough"—that is, enough to make a measurable difference in the lives of young people.

Survey respondents noted that despite government investments in youth, such as the youth funds in Kenya, "government stakeholders rarely directly engage/listen to youth so that services are based on assumptions and elite youth".

Although the concern that more vulnerable or marginalized populations are not being reached with PYD opportunities was noted by some country level survey respondents, at least within the YouthPower activities, implementers reported that all task orders were reaching marginalized youth, albeit defined by a wide range of attributes, for example, out-of-school youth, youth living in extreme poverty, youth with disabilities, etc. (Blum et al, 2020: 11). In addition, in the YouthPower 2 (YP2) solicitation, USAID seems to have noted this concern and now has an explicit theme focused on reaching the most vulnerable youth.[12]

10. Critical resources to catalyze PYD programming include targeted funding and evidence generation

Survey respondents indicated that other than funding, the most critical thing needed moving forward to improve PYD programming is evidence, evaluation, and/or case studies on PYD implementation (**Figure 11**).

Many respondents noted that while awareness and appreciation of PYD is increasing, particularly within USAID and among youth program IPs, the lack of dedicated funding for further dissemination and implementation of the PYD approach across USAID limits institutionalization of the approach. Further, siloed funding for specific youth programming that does not intuitively take a positive or assets-based approach such as CVE limits uptake of PYD.

> *"PYD has been well defined and there are plenty of tools and resources guiding implementation and measurement. The primary gap in implementing PYD programs has been funding. Both governments and donors f have narrow funding streams dedicated to specific technical areas that do not allow for cross-sectoral work. In addition, within health, education, and economic funding streams there are still very limited funds dedicated to adolescent and youth projects. The majority of funds*

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are still targeted to older people." (Key informant)

Country governments engaging with youth, particularly on workforce development, have yet to dedicate significant resources for youth programming despite increasing interest (as shown through political declarations, development of youth policies and civic platforms, and in some cases, funding mechanisms). In Uganda, for example, a survey respondent explained that competing interests and limited budgets result in funding for youth programs being among the lowest funding priorities in government development plans and budgets—despite the recent presidential initiative on training youth, youth livelihood programs, and support of apprenticeship programs. Securing allocated funds is also a challenge, even when dedicated for youth programs, due to insufficient follow-up by the designated government agencies:

> *"The government has tried to invest in the Youth development programs, but implementations on ground has failed to reach the beneficiaries." (Survey respondent, Uganda)*

A global survey respondent explained:

> *"One big challenge is that for governments who take the approach of earmarking a certain percentage of budget or funds for youth-focused initiatives, they may not have an effective means of actually deciding what to spend those funds on and then spending them. If the targeted funds are meant to be accessible to youth or youth-serving organizations, there is generally a lack of awareness or understanding of how to access the funds, or the practices are known to be corrupt. Even where targeted youth funds are being used actively, there is a perception that they aren't used effectively or aren't having an impact for most young people. Overall it seems like this approach of earmarking funds is seen as an easy solution by governments but then in practice it isn't working for young people."*

Another critical element respondents perceived as essential for the upscaling of PYD was the availability of evidence on "what works". Many stated there was little evidence on the effectiveness of youth programming, largely because they considered the metrics, whether indicators or evaluations, were simply not sufficient to inform best practice. Some noted that qualitative differences can be observed in the current and recent youth programs, but robust documentation of models are needed. As mentioned previously, the debate between breadth and depth remains a question with implementers, with governments and donors wanting more information on which PYD components are most critical to implement, in which order, and with what degree of investment. Lessons learned from implementation science is requested to inform further programming.

> *"It remains unclear if PYD is a nice idea that reflects the "right thing to do" or if it actually enhances program effectiveness". (Survey respondent, global)*

Respondents requested more evidence from evaluation and case studies to give "host country champions and decision makers the ammunition they need to harness resources and make the case to the people" (Key informant).

> *"Just more rigorous research and evaluation to inform practice, and collaborative work developing metrics and measurement approaches, including delimiting/defining relevant outcomes in line with the framework." (Key informant)*

C. YOUTHPOWER'S ROLE IN FACILITATING UPTAKE OF PYD

11. YouthPower contributed significantly to the uptake of PYD in USAID youth programming.

In 2018, the Youth in Development Policy Implementation Assessment found from its review of stakeholder perceptions that YouthPower has significantly influenced the adoption and integration of youth programming (and by extension, PYD) in USAID programming (USAID, 2018: 2-3). Key informants in our assessment report that there has been a marked shift in the way the USAID missions think about youth in the past 5 years, and YouthPower has been pivotal to integrating PYD into youth programming. One key informant calls this a "sea change" in the understanding of and application of PYD "as a result of YouthPower." Respondents attribute this

Figure 12. Respondent perceptions of YouthPower's contributions in key PYD domains

Figure 12. Respondent perceptions of YouthPower's contributions in key PYD domains
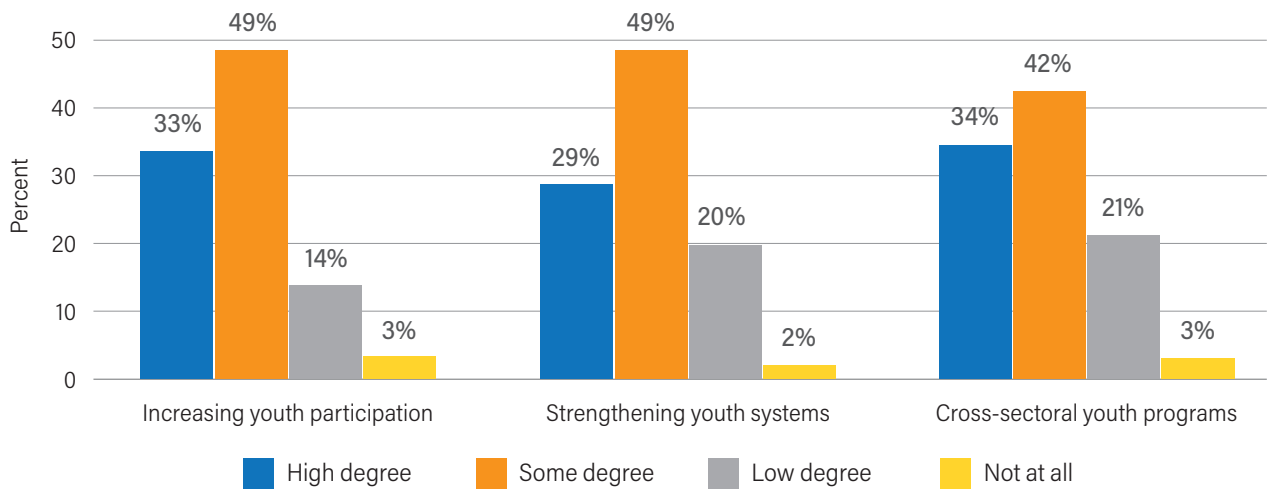
change to a number of overlapping factors, including the opportunity of IPs to collaborate with Missions on youth programs, professional development of USAID Mission youth focal points, and the use of YouthPower tools and resources for aiding in the understanding and uptake of PYD among stakeholders.

> "YouthPower [provides] a good convening framework for us to continuously engage and improve what we're doing, and to learn from each other..." (Key informant)

The timing of activity start-up was cited as a factor in the degree of integration of PYD in YouthPower task orders. Since understanding of PYD and the specialized language used to describe it were developed over time by YouthPower and USAID, task orders procured later tended to have more explicit and consistent PYD elements and expectations. Some key informants noted that earlier task orders had to be retrofitted with PYD.

Most respondents indicated YouthPower has contributed to some degree to enhancing three key elements of PYD in programs, with YouthPower's contribution perceived to be stronger in influencing uptake of youth participation (92 percent rated the contribution to be to some degree or to a high degree) compared to the contributions in strengthening youth systems or establishing cross-sectoral youth programs (78 percent and 76 percent, respectively, rated the contribution to be to some degree or to a high degree) (**Figure 12**).

12. Overall use of PYD concepts and terminology is perceived to be increasing within USAID and its partners

Key informants reported that an important contribution of YouthPower to the uptake of PYD has been the development of frameworks and terminology to describe PYD, including dimensions that had hitherto been only "intuitively" or partially understood. This terminology (such as the terms "assets, agency, contribution and enabling environment") stems from the PYD Toolkit and other YouthPower technical guidance.

An umbrella term for an array of beliefs, principles, and practices related to the support of youth development, PYD originated in the U.S. domestic context. The Youth-Power PYD Systematic Review showed that PYD was not a common term internationally when that review was conducted [2018], but now there is indication that international IPs (working in partnership with USAID) beyond YouthPower are beginning to use it in their strategies. One respondent noted that many international IPs are now very conversant with PYD terminology which was not the case four years ago. For example, one international partner which has hosted a large global conference on youth economic opportunities for the past 15 or more years, notices that in the hundreds of proposals submitted for the event many more are now adapting and applying PYD principles to their own work in areas such as agriculture that had been out of the mainstream

Figure 13. Stakeholder Preference and Appreciation of YouthPower Resources and Efforts (n=258)
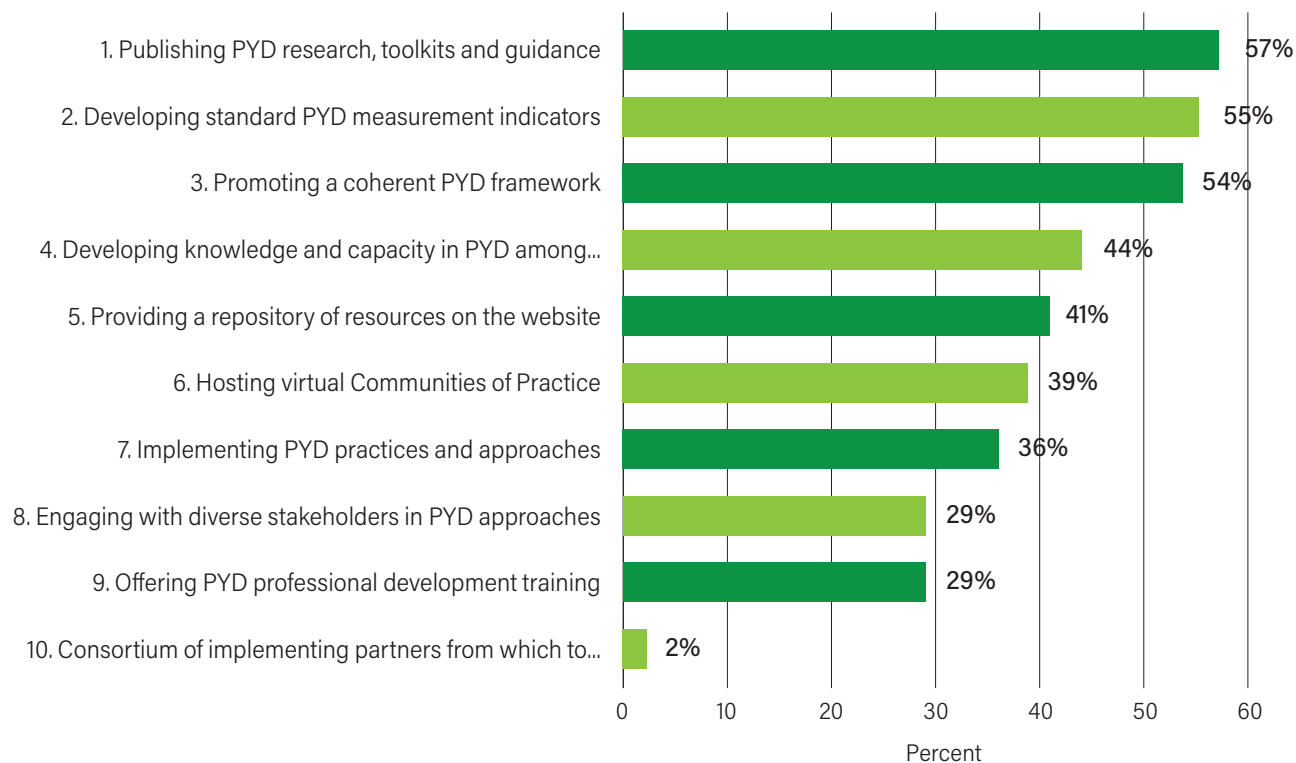
of youth programming. To her, this indicates a deeper understanding of PYD that has grown over time.

Yet, as described further in the rapid review of youth development donors (see **Annex C**), international donors in global youth development are not necessarily consistent nor comprehensive in their use of specific PYD terminology. Many do not use PYD-explicit terminology but embrace PYD components, including a holistic approach and focus on cross-sectoral programming. Some terms introduced in the YouthPower PYD Framework such as "agency" were not well reflected in the terminology and principles among the donors reviewed. In key informant interviews, respondents noted that the "agency" domain was difficult for local implementers and other stakeholders to understand and include in programming *(see Annex C for the Donor landscape review)*.

13. YouthPower Resources

Survey respondents affirmed the value of YouthPower technical resources to support understanding of

PYD. 'Publishing PYD research, toolkits and guidance' was considered useful by the most respondents – 57 percent, closely followed by 'Developing standard PYD measurement indicators' (55 percent) and 'Promoting a coherent PYD framework' (54 percent) (**Figure 11**). In contrast, very few respondents (2 percent) indicated that YouthPower's consortium of partners available to engage (a question targeted to USAID respondents) was a benefit of YouthPower (**Figure 13**).

YouthPower IDIQ had been designed with the notion that consortia of diverse partners would be an effective way to allow partners with complementary capacity and expertise to collaborate on youth development activities as well as would be an effective modality for PYD knowledge sharing. However, only 2 percent of survey respondents believed this to be true in their experience. This response seems a harbinger of USAID's more recent shift away from formal consortium and IDIQ mechanisms in favor of more flexible procurement and partnering approaches.

Figure 14. Use of key YouthPower-developed resources

Resource	Read	Applied	Both	Neither
Youth Compass: A Strategic Guide to Strengthen Youth Activities (n=319)	39%	10%	10%	41%
Key Soft Skills for Cross-Sectoral Youth Outcomes (n=322)	30%	14%	20%	36%
Systematic Review of Positive Youth Development Programs (n=313)	36%	9%	18%	37%
Positive Youth Development Measurement Toolkit (n=316)	35%	14%	27%	24%
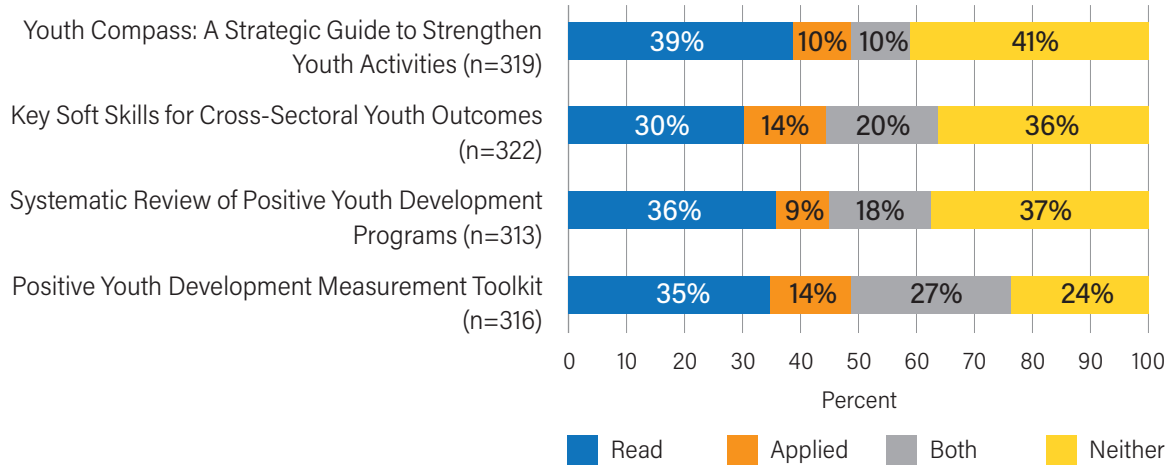
Percent

Figure 15. Survey respondent participation in YouthPower CoPs

CoP	NGO	USAID	Volunteer or Youth Network	Other
CoP: Youth Engagement (n=222)	135	21	23	43
CoP: Gender and PYD (n=211)	121	17	31	42
CoP: Cross-Sectoral Skills for Youth (n=169)	103	9	20	37
CoP: Youth in Peace and Security (n=133)	68	9	24	32
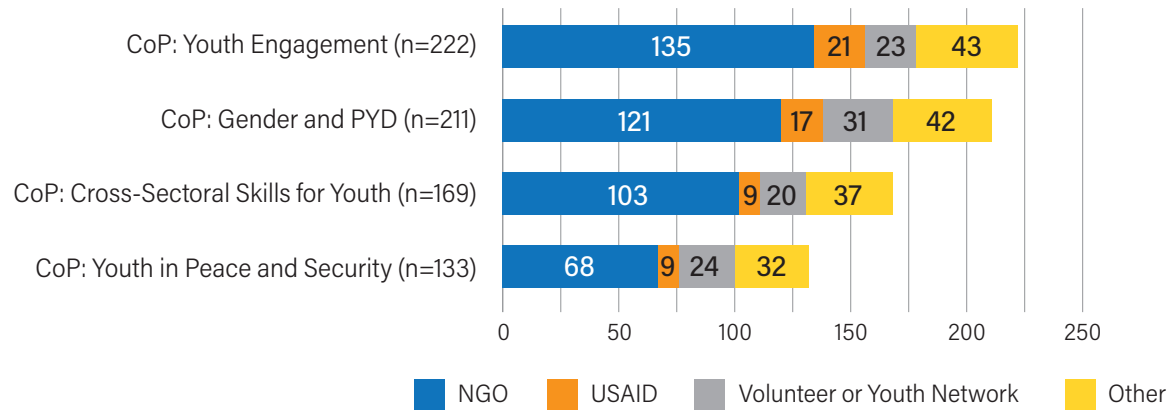
At country level, the most-valued YouthPower efforts also included Implementing PYD practices and approaches (Indonesia – 46 percent and Kenya – 64 percent); Developing knowledge and capacity in PYD among partners (Kenya – 64 percent and Uganda – 53 percent); and Engaging with diverse stakeholders in PYD approaches (Kenya – 73 percent and Uganda – 42 percent).

In terms of the resources and tools that YouthPower developed and disseminated, 60 percent or more of survey respondents report having either read, applied, or both read and applied four key YouthPower-developed resources (**Figure 14**). The Measurement Toolkit is particularly appreciated, with more than three quarters of respondents reporting they have utilized this tool.

Utilization by survey respondents of the CoPs managed by YouthPower Learning was the highest for the Youth Engagement CoP followed by the Gender and PYD CoP (**Figure 15**).[13]

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[13] One of the strategies for recruiting survey respondents was distribution of the survey to CoP members, so the data presented in Figure 14 should not be used to infer a level of participation in CoPs among youth development stakeholders broadly, but rather can show the relative participation of respondents across the different CoPs.

Figure 16. Extent to which respondents' indicated their organizations incorporated youth participation, by location and type
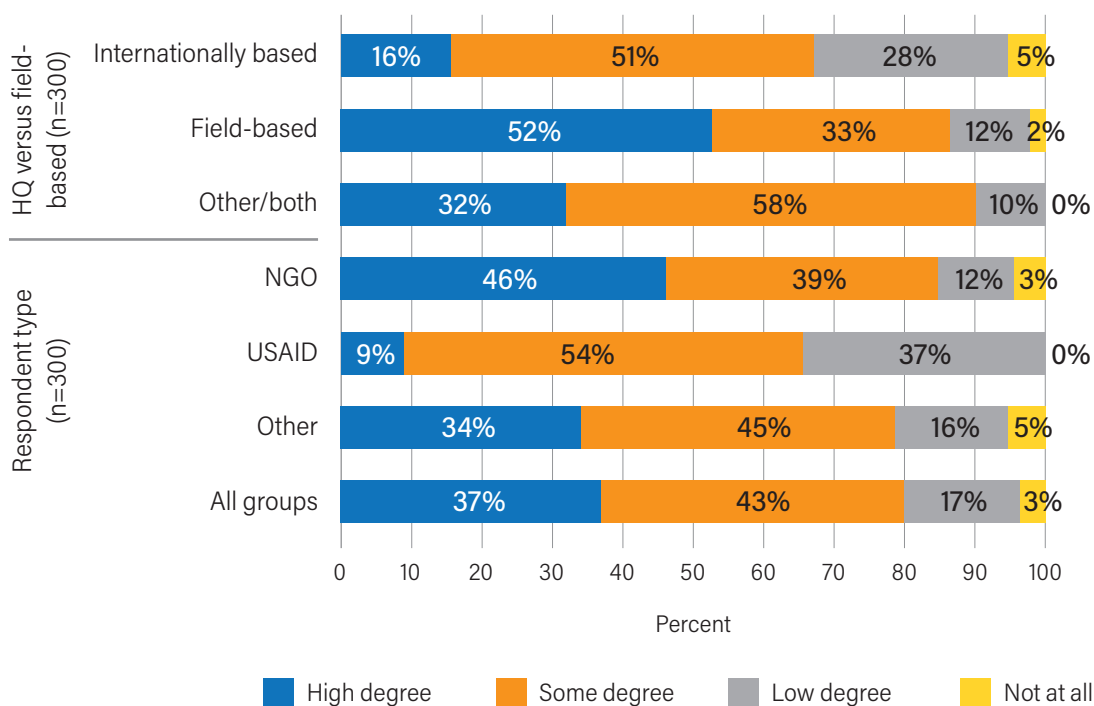
D. YOUTH ENGAGEMENT

*"**Meaningful youth engagement** is not just a programmatic enhancement but an important acknowledgement of the rights of young people and an essential aspect of advancing accountability to the health and well-being of a country's young people." (FP2020 Representative)*

YouthPower seeks to promote meaningful youth engagement as both the conceptual framework for PYD and as a practical approach to adult-youth partnership to design, implement and measure progress in not only youth programming but also in development policy and programming more broadly. This section provides an analysis of successes and challenges in YouthPower activities as they engage youth as active development partners. The term "youth engagement" as USAID has used it in YouthPower is interchangeable with the term "youth participation" that is also used by this assessment alongside youth engagement.

14. Youth participation in YouthPower activities is evident but more remains to be done.

Through its promotion of the PYD approach, YouthPower has emphasized the importance of meaningful youth engagement. Despite the centrality of youth engagement to the PYD approach, most respondents indicated their organizations have only done so modestly; as a whole, a majority of respondents reported that their organization has engaged youth in activities only to some degree (43 percent) versus to a high degree (37 percent) (**Figure 16**). A higher proportion of field-based respondents relative to HQ-based respondents indicated their organizations incorporated youth participation to a high degree (52 percent versus 16 percent). Relative to USAID in particular, but also relative to the 'Other' category, a higher proportion of NGO respondents indicated their organizations have incorporated youth participation to a high degree (46 percent versus 9 percent and 34 percent, respectively).

Significant examples of youth engagement are evident within YouthPower activities. For example, within USAID/Indonesia's Mitra Kunci activity the provincial government in Central Java created a communication platform that allows youth and the private sector to bring their aspirations and concerns around their employment opportunities to the government for resolution. Meetings occur regularly every two to three months to ensure that youth voices are heard. More globally, the YouthPower Activity review found that engagement of youth networks and use of peer training were common features of the YouthPower activities to increase youth participation.[14]

YouthPower itself has evolved. Some of the initial task orders did not include youth engagement; nonetheless, some were able to retrofit youth engagement and PYD generally into their programs. In Nicaragua, for example, the IP was able to engage with youth to explore assumptions about youth's negative impressions of Technical and Vocational Education and Training (TVET):

> "When we trained youth to do the assessment of perceptions, we found that in large part, it was a lack of understanding of what TVET education is, what it can provide and how to get it, rather than a negative image; there was a vacuum of information. By revisiting the assumption, we were able to pivot the technical assistance to focus on creating a positive image for TVET through the youth themselves and through the youth ambassadors, instead of trying to fight a negative image, which our analysis and our youth inputs found was not the case."

Despite such notable examples, there remains a lack of significant uptake by PYD stakeholders of youth engagement according to respondent observations. Within USAID/Washington, "buy-in" to PYD was seen as increasing theoretical support and encouragement for youth participation in programs, but "in a passive manner." PYD calls for power-sharing between adults

and youth, but as one USAID respondent noted: "Giving power to youth to lead remains a challenge." Another noted, "there is a lot of buy-in for teaching youth, but much less for collaborating with them." Another commented that a recent youth assessment was conducted in her Mission that reported having "talked to youth" but had missed the opportunity to include them as assessors in the process.

A challenge for USAID and its partner to engage more often with youth and youth-led organisations is the tension between facilitating engagement and managing program requirements and outcomes.

> "[T}here are some "serious tensions" for USAID around youth engagement; there are outcomes, indicators, and deadlines, which don't really allow for "taking youth where they are and being flexible [enough to] work with them." (Key informant, USAID)

> "The hardest thing is the [IP's] ability to truly open institutions to accepting and soliciting, and encouraging youth contributions. Unfortunately there's still a standard response to youth contributions, which is 'what do you know? We know what we're doing. You're young, you don't understand the pressures we're under." (Key informant, USAID)

Stakeholders recognized the importance of youth participation as a critical dimension of the PYD approach, and described the balancing of efforts needed for success.

> "Success in youth engagement is often about "balance"—making sure that young people are engaged, and they have a voice and agency to make decisions, but at the same time having the structure that's necessary to implement a project that has targets, deliverables, and a contract." (Key informant, USAID)

Many KII respondents indicated that "YouthPower needs more flexibility to reach local youth-led groups

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[14] Blum et al, 2020:12

with funding and resources, and more flexibility in setting a PYD agenda that is inclusive and rights-based." Significantly, USAID's YouthPower 2, issued in March 2020, suggests that USAID is now prioritizing and providing the necessary flexibility for youth engagement as the mechanism is a co-creation annual program statement (APS) and its first merit evaluation criterion is "Quality of Partnership and Collaboration Approach for Youth Engagement and Capacity Building." This suggests more dedicated and targeted strategies to engage youth and local stakeholders in engaging youth actively and meaningfully.

15. USAID Missions enhance PYD programming in countries with support of youth

Respondents noted that while the principle of youth engagement and participation is valued and understood, the shift in ways of working needed to involve young people in all aspects of activity design, implementation, monitoring and evaluation; this is challenging if not written into the activity from the start. One informant commented, "youth engagement is not magic": it needs to be started early on in the program cycle and be strategic. The "seeds" of youth engagement should be written into the design in ways that allow youth participation to grow overtime.

This process of early engagement and partnership is aided by having a Youth Point of Contact (Youth POC) to ensure young people are integrated into PYD programming. Partnership, a respondent stated "often starts with skills development, then developmental relationships, then youth engagement, because that's "how people get it."

> "Youth have the solution to most of their problems and should be given a voice in the programs they are being asked to be involved with."
> (Key informant, USAID)

Missions are exploring approaches to engaging youth throughout the project cycle. In Cambodia, though still in early stages of integrating PYD principles across sectors, they have just conducted a Strategy-level Youth Assessment to engage with youth throughout our programming and program cycle.

Involving youth in research and evaluation has also been increasing, particularly within the international NGO community.[15] Engaging youth in research (e.g. formative, implementation and evaluative) is also promoted in the YouthPower toolkit.[16] For example, youth are increasingly involved in pre-program design assessments as enumerators but they rarely lead USAID-funded research, though there are notable exceptions such as the Passages project[17] which engaged 10-14 years old to conduct research in their communities. Yet, one USAID respondent noted "the biggest change in attitudes around youth engagement (is seen) in youth participation in evaluations, and ... research." Although youth are not leading research, they are increasingly being trained to do assessments and participate in evaluation as enumerators and youth researchers; youth are sometimes used as presenters.

16. USAID-sponsored youth engagement platforms and networks have a special role in demonstrating the power of youth engagement.

> "Youth in programs like YALI are the bridge to the communities we want to work with. Youth are already in positions of influence in their communities and they are great advisors to our work." (Key informant)

Youth engagement at the global level is supported by a number of efforts to increase engagement of youth such as the **Mandela Fellowship program for Young African Leaders Initiative** (YALI). YALI Fellows have acted as compelling examples and role models to

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[15] See https://www.ippf.org/resource/explore-ideas-youth-involvement-research; or https://www.sfcg.org/children-and-youth"

[16] Hinson, L., Kapungu, C., Jessee, C., Skinner, M., Bardini, M. & Evans-Whipp, T. (2016). Measuring Positive Youth Development Toolkit: A Guide for Implementers of Youth Programs. Washington, DC: YouthPower Learning, Making Cents International.

[17] http://irh.org/projects/passages/

USAID Mission staff to see firsthand youth leadership and the catalytic role it can have in social change. One USAID Mission respondent recalled when Mandela Fellowship and YALI alumni were brought to the Mission to speak with Mission staff and other stakeholders on how helpful the fellowship was for youth and how it helped empower them.

Another USAID respondent noted that "letting the youth speak" can facilitate stakeholder understanding of the importance of youth engagement and the role youth can play in programs and social activism.

YouthLead, an international youth network and platform managed by YouthPower, is also helping to consolidate and give power to the youth voice. It was established to increase youth participation and dialogue in the global space, as a complement to the YouthPower CoPs which were seen to be dominated by international NGOs and USAID staff. Currently there are over 4,000 youth members on the YouthLead platform, with a cohort of 22 Youth Ambassadors around the world working to support youth engagement. At the Morocco Career Center, for example, Youth Ambassadors were used to do program promotion and outreach, but over time, they were coming up with new ideas, innovating, and were involved in all aspects of program design."

The YouthLead website offers resources for youth including social media training and a Community Toolbox, as well as a sharing platform that is both internal and external to non-members. The development of the website was guided by youth through a youth advisory group of about 100 young people that "drove" the conceptual design, look and feel of the YouthLead site, and its testing. YouthLead is working with USAID Missions to create country pages on the website to raise awareness of their work, and promote youth engagement. For example, in Somalia they are conducting a photo contest.

> ## The Mandela Washington Fellowship for Young African Leaders
>
> is the flagship program of the U.S. Government's Young African Leaders Initiative (YALI). Since 2014, nearly 4,400 young leaders from every country in Sub-Saharan Africa have participated in the Fellowship. The Fellows, between the ages of 25 and 35, are accomplished leaders and have established records of promoting innovation and positive impact in their communities and countries. YALI also includes four Regional Leadership Centers that provide in-person and online training throughout the year in business and entrepreneurship, civic leadership and public management

17. LMIC government investment in youth engagement: more rhetoric than reality

Governments are aware and often express their commitment to youth engagement by establishing national youth advisory committees and other platforms to facilitate youth voice and input on youth policies, programs and strategies; however, it is difficult to judge how much depth there is in these and whether such youth engagement is meaningful. Some respondents questioned their value, and whether they truly provided space for meaningful, equitable, youth participation, noting that they seemed only to be available to urban, more educated, and wealthier youth, leaving rural and lower-income youth out.

Countries with large youth populations and high unemployment such as Kenya and Uganda, for example, have shown commitment to working to engage youth. Modalities include creating national youth funds to support youth entrepreneurship (with mixed success), inclusion of youth issues in constitution and national policies, and representation of youth in national parliaments and municipal governments. Youth Councils are also a common strategy to engage young people in civic activities. But despite these efforts, youth participation in government remains low and there is

often a considerable gap between rhetoric and policy and the actual opportunities youth are able to access.

> *"Policy makers and the government are cognizant of the need to engage young people to foster PYD, however, their involvement is very much still implemented as a form of tokenism to check the youth participation checkbox. A lot is left to be desired for youth engagement in policy government intervention to be meaningful".*
> *(Survey respondent, global)*

Getting policymakers and governments to see youth potential and to design policy accordingly is challenging in many contexts. Many respondents expressed concern about the tendency of governments to view youth as a risk rather than an asset, especially in countries experiencing a large youth population. There is mistrust of young people by governments, especially mobilized and "empowered" youth who are perceived as a threat.

> *"I do think governments want to support youth. They may be less interested in supporting programs that focus on youth agency/empowerment…as they still see youth as individuals to be managed/controlled"*
> *(Survey respondent, global)*

In Kenya and Uganda, respondents noted that despite government initiatives and mechanisms for youth participation, implementation of policies, funding strategies and programs are often not forthcoming. In addition, when such programs do function, they tend to reach only "elite" youth in urban areas that have the capacity and connections to access them. Unfortunately, equally common is for such initiatives to be bogged down in bureaucracy, administrative hurdles, and mismanagement. Respondents felt that generally, government led processes for engagement, even when "participatory," are selective and merely representational and "do not address a general investment in the country's youth."

18. Implementing partners innovate and take risks to facilitate youth-led activities

New strategies for increasing youth engagement are being tested and rolled out by YouthPower IPs. For example, IPs are increasingly engaging youth (rather than adults serving youth) directly through youth-led organisations. LMIC youth are engaged as paid staff on YouthPower Learning by managing YouthLead development activities including interviewing and selecting youth ambassadors, sitting in on communications strategy sessions and team meetings, providing input, planning and facilitating the annual meeting, and supporting the website. Respondents noted however that working directly with youth requires more investment in terms of time and support by grant-makers. While direct grant making to youth-led groups makes a significant difference in the medium to longer term, transaction costs (administrative, financial, technical) for small grants can be onerous, if not prohibitive.

Despite the challenges, progress was seen in awarding grants directly with youth-led organisations. For example, a recent round of grants to youth in peace building in Malawi included four grantees that focused on civic engagement and peace building, two of which were youth-led. The activities included youth-led training for research and prizes for learning. YouthLead is also exploring providing mini-grants to youth-led organizations; an experimental approach which is still in pilot phase.

Innovation in partnering is also evident in recent experiences with the "place-based," community-led design of some USAID youth activities that uniquely permit strong roles for youth to design and lead advocacy campaigns and community improvement initiatives. One key informant described this approach:

> *"Place-based activities involve youth and adults in the communities (and other stakeholders like principals, probation officers, etc.), who work together to develop a Community Safety Plan and supplemental products called Community Action Plans. They break down the larger strategic plans into practical activities that they can do and work on together and implement in the community with some grant funding. These activities (are) really a cooperative effort where the youth are involved, and sometimes lead, in selecting… interventions…,*

*playing a role in the actual implementation....
St. Lucia decided that they wanted to focus on
gender-based violence, so they have done a
campaign across several months where young
people are involved in theatre and ... various
aspects of those programs."*

E. YOUTH SYSTEMS: CREATING AN ENABLING ENVIRONMENT FOR YOUTH[18]

The development of supportive, multi-stakeholder youth systems is a critical dimension of PYD, an area of work that YouthPower terms the "enabling environment," the fourth dimension of the YouthPower PYD Framework. The USAID Youth in Development Policy discusses youth systems investments extensively (2012: 22). This report will use the terms "youth systems" and "the enabling environment" interchangeably.

Robust, inclusive and responsive systems ensure a sense of belonging and access to services for all youth, and over time, respond to the changing needs of youth populations. Based on domestic US and Organisation for Economic Co-operation and Development (OECD) experience, stakeholders typically engaged in youth systems include local non-profits, local government, government agencies (such as departments of education, health, child welfare, and criminal justice), community and citizen associations (including those led by youth), businesses, and families, supported by intermediary organizations created to coordinate policy and practice reform. While initiatives, reform efforts, and political leaders may come and go, the enabling environment of stakeholders sustains youth services and engagement over time and through various types of shocks.

Youth Systems or Enabling Environment

refers to the entire set of individuals, groups, settings, institutions, and policies that shape the degree to which individual young people grow and thrive, including whether they feel safe, engaged, and heard. According the YouthPower's PYD Toolkit, the term "environment" is used broadly, including: social (e.g., relationships with peers and adults), normative (e.g., attitudes, norms and beliefs), structural (e.g., laws, policies, programs services, and systems) and physical dimensions (e.g., safe, supportive spaces).

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19. Youth systems strengthening is still an emerging area.

There seems to be broad agreement that the building and strengthening of sustainable youth systems is a gap area in the USAID-funded youth development field. While international youth systems work is not yet well-developed (in contrast to the domestic U.S. youth field), it is, however, seen as critical to USAID's Journey to Self-Reliance. Youth systems work requires a shift in focus from supporting direct delivery of health, education and social services to youth as beneficiaries, to building the capacities of providers to provide these services and opportunities in a coordinated and sustainable way with youth acting as advocates and change agents. Survey respondents (31 percent) indicated that more than any other elements, greater support for youth systems and for working with more diverse partners are what is most needed to advance PYD on the ground in LMICs (**Figure 17**). Capacity building of youth service providers (24 percent) is the second most needed element to expand uptake of PYD in LMICs. One respondent noted the benefits of coordinating across diverse partners to advocate for and generate broader buy-in for PYD:

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[18] The findings from this section draw on data from the KIIs, country-based studies, a global survey and a rapid analysis of the YouthPower RFTOPs using a scoring rubric adapted from the Youth Systems Collaborative Learning Framework. (See Annex C5 for more detail).

Figure 17. Survey respondents on what is most needed to improve country-based support of PYD in LMICs
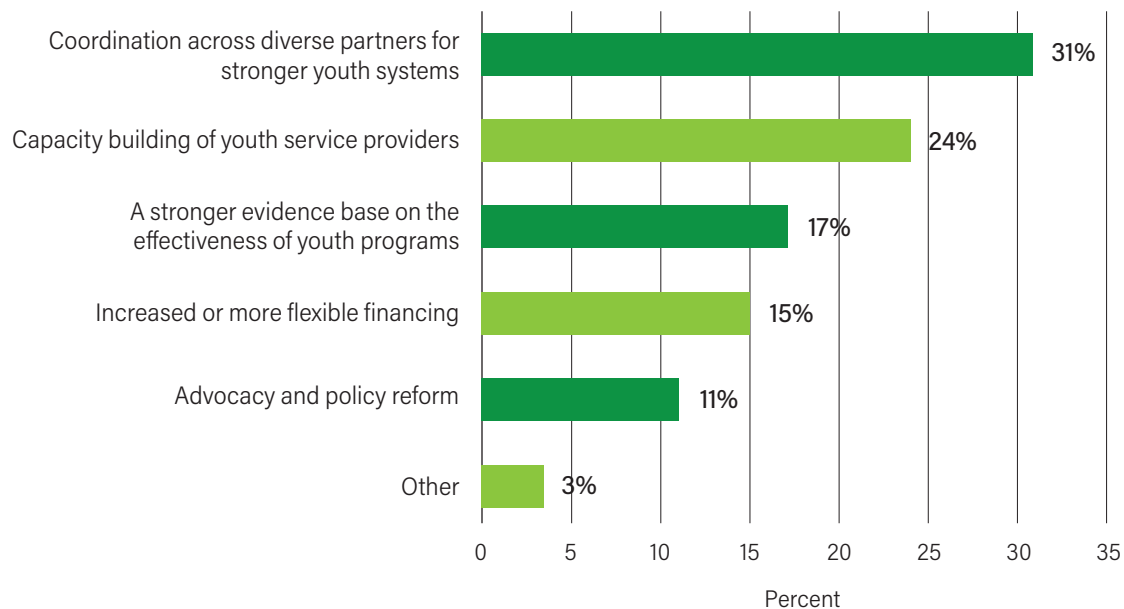
"PYD is a new concept in Jordan which is a traditional society governed by rigid society structures. Our success to date has been in identifying and working with agents of change (Mayors, tribal leaders) who have seen the benefits of PYD and now advocate for youth engagement with their peers." (Survey respondent, global)

Some interviewees identified a tendency for both donors and practitioners to focus programming on the youth themselves rather than also including the stakeholders who surround youth and their relationships with the youth. This weak attention on youth systems was perceived as a limitation or weakness that, until addressed, will prevent scaled youth outcomes from being achieved. Survey respondents echoed the sense of priority in focusing on youth systems, indicating that 'coordination across diverse partners for stronger youth systems' is the number one thing needed to improve support of PYD in LMICs (**Figure 17**).

A notable example of systems work in YouthPower activities is reported from the Kenya Youth Employment and Skills (K-YES) activity. The K-YES activity brought together local government, the private sector, and

youth together in nine counties under County Youth Employment Compacts to discuss and find solutions for youth employability. Implementing partners underwent the PYD training by USAID Mission staff to build common understanding and language around youth needs and assets. The first phase of these partnerships involved primarily the private sector. In the second phase, local government partners were included as they were seen as able to provide longer-term investment and sustainability of the program.

20. Challenge: Over-emphasis on measurable outcomes to the detriment of building country youth systems.

While building an enabling environment is a critical dimension of the PYD approach, respondents felt it was undervalued in measurement frameworks and metrics of YouthPower and PYD. Sometimes concern about "getting to the numbers" (number of youth served) overshadows some of the vital process aspects of PYD. One interviewee noted that "it is quicker and easier to have adult staff committees than youth committees, but if we want to get the depth of the PYD approach, we need to take the time to engage youth". The most

common indicators for reporting on youth activities do not reveal the qualitative or process dimensions that are important to building sustainable youth-serving entities, services, institutions, and networks.

21.Understanding of local systems is limited in part by weak lexicon.

In general, the language used by USAID (and the field) to describe systems infrastructure is more vague in comparison to that of discrete youth service interventions or models. There is little rigor in analysis of the systems dynamics that feed or sustain the identified development problem affecting youth. RFTOPs tend to be silent on structures of incentives and disincentives that keep the problem in place. Most problem analyses are very general, for example: the general dynamics about workforce development systems and how they operate optimally or sub-optimally. Few RFTOPs explicitly call for local stakeholder engagement in mapping their own local systems. However, some RFTOPs do include explicit and substantive assessment to get at systems barriers such as gaps, bottlenecks, and lack of coordination. An example of a strong systems analysis is the Community, Family and Youth Resilience (CFYR) RFTOP which identifies such factors as negative growth, high public debt levels, the growing drug trade and weak social safety nets as contributing to gang activity involving youth in the Eastern Caribbean. It also recognizes the "complex array of risk and protective factors" as root causes of youth involvement in violence, as well as the uniqueness of each country's context in the affected region.

For Missions which are only beginning to engage with PYD, terminology needs to be completed by examples.

> "I would love to see case studies of what each of the key concepts of PYD (i.e., safe spaces, supportive relationships, etc) look like in various contexts. How were these developed? What challenges were faced/overcome? As I've learned, "supportive relationships" in Dadaab look very different than supportive relationships in the West Bank, for example." (Survey respondent)

22. Changing roles of IPs are required in working with and bringing together diverse country-level stakeholders.

Key informants reported on the challenge of coordinating across the range of stakeholders at country level. One Kenya informant elaborated:

> "The challenge is that there are many initiatives that do not speak to each other...yet they have similar goals. There needs to be strong agency to coordinate (and promote collaboration among) the various interventions to ensure higher impact for youth."

Many YouthPower RFTOPs (two-thirds of them) promote bringing together diverse stakeholders, and the Review of YouthPower activities bears this out: a wide range of country stakeholders, beyond youth beneficiaries, were involved with YouthPower activities, including government policy makers, youth networks, families, employers, financial service providers, etc. (Blum et al, 2020:12). However, with an eye towards sustainability of outcomes, it is not clear from most of the RFTOPs what responsibility country stakeholders have in meeting and sustaining the activity objective.

The way that the ownership and accountability of efforts is described in each RFTOP is as important as the programming content, that is, youth-related interventions. Some are written such that all responsibility for service delivery, outputs and outcomes are with the contractor. Others recognize that the role of the contractor is to support a locally-led and managed process, and the responsibility for successful outcomes is largely with the local partners. This shift in language is critical for sustainable systems work.

23. There are gaps in country-level coordination of service delivery.

Key informants in Kenya and Uganda identified country-level coordination of youth programs and policies as a priority gap area.

"There is a need to develop the local institutions capacity in planning, budgeting, and coordination of youth programmes....Every ministry is implementing a youth program; targeting the same youth but piece-meal. If government ministries themselves are not coordinated, NGOs cannot. To be able to enrich youth programming, all IPs have to be coordinated."

A number of RFTOPs prioritized the coordination of youth services across local actors. However, there was little or no evidence in the RFTOPs of the need to create or identify backbone or intermediary organizations that can help coordinate and sustain the work of stakeholders. This is significant because this "backbone" function has been identified as one of five key factors to success in the Collective Impact framework (2011) which has inspired many hundreds of systems initiatives in the U.S. and internationally. The backbone function–which can be governmental, private sector, or hybrid–requires full-time or part-time salaried staff dedicated to coordinating direct-service partners, aligning priorities, and managing data, among other functions.[19]

24. Capacity-building and focus on institutional relationships are important but tend to lack strategic focus.

There is varying degree to which RFTOPs reflect awareness that capacity development is needed for local partners to be successful. Some have an excellent systems vision statement but haven't conducted–and do not call for–a capacity assessment to be conducted. There was little evidence of request for rationales for tailored capacity-building or development of creative, innovative capacity-building modalities, including peer learning across sites or among partners within sites. Peer learning networks have proven important for US domestic youth systems initiatives such as StriveTogether and Collective Impact.

25. Shared standards, monitoring and evaluation for systems change are rarely the focus of dedicated attention.

Within activities requested in the YouthPower RFTOPS, there are very few explicit requirements to create shared monitoring and evaluation platforms, and no use of information, communication and technology (ICT) solutions as part of that effort, such as dashboards or searchable databases. Again, shared data and accountability systems have been shown to be critical for domestic U.S. youth systems initiatives.

26. YouthPower experience may point to more flexible role for youth systems work.

The RFTOPs varied a great deal in their descriptions of USAID's own role as flexible, responsive and supportive to the adaptive, iterative approaches that are typical to systems change work. For example, one RFTOP showed no evidence of a flexible donor role, in 3 RFTOPs evidence of flexibility was weak, 3 were moderate, and 3 were strong. A flexible and facilitative role for USAID was evident in the YouthPower Jordan activity which calls for development of avenues for youth energy into meaningful, constructive engagement in economic, political and social activities so that community resources become better aligned with youth needs, as defined by youth themselves.

27. Leverage of local investment is under-developed.

Over-all, the RFTOP review showed that expectations of leveraging local resources for sustainability among 5 of the 8 RFTOPS were low to moderate. An exception was K-YES, which required the contractor to develop and sustain private sector partnerships "to jointly design, plan and leverage funding or in-kind contributions to meet explicit dollar-value goals for specific contract[s]". In RFTOPs calling for a place-based design, there is, however, little nuance about the assets that specific places might bring to bear in solving the identified youth development problem. Place-based assets

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[19] Kania, John and Mark Kramer. Winter 2011. "Collective Impact." The Stanford Social Innovation Review. Palo Alto, CA: Stanford University; and Collective Impact Forum and FSG. (ND) "Backbone Starter Guide".

could involve social, cultural, political, financial, or even physical capital (such as a favorable geographic or environmental context).

Although the CFYR RFTOP contained vague and routine language on sustainability (for example, quoting the Automated Directive System definition of sustainability), there are reports in actual implementation that working early with governments on a sustainability plan for community safety plans has paid off with government providing 95 percent of the funding for activities in Guyana and 50 percent of funding in St. Kitts and Nevis. In subsequent years, the budgets will be 100 percent financed by the country governments, which is a major achievement and aligned with the goals of achieving self-reliance. This success has come in part by having the governments' model and shadow effective program implementation. Strong youth leadership is also a success factor.

28. Donor collaboration is rarely described in YouthPower RFTOPs.

YouthPower RFTOPs did not prioritize donor coordination or collaboration with 6 RFTOPs having no evidence, 2 were weak on the point, and only one was considered strong. Where other donor work was mentioned, it was usually in the form of lists of other donor projects, or the requirement (or suggestion) that the contractor coordinate with other donors. There is little evidence of USAID creating substantive partnerships with other donors that are synergistic and serve to align incentives and priorities within country youth systems. One exception is the CFYR which provides specific guidance on how the project will complete specific Inter-American Development Bank, Organization of Eastern Caribbean States, and Caribbean Community and Common Market (CARICOM) initiatives, tools, and services for comprehensive security-related measures in each country.

29.Youth policy reform and alignment are relatively rare.

Generally, there was scant policy work called for in RFTOPs, except in three in which there was a moderate level of effort in policy. However, in the course of implementation, additional YouthPower activities reported achievements in policy reform (Blum et al, 2020:10). A notable example is the 2019 Caribbean Summit on Youth Violence Prevention hosted as part of the CFYR activity. This activity provides evidence that a regional youth summit can contribute to policy reform within and across countries. In the Eastern Caribbean, USAID involved several donors to set up a regional Youth Learning Network. Prior to the summit the network hosted webinars with technical experts on youth issues and set up "watch parties" in the countries to identify priorities for the summit. A multi-country youth-led security action plan was produced.

30. Normative changes or mindset shifts have been demonstrated across diverse areas.

Normative changes or mindset shifts were mentioned in about half of the RFTOPs (4 of 9) and those that did exhibited a moderate level of effort in this area. Where they are noted, they are most often focused on shifting to a "youth as assets" paradigm (from a deficit model) or to youth engagement. This focus is not surprising considering that YouthPower focuses on PYD; however, there are other types of mindset shifts needed to reform youth systems.

A few that were actively addressed in YouthPower activities include a shift from a criminal justice to a public health model in gang prevention (Proponte Mas, CVPP, and CFYR); inclusion of vulnerable youth, such as disabled or LGBTI youth (Mitra Kunci and Empleando Futuro, respectively); and a new public value of TVET as a respected educational pathway with linkages to the labor market and increased employment (TVET-SAY and K-YES).

Key informants in Kenya and Uganda identified the importance of the engagement of families in shifting mindset. "Parents contribute a lot towards the kind of mindset the youth have, therefore they too should also be targeted for mindset change. Parents should be engaged as well so as they can know to their responsibilities in supporting the youth and up to what levels."

F. STRATEGIC CONSIDERATIONS: PYD PROGRAMMING IN THE TIME OF COVID-19

Although older people have disproportionately suffered the health effects of the COVID-19 pandemic, it is arguably young people who are and will continue to be very significantly affected by the social, economic, and mental health effects of this ongoing health crisis. USAID's Over the Horizon Initiative recognizes the active and vital role USAID can play in assisting LMICs respond to, recover from, and possibly build back better in the wake of a myriad of challenges posed by COVID. The Alliance for International Youth Development, a CoP and advocacy platform for global youth development supported by twelve US-based international organizations, recommends that USAID put youth at the center of its COVID response around three pillars: educating, employing and engaging youth (Fine, Reichle, and Lord, 2020). Youth as active partners in COVID response is a highlight of this approach by focusing on:

► **Education**: Facing massive learning loss for an entire generation of youth, USAID should focus on assisting Ministries of Education with its community-based and private sector partners to provide distance learning and upgrade digital literacy skills among both youth and the teaching force. Alternative and accelerated learning should be part of a strategy to continue to lower barriers to access to education for all young people, especially girls and young women.

► **Workforce and the Economy**: Youth disproportionately work in gig economies and in low-wage, public-facing jobs such as hospitality and services, and therefore need help to navigate economic disruptions related to the pandemic. These labor market shifts were already present prior to the pandemic as the Fourth Industrial Revolution, and will certainly persist after. Part of the response should be short-term financial support to youth as they are now rapidly depleting their savings, and medium-term up-skilling youth in transferable soft skills to help them navigate challenging labor market conditions.

► **Engagement**: As hate speech, misinformation, online recruitment by extremist actors all increase in the crisis environment of the pandemic, USAID should respond by working with LMIC NGO stakeholders, and where possible, governments, to provide safe opportunities for youth to meaningfully engage civically. Youth can be active partners in combatting the effects of the pandemic and making their communities safer. In addition, this engagement can help blunt the rise in mental health issues among youth and adults by building a sense of purpose and belonging which research has shown to be critical to individual well-being as well as strong social fabric that enables communities to resist extremism and lawlessness.

In short, USAID has the opportunity to significantly affect development outcomes for youth and their communities for years to come as part of its overall COVID response.

CONCLUSIONS

This assessment found overall that uptake of the PYD approach was perceived to be increasing among USAID and USAID IPs, yet further evidence of PYD implementation by government and local stakeholders was less apparent. More efforts are needed for broader national level understanding, commitment and implementation, as inclusion of the PYD approach and terminology in youth programming, particularly (but not just) beyond YouthPower remains inconsistent. Perceptions of widespread adoption of PYD by national stakeholders and government were limited.

Factors that influence uptake: Several factors were found to influence uptake of PYD. *First*, the complexity of some of the PYD dimensions can make them difficult to communicate, and without a deeper understanding, implementation remains shallow or insufficient. Some PYD concepts are well-understood (e.g. skill building) whereas others are newer to the program agenda, more complex, and harder to put into practice (e.g. soft skills, youth engagement, and developmental relationships). *Second*, Cross-sectoral PYD programming, which is widely seen as an important component of PYD but remains challenging to implement. Sector-specific financing and reporting structures among both donors and government and the added challenge of coordination are key barriers. Pairing workforce development with health, violence prevention, and education were considered to be priority areas for strengthening cross-sectoral youth programming. *Third*, the fragmented nature of sectoral priorities and funding exacerbates the challenge of investing along the stages of a young person's life course, resulting in missed opportunities to meet youth of different ages with the safe spaces, learning activities, and services that can be so important at particular stages of development from pre-adolescence to young adulthood. *Fourth*, though progress has been made, evidence on what works and best practices, including in the form of case studies, has been a limitation and continues to be the resource that stakeholders feel is most critical to advancing uptake of PYD.

YouthPower's Role in Facilitating Uptake of PYD: YouthPower made significant contributions to the uptake of PYD in USAID youth programming. Overall use of PYD concepts and terminology is perceived to be increasing among USAID and its partners. Survey respondents affirmed the value of YouthPower technical resources to support understanding of PYD, reporting high utilization of several key resources and valuing YouthPower's contributions in publishing research, toolkits, and guidance over all other YouthPower functions.

Youth Engagement: Youth participation in YouthPower activities is increasing but more remains to be done. Through its promulgation of the PYD approach, YouthPower has emphasized the importance of meaningful youth engagement. Despite the centrality of youth engagement to the PYD approach, most respondents indicated their organizations have only incorporated it modestly. Challenges to be learned from include insufficient deliberate planning and support for youth engagement, tendencies to stop at partial youth engagement without extending engagement beyond understanding youth perspectives to including youth in assessment and accountability structures, and addressing discomfort with giving power to youth in project implementation. USAID-sponsored youth engagement platforms and networks have a special role in demonstrating the power of youth engagement.

Youth systems: Creating an enabling environment for youth: Overall, this assessment found that the PYD component of creating an enabling environment for youth and addressing youth systems within youth programming is widely seen as a critical priority but is not as well reflected or sufficiently developed in youth activities. As one of the more complex concepts within the PYD framework, IPs and country-level actors are still developing a broader understanding of this element. This is reflected in the under-emphasis of enabling environment and systems dynamics in situation assessments, project design specifications, and measurement tools. As with youth engagement, this area requires sustained attention to engaging diverse partners and targets on reaching youth with services may incentivize implementers to lose focus on the systems level. Activities have reflected to some degree the need to shift key norms or mindsets to achieve youth system reforms, but continued focus is needed in this area.

While most stakeholders highlight the priority of bringing together diverse stakeholders, there is limited focus on *shifting* the role of IPs to be supporting locally-led processes, *fostering* capacity for and ownership of country-level coordination of local actors, *establishing* shared/coordinated M&E systems among systems-level actors, *ensuring* flexibility to adapt activities based on systems dynamics, *leveraging* local resources for sustainability, and *emphasizing* donor coordination and linkages to in-country policy work.

RECOMMENDATIONS

USAID's achievements in implementing PYD since the launch of its Youth in Development Policy in 2012 and YouthPower in 2015 have been impressive. Still the Agency has expressed interest in deepening and taking to scale PYD. Therefore, these recommendations are intended to support USAID in gaining a deeper understanding of and more effective implementation of positive youth development among Missions and development partners (both international IPs and host country institutions).

1. Support better uptake of PYD concepts, evidence, and practical guides/tools and increased and more strategic monitoring, evaluation and research by ??? whom.

► **Conduct more research to test and document the efficacy of the PYD approach**. Ensure evaluations and studies test whether PYD outcomes achieve better results comparison to other framework

► **Tighten the knowledge management feedback loop between program implementation and research, evaluation, guidance**. Specifically, this should be done between local youth-led and youth-serving institutions in LMICs (including USAID Missions, IPs, and local governments). Typically there is, at best, a lag-time (at worse, a gap) between USAID's implementation, evaluation/learning, and recommendations for programmatic modifications. The twinning of YouthPower IDIQs (YouthPower Implementation and YouthPower Evidence and Evaluation) was intended to address that gap, but 'evidence-to-use' mechanisms across the IDIQs had mixed results. One modality for achieving this tighter feedback mechanism may be the PYD Learning Agenda which could function as a platform for sharing and synthesizing implementation results.

► **Develop PYD materials that use clearer, "everyday" language, resonate with country contexts, and are translated into major world languages**. While the key PYD documents developed by YouthPower (such as the systematic review and the PYD toolkit and framework) are appreciated by Washington DC-based experts, there was a sense among key informants that more practical, resonant materials are needed, potentially improved by youth involvement in their design. Development of short, practical tools should include translation into the key languages prevalent in USAID countries (such as Spanish, Arabic, and French).

► **Facilitate the efficient delivery of consistent, high-quality PYD training for country-level governments, institutions and partners**. There was a consensus among KII informants that PYD training was a critical starting point for successful youth development work, and yet few YouthPower RFTOPs explicitly mentioned this and there is no USAID global repository of training materials, with the exception of online PYD trainings (while in-person training is preferred).

► **Enable USAID Missions to gain a more accurate understanding of their own strengths and weaknesses in embracing PYD in their youth-focused and youth-integrated programming**. USAID IPs regularly undergo program evaluation and the Youth Programming Assessment Tool (YPAT) has been prepared by YouthPower to enable local youth-serving organizations to self-assess their programs against benchmark PYD standards. However, USAID itself lacks a tool and process for self-reflection, self-assessment, and goal setting in PYD. If a tool were designed expressly for USAID—sensitive to USAID policies, structures, procedures, constraints, etc. —then USAID Missions would have a firm basis for Mission-to-Mission peer learning and exchange as they work to deepen the effectiveness of their PYD programming.

► **Deepen understanding of PYD by augmenting training and technical guidance with knowledge about the most pressing concerns in youth development**. This focus would need to include

the newest research on such current concerns as mental health, drug use, radicalization, changing gender norms, and youth unemployment. U.S. and host country universities have been underutilized in USAID's PYD efforts; they could contribute significantly to more advanced literature reviews and in translational research on practical applications of new findings in adolescent development.

► **Cross-link YouthPower's knowledge management platform and other knowledge and project repositories**. Many donors include details on policies, strategies, program successes, and challenges in documentation; investing in a survey of donor programming and "crowd-sourced" collation and analysis of best practices, common challenges and how to overcome them, and other relevant learnings that can be disseminated and applied to ongoing and future policies and programming.

2. Support a deeper understanding of youth as change agents/youth engagement.

► **Co-create practical models or mechanisms for youth engagement** at the country-level through a joint effort of USAID/Washington, USAID Missions, country governments, and established youth-led organizations. While YouthPower has funded a number of impressive youth-led initiatives through its grants under contracts and some YouthPower task order activities have strong youth engagement, we are still far from having youth engagement mechanisms in all countries where USAID Missions operate. One example of such a mechanism is Kenya's *bunge* (youth association) network. Each country's environment will determine how such a mechanism is structured and operates which is why a co-creation process may be needed. USAID should review procurement reform efforts that facilitate more access by youth-led and serving organizations/partners, which also represents an opportunity to expand engagement of new and underutilized partners prioritized within USAID's New Partnerships Initiative.

► **Increase youth participation and leadership of PYD-related research and evaluation**. University students, usually in their 20's and 30's (including networks of youth and youth leaders returning from higher education exchanges), are a largely untapped resource. But even low literate literacy youth can be trained in participatory action research methods. USAID could build this expectation more explicitly into activity designs, as well as support the exchange of effective practices with new or existing resources such as the Youth Participatory Action Research Hub (YPARHub). The new YouthPower 2 Youth Excel activity will provide lessons learned and models that can be spread to other countries.

3. Develop more effective holistic and cross-sectoral youth programming

► **Strengthen cross sectoral programming linking health, education and workforce development programs**. Workforce development programs such as TVET programs face considerable challenges when youth are ill prepared to participate due to literacy or health problems. Education and health are foundational to the success of workforce development as they enable youth to transition to the labor market and/or to build their own businesses.

► **Facilitate cross-sectoral PYD activity design within Missions** by both providing incentives for sector experts to collaborate on holistic programming. This might involve creating catalytic pots of funds to motivate cross-sectoral USAID teams, as well as formally recognizing the additional effort that staff expend in planning cross-sectoral projects as they typically require more coordination, compromise and communication beyond that for single-sector programming. Along the same lines, sufficient funding for cross-sectoral PYD activities should be extended to IPs as they implement this more complex programming.

► **Provide professional development** to better enable USAID, IP and country-stakeholder teams to be able to collaborate better cross-sectorally. It may

be helpful to focus technical resource development on some critical cross-sectoral nexuses such as workforce development and education, workforce development and health, and violence prevention and workforce development. There are some known pitfalls to this work such as, for example, the difficulty of education and health providers to master knowledge of changing market dynamics, a critical dimension of effective workforce programming. And, conversely, workforce trainers are rarely knowledgeable about health services and the family planning needs of young people, including the difference between the needs of young women and men at various ages. USAID can help manage these gaps in capacity in cross-sectoral work by focusing technical assistance on them.

4. Support systemic approaches to youth development (or youth system strengthening) at the country level

► **Improve knowledge of systems analytics and terminology** among USAID and its partners in order to better understand the systems dynamics around youth development challenges in LMIC countries and communities. USAID should invest in refining the language, metrics, and benchmarks about youth systems change so that all partners including those in LMIC country can speak with more precision about expectations and progress in systems change. An excellent example of a youth systems *"Theory of Action"* was developed by StriveTogether from domestic US experience.

► **Assume a stance of experimentation and self-reflection as donors**. USAID should experiment with a range of new roles, investment priorities, expectations for results, and procurement practices that have been demonstrated to be critical to donors' support for multi-stakeholder systems change. Just as youth systems change requires behavior change and mindset shift from stakeholders in the change process, the same is expected of donors who are engaged in such efforts. In fact, donors may need to become more aware of themselves as actors in the

change process, but not necessarily as drivers of that change. Some of these new roles and processes are described by USAID's own Office of Local Sustainability, especially in the Local Works program. These practices include longer time horizons, increased flexibility, investment in local capacity-building and relationship-building, and insistence on local ownership and sustainability; some are discussed in more detail below.

► **Avoid over-reliance on "the numbers" to evaluate the success of systems activities**. Qualitative change in the collaboration and leadership of local partners may be far more transformative in the long run than quick results of numbers of youth served. Local partner ownership and buy-in to working together to find local solutions to systems failures takes time and energy. Furthermore, this type of change is more likely to be captured through case studies and anecdotes which can be more difficult to report beyond the local context.

► **Deepen understanding of and support to the role of intermediary organizations that play a critical role in youth systems work**. Holistic youth development requires collaboration between, across, and beyond stove-piped sector systems (such as the education, health or child welfare systems). It also often requires coordinating diverse community-based organizations and associations. For these reasons, an intermediary organization (a "backbone organization" in Collective Impact parlance) is needed to align or coordinate existing youth services and to identify gaps and innovative solutions to filling them. Some YouthPower activities, in this case, CFYR, has worked with creating or identifying existing local organizations to play this role. This work has had to be intentional, requiring capacity assessment and capacity-building to "strengthen those bodies from within rather than to compete for resources in the same community."

► **Explore the use of shared monitoring and evaluation platforms for systems work**. There is evidence that diverse coalitions of partners seeking to coordinate and leverage service delivery for youth

require a modality for sharing, aggregating and making visible collective results including costing data to facilitate scaling. They need to be able to "tell the story" of their collective work to governments, communities and the private sector, an important step for accessing support and needed resources. USAID could fund technical assistance and ICT solutions, including dashboards and searchable databases.

► **Identify, track and support the progress of system change efforts that are already locally initiated and owned**. Some examples in India, Kenya, and Colombia have been identified and seeded by the Global Opportunity Youth Initiative (led by Aspen Institute Forum for Community Solutions and its partners with catalytic funding Prudential Financial). In these types of scenarios, USAID's role would be to listen to the analyses and action plans of locally-owned, multi-stakeholder initiatives and to identify discrete components that could be supported. This approach would ensure that local actors and institutions would remain the owners and decision-makers of systems change efforts and USAID support could be directed by them to the places where it is truly needed. USAID's New Partnership Initiative may be consistent with this approach.

► **Identify and build on local assets to build a more comprehensive youth system**. Through asset-mapping it is possible to help communities identify resources that are under-utilized to increase the scale of support to youth. For example, space within schools can be used for after-school programming or clubs. Or, focusing on a mindset shift among teachers and parents by exposing them to the principles of adolescent development and PYD could have a multiplier effect.

► **Develop global, peer-to-peer exchanges to support the adaptive learning required for successful systems change**. Traditional types of professional development that rely on training or expert technical assistance has not proven effective for systems change efforts. Instead, providing the opportunity for teams of peers to share and exchange lessons has been promising. Diverse partners working collectively in a location or initiative could be gathered with peers in other cities, states, or countries to share ideas and experiences toward building better global practice. In this case USAID acts as a convener of initiatives and provides the forum for exchange.

► **Focus on systems change can yield promising new areas of intervention**. Systems changes that are working to build a more capable and engaged youth systems include work with families, media, policy, data platforms, youth-led advocacy, normative change efforts, and professionalization of the youth workforce. For example, justice and security sector officers can be exposed to PYD through professional development with an eye to reducing the likelihood that youth will be caught up by the criminal justice system.

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ANNEXES

ANNEX A. ASSESSMENT WORK PLAN

WORK PLAN:
ASSESSMENT OF POSITIVE YOUTH DEVELOPMENT, INCLUDING THE YOUTHPOWER PROJECT'S EXPERIENCE AND CONTRIBUTIONS

Ver. March 21, 2019

USAID'S HEALTH EVALUATION AND APPLIED RESEARCH DEVELOPMENT (HEARD) PROJECT

Distributed to:

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I. DATES OF ASSESSMENT IMPLEMENTATION

September 15, 2018-July 31, 2019

II. PURPOSE

The purpose of this assessment is to explore the current status of the Positive Youth Development (PYD) approach, YouthPower's role in facilitating PYD uptake, and strategic considerations looking forward. The assessment will examine successes and challenges of YouthPower's experience with PYD programs; the extent to which the PYD approach is understood and utilized by youth development partners in the field; YouthPower's role in advancing PYD, and the key considerations for expanding uptake of the approach globally. Assessment results will inform USAID on how the agency can most effectively support PYD through future youth development procurements, including YouthPower 2.

III. TARGET AUDIENCE(S) FOR THIS ASSESSMENT

1. USAID Agency Youth Coordinator, funding bureaus (GH, E3, DCHA), supporting offices (Steering Committee members and senior leadership) and Missions
2. Teams designing youth development-related projects
3. YouthPower Implementing Partners and other USAID youth development implementing partners
4. Select External Stakeholders (e.g. Gates Foundation, World Bank, UNICEF, USG Inter-Agency Working Group on Youth)
5. USAID Intra-Agency YouthCorps

IV. PRELIMINARY ASSESSMENT QUESTIONS

A. QUESTIONS IN FOCUS

Component 1: Understanding the current status of the PYD approach and stakeholder perceptions of YouthPower's supporting role

Q1. To what extent has the Positive Youth Development (PYD) approach been adopted/integrated in youth development programming (uptake, effectiveness, trends, challenges, future considerations)?

► To what extent are partner Governments and country-based implementing partners understanding and adapting the PYD approach?

► To what degree have implementing partners incorporated youth engagement in design, implementation, monitoring, and evaluation?

Q2. How has USAID's YouthPower Project influenced the awareness and use of PYD in international development programming?

► How have the Agency and its youth programming implementing partners integrated and utilized tools developed by YouthPower?

Component 2: Strategic considerations looking forward

Q3. Building on the experience of YouthPower, what are lessons learned, gap areas and future

recommendations for effective and sustainable systems for youth development programs, system-level strengthening, and effective youth engagement?

► What information resources and evidence do Missions need in the near term to support in-country decision making related to cross-sectoral youth programming?

► What support do partners (host-country and implementing) need to effectively design, implement and evaluate positive youth development programming?

B. ADDITIONAL QUESTIONS CONSIDERED

Q4. Why have some Missions chosen to buy-in to YouthPower (both Task orders and IDIQ usage) while others have not?

Q5. Why have some Bureaus 'bought in' and others not?

V. ASSESSMENT APPROACH

A. PRELIMINARY STEPS

As the assessment design is developed, the assessment team will undertake several preliminary steps to gather the information needed to inform design. These include:

Preliminary Step	Purpose
a) Initial meeting(s) with YouthPower Learning and YouthPower Action partners and staff	To better understand project operations and available documents related to both operations and outputs
b) Request and review any not-yet-provided YouthPower documentation around operations and assignment output, performance, and client satisfaction	To guide development of sampling and data collection strategies
c) Draft sampling and data collection strategies	To solicit feedback from USAID YouthPower Management Team, to be able to mobilize partners to be engaged in data collection prior to start of operations phase
d) Initial meeting(s) with members of the USAID YouthPower Management Team and YouthPower Steering Committee	To solicit preliminary inputs on assessment design components
e) Drafting of survey and interview instruments	To enable revisions, field testing, and finalization prior to start of operations phase
f) Submission of protocol to URC's IRB to request confirmation of exempt status	To ensure IRB exempt status confirmation is in place prior to start of data collection

B. MAJOR ELEMENTS

The Assessment will carry out three major elements, which will inform one another sequentially, but to accommodate the short timeline, will proceed in parallel. These include 1) a 'meta' landscape analysis of positive youth development that lays out what USAID, YouthPower and other key stakeholders are doing in the arena; 2) a survey of stakeholder perceptions of the PYD approach, YouthPower's role in advancing PYD, and future considerations on PYD and achieving systems or cross-sectoral approaches to youth development; 3) in-depth interviews of key informants to develop the more nuanced understanding of successes, challenges, illustrative examples of 'systems' approaches, and future considerations from a range of stakeholder perspectives. Additional detail on the anticipated methods within these three elements that will be used to answer the three assessment questions are provided in the two sections below on Anticipated Methods for Components 1 and 2.

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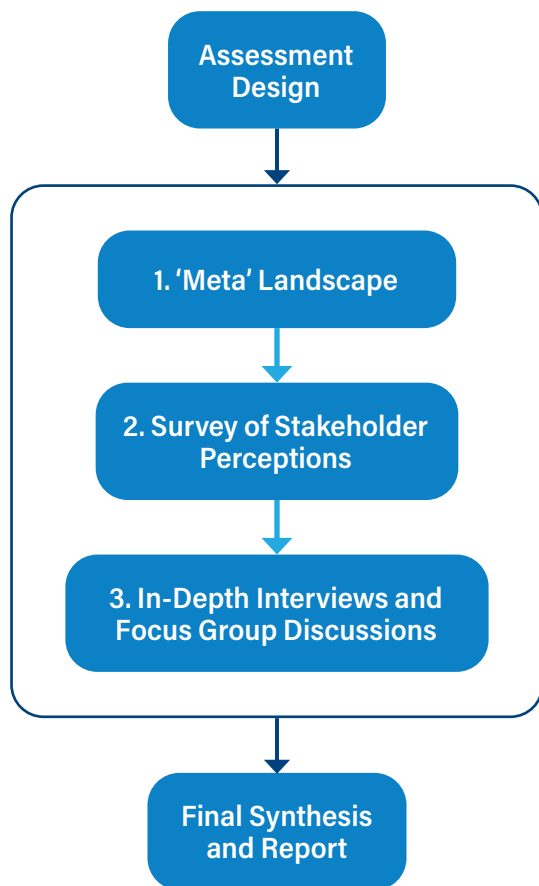
C. COMPONENT 1 ANTICIPATED METHODS: CURRENT STATE OF PYD IN IMPLEMENTATION AND YOUTHPOWER'S SUPPORTING ROLE

Component 1 seeks to answer Q1 [To what extent has the Positive Youth Development (PYD) approach been adopted/integrated in youth development programming (uptake, effectiveness, trends, challenges, future considerations)?] and Q2 (How has YouthPower influenced the awareness and use of PYD in international development programming?). Data collection methods will include:

1. **Document Review** of key YouthPower and other relevant documents, including:

    a) YouthPower Learning and Action Contracts and task orders,

    b) YouthPower Learning and Action Quarterly and annual reports

    c) Key technical outputs, including the Systematic Review of PYD Programs in Low- and Middle-Income Countries

    d) Existing descriptions/analyses of the youth development/PYD landscape

    e) Existing survey instruments and reports from recent survey inquiries, including:

    ► Review of lessons learned from YouthPower Task Order procurements Sept 2018 ("YouthPower Synthesis")

    ► 2018 Youth Mission Surveys (52 respondents)

    ► In-depth interview guides and case studies from the Youth Policy Assessment

    ► Summary of Youth Key Issues from the Annual Performance Plan Report

2. **Surveys** of USAID Washington and Mission-based YouthPower stakeholders, youth-development related ministries and partners, and implementing partners (IPs - IDIQ holders, task order holders) will be surveyed via an online survey platform. There will be specific emphasis on achieving minimum desired response rate and quality of responses to ensure findings are actionable. Surveys will be designed and

implemented taking into account other recent and/or regular survey requests made of Missions. Review of 2018 survey of Missions on Youth programming and 2018 PPR Youth Key Issues.

Sample Selection - Surveys: Relevant USAID, practitioner, and youth informants will be sampled to ensure representation across several categories, including: Mission- or field-based versus DC- or HQ-based, a range of geographic regions, mechanism affiliation (YouthPower: Evidence and Evaluation IDIQ and YouthPower: Implementation IDIQ), and a range of sectoral foci (e.g. employment, FtF, health). The sample for the online survey, which will be housed on the QuestionPro web-based survey platform, will be reached via email as follows:

a) The sample of USAID-based respondents will include those engaged in advising and managing the agency's youth development programs in Washington and in Missions. The survey link will be shared with all YouthPower-identified youth focal points across USAID (including the steering committee, senior champions, and the agency-wide YouthCorps). The email introducing the survey and requesting participation will ideally come from an individual within USAID strategically chosen to garner the attention and participation of respondents.

b) The sample of youth development practitioner respondents will include YouthPower implementing partners (IDIQ holders, task order holders, grantees), members of the four YouthPower Communities of Practice, and representatives of other key youth development organizations not reflected in the first two groups.

c) A possible sample of country-specific stakeholders in one or two countries will include Government and implementing partner youth development focal points.

3. **Key informant interviews** among sub-sample of those surveyed (USAID Washington and Mission-based YouthPower stakeholders, IPs), plus youth-development related ministries and partners, USAID YouthPower Steering Committee, USAID Senior Champions, and COR team members

Sample Selection – Key Informant Interviews: Key informants for in-depth interviews will be identified through two parallel strategies:

a) Survey results will be preliminarily analyzed to identify a sub-sample of respondents who indicated they would be willing to be contacted and who meet certain strategic criteria. Interviews will be requested of this sub-sample.

   ► Sample selection criteria to be determined; selection will likely try to achieve a balance across types of institutional affiliations and focus on those who reported particularly relevant experience or understanding of the challenges with PYD elements

   ► Target 10-20 interviews per 'group' of survey respondents (i.e. USAID youth focal points; non-USAID youth-development practitioners, others as relevant from country-focused samples).

b) In addition to in-depth interviews among the principal groups of survey, interviews will be pursued among key individuals within three additional groups:

   ► Informants knowledgeable of examples of systems (strengthening) approaches to youth development will be identified through engagement with the Senior Evaluation Advisor and through consultation with USAID- and implementing partner-based stakeholder.

   ► Youth-development related ministries and partners, to be identified in 1-2 country settings with support from willing Missions

   ► USAID YouthPower Steering Committee and COR team members and USAID Youth Development 'Senior Champions'. All individuals within these groups will be invited to be interviewed. The Assessment Team will interview all willing (some may be group interviews of 2-5 interviewees each), with intent to secure a minimum of five interviews from within each group.

4. **Focus group discussions** among youth 18-25 years of age identified via the YouthLead.org online

forum and via targeted partner youth development organizations. Within the FGDs among youth, youth will be asked to reflect on the PYD elements (or absence thereof) of youth programming they have been exposed to, and to discuss their perceptions of the priority, value, and any shortcomings of the strategic principles of PYD.

Sample Selection – Focus Group Discussions: Based on consultations with a set of researchers with experience in youth engagement in research, a hybrid youth consultation group will be formed to serve as a forum for data collection through a focus group discussion, and to serve as a feedback mechanism on the assessment aims, design, findings, and preliminary recommendations, as appropriate. The aim is to integrate youth engagement in some portion of the assessment design, in a meaningful, efficient, and non-tokenistic way. This Youth Advisory Group will be drawn from existing youth networks, possibly to include youth changemakers involved in the YouthLead network, and/or young leaders from YouthPower Communities of Practice, and/or existing country-specific youth networks that are identified and can be convened by in-country partners as trusted facilitators of the group. Youth 18-25 will be targeted.

D. COMPONENT 2 ANTICIPATED METHODS: STRATEGIC CONSIDERATIONS LOOKING FORWARD

Component 2 seeks to answer Q3: Building on the experience of YouthPower, what are *lessons learned, gap areas and future directions* for effective and sustainable systems for youth development programs, system-level strengthening, and effective youth engagement?

1. As with Component 1, Component 2 will rely on **surveys and key informant interviews** to explore perspectives on what has been learned over the course of the YouthPower Program, what critical gaps have been identified, and what key steps are needed going forward to advance in the three focus areas (effective and sustainable systems, systems strengthening, youth engagement).

2. Targeted USAID, youth development practitioner, and youth development-related ministries and local partner respondents for Components 1 and 2 largely overlap, therefore surveys and interview guides will seek information from respondents for all domains in Components 1 and 2, with consideration to be given with certain respondents to narrow the questions to zero in on one component or the other based on respondent expertise.

3. Examples of successful systems-level implementation/institutionalization of youth development will be selected and explored in-depth, with tailored interview guides to be developed to explore the contributing factors to success, as well as to capture lessons learned, gaps and future directions within each context. Potential areas of focus include child and youth protection, and education and employment services. YouthPower and other programs and key stakeholders (e.g. MSI) will be scanned to identify a set of potential examples to explore. Potential examples that have emerged from consultations to date include the El Salvador Puentes example (YouthPower task order), the PEPFAR Zvandiri model (YouthPower task order), the World Bank-supported Ruwwad Project, the Millions Learning Real-time Scaling Lab within the Jordan INJAZ program, Young Leaders in Agriculture Project in Uganda, Harambee Youth Employment Accelerator in South Africa.

4. Following a review of preliminary Component 2 findings, the Assessment Team, in consultation with the USAID YouthPower Management Team, will consider convening a **Strategy Reference Group (SRG)** of experienced youth development program managers to critically review the findings compiled and support the development of final conclusions and recommendations. Budget and value proposition will be weighed. If convened, this group would participate in remote reviews and assemble (virtually) for a workshop and a focus group discussion to develop recommendations for USAID (the budget impact of this activity would be fairly low).

WP ANNEX 1. ETHICAL CONSIDERATIONS AND HUMAN SUBJECT PROTECTION

Risks to human subjects are expected to be very minimal. Data will be collected from human subjects via survey and key informant interviews. Anonymity of survey and interview respondents will be protected through careful data management practices and through summary reporting that will avoid attribution of opinions, positive or negative, to individual respondents. Criteria for human subjects engagement will be based on knowledge of and experience with the USAID-funded YouthPower mechanisms and youth development more broadly. Human subjects will be asked about the effectiveness, trends, challenges, and future considerations with regard to PYD, as well as YouthPower's effectiveness in fostering the advancement of PYD.

This line of questioning brings little to no risk of emotional trauma, and any minor risk of retribution for respondent statements that may be negative towards any element of the project, the project implementer, clients, or project donor, will be mitigated through stringent protection of respondent anonymity (as noted above). The assessment design is expected to be exempt from Institutional Review Board (IRB) review, but the protocol will be submitted to URC's IRB for confirmation.

WP ANNEX 2. ASSESSMENT TIMELINE

OPERATIOMS

Elements of Scope of Work	Oct.				Nov.				Dec.				Jan.					Feb.				Mar.				Apr.					May				Jun.				Jul.			
	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
1. Launch/Updated SOW Meeting																																										
a. Scoping discussion with USAID	X	X		X	X																																					
b. Presentation of Revised SOW					D	X																																				
c. (Updated) SOW Assessment Questions				X	D	F																																				
d. (Updated) Key Points for Clarification					X	X																																				
2. Assessment Workplan																																										
a. Assessment Workplan				X	D				D		D								D		C			F	A																	
b. Schedule				X	X	X																																				
c. Logistics arrangement														X	X	X	X	X	X	X	X																					
d. Assessment Team Members, Roles, Responsibilities														X	X	X	X	X	X	X	X																					
3. Assessment Design																																										
a. Assessment Design Annotated Outline					X	X	D																																			
b. Initial list of countries						X	X	X	X	X	X	X	X	X	X	X	X	X		X																						
c. Draft questionnaires/data instruments										X	X			X	X	X							X	X	X																	
d. List of potential interviewees																							X	X	X																	
e. Evaluation/Assessment Design Draft submitted																							X	X	D																	
f. USAID Review																											X	C														
g. Revised Evaluation/Assessment Design and Work plan																												X	F													

OPERATIOMS	Oct.				Nov.				Dec.				Jan.					Feb.				Mar.				Apr.					May				Jun.				Jul.			
Elements of Scope of Work	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
4. Operations																																										
a. Document Review						X	X	X	X	X	X	X																														
b. Survey																		X	X	X	X	X	X																			
c. Key Informant Interviews																										X	X	X	X	X												
d. Data Analysis																											X	X	X	X												
e. Engagement of Youth Advisory Council																												X					X	X								
f. Youth Advisory Council recommendations																																				X						
g. Engagement of Strategy Reference Group																												X														
h. SRG review of preliminary findings																																	X	X								
i. SRG recommendations																																				X						
5. Interim (I) Midterm (M) and Final (F) Briefings	I						I					I			I					I				M		I			I			I		I		I				F		
6. Draft (D) and Final (F) Reports/ Presentations(P)																																				P						
a. Report Outline																															X	D										
b. Draft Report																															X	X	X	X	X	D						
c. USAID Comment																																			X	C						
d. Revised Draft Report																																			X	X	R					
e. USAID Comment																																						X	X	C		
f. Final Report																																							X	X		
g. YouthPower Comment																																								C		
h. DE Clearinghouse Submission																																										F

Key: C = Comments provided; D = Draft submission; F = Final submission

WP ANNEX 3. DRAFT ASSESSMENT MATRIX

Assessment Question	Information Required and Source(s)	Methodology	Sample	Limitations	Data Analysis	What will this assessment allow the assessment team to say?
What questions are the team trying to answer?	What information is needed to address each question? Where will the team get this information?	How will the team answer each assessment question?	What is the criteria for site sample selection? From who and in what locations?	What are the design's limitations and how will they affect the assessment?	How will the data be managed and analyzed? Note if data will be disaggregated by sex (m/f).	What are the expected results of the work?
1. To what extent and how has the Positive Youth Development (PYD) approach been **adopted/ integrated** in youth development programming (uptake, effectiveness, trends, challenges, future considerations)? 2. How has YouthPower influenced the **awareness and use** of PYD in international development programming?		a. Document Review b. Surveys of project stakeholders c. Interviews of project stakeholders		The Assessment Team recognizes the inherent limitations of opinion surveys and key informant interviews, as far as the subjective nature of the information. Ensuring a satisfactory response rate will be challenging and will need to be balanced with time and budget realities.	Survey data will be collected via QuestionPro and analyzed via excel or possibly Stata. Interview data will be audio recorded, transcribed, and qualitatively analyzed.	The end product should allow USAID to understand the status and forward momentum of PYD implementation, as well as USAID's role in advancing PYD through the YouthPower project.
3. Building on the experience of YouthPower, what **are lessons learned, gap areas and future directions** for effective and sustainable systems for youth development programs, system-level strengthening, and effective youth engagement?	Consideration to be given to a **Strategy Reference Group** of experienced youth development program experts in a more forward-looking exercise to critically review findings and recommendations.			Analyses of this kind are invariably subjective in nature. However, through the use of a Strategy Reference Group, it is hoped that the assessment of needed resources and evidence and YouthPower's comparative value will be objective and useful for USAID future project design.	Reviewers will assess information resource and evidence gaps in making the case for PYD investment in countries, and YouthPower's comparative advantage against defined parameters.	The overall aim of this assessment component is to identify the most pressing PYD future needs and strategic positioning of USAID to most effectively advance PYD through its current programming and future procurements.

WP ANNEX 4. INDICATIVE ASSESSMENT TEAM COMPOSITION

Name	Role	Responsibilities
Jim Sherry CUNY/HEARD (Est. LOE – NA)	HEARD Project Director	Provides overarching strategic guidance for developing the assessment and ongoing engagement with USAID, with a particular emphasis on the assembly of the assessment Team and (if applicable) the Strategy Reference Group.
Dinara Iunusalieva URC/HEARD (Est. LOE – NA)	Director for Finance and Administration	Oversees financial and administrative elements involved in carrying out the assessment; instrumental in partner engagement, support to overall project management.
Samantha Ski URC/HEARD (Est. LOE – 30 days)	Team Lead and Study Manager	Collaboratively supports design of the instruments and analytic methods, participates in data collection and analysis, and contributes to the final conclusions and recommendations, overseeing adherence to timeline and facilitating communication across team members advancing particular elements and with client; manages preparation and presentation of the final report.
Clare Ignatowski (Est. LOE – 30 days)	Senior Evaluation Advisor	Provides technical advice on the subject matter aspects of the assessment, including contributing to the development of the assessment design and leading the identification and engagement of key stakeholders. Participates in data collection and analysis, including conducting focus group interviews and engagement with the Youth Advisory Group, Strategy Reference Group and field-based data collection partners, as applicable. Provides substantive inputs to and reviews final report.
Diana Romero CUNY/HEARD (Est. LOE – 10 days)	Senior Methodologic Advisor	Provides methodologic guidance and design inputs for the survey component, including: sampling frames and survey/interview instrument development; Participates in data collection, leads data analysis, provides analytic inputs to final reports and presentations.
HEARD Sub-Regional Anchor Partners (TBD) (Est. LOE – TBD)	Sub-regional Evaluation Specialist	Country-specific data collection (where indicated); to be determined based on what is needed to execute the sampling and data collection strategies. Engagement could include the West African Health Organization, Burkina Faso; Infectious Disease Institute, Uganda; Ifakara Health Institute, Tanzania; University of Indonesia, Indonesia; James P. Grant School of Public Health/BRAC University, Bangladesh.
L. Ansley Hobbs CUNY/HEARD (Est. LOE – 20 days)	Graduate Research Assistant	Assists with all aspects of the survey implementation, analysis, graphics, drafting of report sections.
TBC (Est. LOE – 30 days)	Research Associate/ Evaluation Consultant	Assists with all aspects of the assessment, with a particular emphasis on data gathering, analysis, graphics, report preparation.
TBD, USAID	Technical Advisor	

ANNEX B. ASSESSMENT METHODS

This assessment used a mixed-methods approach, drawing from quantitative and qualitative data collection. In this section, we describe our assessment design and approach.

MAJOR ELEMENTS

The Assessment carried out 3 major elements, which proceeded in parallel due to timing; however, efforts were made to ensure the elements informed each other where possible. These elements included:

1. A rapid youth development donor landscape analysis that lays out what USAID, and other donors are doing in the youth development arena in relation to PYD;

2. A survey of stakeholder perceptions of the PYD approach, YouthPower's role in advancing PYD, and future considerations on PYD and achieving systems or cross-sectoral approaches to youth development;

3. In-depth interviews of key informants to develop the more nuanced understanding of successes, challenges, illustrative examples of 'systems' approaches, and future considerations. Additional detail on the anticipated methods within these three elements that will were be used to answer the three assessment questions are provided in the two sections below.

DONOR LANDSCAPE ANALYSIS AND DOCUMENT REVIEW

The landscape analysis and document review examined what USAID, including through YouthPower, and other donors are doing in the PYD arena, including how they talk about and define PYD and their approaches to youth development. The analysis drew from existing analyses where appropriate, including the [Systematic Review of PYD Programs in Low- and Middle-Income Countries](#), relevant USAID documents, and non-USAID reports. Using a rapid review approach, this assessment also used existing information, including policy documents,

and publicly available program websites from major youth development donors. Through the landscape analysis, an initial pool of nearly 60 donors in global youth development were identified and reviewed to understand major sectors (e.g., workforce development, health) and geographic regions of focus, and notable programmatic investments in the past five years. This pool was then narrowed to 12 funders for a "deep-dive" review of policies, program investments, and use of PYD or PYD-like approaches. Data for both the initial review and the "deep-dive" review were collected in an analysis matrix that will be included in the final report.

Rapid Review of Youth Development Donor Landscape Methods

A rapid review of the donor landscape in youth development in LMICs was conducted to describe the youth development donor landscape in LMICs and identify the major donors, their sectors/areas of focus, and their utilization of PYD or similar frameworks, and their policies regarding youth development. Where available, the review also examined: investment amounts, partnerships, countries or regions of focus, relevant youth policies, populations of focus, resources and tools, and interventions.

Bilateral, multilateral, foundation, and corporate philanthropy organizations were identified by consultation with experts in youth development programming, online keyword search, and grey literature. Data were largely collected from publicly available information on donor websites; information from guiding documents, publications, and grey literature was also used. Donors with investments specifically earmarked for youth as the primary beneficiary or as an important sub-population within a larger program were included in this analysis. Emphasis was given to foundations with investments above US $5 million and within the past 5 years. Active or ongoing donor programs that were initiated before 2015 were also included. The analysis focused on investments in

LMICs exclusively, though many donors—especially private foundations and corporate philanthropies—also invest in youth development in at-risk and vulnerable populations in high-income countries. Donors whose investments were at least 50 percent focused in high-resource settings were excluded.

A preliminary, though non-exhaustive, search and rapid review of nearly 60 organizations was performed, based on the inclusion and exclusion criteria above. From this pool, 12 organizations were selected for a "deeper-dive" review and report of findings. These organizations were selected to achieve a representative sample of investment size, area/sector of focus (eg, representation of workforce development, education, health, and other focus areas; subjective measure), and region of investment. Foundations and private philanthropies with investments of at least $100M were included. Bilateral organizations were selected based on similarities in focus and interest to those with USAID, and multilateral organizations were selected to present a range of geographic areas of focus and range of programming. An overview of these donors can be found in **Table 2**. The database containing the cursory overview of the 60 donor organizations scanned will be available in the final report.

This donor landscape assessment is limited by both its scope, the nature of rapid reviews, and by the amount and type of information available online. For example, while some donors consistently report information on investment amount and countries of focus, others do not.

Structured Document Review

The structured document review complemented the qualitative data collection, particularly in relation to Question 3Q3, and was used to inform instrument design and adaptation. YouthPower Implementation Requests for Task Order Proposals (RFTOPs) were systematically reviewed to record the extent to which they integrated systems approaches.

Additional documents and existing survey instruments and reports from recent survey inquiries were reviewed to inform instrument design and to tailor instruments to particular interviewees, including:

► Review of lessons learned from YouthPower Task Order procurements Sept 2018 ("YouthPower Synthesis")

► 2018 Youth Mission Surveys (52 respondents)

► In-depth interview guides and case studies from the Youth Policy Assessment

► Summary of Youth Key Issues from the Annual Performance Plan Report

DATA COLLECTION

Quantitative Data Collection

Surveys of USAID Washington and Mission-based YouthPower stakeholders, youth-development related ministries and partners, and IPs (IPs - IDIQ holders, task order holders) were conducted using an online survey platform. There was specific emphasis on achieving minimum desired response rate and quality of responses to ensure findings are actionable. Surveys were designed and implemented taking into account other recent and/or regular survey requests made of Missions, including a review of the 2018 survey of Missions on Youth programming and 2018 PPR Youth Key Issues.

Sample Selection - Surveys: As part of the sampling frame strategy, we strived for a representative sample that included Mission-based and USAID Washington based YouthPower and youth stakeholders (in general), partner Government staff who work in youth-development related ministries, and country-based YouthPower IPs (IPs – IDIQ holders, task order holders), and in a sub-set of countries, and non-YouthPower youth development program implementer organizations.

Relevant USAID, practitioner, and youth informants were sampled to ensure representation across several categories, including: Mission- or field-based versus DC- or HQ-based, a range of geographic regions, mechanism affiliation (YouthPower: Evidence and Evaluation IDIQ and YouthPower: Implementation IDIQ), and a range of sectoral foci (e.g., employment, FtF, health). The sample for the online survey, which was housed on the Qualtrics web-based survey platform, was reached via email as follows:

1. The sample of USAID-based respondents included those engaged in advising and managing the agency's youth development programs in Washington and in Missions. The survey link was shared with all YouthPower-identified youth focal points across USAID (including the steering committee, senior champions, and the agency-wide YouthCorps). The email introducing the survey and requesting participation came from an individual within USAID (Mike McCabe), strategically chosen to garner the attention and participation of respondents.

2. The sample of youth development practitioner respondents included YouthPower IPs (IDIQ holders, task order holders, grantees), members of the four YouthPower Communities of Practice, and representatives of other key youth development organizations not reflected in the first two groups.

The first round of dissemination went to 1,257 individuals in late December 2019. Of those, 342 responded to the survey over a 1-month period (approximate), reflecting a 27 percent response rate.

1. A second, follow-up sample of country-specific stakeholders in up to four countries (including Indonesia, Tanzania, Kenya and Uganda) will be added to the survey fielding plan, including Government and IP youth development focal points, local funders, and local non-YouthPower implementors in these countries. These respondents were identified in coordination with the Mission youth focal points and carried out with support from locally-based HEARD partners. Results and findings from these survey respondents will be integrated into the final report.

Qualitative Data Collection

Key informant interviews were conducted to gather in-depth stakeholder perceptions and experiences in relation to PYD programming and YouthPower's contributions. Key informants included USAID Washington and Mission-based YouthPower stakeholders, IPs, and youth-development related ministries and partners.

Sample Selection – Key Informant Interviews: Key informants for in-depth interviews were identified through purposive sampling of key individuals within four groups:

▶ USAID – Washington and Mission-based YouthPower and youth development stakeholders[20]

▶ YouthPower IDIQ Holders and task order implementers

▶ Youth-development related Mission focal points and partners in Tanzania, Kenya, Indonesia, and the Eastern Caribbean

Within these groups, we sought informants knowledgeable of examples of systems (strengthening) approaches to youth development, which we identified through engagement with the Senior Assessment Advisor and through consultation with USAID- and IP-based stakeholders.

A second set of in-country interviews will be conducted by HEARD Partners among local stakeholders, including stakeholders in ministries, local IPs and youth networks. Key informants have been/will be identified in consultation with Mission focal points. Data and insights gathered from these interviews will be integrated into the final assessment report.

DATA ANALYSIS

Quantitative Data Analysis

Data analysis was structured by the assessment questions. For the quantitative analysis, survey data were analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics and bivariate analyses were generated, and further analysis will be contemplated following a full review of all data.

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[20] The assessment protocol called for interviewing additional groups from within USAID, including members of the USAID YouthPower Steering Committee, USAID Senior Champions, and YouthPower COR team members, however these groups were ultimately consulted on design decisions and preliminary findings and were not interviewed as key informants.

Qualitative Data Analysis

Qualitative analysis of **interviews** included an iterative process, with periods of data collection and periods of data review and analysis. The assessment team staff conducting data collection periodically met throughout the data collection period to debrief, share, discuss, and compare findings, observations, and interpretations related to the data collected. Notes were taken during staff discussions to identify and document themes that structured subsequent analyses. The thematic classifications were based on a priori issues (elaborated as research questions) and emergent themes arising during the data collection and analysis. The initial thematic classifications were applied and compared to subsequently collected data. This iterative process of analysis and modification ensured that the final conclusions and recommendations are comprehensive.

Synthesis

The analysis included triangulating data generated through qualitative and quantitative methods to ensure robust findings. Once all data sources have been summarized—including data from forthcoming in-country survey and qualitative interviews—summaries will be presented in a comprehensive data extraction matrix.

Documentation of systems approaches

Through the data, examples of successful systems-level implementation/institutionalization of youth development were selected and explored in-depth, with tailored interview guides developed to explore the contributing factors to success, as well as to capture lessons learned, gaps and future directions within each context.

ETHICAL CONSIDERATIONS AND HUMAN SUBJECT PROTECTION

Risks to human subjects were expected to be very minimal. Data were collected from human subjects via surveys, key informant interviews, and focus groups. Anonymity of survey, interview respondents, and focus group participants was protected through careful data management practices and summary reporting that will avoid attribution of opinions, positive or negative, to individual respondents. Criteria for human subjects engagement was based on knowledge of and experience with the USAID-funded YouthPower mechanisms and youth development more broadly. Human subjects were asked about the effectiveness, trends, challenges, and future considerations with regard to PYD, as well as YouthPower's effectiveness in fostering the advancement of PYD.

This line of questioning brought little to no risk of emotional trauma, and any minor risk of retribution for respondent statements that may be negative towards any element of the project, the project implementer, clients, or project donor, was mitigated through stringent protection of respondent anonymity (as noted above). The assessment design was reviewed and approved by URC's Institutional Review Board (IRB) review.

ANNEX C. DONOR LANDSCAPE

To assess the degree to which other donors are incorporating a PYD approach and terminology into their youth programming, a rapid review of donor investments and policies in LMICs was conducted (methods are described in Annex B). The review examined the sectors of focus among donors, use of PYD or alternative language, alignment with the PYD approach and domains, and donor youth policies and strategies. This rapid review was limited to website search and is not intended to be not comprehensive, but rather a starting point from which USAID could conduct additional research to support donor coordination and collaboration around PYD.

Table 2: Select donors in youth development in LMICs

Organization	Youth development approach/ framework or policy/strategy	Program or initiative (investment, region)	Sectors/Areas of focus	Examples of alignment with PYD approach*	Notes
Bilateral donors					
Danida	*Youth leading the world policy* (2017) covers "gender equality, employment, democratic governance and human rights, humanitarian action and youth leadership"	• AmplifyChange (sub-Saharan Africa, South Asia) • Danish-Arab Partnership Program (MENA) • Other programs	• SRHR • Democracy Four "priority areas" include: • Governance • Growth & employment • Social sectors • Peace & security	**Assets**: training and skills **Contribution**: youth-led organizations focusing on SRHR issues and advocacy, youth engagement in program design and policy	Full Danida report is available here
DFID	*Putting youth at the heart of development* policy includes domains of positive transitions, agents, and advocates (2016) Life course approach	• International Citizen Service (n/a, international) • Girls' Education Challenge (n/a, Africa) • YES4Growth ($34M, Bangladesh) • Youth Skills for Economic Growth (n/a, Eastern Caribbean) • Restless development (Sierra Leone, Uganda)	• Workforce training • Job creation • Children with disabilities • Girls' education and job training • Civic participation, SRHR, livelihood	**Assets**: skill building **Contribution**: "youth as agents of change" **Enabling environment**: removing barriers for girls	

continued next page

Organization	Youth development approach/ framework or policy/strategy	Program or initiative (investment, region)	Sectors/Areas of focus	Examples of alignment with PYD approach*	Notes
CIDA	*Securing the Future of Children and Youth: CIDA's Children and Youth Strategy* (2009)	No specific program listed (Total investment $150M, priority countries in CIDA's aid agenda: Bolivia, Peru Caribbean Region, Haiti, Honduras, Colombia, Ukraine, West Bank and Gaza, Ethiopia, Ghana, Mali, Tanzania, Mozambique, Bangladesh, Senegal, Sudan, Afghanistan, Pakistan, Vietnam, Indonesia)	▪ Increase child survival: interventions in child and maternal health ▪ Access to quality education ▪ Ensure that children and youth grow and learn in safe and secure environments	**Assets**: education and training **Contribution**: youth participation **Enabling environment**: safe spaces, gender equity and responsiveness	
Multilateral donors					
IDB	*PYD is used for program in Jamaica, other programming uses a "life cycle" approach*	Latin America and Caribbean: ▪ New Employment Opportunities (NEO): Rutas, Clave para el Futuro, Social Retail School, and EquipYouth (n/a) ▪ EYE (Education, Youth, Employment) Bonds (n/a multi-program) PYD in Jamaica ($11M) ▪ The Career Advancement Programme (CAP) ▪ The National Youth Service (NYS) Corps	Social and economic development and community service; education, health and employment; sports/ athletics Education, vocational training, life skills, job skills, volunteerism	**Assets**: education, training, skill development **Contribution**: community engagement and volunteerism **Enabling environment**: NEO focus on specifically disadvantaged youth	NEO is in partnership with International Youth Foundation, Walmart, and other organizations
ILO	The Global Initiative on Decent Jobs for Youth	▪ Decent Jobs for Youth (multiple programs, Africa, Colombia, Myanmar, Indonesia, Sri Lanka, Vietnam, Philippines) ▪ Boosting Decent Employment for Africa's Youth (research initiative, Africa) ▪ SafeYouth@Work	Several priorities: ▪ Youth employment: Transitions to the formal economy, digital skills, apprenticeships, youth in fragile, hazardous, and rural settings, entrepreneurship, green jobs ▪ Community empowerment	**Assets**: education, training, skill development **Enabling environment**: support for youth at risk for violence and women/girls, safer working environments	Knowledge-sharing platform has been developed

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Organization	Youth development approach/framework or policy/strategy	Program or initiative (investment, region)	Sectors/Areas of focus	Examples of alignment with PYD approach*	Notes
UNICEF	Adolescent and Youth Engagement, PYD	• Adolescent Development and Participation (n/a, MENA) • Other programming, including Restless Development (n/a, Nepal, Sierra Leone, Zambia	• Social and civic engagement, entrepreneurship, employment, education, violence reduction • Health and wellbeing (including HIV), learning and skills, protection, participation and civic engagement	**Assets**: training, learning and skills **Enabling environment**: protection, safe spaces, mentorship **Contribution**: participation and social engagement	
AfrDB	Jobs for Youth in Africa Strategy 2016-2025	• Jobs for Youth Africa • Empowering Novel Agri-Business-Led Employment Youth • African Youth Agripreneurs Forum (n/a, all pan-Africa)	Youth employment and entrepreneurship	**Assets**: training, education, and skill development **Enabling environment**: Partnerships to enable "agripreneurs", empowerment of women **Contribution**: engagement of youth in program design	
The Global Fund	Making the money work for young people: a participation tool for the Global Fund to Fight AIDS, Tuberculosis and Malaria (2014)	• HER ($55M, with mobilization of an additional $140M, Cameroon, and 12 countries in Eastern and Southern Africa) • Other investments are inclusive of youth: "Approximately 33 percent of Global Fund investments go to provide comprehensive sexual and reproductive health care (including the cost of HIV treatment)…"	• HIV risk reduction in girls and women age 15-24, includes programming and engagement with boys and young men • Health systems strengthening, SRH programming and HIV treatment and prevention "linked" with newborn, pediatric, and adolescent care	**Assets**: life skills, financial literacy, "know your rights" education **Enabling environment**: adolescent-friendly HIV prevention programming, peer networks and mentoring, community engagement and education	On the "HER" webpage, content notes that programming builds "upon the ground-breaking leadership of [PEPFAR] and the DREAMS Partnership"

Organization	Youth development approach/ framework or policy/strategy	Program or initiative (investment, region)	Sectors/Areas of focus	Examples of alignment with PYD approach*	Notes
Foundations and corporate or private philanthropies					
The Mastercard Foundation	None stated	▪ Young Africa Works ($300M, Africa) ▪ MasterCard Scholars Program ($500M, Africa) ▪ Youth Think Tank (n/a, Africa)	▪ Poverty reduction through formal employment ▪ Training ▪ Financial inclusion	**Assets**: training and education **Enabling environment**: removing barriers for women **Contribution**: research led and conducted by youth	Goal: "enable 30 million young people in Africa to secure employment they see as dignified and fulfilling."
Walmart	▪ Escola Social do Varejo curriculum ▪ Sustainable Youth Development	▪ Walmart Social Retail Training Program (n/a, multi-stakeholder partnership in Central and South America) ▪ NEO (n/a, Latin America and Caribbean	▪ Youth workforce training and development (retail, IT, and life skills) ▪ Workforce development and employment	**Assets**: training and education, capacity strengthening **Enabling environment**: disadvantaged youth	NEO projects also work to actively engagement with private and public sector leaders to achieve goals
Prudential	None stated	Global Opportunity Youth Initiative ($180M, Pan-Africa, Asia, Latin America)	Education and training, youth employment	**Assets**: training and education **Enabling environment**: focus on young people aged 15-29 who are out of school, unemployed, or working in informal jobs	GOYI focuses on "catalyzing systems shifts"
CIFF	▪ PYD used for A360 ▪ No framework stated for other programming	▪ Adolescents 360 "A360" ($15M, partnership with BMGF in Nigeria, Ethiopia and Tanzania) ▪ Several other programs adolescent reproductive health ($125M)	Sexual and reproductive health	**Assets**: skills, knowledge, and tools for youth to control their own SRH **Enabling environment**: integrated sexual health services, self-testing and self-medication	

* Based on a review of donor policies, documents, guiding principles, and/or program descriptions on websites.

ANNEX D. DATA COLLECTION AND ANALYSIS TOOLS

D.1 SURVEY

D.2 KEY INFORMANT INTERVIEW GUIDE (GLOBAL LEVEL)

D.3 KEY INFORMANT INTERVIEW GUIDE (FIELD LEVEL)

D.4 FOCUS GROUP DISCUSSION GUIDE

D.1 HEARD YOUTHPOWER SURVEY

SURVEY FLOW

QUESTION BLOCK (87 QUESTIONS)

Q1 Survey of Youth Development Stakeholders

Informed Consent

On behalf of the United States Agency for International Development (USAID), USAID's Health Evaluation and Applied Research Development (HEARD) Project is carrying out an assessment of the **Positive Youth Development (PYD) approach.*** We aim to understand successes and challenges of implementing PYD programs including through the *YouthPower* Projects' efforts, the extent to which the approach is understood and utilized by partners, and key considerations for expanding uptake of the approach. USAID defines youth as people between 10 and 29 years, including country-level definitions that may go into the 30s. USAID's definition of PYD is provided in the survey. This survey of stakeholders involved in youth development asks about experiences with and perceptions of PYD and *YouthPower.*

The survey should take 20 minutes to complete and your responses will be kept confidential; results will be reported in aggregate form, with no attribution to individual respondents. Participation is completely voluntary, and you may choose to not answer particular questions, or to stop the survey at any time. Responses will not be used to evaluate individual or organizational performance, nor will they be used to identify individuals within organizations (unless you provide your contact information in the related question). The results will help inform USAID's future investment in youth development. If you have any questions please contact Samantha Ski, Study Manager (sski@urc-chs.com).

To indicate that you have read and understood the above, that you are over the age of 18 years, and that you would like to begin the survey, please click the '**Next**' button below and then click the forward arrow to enter the survey. If you do not wish to complete the survey, simply close this browser window. Your input and comments are very important to USAID. Thank you for your time and thoughtful consideration as you complete this survey.

☐ NEXT

Q2 Section 1: General Information

This section asks for general information about you and your organization.
Please select the most appropriate response to each question or write in your response if prompted.

Q3 With what type of organization is your primary employment?

☐ I work for my country's government in a low- or middle-income country on issues facing youth (1)
 Skip To: Q11 If Q3 = 1

☐ I work for a non-governmental organization (2) *Skip To: Q14 If Q3 = 2*

☐ I work for USAID (3) *Skip To: Q4 If Q3 = 3*

☐ I work for a donor organization other than USAID (public or private) that finances youth development
 programming (4) *Skip To: Q9 If Q3 = 4*

☐ I work for a multilateral organization (e.g. UN System) (5) *Skip To: Q12 If Q3 = 5*

☐ I volunteer for, or am a member of, a youth network/association (6) *Skip To: Q22 If Q3 = 6*

☐ Other (please specify): (7) *Skip To: Q23 If Q3 = 7*

Display This Question: If Q3 = 3

Q4 Are you based in a Mission or in Headquarters?

☐ USAID - Mission (1) *Skip To: Q5 If Q4 = 1*

☐ USAID - Headquarters (2) *Skip To: Q7 If Q4 = 2*

☐ USAID - Other (please specify): (3) *Skip To: Q8 If Q4 = 3*

Display This Question: If Q4 = 1

Q5 In which USAID Mission are you currently based?

☐ Afghanistan (1) … Zimbabwe (111)

_____

Display This Question: If Q4 = 1

Q6 Have you served in other Missions in the last five years where you *specifically* worked on youth
 development issues?

☐ Yes (*please specify*): (1) _____

☐ No (2)

Q7   In which USAID Bureau are you based at Headquarters?

☐   Bureau for Foreign Assistance (1) ... Other (15)

Q8   In which of the following roles have you served in the last five years (*check all that apply*)

☐   Mission Youth Focal Point (1)

☐   USAID Youth Corps (Washington-based USAID staff working group) (2)

☐   Senior Youth Champion (3)

☐   *YouthPower* Steering Committee (4)

☐   *YouthPower* Implementation Task Order COR (5)

☐   AOR, COR, and/or activity manager for other youth-related activities (6)

☐   Other youth-focused roles (please specify): (7) _____

Q9   What type of organization is the funding organization that you work for?

☐   Bilateral foreign assistance agency (1)

☐   Private foundation (2)

☐   Other (please specify): (3) _____

Q10 Which types of countries does your organization provide funding for youth development programming in?

☐   Low- and/or middle-income countries (1)

☐   High-income countries (2)

☐   Both (3)

Q11   Which types of countries does your organization provide funding for youth development programming in?

☐   National level (Ministry or other national-level government agency) (1)

☐   Sub-national: Regional or district (or equivalent) level (2)

☐   Sub-national: Local (municipal or equivalent) and/or community level (3)

☐   Other (please specify): (4) _____

Q12   Which multilateral organization do you work for?

_____

Q13   Are you currently based at your organization's headquarters or in a country office?

☐   Headquarters (1)

☐   Country Office (2)

☐   Other (please specify): (3) _____

Q14   The organization that you work for is headquartered in a:

☐   Low- or middle-income country (1)

☐   High-income country (2)

☐   Both (3)

Q15   Are you currently based at your organization's headquarters or in a country office?

☐   Headquarters (1)

☐   Country Office (2)

☐   Other (please specify): (3) _____

Q16 The organization that you work for works on youth issues or programs in which countries?

☐ Low- and/or middle-income country(ies) (1)

☐ High-income country(ies) (2)

☐ Both (3)

Q17 Please tell us more about the location in which your organization *primarily* operates (i.e., please specify the name of the region(s) or country(ies)).

_____

Q18 How many years has your organization worked in youth development?

☐ 10 or fewer years (1)

☐ 11 to 30 years (2)

☐ 31 or more years (3)

Q19 Is the organization that you work for a youth-led organization?

☐ Yes (1)

☐ No (2)

☐ I don't know (3)

Q20 What is the *primary* operational focus of the organization that you work for?

☐ National level (Ministry or other national-level government agency) (1)

☐ Sub-national: Regional or district (or equivalent) level (2)

☐ Sub-national: Local (municipal or equivalent) and/or community level (3)

☐ Other (please specify): (4) _____

Q21   Is your organization a *YouthPower* Indefinite Delivery/Indefinite Quantity (IDIQ) Contract Holder or a *YouthPower* subcontractor/grant recipient?

☐   No, my organization is neither (1)

☐   Yes, my organization is a *YouthPower*: Evidence and Evaluation IDIQ holder (2)

☐   Yes, my organization is a *YouthPower*: Implementation IDIQ holder (3)

☐   Yes, my organization is a *YouthPower* subcontractor/grant recipient (4)

☐   I don't know (5)

Q22 What is your age?

☐   18-21 years (1)

☐   22-29 years (2)

☐   30 years or older (3)

Q87 Is your country of citizenship or (if different from country of citizenship) the country where you have legal residency status a:

☐   Low- or middle-income country? (1)

☐   High-income country? (2)

☐   I don't know/I'm not sure (4)

Q88 Have you participated in, or been enrolled in (as a beneficiary), youth programs in your country in the last five years?

☐   Yes (1)

☐   No (2)

Q89 For how many years have you been a member of your youth network or association?

☐ 1 (1)   ☐ 3 (3)   ☐ 5 (5)   ☐ 7 (7)   ☐ 9 (9)

☐ 2 (2)   ☐ 4 (4)   ☐ 6 (6)   ☐ 8 (8)   ☐ 10 (10)

Q90 In which sector(s) does the youth network, or association of which you are a member, *primarily* focus? (*check all that apply*)

☐ Health (1)

☐ Employment/workforce development (2)

☐ Agriculture/Feed the Future (3)

☐ Education (4)

☐ Civil and political engagement (5)

☐ Violence prevention and stabilization (6)

☐ Other (please specify): (7) _____

Q91 What does the youth network, or association of which you are a member, *primarily* focus on with respect to youth development?

☐ Providing services and programs for youth (1)

☐ Advocacy for youth (2)

☐ Providing technical and/or financial support for youth programming (3)

☐ Developing better youth policies (4)

☐ Studying youth programs (research and evaluation) (5)

☐ Other (please specify): (6) _____

Q93 Have you participated in, or been enrolled (as a beneficiary), in youth programs (e.g. you received training or services) in your country in the last five years?

☐ Yes (1)

☐ No (2)

Q23 In which sector(s) does your work on youth development *primarily* focus? (*check all that apply*)

☐ Health (1)

☐ Employment/workforce development (2)

☐ Agriculture/Feed the Future (3)

☐ Education (4)

☐ Civil and political engagement (5)

☐ Violence prevention and stabilization (6)

☐ Other (please specify): (7) _____

Q24 Within your organization, what does your work *primarily* focus on with respect to youth development?

☐ Providing services and programs for youth (1)

☐ Advocacy for youth (2)

☐ Providing technical and/or financial support for youth programming (3)

☐ Developing better youth policies (4)

☐ Studying youth programs (research and evaluation) (5)

☐ Other (please specify): (6) _____

Q25 How many years of experience do *you* have working in youth development?

☐ 5 or fewer years (1)

☐ 6 to 15 years (2)

☐ 16 or more years (3)

Q26 Are you a member of any of the following Communities of Practice managed by *YouthPower* Learning?

	Yes (1)	No (2)	I don't know/ not sure (3)
(1) Youth Engagement	☐	☐	☐
(2) Gender and Positive Youth Development	☐	☐	☐
(3) Youth in Peace and Security	☐	☐	☐
(4) Cross-Sectoral Skills for Youth	☐	☐	☐

Q30 Section 2

Positive Youth Development

In this section, we are asking about your perceptions of Positive Youth Development (PYD)

PYD engages youth along with their families, communities and governments to empower youth to reach their full potential.

PYD approaches build skills, assets, and competencies; foster healthy relationships; and strengthen the eco-systems surrounding youth.

These are evidence-based features of a PYD context:

- — Building of skills, assets and competencies
- — Supportive relationships and role models
- — Youth engagement, empowerment, and contribution
- — Safe spaces with appropriate structures
- — Positive social norms, expectations and perceptions
- — Belonging/inclusive membership
- — Coordination and synergy among family, school, community, employers

This definition is supported by the YouthPower PYD Framework which includes: Assets, Agency, Contribution, and Enabling Environment

Q31 To what extent do you understand Positive Youth Development (PYD) as an approach to youth development?

- ☐ To a high degree (1)
- ☐ To some degree (2)
- ☐ To a low degree (3)
- ☐ Not at all (4)
- ☐ I don't know (5)

Display This Question: If Q3 = 6

Q32 To what extent do you think the *organization you work for* understands PYD as an approach to youth development?

- ☐ To a high degree (1)
- ☐ To some degree (2)
- ☐ To a low degree (3)
- ☐ Not at all (4)
- ☐ I don't know (5)

Q92 To what extent do you think the youth network, or association you are a member of, understands PYD as an approach to youth development?

☐ To a high degree (1)

☐ To some degree (2)

☐ To a low degree (3)

☐ Not at all (4)

☐ I don't know/I'm not sure (5)

Q33 To what degree do you feel *the youth program you are in, or were participating or enrolled in* (as a beneficiary), practices PYD approaches?

☐ To a high degree (1)

☐ To some degree (2)

☐ To a low degree (3)

☐ Not at all (4)

☐ I don't know (5)

Q94 Which of the following PYD features were a part of the youth program you are in, or were participating or enrolled in (as a beneficiary)? (*check all that apply*)

☐ Building of skills, assets and competencies (1)

☐ Supportive relationships and role models (4)

☐ Youth engagement, empowerment, and contribution (5)

☐ Safe spaces with appropriate structures (6)

☐ Positive social norms, expectations and perceptions (7)

☐ Belonging/inclusive membership (8)

☐ Coordination and synergy among family, school, community, employers (9)

Q34 With regard to PYD programming, to what extent do you think the organization you work for has *incorporated youth participation*, which refers to actively involving youth in program development, as opposed to treating programs designed exclusively by adults?

☐ To a high degree (1)

☐ To some degree (2)

☐ To a low degree (3)

☐ Not at all (4)

☐ I don't know (5)

Q35 With regard to PYD programming, to what extent do you think the organization you work for has *addressed youth systems* (i.e. collaborated with family, schools, community, government and employers)?

☐ To a high degree (1)

☐ To some degree (2)

☐ To a low degree (3)

☐ Not at all (4)

☐ I don't know (5)

Q36 With regard to PYD programming, to what extent do you think the organization you work for has implemented youth programs that are *cross-sectoral* (i.e. involve more than one sector to holistically meet the needs of youth)?

☐ To a high degree (1)

☐ To some degree (2)

☐ To a low degree (3)

☐ Not at all (4)

☐ I don't know (5)

Q37 To the best of your knowledge, what sectoral combinations for youth programs are most common (e.g. workforce development and health, violence prevention and workforce development, etc)?

_____

Q38 Please describe any types of cross-sectoral collaboration that should be increased or better supported ("and briefly explain why").

_____

_____

Q39 To what extent do you think awareness of PYD has increased over the last five years?

☐ To a high degree (1)

☐ To some degree (2)

☐ To a low degree (3)

☐ Not at all (4)

☐ I don't know (5)

Q40 To what extent do you think the *organizations and governments you collaborate with* understand PYD as an approach to youth development?

☐ To a high degree (1)

☐ To some degree (2)

☐ To a low degree (3)

☐ Not at all (4)

☐ I don't know (5)

Display This Question: If Q3 = 1 or Q3 = 6

Q41 To what extent do you think *governmental youth-serving ministries and organizations* in low- and middle-income countries are aware of PYD?

☐ To a high degree (1)

☐ To some degree (2)

☐ To a low degree (3)

☐ Not at all (4)

☐ I don't know (5)

Q43 To what extent are *governmental youth-serving ministries and organizations* in your country aware of PYD?

☐ To a high degree (1)

☐ To some degree (2)

☐ To a low degree (3)

☐ Not at all (4)

☐ I don't know (5)

Q42 In your experience working with low- and middle-income *country policymakers and/or governments,* what level of country 'buy-in' or support has there been for PYD?

☐ High degree of buy-in/support (1)

☐ Some degree of buy-in/support (2)

☐ No buy-in/support (3)

☐ I don't know (5)

Q82 Please explain:

_____

_____

_____

_____

Q47 In the country where you work the most, to what extent has PYD *enhanced the effectiveness* of youth development programming?

☐ To a high degree (1)

☐ To some degree (2)

☐ To a low degree (3)

☐ Not at all (4)

☐ I don't know (5)

Q84 Please explain:

_____

_____

_____

_____

Q44 In your experience working with your *policymakers and/or government,* what level of country 'buy-in' or support has there been for PYD?

☐ High degree of buy-in/support (1)

☐ Some degree of buy-in/support (2)

☐ No buy-in/support (3)

☐ I don't know (5)

Q83 Please explain:

_____

_____

_____

_____

Q48 In your country, to what extent has PYD enhanced the effectiveness of youth development programming?

☐ To a high degree (1)

☐ To some degree (2)

☐ To a low degree (3)

☐ Not at all (4)

☐ I don't know (5)

Q85 Please explain:

_____

_____

_____

_____

Q45 To what extent are *local non-governmental youth-serving organizations* in low- and middle-income countries aware of PYD?

- ☐ To a high degree (1)

- ☐ To some degree (2)

- ☐ To a low degree (3)

- ☐ Not at all (4)

- ☐ I don't know (5)

Q46 To what extent are *local non-governmental youth-serving organizations* in your country aware of PYD?

- ☐ To a high degree (1)

- ☐ To some degree (2)

- ☐ To a low degree (3)

- ☐ Not at all (4)

- ☐ I don't know (5)

Q49 In the country where you work the most, to what extent is government investing to address challenges that youth face?

- ☐ To a high degree (1)

- ☐ To some degree (2)

- ☐ To a low degree (3)

- ☐ Not at all (4)

- ☐ I don't know (5)

Q50 In your country, to what extent is government investing to address challenges that youth face?

☐ To a high degree (1)

☐ To some degree (2)

☐ To a low degree (3)

☐ Not at all (4)

☐ I don't know (5)

Q52 In your opinion, what are the challenges for governmental investment in youth programs?

_____

_____

_____

Q54 In the country in which you work the most, which sector(s) that address youth issues is the government investing in? (*check all that apply*)

☐ Health (1)

☐ Employment/workforce development (2)

☐ Agriculture/Feed the Future (3)

☐ Education (4)

☐ Civil and political engagement (5)

☐ Violence prevention (6)

☐ Other (please specify): (7) _____

☐ None (8)

Q55 In your country, which sector(s) that address youth issues is the government investing in? (check all that apply)

- ☐ Health (1)
- ☐ Employment/workforce development (2)
- ☐ Agriculture/Feed the Future (3)
- ☐ Education (4)
- ☐ Civil and political engagement (5)
- ☐ Violence prevention (6)
- ☐ Other (please specify): (7) _____
- ☐ None (8)

Q56 To what degree does your youth development programming work incorporate the following elements of PYD?

	To a high degree (1)	To some degree (2)	To a low degree (3)	Not at all (4)	I don't know (5)
(1) Building of skills, assets and competencies	☐	☐	☐	☐	☐
(2) Supportive relationships and role models	☐	☐	☐	☐	☐
(3) Youth engagement, empowerment, and contribution	☐	☐	☐	☐	☐
(4) Safe spaces with appropriate structures	☐	☐	☐	☐	☐
(5) Positive social norms, expectations and perceptions	☐	☐	☐	☐	☐
(6) Belonging/inclusive membership	☐	☐	☐	☐	☐
(7) Coordination and synergy among family, school, community, employers	☐	☐	☐	☐	☐

Q57 If you could only choose one thing to improve country-based support of PYD in low- and middle- income countries, which of the following would you choose?

☐ Advocacy and policy reform (1)

☐ Capacity building of youth service providers (2)

☐ A stronger evidence base for the effectiveness of youth programs   (3)

☐ Coordination across diverse partners for stronger youth systems   (4)

☐ Increased or more flexible financing   (5)

☐ Other (please specify): (6) _____

Q58 If you could only choose one thing to improve country-based support of PYD in your country, which of the following would you choose?

☐ Advocacy and policy reform (1)

☐ Capacity building of youth service providers (2)

☐ A stronger evidence base for the effectiveness of youth programs   (3)

☐ Coordination across diverse partners for stronger youth systems   (4)

☐ Increased or more flexible financing   (5)

☐ Other (please specify): (6) _____

Q59 Thinking about the future of youth development programming and PYD, please indicate *how helpful* the following tools or resources would be in advancing your work:

	Very helpful (1)	Somewhat helpful (2)	Not very helpful (3)	I don't know (4)
(1) Evidence, evaluation, and/or case studies on PYD implementation (1)	☐	☐	☐	☐
(2) Technical assistance for PYD implementation, including implementation models and/or toolkits	☐	☐	☐	☐
(3) Training or capacity development in PYD	☐	☐	☐	☐
(4) Networking across partners working on PYD	☐	☐	☐	☐
(5) Funding for PYD programming	☐	☐	☐	☐
(6) Support to youth-related policy reform initiatives	☐	☐	☐	☐

Q60 In your work, what are the *top three resources* that are most critically needed for making significant improvements in PYD programming? (*drag and drop to reorder*)

_____Evidence, evaluation, and/or case studies on PYD implementation (1)

_____Technical assistance for PYD implementation, including implementation models and/or toolkits (2)

_____Training or capacity development in PYD (3)

_____Networking across partners working on PYD (4)

_____Funding for PYD programming (5)

_____Support for youth-related policy reform initiatives (6)

Q67 Please explain why you chose the above as your top resource:

_____

_____

_____

_____

_____

Q62 Section 3: YouthPower

In this section, we are asking about your experiences with and perceptions of USAID's *YouthPower* Project, which is a five-year program that seeks to improve the capacity of youth-led and youth-serving institutions and engage young people, their families, communities, and governments so that youth can reach their full potential. *YouthPower* is implemented in two major arms: *YouthPower* Implementation and *YouthPower* Evidence and Evaluation. The main task order within each arm of *YouthPower* is held by FHI 360 (*YouthPower* Action) and Making Cents (*YouthPower* Learning), respectively. Additional task orders have been implemented within each arm in a number of countries.

Q63 How familiar are you with the work of *YouthPower*?

☐ Very familiar (1)

☐ Somewhat familiar (2)

☐ Not familiar (4)

☐ I don't know (5)

Skip To: Q79 if Q63 = 4

Q64 To what extent is *YouthPower* effectively advancing a *broader understanding* of PYD among development partners?

☐ To a high degree (1)

☐ To some degree (2)

☐ To a low degree (3)

☐ Not at all (4)

☐ I don't know (5)

Display This Question: If Q3 = 1 or Q3 = 6

Q65 To what extent has *YouthPower* influenced *application* of PYD in the country or countries where you work?

☐ To a high degree (1)

☐ To some degree (2)

☐ To a low degree (3)

☐ Not at all (4)

☐ I don't know (5)

Q66 To what extent has *YouthPower* influenced *application* of PYD in your country?

☐   To a high degree (1)

☐   To some degree (2)

☐   To a low degree (3)

☐   Not at all (4)

☐   I don't know (5)

Q68 In your opinion, to what extent has YouthPower contributed to…

	High contribution (1)	Some contribution (2)	Low contribution (3)	No contribution (4)	I don't know (5)
(1) Increasing **youth participation** in activity design, implementation and continuous learning and adaptation	☐	☐	☐	☐	☐
(2) **Strengthening youth systems** (e.g. meaningful collaboration across diverse stakeholders: family, schools, community, government, and employers)	☐	☐	☐	☐	☐
(3) **Cross-sectoral youth programs** (e.g. programs that involve more than one technical sector working together to meet the needs of youth)	☐	☐	☐	☐	☐

Q69 How have you engaged with *YouthPower*? (*check all that apply*)

☐   Used resources developed by *YouthPower* (1)

☐   Implemented a *YouthPower* task order (2)

☐   Managed *YouthPower* from USAID (3)

☐   Collaborated with *YouthPower* in my role with my country's local or national government (4)

☐   Other (please specify): (5) _____

☐   Have not engaged with *YouthPower* (6)

Q70 What *YouthPower* efforts have been most beneficial? (*check all that apply*)

☐ Developing standard PYD measurement indicators (2)

☐ Hosting virtual Communities of Practice (3)

☐ Publishing PYD research, toolkits and guidance (4)

☐ Offering PYD professional development training (5)

☐ Providing a repository of resources on the website (6)

☐ Consortium of implementing partners from which to choose (7)

☐ Implementing PYD practices and programs (8)

☐ Developing knowledge and capacity in PYD among local partners, youth-serving professionals, and youth activists (9)

☐ Engaging with diverse stakeholders in PYD approaches (10)

☐ Other (please specify): (11) _____

☐ None (12)

☐ I don't know (13)

Q80 What *YouthPower* efforts have been most beneficial? (*check all that apply*)

☐ Promoting a coherent PYD framework (1)

☐ Developing standard PYD measurement indicators (2)

☐ Hosting virtual Communities of Practice (3)

☐ Publishing PYD research, toolkits and guidance (4)

☐ Offering PYD professional development training (5)

☐ Providing a repository of resources on the website (6)

☐ Implementing PYD practices and programs (7)

☐ Developing knowledge and capacity in PYD among local partners, youth-serving professionals, and youth activists (8)

☐ Engaging with diverse stakeholders PYD approaches (9)

☐ Other (*please specify*): (10) _____

☐ None (11)

☐ I don't know (12)

Q71 In what areas could *YouthPower* improve when it comes to advancing PYD?

_____

_____

Q72 In which operational areas have *YouthPower* efforts been most essential in advancing PYD? (*check all that apply*)

☐ Evidence, evaluation, and/or case studies on PYD implementation (1)

☐ Technical assistance for PYD implementation, including implementation models and/or toolkits (2)

☐ Training or capacity development in PYD (3)

☐ Networking across partners working on PYD (4)

☐ Funding for PYD programming (5)

☐ Support to youth-related policy reform initiatives (6)

☐ Other (please specify): (7) _____

☐ I don't know (8)

Q86 Please indicate if you read and/or applied any of the following *YouthPower* resources.

	Read (1)	Applied in my work (2)	Both (3)	Neither (4)
(1) Positive Youth Development Measurement Toolkit	☐	☐	☐	☐
(2) A Systematic Review of Positive Youth Development Programs	☐	☐	☐	☐
(3) Key Soft Skills for Cross-Sectoral Youth Outcomes	☐	☐	☐	☐
(4) Youth Compass: A Strategic Guide to Strengthen Youth Activities	☐	☐	☐	☐

Skip To: Q79 if Q86 = 2

Q76 Please indicate the extent to which the following *YouthPower* resources have been useful in your work:

	To a high degree (1)	To some degree (2)	To a low degree (3)	Not at all (4)	Don't know (5)	I don't know this resource/not applicable (6)
(1) The Positive Youth Development Measurement Toolkit	☐	☐	☐	☐	☐	☐
(2) The Systematic Review of Positive Youth Development Programs in Low- and Middle-Income Countries	☐	☐	☐	☐	☐	☐
(3) Key Soft Skills for Cross-Sectoral Youth Outcomes	☐	☐	☐	☐	☐	☐
(4) Youth Compass: A Strategic Guide to Strengthen Youth Activities	☐	☐	☐	☐	☐	☐
(5) Other (please specify):	☐	☐	☐	☐	☐	☐

Q98 For any of these resources that you have used, please explain why/how the resource(s) have been useful or not in your work.

_____

Q96 What other tools/research are needed that do not yet exist?

_____

Q95 Is there a need to provide more support to enable the use of these existing tools?

☐ Yes (1)

☐ No (2)

☐ I don't know (3)

Q79 Please tell us about what would help you the most in your work to advance, design, implement and/or evaluate PYD programs in LMICS?

_____

_____

Q80 Your participation in this survey will inform USAID's youth development investments. Please provide the following information if we may contact you in the next few months to follow up on your responses. You may skip this question if you do not consent to follow up.

☐ Name (4) _____

☐ Email (5) _____

Q81 Please contact Samantha Ski at sski@urc-chs.com with questions or for additional information.

Thank you for completing this survey!

D.2 KEY INFORMANT INTERVIEW GUIDE (GLOBAL LEVEL)

INTRODUCTION AND CONSENT

Thank you for agreeing to participate in the Positive Youth Development Assessment. Our names are _____ representing USAID's Health Evaluation and Applied Research Development (HEARD) Project implemented by URC (University Research Co.,LLC). Please read over the informed consent handout and let us know if you have any questions. If you agree to the interview, please signal verbally that you agree.

After consent is given...

The purpose of the assessment is to explore the current status of the Positive Youth Development (PYD) approach, YouthPower's role in facilitating understanding and implementation of PYD, and strategic considerations looking forward. The assessment will examine successes and challenges of YouthPower's experience with PYD programs; the extent to which the PYD approach is understood and utilized by youth development partners in the field; YouthPower's role in advancing PYD, and the key considerations for expanding PYD globally. Two topics of special interest are: youth engagement and "systems" or "systemic" approaches to PYD. The assessment results will help inform USAID on how to most effectively support PYD in the future. We expect that USAID will share this assessment publicly in some form.

This interview is more like a conversation than a survey, and you are welcome to expand and elaborate on your thoughts and experiences.

Do you have any questions before we begin?

Interviewee Background	
1. Tell us about your background in youth development and your experience with YouthPower and other PYD programming.	*Probe for functional areas, geographic areas and length of time working in the field*
Status of PYD	
2. Show PYD definition handout: Is this generally how you see PYD?	
3. What do you think is the **status of integration of PYD** in international youth programming: — Conceptual understanding of PYD — Capacity to implement — Will to implement	— Among international IPs — Among local IPs — Among host country governments — Within USAID — Among other donors, funders
4. Has understanding and use of the PYD changed over the last five years (increase or decrease or no change)? — What have been the main **successes**?	
5. What have been the main **challenges** with using PYD as a frame for youth programming?	— What level of in-country buy-in or support has there been for PYD? Why? — Do you see any differences across regions?
6. What **aspects of PYD are important to advance** among youth development partners and stakeholders, and why?	What support do local institutions and implementing partners require in order to initiate and sustain youth development efforts?

Role of YouthPower	
7. What has been the **role of YouthPower** in advancing PYD?	— Among international IPs — Local IPs — Host country institutions
8. Please tell us about which, if any, **YouthPower resources you utilize** in your work. How have you used these resources, and to what degree have they been helpful? If you have not used any YouthPower resources, please explain why not. — What resources would have been more helpful?	

Specific topics	

9. Let's look more closely at some specific aspects of PYD.
 	
    a) **Youth engagement?**
 	
To what extent has your organization--or partners whom you support--succeeded in incorporating youth participation/youth engagement in activity design, implementation and continuous learning in PYD programming?
    — What have been successes?
    — Challenges?
    — What could USAID do to further support youth engagement in international youth programming?	

b) **Systems approaches, including cross-sectoral work?**
Define as multi-stakeholder efforts (usually involving both government and civil society from multiple sectors) to create and sustain larger systems for supporting positive youth outcomes as the population level. These might be based in a specific place, or across a functional system like the education or health system. They can involve policy reform, scaling up what works, shared measurement and accountability systems, and youth and community engagement in social and institutional change.
    — Can you provide any specific examples of PYD programming that reflect a systems approach?
    — To what degree are these efforts locally owned and likely to be sustained over the longer term?
    — What can USAID do to further support systems change?	

If time allows…
 	
    c) **Gender considerations?**
    — How successful has promotion of gender equality been in PYD programs? Why?
    — What more could be done to advance gender equality in PYD programming?	

Closing	
10. **Any further thoughts?** Are there any other aspects of the YouthPower Project, or PYD that you would like to comment on? — Are there any resources, such as websites, reports, organizations or people, that you recommend we consult to get a better understanding of the issues we've discussed today? We'd like to follow-up with you, if we have any further questions about what we discussed. Is that OK? — Do you have any questions for us? *Thank you very much for your participation.*	

D.3 KEY INFORMANT INTERVIEW GUIDE (FIELD VERSION)

INTRODUCTION AND CONSENT

Thank you for agreeing to participate in the Positive Youth Development Assessment. Our names are _____ representing USAID's Health Evaluation and Applied Research Development (HEARD) Project implemented by URC (University Research Co., LLC). Please read over the informed consent handout and let us know if you have any questions. If you agree to the interview, please signal verbally that you agree.

After consent is given…

The purpose of the assessment is to explore the current status of the Positive Youth Development (PYD) approach, YouthPower's role in facilitating understanding and implementation of PYD, and strategic considerations looking forward. The assessment will examine successes and challenges of YouthPower's experience with PYD programs; the extent to which the PYD approach is understood and utilized by youth development partners in the field; YouthPower's role in advancing PYD, and the key considerations for expanding PYD globally. Two topics of special interest are: youth engagement and "systems" or "systemic" approaches to PYD. The assessment results will help inform USAID on how to most effectively support PYD in the future. We expect that USAID will share this assessment publicly in some form.

This interview is more like a conversation than a survey, and you are welcome to expand and elaborate on your thoughts and experiences.

Do you have any questions before we begin?

Interviewee Background	
1. Tell us about your background in youth development and your experience with YouthPower and other PYD programming.	*Probe for functional areas, geographic areas and length of time working in the field*
Status of PYD	
2. Show PYD definition **handout**: Is this generally how you see PYD?	
3. Can you briefly describe the main PYD programs that your Mission has implemented in the last few years?	
4. What have been the main successes of these efforts?	
5. What have been the main challenges? Why have you faced these challenges?	
6. What do you think is the **status of PYD** in youth programming in your country [name country]? — Conceptual understanding of PYD — Capacity to implement — Will to implement	— In your government (national vs regional/local) — Among international IPs — Among local IPs — Within USAID — Among other donors, funders—Which donors are investing in PYD in your country?
7. Has understanding and use of the PYD changed over the last five years (increase or decrease or no change)? Why?	

	What specific types of support do local institutions and implementing partners require to initiate and sustain youth development efforts?
8. What **aspects of PYD are important to advance** in your country, and why?	

Role of YouthPower

9. In your experience, has YouthPower played a role in helping to advance PYD in your country/Mission? If so, how?	
10. Please tell us about which, if any, YouthPower resources you utilize in your work. How have you used these resources, and to what degree have they been helpful? If you have not used any YouthPower resources, please explain why not. — What resources would have been more helpful?	

Specific topics

11. Let's look more closely at some specific aspects of PYD. a) **Youth engagement?** To what extent has your organization--or partners whom you support--succeeded in incorporating youth participation/youth engagement in activity design, implementation and continuous learning in PYD programming? — What have been successes? — Challenges? — What could USAID do to further support youth engagement in international youth programming?	
b) **Systems approaches, including cross-sectoral work?** — Have you tried to implement—or seen others implementing—a youth initiative that goes beyond a *project* and really engages a wide variety of partners who have strong local ownership that is not dependent on only one donor funding? This kind of systemic effort might be rooted in a specific place and aim to reach a large number of youth. Can you describe it? Who was involved? How was it initiated and sustained? — Could USAID fund this kind of systemic initiative, and if so, how? What kinds of new approaches or procedures would USAID need to use?	
If time allows… c) **Gender considerations?** — How successful has promotion of gender equality been in PYD programs? Why? — What more could be done to advance gender equality in PYD programming?	

Closing

12. **Any further thoughts?** Are there any other aspects of the YouthPower Project, or PYD that you would like to comment on? — Are there any resources, such as websites, reports, organizations or people, that you recommend we consult to get a better understanding of the issues we've discussed today? We'd like to follow-up with you, if we have any further questions about what we discussed. Is that OK? — Do you have any questions for us? *Thank you very much for your participation.*	

D.4 FOCUS GROUP DISCUSSION GUIDE

INTERVIEW GUIDE FOR YOUTH INFORMANTS AND BENEFICIARIES OF PYD PROGRAMMING

Note: Interviews should be done with individuals from the same youth network or youth development program. Do not mix individuals from different programs or networks. For those in youth networks—the network must have a linkage to a positive youth development program/investment.

BACKGROUND INFORMATION

Age_____

Gender (self-reported)_____

City of Primary Residence

_____

Years of participation in PYD
Program of focus (if beneficiary) _____

Role in PYD program of focus

_____

Years participating in youth
networks/other relevant positive
youth development activities
(if youth is NOT a direct beneficiary) _____

Role in Youth Network

_____

INTRODUCTORY POINTS

Introduce yourself and your notetaker and explain that you work for X institution and are collecting data on behalf of the Health Evaluation and Applied Research Development (HEARD) Project funded by USAID. Remind participants they can speak freely and honestly as this information is valuable for enhancing future programming.

Review the purpose of the data collection: to understand their experiences and perspectives related to the key features of youth development programming. This includes their views on the different components of PYD programming, how important each component is and why.

Explain the in-depth interview will take about 45 mins to an hour and will ask about their experience with X program or network.

Remind them of the consent process and that their information will be kept confidential, they can decline to participate at any time and that there are no wrong answers.

Confirm you have their consent to use a voice recorder and indicate when you start to record.

A. OVERVIEW OF PURPOSE AND OVERALL IMPRESSIONS OF THE PROGRAM OF FOCUS

Let us start with a conversation about X program or youth network associated with/linked to PYD investments.

1. Please tell me about the purpose of the [X program OR youth network] as you understand it.

2. What are the best aspects of the program you participated in/program the youth network is linked to? (What do you like about the program?)

3. Why do you think the program works? (or does not work)?

4. What could be improved about the program?

Now we will discuss different features of positive youth development programming and ask your general opinions and your thoughts in general and specific to X program.

B.SKILL BUILDING

Skill building refers to the development of the range of skills that youth need to be successful as they become adults. This could include general skills such as life skills (or soft skills) such as communication, teamwork and problem-solving. It can also mean technical skills such as computer skills or even basic skills such as literacy and numeracy.

1. Has skills building been a part of the current program?
   a. If so, please explain which skills were developed?
   b. How were these skills developed through the program?

2. How important is skill building as part of youth programs in general?
   a. Why do you feel this way?
   b. Does this feature make sense to you? Is anything confusing?

3. What do individuals gain from this skill building component?

4. Please share any other thoughts or recommendations about skills building.

C. YOUTH ENGAGEMENT AND CONTRIBUTION

Youth engagement means all the different ways that youth are active partners in development, including in youth programs and in their community and/or school. This means that youth are analyzing the world around them, coming up with solutions to problems, and trying to implement them. It can also mean helping to make

decisions and shape programs that already exist so they are more responsive to the needs of youth. In whatever they do, adults are listening to young people and supporting them to be leaders.

1. Has youth engagement and contribution been a part of the current program?
   a. If so, how? Please describe.

2. How important is youth engagement and contribution as part of youth development programming in general?
   a. Why do you feel this way?
   b. Do you think that adults are listening to youth and taking their input seriously? Why or why not? Can you give an example?

3. What do individuals gain from the youth engagement and contribution aspect of the program? What has been contributed to the wider community?

4. Please share any other thoughts or recommendations about youth engagement and contribution.

D. HEALTHY RELATIONSHIPS AND BONDING

Ideally, youth have at least one caring and consistent adult in their lives who could be a family member (aunt, uncle, grandparent, etc.), a mentor, coach, teacher, nurse or doctor, or community leader—to name a few. Healthy peer relationships—friendships among youth-- are also important.

1. Has healthy relationships and bonding been a part of the current program?
a. If so, how? Please describe.

2. How important is healthy relationships and bonding as part of youth development programming in general?
a. Why do you feel this way?
b. Does this feature make sense to you? Is anything confusing?

3. What do individuals gain from the healthy relationships and bonding aspect of the program?

4. Please share any other thoughts or recommendations about healthy relationships and bonding.

E. BELONGING AND MEMBERSHIP

Youth need to feel connected to and supported by any youth program, community group, and/or school that they participate in. They need to feel like they are welcome and that they belong, regardless of gender, ethnicity, sexual orientation, disabilities or other factors. They need to be able to fully participate in the group activities.

1. How important is belonging and membership as part of youth development programming in general?
   a. Why do you feel this way?
   b. Does this feature make sense to you? Is anything confusing?

2. Has belonging and membership been a part of the current program?
   a. If so, how? Please describe.

3. What do individuals gain from the belonging and membership aspect of the program?

4. Please share any other thoughts or recommendations about belonging and membership.

F. POSITIVE NORMS, EXPECTATIONS, AND PERCEPTIONS

Families, communities, schools and workplaces—need to have clear and consistent norms and expectations about what is healthy and productive behavior and what is harmful to youth. Youth should be supported by adults and their peers through healthy relationships and forms of engagement that bring out the best in them as people. They should be offered increasing amount of responsibility and independence in ways that allow them to grow and take on new roles.

1. How important are positive norms, expectations and perceptions as part of youth development programming in general?
   a. Why do you feel this way?
   b. Does this feature make sense to you? Is anything confusing?

2. Have positive norms, expectations and perceptions been a part of the current program?
   a. If so, how? Please describe.

3. What do individuals gain from the positive norms, expectations and perceptions aspect of the program?

4. Please share any other thoughts or recommendations about positive norms, expectations and perceptions.

G. SAFE SPACE

Create safe spaces that are tailored to the needs of youth—including physical infrastructure as well as emotional safety. Space can be defined in a variety of ways, including virtual (online and social media). Many communities lack any space for youth to convene. Thus communities must be committed to providing youth with safe spaces to practice, engage and learn creatively and collaboratively. An emotionally safe space is critical to learning. Youth should be free from harassment, bullying, and physical violence (with or without a weapon) this includes violence against women and against youth who may be seen as different from the majority.

1. How important is safe space as part of youth development programming in general?
   a. Why do you feel this way?
   b. Does this feature make sense to you? Is anything confusing?

2. Has safe space been a part of the current program?
   a. If so, how? Please describe.

3. What do individuals gain from the safe space aspect of the program?

4. Please share any other thoughts or recommendations about safe space.

H. ACCESS TO AGE APPROPRIATE & YOUTH FRIENDLY SERVICES THROUGH INTEGRATION ACROSS COMMUNITY AND NATIONAL STAKEHOLDERS.

Make information, services and opportunities available to all youth and families, by connecting and integrating education, social, health and employment services across the community. This means that youth and their families know where to go for help when they need it and how to access second-chance opportunities. At a wider level, it means that key government, NGO, community and business stakeholders are working closely together to coordinate the existing network of supports to youth as well as to develop new or better ones as needed to serve all youth. [The opposite of this are situations in which youth are "falling through the cracks", are disconnected to services, are "on the street", or where the same service that is not working well keeps becoming offered over and over again.]

1. How important is access to and integration of youth friendly services as part of youth development programming in general?
   a. Why do you feel this way?
   b. Does this feature make sense to you? Is anything confusing?

2. Has access to and integration of youth friendly services been a part of the current program?
   a. If so, how? Please describe.

3. What do individuals gain from the access to and integration of youth friendly services aspect of the program?

4. Please share any other thoughts or recommendations about access to and integration of youth friendly services.

I. CONCLUSION OF DISCUSSION

1. ANY ADDITIONAL THOUGHTS YOU WOULD LIKE TO ADD?

Thank you for your participation. Your time and inputs are greatly appreciated!

INFORMED CONSENT FORM

INFORMED CONSENT: IN-DEPTH INTERVIEW AMONG YOUTH BENEFICIARIES

This focus group discussion will contribute to the Positive Youth Development Assessment for USAID that is being conducted through USAID's Health Evaluation and Applied Research Development (HEARD) Project. We represent the University Research Co., LLC which is implementing the HEARD Project. The assessment is titled: "The Status of Positive Youth Development, including the YouthPower Project's Experience and Contributions."

The purpose of the assessment is to explore the current status of the Positive Youth Development (PYD) approach, YouthPower's role in facilitating understanding and implementation of PYD, and strategic considerations looking forward. The assessment will examine successes and challenges of YouthPower's experience with PYD programs; the extent to which the PYD approach is understood and utilized by youth development partners in the field; YouthPower's role in advancing PYD, and the key considerations for expanding PYD globally. Two topics of special interest are: youth engagement and "systems" or "systemic" approaches to PYD. The assessment results will help inform USAID on how to most effectively support PYD in the future. We expect that USAID will share this assessment publicly in some form.

The focus group discussion will be conducted in-person [or online via a secure online conferencing platform (e.g. zoom)] and will take about 45-60 minutes. We may also follow up with you via email within the next two months to clarify or request more information on relevant points brought up during the discussion. We would like to ask your consent to participate in this discussion. To ensure an accurate record of the discussion, we would also like your permission to take notes and tape-record the discussion. Your individual responses will be kept confidential. We will not mention your name, unless you approve.

FOR IN-PERSON INTERVIEWS:

Do you confirm that you are 18 years or older?

☐ Yes   ☐ No

Do you give consent to participate in the interview?

☐ Yes   ☐ No

If you consent for follow up via email, please provide email address:

_____

FOR ONLINE INTERVIEWS:

Please provide email consent to the following:

Do you confirm that you are 18 years or older?

☐ Yes   ☐ No

Do you give consent to participate in the interview?

☐ Yes   ☐ No

Do you consent for follow up via email?

☐ Yes   ☐ No

Participating in this interview is voluntary and you can choose to not answer specific questions or to exit the discussion at any time. If you have any questions after the focus group discussion you can contact the research team through Samantha Ski, Senior Implementation Research Scientist, at sski@urc-chs.com or +1-202-679-5400.

Your queries will be confidential and your questions will be promptly responded to either by phone or by email, as you may indicate. If you would like to talk to someone other than the researchers, you can contact The Institutional Review Board of University Research Co., LLC at +01-301-941-8445 or aliyanage@urc-chs.com.

YOUTHPOWER'S DEFINITION OF POSITIVE YOUTH DEVELOPMENT (PYD)

PYD engages youth along with their families, communities and governments to empower youth to reach their full potential. PYD approaches build skills, assets, and competencies; foster healthy relationships; and strengthen the eco-systems surrounding youth. These are evidence-based features of a PYD context:

1. Building of skills, assets and competencies
2. Supportive relationships and role models
3. Youth engagement, empowerment, and contribution
4. Safe spaces with appropriate structures
5. Positive social norms, expectations and perceptions
6. Belonging/inclusive membership
7. Coordination and synergy among family, school, community, employers

This definition is supported by the YouthPower PYD Framework which includes: Assets, Agency, Contribution, and Enabling Environment.

D.5 YOUTHPOWER IMPLEMENTATION RFTOP SYSTEMS SCORING RUBRIC

Table 3: Scoring criteria and template for 10 systems domains

Scoring Criteria	Score (0-3)	Comments
1. Understanding the existing system. Taking a holistic perspective on the problem and analyzing the actors and dynamics that are holding the problem in place. If a place-based initiative, sensitivity to uniqueness of sites.		
0. (Very weak): No evidence. Focus on discrete programs or models. 1. (Weak): Rudimentary mapping or analysis of system actors and dynamics. 2. (Moderate): Moderate/good effort to map and analyze the system including nested systems. 3. (Strong): Engagement of local stakeholders to map and analyze the system.		
2. Bringing diverse local stakeholders together to better own the problem, share vision of a better future, and develop, commit to and coordinate solutions. Locally-led. Can be government/civil society or intra-civil society. Engage communities in an inclusive way. Breaking down stovepiping. Role of "backbone" organization is supported.		
0. (Very weak): Little evidence of partnership development. 1. (Weak): Coordinating or engagement 2 or more eco-system actors for a more effective or sustainable program. 2. (Moderate): Engaging a wide array of diverse eco-system actors. in ways that build their capacity for collective action. Emergence if a backbone organization. 3. (Strong): Deep focus on supporting locally-owned partnerships composed of diverse and complementary actors to make decisions about the youth in their community. Backbone organization(s) is in place.		
3. Improved, coordinated service delivery across the system for population-level impacts. Identifying gaps in service delivery and filling them.		
0. (Very weak): USAID-funded and implemented service delivery through fragmented providers with international partners leading. 1. (Weak): Some effort to coordinate service delivery across several partners, though with little analysis of eco-system needs (gaps, redundancies, updating). 2. (Moderate): Multiple service delivery partners working together to improve over-all support and opportunities for youth with some evidence of analysis of systems needs. 3. (Strong): Local stakeholders (including youth themselves) analyze eco-system for tailored responses to identified youth needs, and take necessary steps to provide these services. Includes significant efforts to remove system barriers and bottlenecks, and to innovate solutions.		
4. Shared standards, indicators, monitoring and evaluation among systems actors. Building a culture of continuous improvement and equitable research.		
0. (Very weak): No evidence. Focus only on USAID reporting requirement. 1. (Weak): Some effort to create a common set of standards, measures, and data sharing. May be missing continuous learning and adaptation. 2. (Moderate): Sharing standards, measures and data and using these actively for continuous learning at least at the institutional level. 3. (Strong): Robust shared data management system that is used for institutional continuous learning and adaption, as well as systems-level decision-making, accountability and advocacy.		

Scoring Criteria	Score (0-3)	Comments
5. Focus on building capacity, commitment, and productive relationships among local actors, as opposed to only "the numbers."		
0. (Very weak): No evidence. USAID assumes that local partners will learn and improve through "osmosis" rather than structured capacity-building and relationship building. 1. (Weak): Some effort to build capacity of individual agencies and organization but without much vision about how this contributes to systems improvement. 2. (Moderate): Multiple stakeholders benefit from collaborative capacity-building and there is attention to building networks and productive, sustainable partnerships. 3. (Strong): Local actors take responsibility to identifying, providing for and financing their own capacity-building efforts within systems partnerships.		
6. USAID role is flexible, adaptive, facilitative, and supportive to local actors' process and pace of change. Understanding of need for longer timeframe		
0. (Very weak): USAID role as external funder expecting delivery of outputs with no or less attention to process. 1. (Weak): USAID demonstrates some flexibility and willingness to allow local stakeholders make key decisions about system-strengthening process. 2. (Moderate): USAID supporting key local stakeholders in building and improving their system, though USAID commitment may be shorter-term. 3. (Strong): USAID either makes a longer-term commitment to locally-led systems change or identifies its more limited role in supporting a clearly identified immediate for systems improvement that is requested by local stakeholders; in either case, USAID role is flexible and supportive.		
7. Donor collaboration and leveraged funding.		
0. (Very weak): No evidence 1. (Weak): IP expected to be aware of other donor investments, but no donor-to-donor commitment. 2. (Moderate): Some USAID to other donor shared commitment. 3. (Strong): Commitment and collaboration on sharfed development objectives across multiple donors, incl. USAID.		
8. Policy reform and alignment of strategies and implementation plans to policies.		
0. (Very weak): No evidence 1. (Weak): Some ground work for policy reform (i.e., research, innovation piloting, etc.), though may not be clearly linked to systems change efforts led by key stakeholders. 2. (Moderate): Policy reform–though may not clearly be evidence-based or fully grounded in practice experience by trust stakeholders. 3. (Strong): Policy reform linked to system change efforts by multi-stakeholder groups who authentically represent youth, and that is evidence-based.		
9. Normative change, shifting mental models, media		
0. (Very weak): No evidence 1. (Weak): Some normative change efforts but may be weak or not integrated with policy and service delivery changes. 2. (Moderate): Significant normative change efforts linked with policy and service delivery changes. May be project-led instead of stakeholder-led. 3. (Strong): Robust normative change efforts led by local stakeholders in ways that have capacity to significantly change values, beliefs, and practice regimes or paradigms across the system. Careful identification of messages and support to messengers.		

Scoring Criteria	Score (0-3)	Comments
10. Focus on shared investment with local stakeholders, leveraging existing resources, and sustainability.		
0. (Very weak): No evidence, all USAID funded. 1. (Weak): Some effort to identify resource needs and leverage them from within the system, either public or private or both. 2. (Moderate): Effort to identify and leverage resources and to have that process by led by local stakeholders. A process is envisioned for USAID funds to be explicitly catalytic rather than routine and operational. 3. (Strong): Systems actors are actively identifying (or expected to identify) their resource needs and collectively committing to find or provide them across public and private actors. Not expecting foreign donor support for operations but skillfully accessing it where necessary for innovation and piloting. Can be in-kind or cash.		
Total score (10 items up to 3 points = 30 "perfect score")		

ANNEX E. SURVEY RESPONDENT CHARACTERISTICS

Table 4. Survey Respondent Characteristics

4A. RESPONDENT ROLES AND LOCATION With what type of organization is your primary employment?					
Respondent Roles	Total (Wave 1-4) (n=529) % (n)	Global (Wave 1) (n=333) % (n)	Indonesia (Wave 2) (n=58) % (n)	Uganda (Wave 3) (n=93) % (n)	Kenya (Wave 4) (n = 45) % (n)
USAID	14.7 (78)	23.1 (77)	1.7 (1)	0 (0)	0 (0)
Donor Org	2.3 (12)	1.2 (4)	1.7 (1)	0 (0)	15.6 (7)
LMIC Government Employee	2.5 (13)	1.8 (6)	3.4 (2)	0 (0)	11.1 (5)
Multilateral Org	1.1 (6)	0.9 (3)	0 (0)	0 (0)	6.7 (3)
NGO	52.0 (275)	53.2 (177)	20.7 (12)	69.9 (65)	46.7 (21)
Volunteer or Youth Network member	15.3 (81)	7.8 (26)	55.2 (32)	22.6 (21)	4.4 (2)
Consultant	3.4 (18)	5.1 (17)	0 (0)	0 (0)	2.2 (1)
University	3.2 (17)	2.1 (7)	13.8 (8)	0 (0)	4.4 (2)
Private Sector	2.6 (14)	2.1 (7)	1.7 (1)	3.2 (1)	6.7 (3)
Other	2.8 (15)	2.7 (9)	1.7 (1)	4.3 (4)	2.2 (1)
Respondents working at international headquarters or field-based?	Total (Wave 1-4) (n=339) % (n)	Global (Wave 1) (n=255) % (n)	Indonesia (Wave 2) (n=39) % (n)	Uganda (Wave 3) (n=79) % (n)	Kenya (Wave 4) (n=39) % (n)
Internationally based	29.6 (118)	45.9 (117)	2.6 (1)	0 (0)	2.6 (1)
Field-based	61.4 (245)	43.1 (110)	87.2 (34)	98.7 (78)	87.2 (34)
Other/Both	9.0 (36)	11 (28)	10.3 (4)	1.3 (1)	10.3 (4)
4B. RESPONDENT CHARACTERISTICS BY ROLE					
USAID	Total (Wave 1-4) (n=78) % (n)	Global (Wave 1) (n= 77) % (n)	Indonesia (Wave 2) (n=1) % (n)	Uganda (Wave 3) (n=0) % (n)	Kenya (Wave 4) (n=0) % (n)
Based in Mission or in Headquarters					
Mission	72.7 (56)	72.4 (55)	100.0 (1)	—	—
HQ	24.7 (19)	25.0 (19)	0 (0)	—	—
Other	2.6 (2)	2.6 (2)	0 (0)	—	—

4B. RESPONDENT CHARACTERISTICS BY ROLE					
USAID	Total (Wave 1-4) (n=78) % (n)	Global (Wave 1) (n= 77) % (n)	Indonesia (Wave 2) (n=1) % (n)	Uganda (Wave 3) (n=0) % (n)	Kenya (Wave 4) (n=0) % (n)
Have you served in other Missions in the last five years where you *specifically* worked on youth development issues?					
Yes	25.9 (14)	26.4 (14)	0 (0)	—	—
No	74.1 (40)	73.6 (39)	100.0 (1)	—	—
In which of the following roles have you served in the last five years? *(check all that apply)*					
Mission Youth Focal Point	54.8 (40)	54.2 (39)	100.0 (1)	—	—
USAID Youth Corps	12.3 (9)	12.5 (9)	0 (0)	—	—
Senior Youth Champion	6.8 (5)	6.9 (5)	0 (0)	—	—
YouthPower Steering Committee	2.7 (2)	2.8 (2)	0 (0)	—	—
YouthPower Impl. Task Order COR	8.2 (6)	8.3 (6)	0 (0)	—	—
AOR, COR, activity manager	43.8 (32)	44.4 (32)	0 (0)	—	—
Other	24.7 (18)	25 (18)	0 (0)	—	—
Donor Organizations (other than USAID)	Total (Wave 1-4) (n=12) % (n)	Global (Wave 1) (n = 4) % (n)	Indonesia (Wave 2) (n=1) % (n)	Uganda (Wave 3) (n=0) % (n)	Kenya (Wave 4) (n = 7) % (n)
What type of organization is the funding organization that you work for?					
Bilateral foreign assistance agency	27.3 (3)	25 (1)	100.0 (1)	—	16.7 (1)
Private Foundation	36.4 (4)	50 (2)	0 (0)	—	33.3 (2)
Other	36.4 (4)	25 (1)	0 (0)	—	50.0 (3)
Which types of countries does your organization provide funding for youth development programming in?					
LMIC	83.3 (10)	100 (4)	0 (0)	—	85.7 (6)
HIC	0 (0)	0 (0)	0 (0)	—	0 (0)
Both	16.7 (2)	0 (0)	100.0 (1)	—	14.3 (1)
LMIC Governments	Total (Wave 1-4) (n=12) % (n)	Global (Wave 1) (n = 6) % (n)	Indonesia (Wave 2) (n=2) % (n)	Uganda (Wave 3) (n=0) % (n)	Kenya (Wave 4) (n = 4) % (n)
At what level do you work within your government?					
National Level	66.7 (8)	66.7 (4)	50.0 (1)	—	100.0 (4)
Sub-national	33.3 (4)	33.3 (2)	50.0 (1)	—	0 (0)

continued next page

4B. RESPONDENT CHARACTERISTICS BY ROLE					
Multilateral Organizations	Total (Wave 1-4) (n=6) % (n)	Global (Wave 1) (n = 3) % (n)	Indonesia (Wave 2) (n=0) % (n)	Uganda (Wave 3) (n=0) % (n)	Kenya (Wave 4) (n=3) % (n)
Are you currently based at your organization's headquarters or in a country office?					
Headquarters	16.7 (1)	33.3 (1)	—	—	0 (0)
Country Office	33.3 (2)	33.3 (1)	—	—	33.3 (1)
Other	50.0 (3)	33.3 (1)	—	—	66.7 (2)
NGOs/Implementing Organizations	Total (Wave 1-4) (n=272) % (n)	Global (Wave 1) (n = 177) % (n)	Indonesia (Wave 2) (n=12) % (n)	Uganda (Wave 3) (n=62) % (n)	Kenya (Wave 4) (n=21) % (n)
The organization you work for is headquartered in a:					
LMIC	49.8 (127)	34.4 (55)	33.3 (4)	96.8 (60)	38.1 (8)
HIC	40.8 (104)	53.8 (86)	33.3 (4)	1.6 (1)	61.9 (13)
Both	9.4 (24)	11.9 (19)	33.3 (4)	1.6 (1)	0 (0)
Are you currently based at your organization's headquarters or in a country office?					
HQ	62.2 (61)	76.3 (61)	0 (0)	0 (0)	0 (0)
Country Office	30.6 (30)	16.3 (13)	100.0 (4)	100.0 (1)	92.3 (12)
Other	7.1 (7)	7.5 (8)	0 (0)	0 (0)	7.7 (1)
The organization that you work for works on youth issues or programs in which countries?					
LMIC	72.1 (160)	63.7 (86)	50.0 (6)	98.2 (54)	70.0 (14)
HIC	4.1 (9)	5.9 (8)	8.3 (1)	0 (0)	0 (0)
Both	23.9 (52)	30.4 (41)	41.7 (5)	1.8 (1)	30.0 (6)
How many years has *your organization* worked in youth development?					
≤10 yrs	44.4 (106)	34.2 (50)	83.3 (10)	62.3 (38)	40.0 (8)
11 to 30 yrs	36.4 (87)	41.1 (60)	0 (0)	32.8 (20)	35.0 (7)
≥31 years	19.2 (46)	24.7 (36)	16.7 (2)	4.9 (3)	25.0 (5)
Is the organization that you work for a youth-led organization?					
Yes	43.3 (103)	30.8 (45)	80.0 (8)	72.1 (44)	28.6 (6)
No	56.7 (135)	69.2 (101)	20.0 (2)	27.9 (17)	71.4 (15)
What is the *primary* operational focus of the organization that you work for?					
Implementation of programs/delivery of youth services	66.7 (160)	67.1 (98)	58.3 (7)	69.4 (43)	60.0 (12)
Research and evaluation of youth programs and services	7.1 (17)	6.8 (10)	8.3 (1)	4.8 (3)	15.0 (3)
Advocacy for youth	10.0 (24)	6.8 (10)	25.0 (3)	17.7 (11)	0 (0)
Other	16.3 (39)	19.2 (28)	8.3 (1)	8.1 (5)	25.0 (5)

4B. RESPONDENT CHARACTERISTICS BY ROLE					
NGOs/Implementing Organizations	Total (Wave 1-4) (n=272) % (n)	Global (Wave 1) (n = 177) % (n)	Indonesia (Wave 2) (n=12) % (n)	Uganda (Wave 3) (n=62) % (n)	Kenya (Wave 4) (n=21) % (n)
Is your organization a YouthPower Indefinite Delivery/ Indefinite Quantity (IDIQ) Contract Holder or a YouthPower subcontractor/grant recipient?					
No: Neither	65.2 (131)	70.4 (88)	50.0 (2)	53.7 (29)	66.7 (12)
Yes: Evidence and Eval IDIQ	10.4 (21)	8.0 (10)	25.0 (1)	18.5 (10)	0 (0)
Yes: Implement. IDIQ	8.0 (16)	8.0 (10)	25.0 (1)	5.6 (3)	11.1 (2)
Yes: Subcontract /grant recipient	16.4 (33)	13.6 (17)	0 (0)	22.2 (12)	22.2 (4)
Volunteer or Youth Network Member	Total (Wave 1-4) (n=73) % (n)	Global (Wave 1) (n = 26) % (n)	Indonesia (Wave 2) (n=28) % (n)	Uganda (Wave 3) (n=17) % (n)	Kenya (Wave 4) (n=2) % (n)
(Q22) What is your age?					
18-21 years	38.0 (27)	4.2 (1)	92.9 (26)	0 (0)	0 (0)
22-29 years	26.8 (19)	41.7 (10)	7.1 (2)	35.3 (6)	50.0 (1)
30+ years	35.2 (25)	54.2 (13)	0 (0)	64.7 (11)	50.0 (1)
Is your country of citizenship or (if different from country of citizenship) the country where you have legal residency status a:					
LMIC	95.5 (64)	90.9 (20)	96.2 (25)	100.0 (17)	100.0 (2)
HIC	4.5 (3)	9.1 (2)	3.8 (1)	0 (0)	0 (0)
Have you participated in, or been enrolled in (as a beneficiary), youth programs in your country in the last five years?					
Yes	38.4 (28)	45.8 (11)	20.7 (6)	50.0 (9)	100.0 (2)
No	61.6 (45)	54.2 (13)	79.3 (23)	50.0 (9)	0 (0)
Have you participated in, or been enrolled in (as a beneficiary), youth programs (e.g. you received training or services) in your country in the last five years?					
Yes	48.6 (35)	50.0 (12)	28.6 (8)	72.2	100.0 (2)
No	51.4 (37)	50.0 (12)	71.4 (20)	27.8 (5)	0 (0)

ANNEX F. SIGNED DISCLOSURES OF CONFLICTS OF INTEREST

To protect the personal information of the evaluation team members, URC has removed the signed conflict of interest disclosures from the final report. The COI disclosures are available from URC upon request.