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YOUTHPOWER LEARNING SEMIANNUAL TECHNICAL REPORT

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Acronyms

CDCS	Country Development Cooperation Strategy
CoP	Community of Practice
COR	Contracting Officer Representative
dTS	Development and Training Services
E&E	Evidence and Evaluation
FY15	Fiscal Year 2015
FY16	Fiscal Year 2016
GUC	Grant Under Contract
ICRW	International Center for Research on Women
IDIQ	Indefinite Delivery Indefinite Quantity Contract
IT	Information Technology
M&E	Monitoring and Evaluation
NGO	Non-government Organization
NICRA	Negotiated Indirect Cost Rate Agreement
PAD	Project Appraisal Document
PO	Purchase Order
PYD	Positive Youth Development
R4D	Results for Development Institute
RFA	Request for Applications
RFP	Request for Proposals
RFTOP	Request for Task Order Proposal
ST	Sub-Task
TA	Technical Assistance
TO	Task Order

TYPF	The YP Foundation
UM/CAH	University of Melbourne/Center for Adolescent Health
USAID	United States Agency for International Development
USG	United States Government
UW/SDRG	University of Washington/Social Development Research Group
WfD	Workforce Development
YABT	The Young Americas Business Trust
YP	YouthPower
YSO	Youth Serving Organization

I. EXECUTIVE SUMMARY

The purpose of YouthPower (YP) Learning¹ is to build, utilize, and disseminate a stronger evidence base on the effectiveness of positive youth development (PYD) and cross-sectoral programming, and to promote coordination, high standards, and learning in the field. Activities conducted under YouthPower Learning include research and evaluation designed to advance the knowledge and practice of PYD in low and middle-income countries, as well as knowledge management learning and information-sharing to promote engagement and educate the global community about how to successfully help transition young people into productive, healthy adults.

Making Cents International leads YouthPower Learning in collaboration with its partners the International Center for Research on Women; Results for Development Institute; Khulisa Management Services; Social Development Research Group at the University of Washington; Royal Children's Hospital Academic Centre at the University of Melbourne; and Young Americas Business Trust.

Progress to Date

YouthPower Learning made significant progress during the semi-annual reporting period. The project's key accomplishments under each of the YouthPower Learning's five sub-tasks are highlighted below:

Sub-Task 1 (ST1): *Create and manage YouthPower.org – the premier learning hub for enhanced knowledge-sharing on PYD and cross-sectoral programming*

The ST1 team successfully launched the YouthPower.org website on USAID's Global Innovation Exchange platform on March 15, 2016, with site development provided by vendor Forum One. We received USAID approval on the site design and structure prior to launch. The team also drafted the Communications Strategy (under review), which documents the need and approaches for internal YouthPower communications as well as approaches for external communications. Prior to website launch, the YP Learning team created social media presences on Facebook and Twitter to help establish the YouthPower brand, share early material and events, and reach the widest public audiences.

Sub-Task 2 (ST2): *Foster an inclusive, demand-driven learning network and communities of practice to improve skills, practices, and partnerships around international cross-sectoral PYD*

During the reporting period, the ST2 team hosted the Learning Network Launch to establish a core platform for youth development professionals to share knowledge, improve practices, build partnerships, and engage frontline actors in creating opportunities and fostering enabling environments for youth to thrive. The team also finalized and received USAID approval on the CoP Guide which serves as a foundation for building CoPs. YouthPower Learning CoPs developed learning grant concepts and with concurrence from USAID, selected the most appropriate to include in the YouthPower Learning Grants under Contract RFA, which closed at the end of March. YouthPower Learning received 17 applications and expects to complete the award process early in the next quarter.

Sub-Task 3 (ST3): *Develop indicators and related tools to bridge gaps across sectors and establish measures to contribute to PYD evidence base*

The objective of ST3 during FY16 is to develop a definition and conceptual framework of PYD, including PYD domains and illustrative indicators, and to train and provide technical assistance to USAID and its

¹ YouthPower Learning is the working title of Task Order 1 (TO1) under the USAID YouthPower: Evidence and Evaluation IDIQ.

implementers. During the reporting period, the ST3 team finalized a PYD definition and conceptual framework, further developed and finalized four PYD domains (Assets, Agency, Contribution and Enabling Environment), and identified specific illustrative indicators to measure change. The ST3 team presented the PYD definition and domains at the YouthPower Learning Launch in December 2015. We also developed a detailed toolkit outline which has been reviewed by USAID. The toolkit is intended for use by USAID and YouthPower implementers in understanding and operationalizing PYD measurement. A two-hour PYD Measurement Module was designed and implemented as part of the YouthPower Action PYD training, which was delivered to the USAID Youth Corps team and subsequently by members of the Youth Corps to various Mission staff in South Africa.

Sub-Task 4 (ST4): *Produce the definitive global meta-review of PYD literature to expand on the existing evidence base*

The objective of this meta-review is to expand the knowledge base about PYD programs in international development, in part to support and inform USAID-funded interventions and other programs in low and middle-income country settings. The meta-review focuses on answering: How have PYD approaches been implemented, and what does the evidence say about their effectiveness?

Using Scopus and PubMed as main search engines, the ST4 team identified 21,185 potential PYD papers from the peer-reviewed literature. In addition to peer-reviewed papers, we also identified more than 2,460 potential PYD project reports through repositories and an electronic survey. We then requested 600 youth serving international organizations to identify potential PYD projects. The ST4 team finalized a set of inclusion and exclusion criteria and screened both peer-reviewed papers and grey literature in three main stages: title review, abstract review, and full-text review. Approximately 550 peer-reviewed papers and 110 grey literature documents were included in the full-text review, which further narrowed the PYD literature to the most relevant documents. We completed the full-text screening of grey literature and identified 73 reports for further analysis. The full-text screening of peer reviewed papers is still on-going. The team presented the strategy for the meta-review at the YouthPower Learning Launch in December 2015 and elicited ideas to improve documentation of PYD reports from potential PYD projects. All outcomes and activities planned for the reporting period have been accomplished on time.

Sub-Task 5 (ST5): *Provide evidence and evaluation support through buy-ins to USAID using assessment, evaluation, research, learning, and project design technical assistance. Support greater interaction between global youth stakeholders to disseminate existing and emerging evidence around PYD in developing country contexts*

The YouthPower Learning team conducted a youth workforce development (WfD) assessment for USAID/Nigeria as part of its first buy-in activity. The team also prepared for a buy-in activity in Zambia to conduct a mission-wide youth assessment starting next quarter. In addition to supporting mission level buy-in activities, the team coordinated, convened, and supported multiple events as part of our collaboration and engagement efforts. Events included the Youth Economic Opportunity Summit, USAID Education Summit, YouthPower Learning Network Launch, Work Bank Brown Bag Lunch, and Webinar: Perspectives on PYD. Representatives of the YouthPower Learning team have participated in a wide range of youth-focused meetings and events that have helped to ensure that the team is kept abreast of the latest in the youth development space, and to increase the visibility of PYD and YouthPower in the international development community.

II. INTRODUCTION

USAID awarded Making Cents International Task Order I (YouthPower Learning) under the YouthPower: Evidence and Evaluation (YP: E&E) IDIQ. YouthPower Learning is a five-year project designed to support USAID's Evaluation Policy in its renewed call for unbiased impact and performance evaluations of USAID programs, as well as increased utilization of research for use. This project also will support USAID's Youth in Development Policy by enabling investments in PYD research and evaluation within and across multiple sectors, including health, education, economic opportunity, peace and security, democracy, human rights and governance; and by striving to evaluate the impact of cross-sectoral youth programming. Finally, activities under YouthPower Learning will promote best and promising practices in evidence and research within and across youth development sectors.

YouthPower Learning carries out five sub-tasks (STs) that contribute to the YouthPower Results Framework:

1. Create and manage a YouthPower online platform to serve as a learning hub for cross-sectoral youth development
2. Establish and maintain a cross-sectoral youth learning network to disseminate research, evaluation, and learning products
3. Develop PYD indicators to be used by the holders of the YouthPower: Implementation YouthPower: Evidence and Evaluation IDIQs, and provide support to tailoring PYD indicators for specific sectors and projects
4. Conduct a meta-review of PYD programs in international development to expand the knowledge base and answer questions about how PYD approaches have been implemented, and what does the evidence say about their effectiveness
5. Provide evidence and evaluation support to USAID Missions and operating units, as needed, through evaluation and research technical assistance

YouthPower Learning collaborates closely with IDIQ holders of both the Youth Power: Implementation and E&E IDIQs to implement these sub-tasks effectively. YouthPower Learning works especially close with YouthPower Action (YP Action) – the TO under the Implementation IDIQ. YouthPower Learning also coordinates with the YouthPower Steering Committee, through the USAID COR, in preparing for and implementing these tasks. Additionally, we will engage other USAID Washington-based instruments and USAID country-level implementation mechanisms, and – where appropriate – collaborate with a broad range of implementing partners, other donors, US Government agencies, local and international civil society organizations, host country governments, and multilateral agencies.

YouthPower Learning is comprised of an expert team of international and local organizations to implement the various activities:

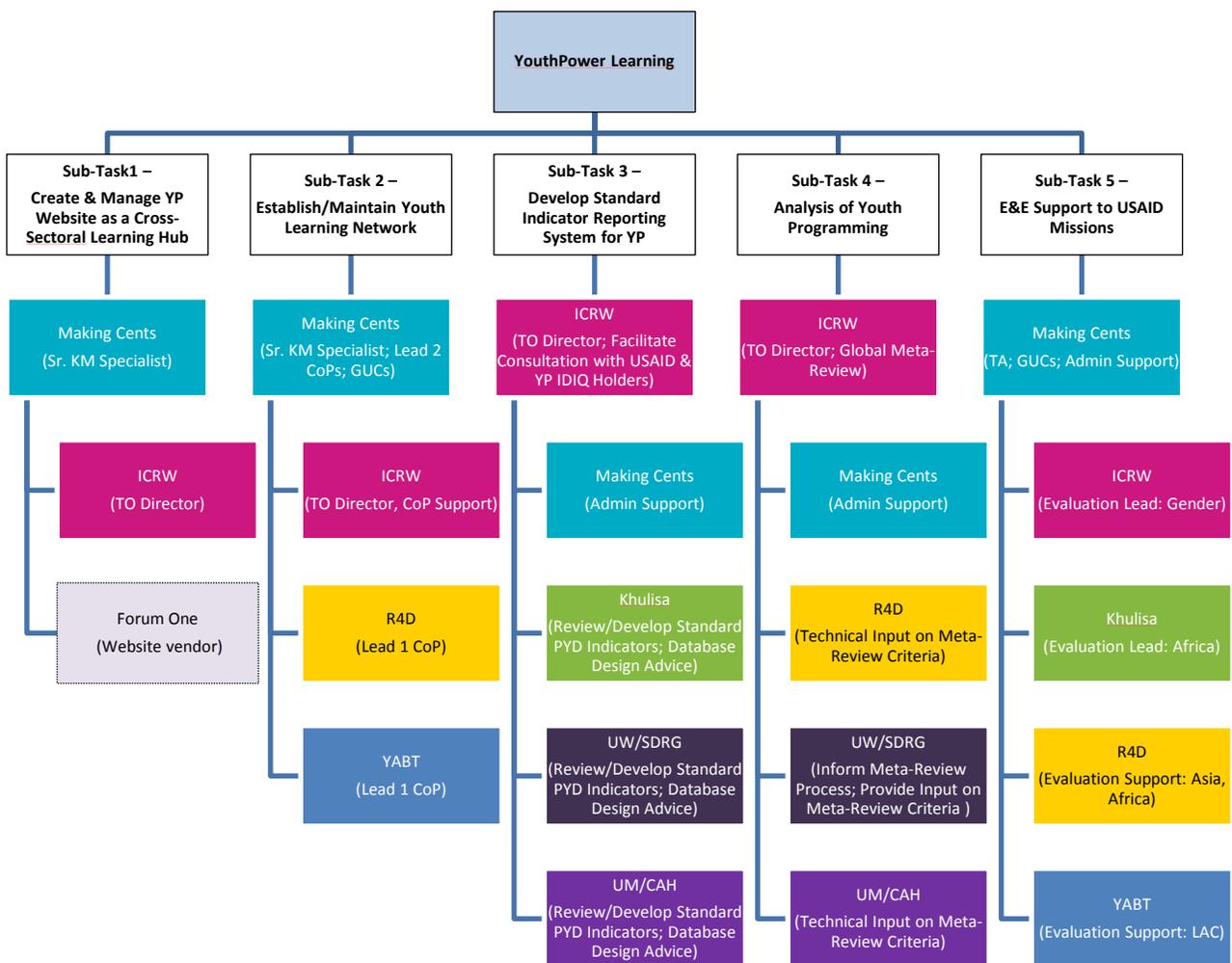
- **Making Cents International (Making Cents)**, a woman-owned small business, brings expertise as a leading convener of youth development implementers, researchers, donors, and youth leaders to catalyze knowledge and actionable learning.
- **International Center for Research on Women (ICRW) and Results for Development Institute (R4D)** are Making Cents' core technical partners. They bring global cross-sectoral expertise in PYD research, monitoring and evaluation, program implementation, and generation and

dissemination of valuable lessons and best practices in promoting the wellbeing of adolescents, including girls and young women.

- **University of Washington/Social Development Research Group (UW/SDRG) and the University of Melbourne/Center for Adolescent Health (UM/CAH)** serve as specialized technical partners, consisting of the world’s leading researchers in PYD programs and adolescent health and well-being.
- **Khulisa Management Services, The YP Foundation (TYPF), and the Young Americas Business Trust (YABT)** serve as the regional and local partners, offering key local insights into effective, youth-led approaches to PYD programming, as well as large community-serving organization partner networks.

YouthPower Learning leverages the strengths of these organizations to implement the five sub-tasks effectively while ensuring synergy across sub-tasks, as well as the engagement of youth, women and local organizations. A breakdown of the roles and responsibilities of YouthPower Learning team members by sub-task is depicted in Figure I.

Figure I: YouthPower Learning – Partner Roles by Sub-Task



III. TASK ORDER IMPLEMENTATION (ACTIVITIES BY SUB-TASK)

YouthPower Learning’s purpose is to build, utilize, and disseminate a stronger evidence base on the effectiveness of PYD and cross-sectoral programming, and to promote coordination, high standards, and learning in the field. Our approach to achieving this goal is driven by four key strategies (see Figure 2):

1. **Synergy.** We recognize that unless the individual sub-tasks are implemented in a synergistic manner, we may see individual task success, but overall YouthPower Learning failure. For example, the meta-review of the PYD evidence base (ST4) is designed to feed into indicator development (ST3). Both will draw on the Learning Hub (ST1) and Learning Network/Communities of Practice (CoPs) (ST2) to identify PYD evaluations and studies. CoPs will address challenges in operationalizing the YouthPower indicator system and methodological constraints to rigorous, youth- and gender-inclusive Evidence and Evaluation (E&E) activities (ST5). The YouthPower Learning team moreover designed the Work Plan and management processes to share information and take advantage of progress in each individual sub-task to advance overall YouthPower Learning implementation.
2. **Inclusion.** YouthPower Learning aims to *engage, equip, and empower* youth leaders – especially women-led, youth-led, and other local organizations – to play a central role in YouthPower. We will *engage* youth as we establish design parameters and test the usability of the Learning Hub. We will *equip* them to benefit from the Learning Network, as well as from CoP activities when they proactively participate in larger multi-actor fora and youth, gender, and local partner-specific spaces for pre-convening or follow-on discussion. Finally, we will *empower* them to act by using sub-grants and technology to remove barriers to access, participation, and leadership.

The inclusion of all communities will be important to project success. However, engaging youth in research and learning activities, and disseminating tools and briefs to youth serving organizations and local organizations will also be a primary focus, due to the subject matter and its importance to implementing a positive youth development approach. We have, therefore, integrated a youth engagement strategy into our Work Plan and each of the sub-tasks.

3. **Actionable learning.** To ensure that YouthPower-generated evidence, knowledge and data are used, YouthPower Learning will ensure content is *relevant, audience-specific, and credible*. Using the website and CoPs, we will enable end-users to play a significant role in identifying the knowledge gaps and format of products most useful to them, and by offering continuous feedback. YouthPower Learning will assess its success based on changes in behaviors and practices, not just an increase in awareness.
4. **Sustainable platforms.** From the start, the Learning Hub, Learning Network, and CoPs will be designed to be sustainable beyond the IDIQ. To make the Learning Hub an indispensable, “go to” location for PYD stakeholders, it will have the latest content personalized and delivered in a *user-friendly* format. The Hub, Network, and CoPs will also link PYD stakeholders to others with similar interests. Through curation and effective facilitation, we will customize state-of-the-art content to the specific needs and interests of

each audience. This will foster the buy-in required to generate continued *stakeholder funding* or *strategic adoption* by another entity beyond the IDIQ. Moreover, our use of supported, turn-key cloud-based technology will make the platforms easy to maintain and adapt.

Figure 2: Graphical Representation of Youth Power Learning Technical Approach



Building on our technical approach, YP Learning developed a youth engagement strategy that outlines our strategy and specific examples of how YP Learning will implement the strategy. Including youth in its activities is both an objective in and of itself and a prerequisite for success, as youth – both male and female - participation in our activities will help to prioritize efforts, validate results, and improve practices. To ensure meaningful youth engagement, the YouthPower Learning team has identified opportunities for bringing the youth voice into subtask activities. The engagement strategy recognizes that youth inclusion can occur across a continuum, starting with consultation and increasing to joint decision making, and that to achieve engagement at the higher levels requires additional capacity building and preparatory activities. We will follow a three-pronged strategy that will engage youth, equip them to participate and empower youth to act. Through these means, we will strive to meaningfully include youth in all major activities and wherever possible, to engage them intensively as partners in evaluations,

research, and learning. While certain activities will engage youth directly, our primary conduit for including youth will be through international and local Youth Serving Organizations (YSO). YSOs are best placed to convene youth for consultations or research, employ YouthPower Learning results to advocate for youth, and deliver improved services with YouthPower Learning information and tools.

These four strategies guide our planning, design and implementation of each of the sub-tasks for YouthPower Learning. In the following sections, we describe the work of each sub-task over the reporting period. The discussion of each sub-task covers the goal of the sub-task, partners involved, an overview of what the sub-task team accomplished, specific details based on the activities, and deliverables outlined in the Work Plan.

A. SUB-TASK I: CREATE AND MANAGE A YOUTHPower ONLINE PLATFORM

The STI team developed and manages the YouthPower program website, which serves as a leading information and networking resource for international cross-sectoral PYD. The YouthPower online platform provides an interactive, user-friendly, sustainable learning hub for youth, youth serving organizations, development practitioners, researchers, policymakers, and donors.

The following activities from the FY16 Work Plan have been undertaken:

- Launch Version I of the Learning Hub platform
- Create YP Learning Communications Plan
- Launch Social media platforms
- Develop Phase I sustainability plan

Launch Version I of the Learning Hub platform

The planning and design process began in 2015, and YouthPower Learning successfully launched the YouthPower.org web platform on March 15, 2016. The team worked with USAID, YSO representatives, and the IT firm Forum One to launch the site. The core material describes YouthPower's work, supplies the first batch of resources important for PYD practitioners, and provides a suite of content management and collaboration tools for efficient future management and engagement with the global PYD community. The content management system was completed as part of a partnership with USAID's Global Development Lab and is hosted on their Innovation Exchange platform. Hands-on training and training material for ongoing content maintenance are expected to be completed and delivered by May 2016. With partnership and sustainability as core values for developing the site, YouthPower is now positioned to fully engage in the global dialogue on what works in PYD.

Now that the web platform is live, the YP Learning team aims to establish regular communications channels to keep content fresh and continue to reach a growing audience interested in PYD and cross-sectoral approaches to youth programs. In order to ensure the viability of the platform and to guarantee YouthPower.org serves as the single point of access for material on YouthPower activities, it is critical to coordinate communications plans and projects for all YouthPower partners across TOs.

The YP Learning team actively works towards forming content partnerships with leading organizations to help establish the platform's role as a central hub for the youth development community to find the latest analysis and practice-oriented material. Currently nearly 150 PYD or youth related resources are loaded on the website and dozens of events have been posted and disseminated through the site. YouthPower Learning supported the migration of curated content from the Interagency Youth Working Group (IYWG). Building on the work done by IYWG, YouthPower Learning updated and expanded the compendium of knowledge intended to provide information regarding a broad range of youth health topics. CoPs have their own landing page, and these will be built out over the coming quarter. Similarly, each of the country based projects will have their own page once YouthPower Learning receives the content.

Create YP Learning Communications Plan

The YouthPower Learning Communications Strategy, currently under review, documents the need and approaches for internal YouthPower communications as well as approaches for external communications. The communications plans describes the goals and audiences of YouthPower.org, how to market YouthPower.org; where to source content, where and how to disseminate content. This will be finalized and shared with USAID in the next quarter.

Launch Social media platforms

During the initial development of YouthPower.org, the YP Learning team created social media presences on Facebook and Twitter to help establish the YouthPower brand, share early material and events, and reach the widest public audiences. Social media campaigns, such as those sharing the “Perspectives on PYD” webinar invitation and subsequent online archive, will continue to complement the YouthPower.org site and drive readership to the platform for the full range of available PYD content. We started to develop connections with communications and media counterparts at USAID, YP Learning partners and across the YouthPower consortia to amplify messages and share events and resources on youth issues. For YP Learning events, we developed social media toolkits to ease cross messaging by stakeholders and audiences.

Develop phase I sustainability plan

In looking forward and recognizing that ensuring sustainability needs to start early in any effort, we have drafted a sustainability plan for the YP Learning Hub and Network currently under review internally. As a core part of its sustainability strategy, the YouthPower Learning team looked for partnership models that could both help extend YouthPower’s reach at the outset and also provide opportunities for support beyond USAID YouthPower’s formal contractual engagement. YouthPower Learning realized that goal by selecting the USAID Global Development Lab’s Innovation Exchange as partner to host YouthPower.org. YouthPower.org not only benefited from an existing suite of state-of-the-art features but also visibility with more than 3,500 collaborators and hundreds of organizations from grassroots NGOs to multi-lateral donors and private sector investors. The draft will be shared with USAID in the coming quarter.

Table 1: Status of STI Deliverables from the FY16 Work Plan

Deliverable	Status	Notes
Version I of the Learning Hub platform	Completed	The youthpower.org version 1.0 web platform was completed 3/15/16 with all major web pages completed per original design and all major features in place and working per support from the Innovation Exchange platform

YP Learning Communications Plan (including content upload guides)	In progress	Draft under review by YouthPower Learning
Social media platforms (Facebook and Twitter)	Completed	<p>Presence on Facebook established September 2015 and available here: https://www.facebook.com/YouthPowerLearning</p> <p>Twitter presence established September 2015 and available here: https://twitter.com/YPLearning</p> <p>Both have been central to YP Learning’s ongoing social media campaigns to inform and educate on project activities and more broadly on relevant PYD information</p>
Phase I sustainability plan	In progress	Draft under review by YouthPower Learning

B. SUB-TASK 2: ESTABLISH AND MAINTAIN A CROSS-SECTOR YOUTH LEARNING NETWORK

The ST2 team is responsible for developing an inclusive, demand-driven, cross-sectoral Learning Network, and integrating associated Communities of Practice (CoPs). This Learning Network will expand the knowledge base and advance practices and partnerships around an international PYD approach. Making Cents, in partnership with R4D and YABT, leads the work in ST2.

The following key activities from the FY16 Work Plan of planning and startup and growth and productivity have been undertaken:

- Develop a CoP Guide
- Host YouthPower Learning Network Launch event
- Develop CoP Charters and initial CoP work-planning
- Develop a Community for CoP Champions
- Open Request for Grants under Contract Applications

Develop a CoP Guide

The YouthPower CoP Guide was submitted to USAID in November 2015 in advance of the Learning Network Launch and has served as the foundation for building CoPs. The guide is available via Google Docs for easy access by all CoP members and for updates as they are required. The CoP Guide was developed with input from YP Learning partner R4D, who provides ongoing support across all CoPs to help build a consistent approach to collaboration and learning across YouthPower. The guide includes the following major sections to help in the launch and support of CoPs:

- Background
- CoP Structure
- CoP Resources
 - Working Groups
 - Grants Under Contract
 - Tools for Collaboration
- YouthPower Learning CoP Start-up
 - Beginning to build community
 - The Role of CoP Champions
 - Building membership
 - Mapping the landscape
 - Guiding exploration
- The Role of Facilitation
 - Facilitation Overview
 - Facilitation Tasks
 - Virtual Facilitation
- Community Communications Standards
- Major YouthPower CoP Activities
 - The Learning Network Launch
 - Annual Learning Network Conferences
 - Periodic Learning Network Webinars
 - Technical Briefs and Summative Reports

Host YouthPower Learning Network Launch event

On December 7-8, 2015, YouthPower Learning hosted the Learning Network Launch at The George Washington University in Washington, DC. The Learning Network Launch established a core platform for youth development professionals to share knowledge, improve practices, build partnerships, and engage frontline actors in creating opportunities and fostering enabling environments for youth to thrive. Over a hundred YouthPower stakeholders from 64 different organizations attended, including YouthPower indefinite delivery/indefinite quantity (IDIQ) holders, consortia members, USAID leadership, and invited key stakeholders from other youth-serving institutions.

The Launch was the first in a series of annual Learning Network events that aim to increase the knowledge base of what works in PYD and cross-sectoral youth programming. This year's event served as a venue for representatives from all members of the YouthPower consortia to contribute their knowledge and expertise to the formation of the project's Communities of Practice (CoPs). These CoPs

will function as the engine of the Learning Network, driving discovery of new evidence and practices which support the goals of YouthPower. As a first step, attendees created roadmaps for action for the first set of CoP topics:

- Cross-Sector Skills for Youth
- Youth Engagement
- Gender and PYD
- Youth in Peace and Security

To create a common understanding of PYD as a foundation for successful future programs, the YouthPower Learning team opened the event by presenting an overview of the PYD approach and sharing the YouthPower definition of PYD. A panel discussion on applying PYD approaches followed, which included project members of YouthPower Learning and Action as well as a youth representative. The event also provided consortia members with valuable opportunities to share their technical and operational experience with USAID. Ten USAID staff members attended the event, including YouthPower Contracting Officer Representatives (CORs) Laurie Rushton and Elizabeth Berard. Ms. Rushton gave an overview of YouthPower and youth programming at USAID, and Ms. Berard led a discussion on management issues and the long-term vision for YouthPower.

Recognizing the need for a shift in M&E approaches commensurate with changes in development programs from risk mitigation to asset-based, PYD, and cross-sectoral approaches, YouthPower Learning partner Khulisa Management Services delivered a presentation addressing this change in approach and the challenges of measuring PYD. YouthPower Learning partner ICRW presented the project's framework for measuring the impact of PYD programming. The event also featured three TEDx Talks with leading youth development practitioners showcasing relevant issues affecting youth in the developing world. Each 15-minute talk invited participants to explore the real life implications of implementing a PYD program, broaching questions such as why and how to reach disenfranchised youth and how to integrate gender considerations into a PYD approach.

The YouthPower Learning Network Launch helped foster a sense of partnership and collaboration through actively building Communities of Practice, sharing PYD approaches, and exploring how best to measure results. YouthPower Learning will continue to engage across the consortia and with USAID to move forward on indicator development, refining PYD domains, and supporting broader measurement needs. Planning is underway for an indicator database and document repository to better support learning across YouthPower and help make the case for what works in PYD. As a cornerstone of PYD practice, the definition presented at the event will continue to be the operating definition for all of YouthPower. The complete Learning Network Launch report was submitted to USAID in February 2016.

Develop of CoP Charters and initial CoP work-planning

Building on the work begun at the Launch and in the YouthPower CoP Guide, CoP Champions have drafted the charters for each of the four CoPs that include information on purpose, goals, membership, and upcoming activities. As living documents, the charters will be reviewed periodically to ensure they provide a reference point for CoP core principles and effectively help develop additional topics for investigation. Each CoP has prepared their input for the semi-annual report, included as follows.

Gender and Positive Youth Development: CoP Co-Champions: Katie Green, Making Cents, and Diana Santillán, ICRW

The Gender and Positive Youth Development (PYD) Community of Practice (CoP) seeks to support gender integration in Youth Power programming with the aim of more broadly promoting gender and PYD integration across development programming. The CoP does this through collective sharing and learning about what works and how to measure efforts as well as supporting the application of knowledge. The CoP focuses on the transformation of gender and age related norms, addressing gender-based violence, engaging men and boys through gender synchronized approaches, and closing gender gaps through fostering systems that promote gender equality.

The community members determined these focus areas through guided discussions during the Learning Network Launch in December. There was a general consensus that the area of greatest opportunity for the Gender and PYD CoP would be to bring a gender-sensitive lens to all of the Communities of Practice, Youth Power programming overall, and ultimately PYD programming in general. Since there is an extensive body of evidence, along with years of cross-sector programming around gender, girls, and adolescents, there is an opportunity to help inform and support what is relatively nascent work in PYD programming in the international context.

Using the results from the Launch discussions, the Co-Champions drafted a charter for the CoP that articulates specific goals and strategies to achieve them. These strategies pull from gender-focused work to assist in developing specific tools and lessons learned to ensure gender integration in PYD programming. With the aim of supporting the existing efforts within Youth Power, the CoP will support the PYD meta-review with examples of gender transformative approaches. Other strategies may include conducting inventories of interventions and lessons learned by development sectors and evidence mapping of gender-based violence interventions that are consistent with PYD programming. There is a valuable opportunity with this CoP to harmonize the priorities and approaches articulated in USAID's Gender Equality and Female Empowerment Policy, USAID's Youth in Development Policy, and now the newly issued USG Global Strategy to Empower Adolescent Girls, as complementary strategic frameworks, rather than competing demands, to help guide gender-transformative PYD work.

While there seems to be significant interest in collaboration around gender and positive youth development programming, it has been challenging to generate spontaneous dialogue within the community online. In part, we feel that there has not been enough time to build rapport among members. This will be addressed by providing additional opportunities for face-to-face events and expanding the membership. The next meeting will be in May 2016, which will hopefully strengthen the level of interest and trust needed to engage online more frequently. The other opportunity will be to leverage existing events and meetings to generate conversation, connection, and a greater focus on areas of collaboration that meet the needs of participants within their current work priorities.

Youth Engagement CoP: Co-Champions: Christy Olenik, Making Cents and Caitly Campos, DAI; Facilitator: Lindsey Woolf

The 2016 goals and objectives for the CoP are listed here, along with any achievements to date. These goals and objectives will be further refined at our next in-person meeting scheduled for May 10, 2016:

Goal 1: Contribute to a shared definition of Youth Engagement (YE) for YouthPower

Objective 1: Create recommended definition of YE for YouthPower using discussion and input from CoP members

Objective 2: Propose to YouthPower Learning and USAID that the recommended definition of YE be incorporated into youthpower.org, training, communications, etc.

We reached out to CoP members through a survey and via online discussion regarding how we define youth engagement. We synthesized the feedback of over 20 members to present a final definition of youth engagement to USAID which was approved and will be integrated into youthpower.org and other materials. The YouthPower Learning definition of meaningful youth engagement is:

Meaningful youth engagement is an inclusive, intentional, mutually-respectful partnership between youth and adults whereby power is shared, respective contributions are valued, and young people's ideas, perspectives, skills and strengths are integrated into the design and delivery of programs, strategies, policies, funding mechanisms and organizations that affect their lives and their communities, countries and globally. Meaningful youth engagement recognizes and seeks to change the power structures that prevent young people from being considered experts in regard to their own needs and priorities, while also building their leadership capacities. Youth includes a full spectrum of the population aged 10-29 regardless of socioeconomic status, ethnic identity, sexual orientation and gender identity, disability, political affiliation, or physical location.

Goal 2: Support the development of measurement indicators for YouthPower focused on YE

Objective 1: Create a discussion within YE CoP on appropriate YE indicators and develop an illustrative list

Objective 2: Propose to YouthPower Learning to incorporate the YE illustrative indicators and feedback into development of the PYD Measurement Toolkit

Objective 3: Disseminate indicator feedback from YE CoP and initiate a discussion at large on YE measurement

In the same initial survey of members, we reached out to ask about recommended indicators for measuring youth engagement and 13 members responded. Findings were synthesized and sent to YouthPower Learning for consideration in their PYD indicator development work. We also posted the findings from the survey to the CoP listserv to catalyze additional discussion on illustrative indicators that members can use in their own programs. Any new developments will again be shared with the YouthPower Learning team working on the PYD measurement toolkit and will likely be posted to the YE CoP section of YouthPower.org once created.

Goal 3: Create a space for the sharing of YE experiences and group problem solving

Objective 1: Host at least 3 YE CoP meetings per year

Objective 2: Develop and maintain a YE CoP Google Group for discussion, sharing, etc.

The first in-person meeting is scheduled for May 10, 2016, and we are planning another for September linked to the YP Learning Network Annual Meeting. We also plan to have a virtual meeting in December 2016. The Google Group is up and running, providing an interactive platform for discussions and sharing of relevant events and news. There are currently 120+ members of the YE CoP.

Goal 4: Develop a clearinghouse of resources and tools on YE

Objective 1: Create and update a YE CoP page on youthpower.org which includes links to YE resources

A request for members to send resources went out in March and we continue to encourage members to share resources on a continuous basis. As youth engagement relevant materials come in from both YE CoP leadership and members, we forward them to YP Learning for upload on the website. We look forward to maintaining the Youth Engagement page on YouthPower.org, which is currently in development.

Goal 5: Bring the youth voice into YouthPower activities

Objective 1: Develop a request for applications and assist in managing a Grant under Contract opportunity that results in a repository of youth-created videos on the topic of YE and its impact

Objective 2: Create a youth-only YE Google Group where young people can talk about their ideas, experiences, and share information on YE in international development

The YE CoP contributed a concept to the latest Grants under Contract RFA released under YouthPower Learning to create a repository of youth-created videos that closed at the end of March. We are currently part of the application review team and look forward to supporting the video development process. The youth-only Google Group will be discussed at our next YE CoP meeting in May.

Cross-Sectoral Skills for Youth CoP: Co-Champions: Daniel Plaut, Caitlin Moss, and Shubha Jayaram, Results for Development

The Cross-Sectoral Skills Community of Practice seeks to develop a better understanding of which soft skills are common across sectors and are valued by youth in their own development. The CoP is interested in building evidence and understanding on which soft skills have the most potential for cross-

sectoral impact (and could, therefore, be considered true "cross-sector" skills), how these skills should be measured, and their importance for positive youth development. The CoP has two overarching goals:

Goal 1: Facilitate members' exchange of knowledge, experiences, and ideas to build better CoP understanding of cross-sectoral skills, their current role, and their potential for impact on Positive Youth Development (PYD) programs.

Goal 2: Contribute to our field by working towards a better understanding of the value and impact of cross-sectoral skills, including how they should be defined and measured, as well as their importance for PYD.

The Cross-Sectoral Skills CoP developed a charter to formalize the group's shared vision and to create a guiding action plan for the CoP's longer-term activities. The plan includes steps such as scoping soft skills measurement tools currently in use, with an eye to the strengths and limitations of these tools.

The Cross-Sectoral Skills CoP also launched its Google Group as a platform for engaging its 81 members, and group leaders have launched four different topic threads, including CoP Charter, Resources, Events & Opportunities, and information on the Grants under Contract mechanism, with eight different posts to date. The CoP leadership has also identified a potential collaborative opportunity for members to provide input on the work of YouthPower Action. Furthermore, based on conversations at the Learning Network Launch, the Cross-Sectoral Skills CoP developed a concept that was included in the latest Grants under Contract RFA released under YouthPower Learning. The cross-cutting skills grantee chosen for this opportunity will propose, develop, and deliver a research activity to capture a representative snapshot of the cross-cutting skills youth value most.

While the Cross-Sectoral Skills CoP has seen limited member engagement through the Google Group platform thus far, the community is still in the early stages of its development. CoP leaders plan to host additional discussions and offer a forum to share ideas and collaborate on solving challenges, driving deeper engagement on issues of interest. Seeking to build on the CoP's momentum, a number of activities are planned for the near future. A themed webinar for CoP members will take place in spring 2016, and will provide CoP members with an opportunity to engage and identify potential areas of collaboration. An in-person working meeting will also help CoP leaders refine the community's work plan and identify issues of interest on which members may be willing to contribute. To address engagement challenges, the CoP leaders plan to conduct a member survey to identify additional areas of interest and understand how to best leverage the Google Group platform. They also plan to reach out to CoP members bilaterally to engage them in responding to Google Group posts. Finally, they will offer members opportunities to share their work, post blogs, and participate in panels and webinars.

Youth in Peace and Security CoP: Co-Champions: Valerie Lorena and Luis Viguria, Young Americas Business Trust

The Youth in Peace and Security Community of Practice (CoP) focuses on one of the most pressing issues: youth affected by conflict and violence, both as victims and as perpetrators. The CoP aims to promote the role of youth in peacebuilding, conflict mitigation, and violence prevention in development programs seeking to create more peaceful communities. In pursuit of this goal, members of the CoP,

including experts, practitioners, and others interested in the topic worldwide, will build the evidence base – sharing and discussing both field and academic knowledge – to bridge Positive Youth Development (PYD) and peacebuilding. Upon establishing the connection, the CoP will design and disseminate actionable learning for implementers to incorporate into their programming.

During the YouthPower Learning Network Launch event in December, we established the four most important sub-themes to the Youth in Peace and Security CoP as:

- 1.) economic opportunities;
- 2.) youth in conflict settings versus youth involvement in crime;
- 3.) the migration of unaccompanied minors, sex trafficking, and identity protection;
- 4.) the relationship between engagement, empowerment and the role of young people in peacebuilding.

A target audience has been refined, identifying potential members who should be part of the CoP with tangible and experience-based knowledge to contribute. They will be invited to be part of the CoP in addition to current members.

In drafting the Youth in Peace and Security CoP Charter, we identified our two main goals:

- **Goal 1:** To define the most pressing issues regarding youth conflict, crime, and violence for PYD programming and policymaking
- **Goal 2:** To research how programs targeting young people are considering regional and situational aspects of fragility, conflict, and violence

A challenge that we are facing is the lack of participation from our CoP members and the low level of activity in our CoP Google Group. We currently have a total of 39 members. Since the launching, we have posted eight topics to the Google Group, attempting to engage the members with a range of subjects including events that may be of interest, resources, such as a Google Group guide and further information about the CoP, and announcements, like the YouthPower Learning’s solicitation of Request for Applications (RFAs). Despite posing discussion topics and asking for feedback, the level of participation and activity remains low. To address the challenge and to further encourage participation from our CoP members, we are planning to introduce more interactive activities, starting with a Doodle Poll and planning a face to face meeting in the coming months. We intend that this Poll will request members to define their three top subjects regarding youth in peace and security, thus concentrating the discussion to highly relevant and important topics to our members and hopefully increasing contributions and discussions. We will also add an “Engagement Guide” to the Google Group that provides additional information about our CoP and clearly proposes ways members can use the platform.

In addition to promoting the engagement of CoP members, our next steps are to:

- Disseminate the UN Security Council Resolution 2250 on youth, peace, and security
- Compile global consultations, reports, and impact evaluation documents
- Start a resource list and share it among members for contributions, causing a “snowball effect”
- Contribute to the Meta-Review for PYD Programs on youth in conflict, crime, and violence
- Start a resource center on youthpower.org and share among members
- Share inspiring blogs and request comments and insights
- Solicit ideas around topics for two webinars
- Launch a twitter chat

Finally, considering that the goal of this CoP is to promote the role of youth as peace builders, we believe that the inclusion of youth in this process is essential. We plan to invite leading youth to join the CoP in order to receive feedback and to gain insights directly from young people. We have started with a google form targeting young people specifically, through which 15 young people signed up to date.

Develop a Community for CoP Champions

To mentor and support CoP Champions across all communities, YP Learning partner Results for Development convened a follow-up meeting to the Learning Launch to connect the CoP Champions, establish communication norms for using the CoP Champion online forum, and plan for future learning opportunities to support strong leadership across all four CoPs. At that meeting, the CoP Champions agreed to their first internal learning opportunity to explore options for using Adobe Connect’s webinar features. The group met via Adobe Connect in March 2016 to become better versed in how to use the tool and to share experiences in generating active dialogue online among members – one of the perennial challenges for any online community. The output from that meeting, including how-to reference material for facilitating webinars, and a recording of that webinar is saved online for CoP Champions to re-use.

Open Request for Grants under Contract Applications

YouthPower Learning CoPs developed learning grant concepts and the YouthPower Learning team along with USAID selected the most appropriate to advance to the RFA stage. On March 1, 2016, a single RFA was posted for two types of grant activity – one on youth engagement to capture (via video) specific examples of youth actively participating in the planning and implementation of programs and a second research-focused grant to explore what fundamental cross-cutting skills are important for successful development of youth into productive adults. YouthPower Learning received 17 applications and expects to complete the award process early in the next quarter.

Table 2: Status of ST2 Deliverables from the FY16 Work Plan

Deliverable	Status	Notes
CoP Guide	Completed	The CoP Guide was submitted to USAID November 2016 and the team received subsequent verbal approval during a follow-up meeting. The document is posted to Google

		Drive here: http://bit.ly/1q5EVpG .
Report from December 2015 Learning Network Launch	Completed	Submitted to USAID February 2016
Webinars for CoPs (a minimum of four)	In Progress	All CoPs have webinars included in their charters for this year and have had the opportunity to participate in an internal training/discussion session on how to use Adobe Connect, supported by YP Learning partner R4D.
Issue brief or summative technical document per CoP (at least one per CoP)	Pending	These are anticipated by the end of the fiscal year either as stand-alone pieces if the content warrants it or as additions to the YP annual report.
Learning grants to YSOs (award at least three)	In progress	Expected award grants through CoP GUC process by end of April 2016
Report from September 2016 Learning Network Meeting	Pending	Pending completion of the event.

B. SUB-TASK 3: INDICATOR DEVELOPMENT

The aim of ST3 is to develop a definition and conceptual framework of PYD, including PYD domains and illustrative indicators, and to train and provide technical assistance on these aspects to USAID and YouthPower implementers. ICRW leads UM/CAH, UW/SDRG, and Khulisa in accomplishing this work.

We have successfully finalized a framework, approved by USAID, for measuring PYD within and across sectors and geographic settings. This framework defines and implements our four key “domains” of PYD programs (Assets, Agency, Contribution and Enabling Environment) and identifies specific illustrative indicators with which to measure change. The ST3 team developed a detailed toolkit outline, which has been reviewed by USAID. The toolkit is used to help YouthPower implementers understand PYD measurement. The essential module of that toolkit will be the discussion of the four domains and their corresponding illustrative indicators. We presented the PYD definition, domains, and measurement challenges in developing countries, at the YouthPower Learning Launch in December 2015.

Also, during the first half of FY16, we provided feedback on the F-indicators and designed and conducted training on PYD measurement. For the first activity, we harnessed the expertise within our partnership to provide robust feedback to the F-indicators in January. For the second activity, YouthPower Learning

collaborated with YouthPower Action to prepare a two-hour module on measurement for their PYD training, which was delivered to the USAID Youth Corps team in February and to various Mission staff in South Africa in April. Developing this training in conjunction with YouthPower Action informed the formation of the illustrative indicators and the toolkit.

The ST3 team is working with YouthPower Action to identify a potential case study in order to illustrate PYD programming and measurement. At this time, the ST3 team is preparing a budget and a plan for conducting a rapid research assessment of a PYD program in Mozambique, which would be implemented in Q4 of FY16. Using a variety of tools and activities, the ST3 team will look at a PYD program under YouthPower and tell the story of how it works, and to what effect. This case study, and the future ones YouthPower Learning hopes to conduct, will be useful to the stakeholders directly involved in implementation and evaluation. Additionally, they can assist USAID staff, policymakers, and youth development professionals in understanding how PYD can work in different settings, why it is important to invest in PYD approaches, and how to best measure the impact of PYD programming.

Other activities in FY16 include attending meetings and conference calls with partners, USAID (including but not limited to the YouthPower Steering Committee), and other experts to facilitate our work. Developing indicators that reflect the needs of implementers requires staying abreast of the latest trends in PYD and youth-focused programming, as well as collecting information from implementers and evaluators who work with youth and on youth-focused programs. Representing YouthPower Learning at various events, workshops, conferences and forums has been, and will continue to be, an important part of this task. YouthPower Learning will continue to leverage the strong relationships our various team members have with youth development professionals and youth experts across a range of sectors to ensure success. YouthPower Learning will also utilize these networks to collect information from colleague organizations on currently collected indicators and to generate buy-in for new PYD indicators.

In terms of our youth engagement strategy, the ST3 team distributed a survey to youth-serving organizations (YSOs) to obtain feedback on the PYD definition and the domains. A number of YSOs provided specific feedback on the contribution domain. In the upcoming quarter, we will continue to involve YSOs, specifically in online and DC-based training. This will ultimately equip YSOs worldwide, including Youth Power Implementation IDIQ holders, to use the indicator framework in their programs. This training will be particularly useful for the YP Implementation partners, who will be better equipped to utilize the indicator system and report results. The ST3 team will also have the Youth Engagement CoP review the toolkit and integrate their feedback, especially with respect to indicators of youth engagement.

Through ongoing discussions with USAID, we have continued to explore the feasibility of a database for the indicators as well as the provision of technical assistance to YouthPower implementers. We had planned, for example, to provide limited technical assistance (TA) to missions and implementers this year, such as working with missions to incorporate a PYD approach within their RFTOPs, and with implementers to refine their PYD-approach to M&E on those RFTOPs.

The following are the activities that were outlined in the FY16 Work Plan over the reporting period, as well as a description of what was accomplished in support of ST3:

- **Develop framework and indicators:** See [Appendix A](#) for our most updated version of the PYD definition and domains. See [Appendix B](#) for a draft version of the table with our PYD domains and core PYD constructs, from which ST3 team will develop indicators. Our next step will be to work closely with implementers to ensure that the indicators are sufficiently specific

and measurable, as well as relevant to their programming under YouthPower. See [Appendix C](#) for the current toolkit outline.

- **Provide TA on RFTOPs and M&E frameworks:** The ST3 team awaits further instructions from USAID on how to engage with implementers to complete this task in FY16.
- **Develop training materials and train implementers on indicators:** Once the toolkit draft is finalized in Q3, The ST3 team will develop the training materials and hold training on the PYD measurement, specifically the indicators.
- **Contribute to other YouthPower PYD training activities:** See [Appendix D](#) for the slides used in this PYD Measurement training module.
- **Provide technical assistance to missions and implementers to adapt framework for specific settings and sectors:** The ST3 team awaits further instructions from USAID on how to engage with implementers to complete this task in FY16.
- **Participate in relevant meetings/consultations on PYD:** The ST3 attended and held a variety of meetings and consultations throughout this reporting period, including internal meetings with our partners from the University of Melbourne, University of Washington, and Khulisa.
- **Undertake mini-case studies of PYD indicators:** The ST3 team developed a concept note for a rapid assessment of a PYD program in Mozambique, implemented by FHI360 and shared it with USAID.

Table 3: Status of ST3 Deliverables in FY16 Work Plan

Deliverable	Status	Notes
Illustration and narrative description of framework and domains	Completed	The ST3 team finalized our domains during this reporting period.
Lists of illustrative indicators	In progress	This is part of the work being done with the toolkit and should be completed early in Q3.
Training materials developed	Completed	The ST3 team developed and implemented a PYD measurement module, and updated it post-training of trainers.
PYD measurement toolkit developed	In progress	The ST3 team developed a detailed outline of the toolkit and has immediate plans to complete an early draft in Q3.
Technical assistance provided	Postponed	The ST3 team has postponed this activity at the request of USAID.

Case studies developed in one to two sites	In progress	The ST3 team developed a proposal and is currently developing a budget and timeline for a rapid research assessment in Mozambique.
Input made to Foreign Assistance Framework for indicators	Completed	The ST3 team provided input into this process.

C. SUB-TASK 4: CONDUCT META-REVIEW OF PYD

ST4 aims to produce and disseminate the definitive global meta-review expanding upon the existing evidence base regarding PYD. ICRW leads R4D, UM/CAH and UW/SDRG in accomplishing this work.

The objective of this meta-review is to identify and use existing peer-reviewed and grey literature to expand the knowledge base about PYD programs in international development. The meta-review will contribute to answering: How have PYD approaches been implemented, and what does the evidence say about their effectiveness?

The meta-review process includes a rigorous strategy (See [Appendix E](#) for search strategy) that began with finalizing search terms, establishing inclusion/exclusion criteria (See [Appendix F](#) for inclusion and exclusion criteria), and then searching academic databases and grey literature sources for relevant documents (i.e. peer-reviewed studies, program evaluations, program descriptions, etc.). Using Scopus and PubMed as main search engines, 21,185 potential PYD peer reviewed papers were identified. For the grey literature, the ST4 team combined targeted searches in websites of repositories hosted by international agencies and distributed an electronic survey to 600 organizations that serve youth internationally. The grey literature search identified over 2,640 reports. Both peer-reviewed papers and grey literature were screened in three main stages: title review, abstract review, and full-text review. Inter-rater reliability was between 95% and 97%. Approximately 578 peer-reviewed papers and 110 grey literature documents were included in a full-text review, which further narrowed the literature to the most relevant documents. Inclusion criteria for the full-text review included papers based on evaluations of PYD, PYD-inspired interventions, or programs that engage youth (10-29 year-olds), which contained at least two constructs of the PYD framework (i.e. Assets, Agency, Contribution and Enabling Environment).

The full-text screening of grey literature has been completed and 73 reports were selected for final analysis. The final selection of peer-reviewed papers will be completed in Q3 of FY16. A draft of the analytical strategy has been developed and data extraction of selected peer-reviewed papers and evaluation reports is expected to begin in Q3 (See [Appendix G](#) for the data extraction strategy). All of the outcomes and activities planned for the reporting period have been accomplished on time, despite the large number of texts under review.

In terms of our youth engagement strategy, the team deployed a survey to more than 600 youth serving international organizations. The survey requested YSOs to identify potential PYD projects based on the PYD definition and the inclusion criteria. The survey helped generate 110 documents, including program descriptions, fact sheets, reports, and program evaluations (including data on outcomes) from interventions run by NGOs, academic institutions, and donors.

Table 4: Status of ST4 Deliverables from the FY16 Work Plan

Deliverable	Status	Notes
Literature search criteria finalized	Completed	Criteria shared with USAID in October 2015
Survey designed and distributed to youth servicing international organizations	Completed	Partners from YouthPower and other youth service organizations responded and more than 100 documents were received
Final list of studies/articles for inclusion	To be completed by Q3	Final list of articles for inclusion is still in progress due to the large numbers of papers being reviewed. We expect to finish this task in Q3, as planned
Meta-review report	To be completed by Q4	Created an outline for the report that is being reviewed by YP Learning
Journal article submitted	To be completed by Q4	Began determining journal submission options
Communications products for multiple audiences posted online	To be completed by Q4	Started discussing possible framing. Submitted conference abstracts for dissemination in Q4 and FY17.

D. SUB-TASK 5: EVIDENCE & EVALUATION SUPPORT TO USAID MISSIONS

The goal of the ST5 team is twofold:

- 1) to provide evidence and evaluation support to USAID Missions and Operating Units through assessment, evaluation, research, learning, and technical assistance in program design on an as-needed basis
- 2) to support greater interaction between global youth stakeholders to disseminate existing and emerging evidence around PYD in developing country contexts

Activities under ST5 are largely responsive to the request of missions and are tied to various collaboration and engagement forums (such as conferences, events, webinars, working groups, and

communities of practice (aside from YouthPower CoPs)), most of which have and will continue to unfold over the year.

USAID/Nigeria

YouthPower Learning's first buy-in was from USAID/Nigeria to implement the Nigeria youth workforce development (WfD) assessment and project design. The team was led by Making Cents in partnership with ICRW and Khulisa.

The objective of the buy-in was originally to conduct an assessment of the youth employment landscape to assist with future strategy development and program design. The Nigeria Assessment team wrote a report that offers relevant details on larger contextual issues that frame workforce development and youth employment in Nigeria, such as economic growth and employment trends, the policy and enabling environment, educational stocks and flows, and available workforce development services. Additional chapters present micro-level or programmatic issues including targeting and costing. The report concludes with a set of programmatic alternatives for USAID/Nigeria to consider.

The document was assembled drawing on primary and secondary sources of quantitative data and qualitative information, and complemented by field research that explored the role of young people in agricultural value chains in Nigeria. Making Cents also conducted eight focus group meetings with 68 young people between 15 and 30 years of age in both the North and in the Delta. The purpose of these focus groups was to validate information in the report with respect to the attitudes of youth toward agriculture, employment barriers for youth, youth skill-building needs, and the experience of youth with the vocational educational system.

While the original scope anticipated that YouthPower Learning would be actively involved in helping to develop the Project Appraisal Document (PAD), the ultimate scope focused on the desk review as the mission decided to integrate youth into their larger Feed the Future activities as opposed to having a stand-alone youth procurement. The final report garnered significant attention, however, in particular from the Government of Nigeria (to which a public version of the report was sent upon completion). In addition, we are currently exploring other alternatives to support USAID/Nigeria with the unused funds.

USAID/Zambia

USAID/Zambia requested YouthPower Learning expertise to conduct a mission-wide youth assessment to review programming targeting youth and provide recommendations for USAID/Zambia strategic direction. The results of this task will directly inform the Mission Country Development Cooperation Strategy (CDCS) for 2017-2022 and potentially a Mission Youth Strategy and will lead to improved, evidence-based programming for youth across the USAID/Zambia portfolio. During this reporting period, the ST5 team responded to the request, refined the scope of work, developed a project budget and identified and secured the assessment team. The assessment began in April 2016 and continues to September 2016.

Additional Buy-in Preparation

The ST5 team also developed the protocols for responding to buy-in requests and management of buy-in tasks. These serve as guides for responding efficiently to future requests. Over this reporting period, we reviewed, responded to, or conceptualized several other potential opportunities, none of which came to fruition. In response to a query from Sri-Lanka, the team reviewed options for conducting a high touch youth assessment, but the mission decided to use internal resources. We reviewed and responded to a West Africa desire to conduct a prospective impact evaluation of the use of an SMS

platform as a health communication channel, and an evaluation of the program effectiveness, but the private-public partnership within that model decided not proceed. The ST5 team wrote a concept note and developed a budget for an ST5 buy-in for a Washington, DC, launch of the Lancet Commission on Adolescent Health and Wellbeing, as well as for a youth engagement strategy throughout the Commission launch and dissemination process, but USAID did not have additional resources to put forth for this expanded view of the event.

Collaboration and Engagement

A key goal for YouthPower Learning is to disseminate and share research, best practices, and learning in positive youth development to help achieve the USAID expected result: Increased knowledge of youth stakeholders about best practices, evidence-based tools, and research on programming for youth. YouthPower Learning supports greater interaction between global youth stakeholders to disseminate existing and emerging evidence around positive youth development in developing country contexts. Over the reporting period, the ST5 team coordinated, convened, and supported multiple events as part of its collaboration and engagement efforts.

Youth Economic Opportunity Summit (October 2015): Within the broader Summit, YouthPower Learning supported USAID World Café Lunch Session, providing coordination and planning support, as well as moderating the lunch session. It was a fruitful time for youth development professionals to hear USAID Bureau top priorities/ programs related to youth economic opportunity.

2015 USAID Education Summit (November 2015): The Summit brought together a broad stakeholders from the field of global education, including USAID education staff from missions around the world, representatives from the U.S. Government, partner countries' Ministries of Education, NGOs, think tanks, as well as thought leaders to review current best practices and demonstrate new and innovative approaches to global education. YouthPower Learning, in collaboration with YouthPower Action, planned and executed a panel presentation titled, *Applying principles of Positive Youth Development to improve outcomes in Education*. This session discussed the underpinnings of positive youth development (PYD), an assets-based approach to youth development, and reviewed examples of how USAID and other donors have introduced PYD in the education sector. YouthPower Learning Senior Technical Advisor and IDIQ Director, Christy Olenik, facilitated the session and partner from the University of Washington, Dr. Richard Catalano served as one of the panelists.

YouthPower Learning Network Launch (December 2015): While discussed in detailed under SubTask 2, a goal of this first annual event was to establish a core platform for youth development professionals to share knowledge, improve practices, build partnerships, and engage frontline actors in creating opportunities and fostering enabling environments for youth to thrive. The event was also a platform to promote collaboration and engagement across the YouthPower Community with 110 members present at the event. YouthPower Learning started to plan its next annual event to be held September 27, 2016.

World Bank Brown Bag Lunch: (March 2016) At the request of the Matthias Lundburg of the World Bank, YouthPower Learning, along with USAID, and other YouthPower IDIQ holders participated in the brown bag lunch session titled, *YouthPower: Making Positive Youth Development Global*. YouthPower Learning also supported some of the logistics and coordination planning around the content and delivery of the event. The event was attended by about 50 World Bank staff and other youth development professionals in person and a couple hundred professionals via the web-streaming option.

Webinar: Perspectives on PYD (March 2016). YouthPower Learning hosted its first webinar titled, *Perspectives on Positive Youth Development*. The event explained PYD, how it differs from traditional approaches to youth development, and ways to integrate PYD strategies in youth programming to improve outcomes. The speakers were PYD experts Dr. George Patton (Professor of Adolescent Health Research University of Melbourne and Chair of the Lancet Commission on Adolescent Health and Wellbeing and partner in YouthPower Learning) and Kristin Brady (Director of FHI 360 Youth Department and USAID YouthPower Action) and was moderated by Cassandra Jessee (Director of YouthPower Learning). Two-hundred and twelve listeners joined the discussion and feedback was overwhelmingly positive. The event can be listened to at:

<http://youthpower.org/resources/webinar-perspectives-positive-youth-development>

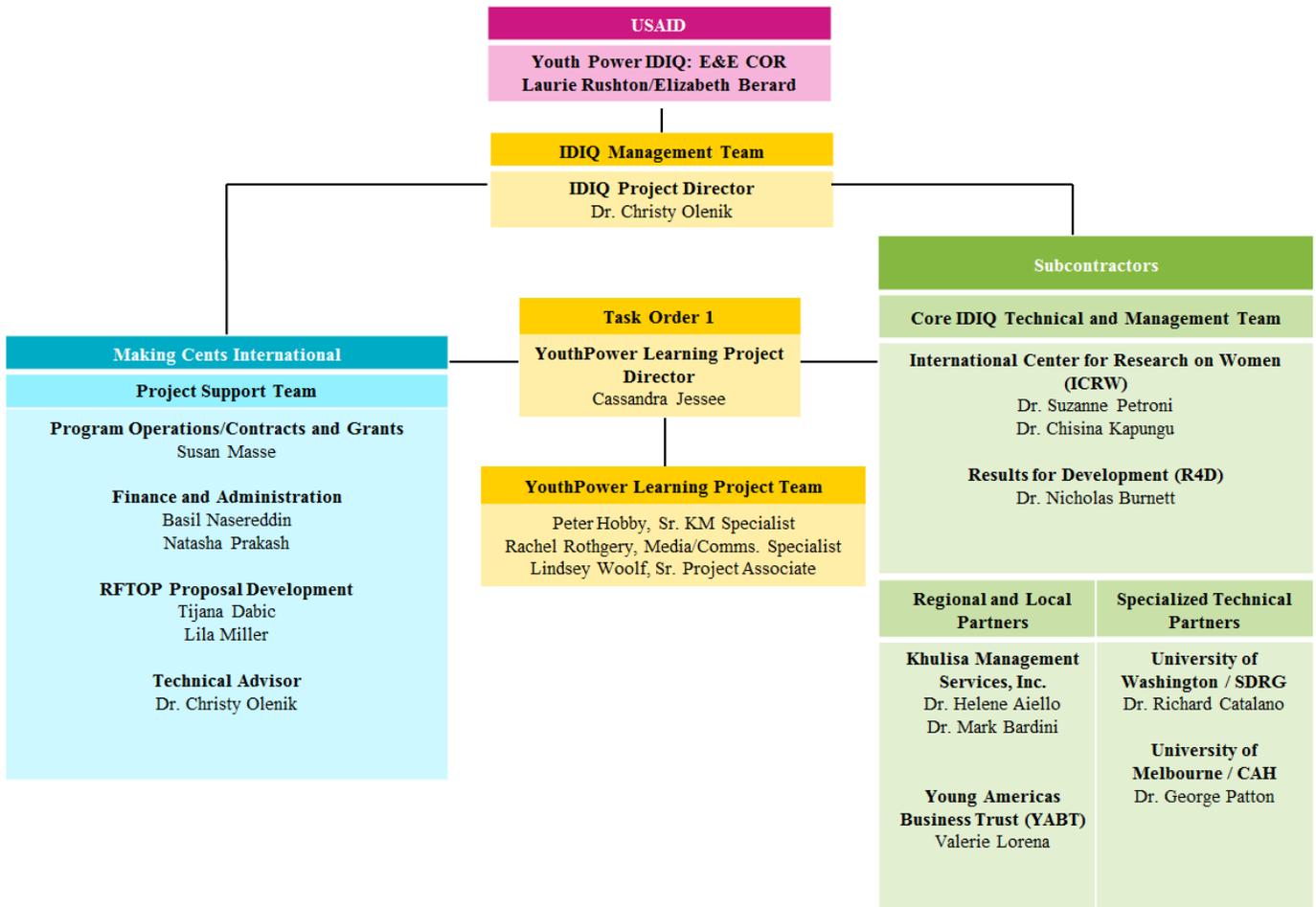
Looking forward, members of the ST5 team submitted abstracts based on their work to various upcoming conferences, including the American Evaluation Association, American Public Health Association, Society for International Development, Young Lives, and Youth Economic Opportunity Summit. Furthermore, the team is working with USAID and the Youth Economic Opportunity Summit to raise the profile and dialogue around positive youth development in the in the sphere of youth economic opportunity during that conference.

It is also critical that the ST5 team keeps up to date with of the latest trends in PYD and youth-focused programming, and collects information from implementers and evaluators who work with youth and on youth-focused programs. Representing YouthPower Learning at various events, workshops, conferences and forums is an important vehicle for this. Team representatives have participated in a wide range of youth-focused meetings and events that have helped to ensure that we are kept abreast of the latest in the youth development space, and to increase the visibility of PYD and YouthPower Learning in the international development community. In many cases, part-time subcontract team members have leveraged their time on the project, ensuring cost-effectiveness and wider visibility for YouthPower than would otherwise be the case. In line with our other goal of cross-task collaboration, these activities have also enabled us to contribute to the overall success of YouthPower Learning through supporting learning networks and helping to lay the groundwork for communities of practice around PYD. See [Appendix H](#) for the breadth of reach YouthPower Learning has leveraged over the first six months of FY16.

IV. TASK ORDER MANAGEMENT

YouthPower Learning has established a strong project management system and team during the first project year. All the initial administrative, contractual, and management start-up tasks have been completed. Timothy Nourse, Making Cents President, and Christy Olenik, IDIQ Project Director, supported by Susan Masse, Making Cents Director for Projects and Operations, have put in place the systems necessary to manage the IDIQ and YouthPower Learning effectively. This included hiring staff and establishing the financial and contractual systems for the project. Cassandra Jessee, YouthPower Learning Project Director, and Lindsey Woolf, YouthPower Learning Project Manager, are currently providing task order management and Christy Olenik as IDIQ Director provides supervisory support to the YouthPower Learning team as well as technical assistance as a Senior Youth Advisor. Figure 3 provides an overview of the YP E&E IDIQ and YouthPower Learning senior staff and partners.

Figure 3: YouthPower IDIQ and YouthPower Learning Team



There have been two adjustments within our partners over the reporting period.

Subsequent to the YouthPower Evidence & Evaluation IDIQ award to Making Cents in April 2015 – under which dTS is an approved subcontractor Palladium acquired dTS and, more recently, acquired CARANA Corporation, which is a current subcontractor to Creative Associates under its YouthPower Implementation IDIQ. Per discussions with USAID, organizations cannot be a contractor on both an Evidence & Evaluation IDIQ consortium and an Implementation IDIQ consortium. As a result, after discussions with Palladium, Palladium withdrew from the Making Cents’ consortium given that it is currently engaged in task orders under the YouthPower Implementation IDIQ held by Creative Associates. Making Cents is committed to ensuring high quality support for buy-in evaluation work and is establishing ‘go to’ relationships with evaluation consultants and firms.

The YP Foundation (TYPF) was originally proposed as a subcontractor on YouthPower Learning to provide cross-cutting youth engagement support, but due to recent changes and enforcement in India’s NGO contracting law and a re-examination of the scope of work for TYPF, YouthPower Learning proposed to USAID that TYPF’s work be funded as a grant rather than a subcontract. We are in discussion with USAID to use this mechanism to engage TYPF within the mutual goals set out under YouthPower Learning.

Using the FY16 Work Plan activities as a framework, following are the key activities accomplished over the reporting period.

Meeting and engaging with partners, USAID, YP implementation and YP Action in particular, is an important element of the management of this work.

- **Meet with YP Learning Team.** YP Learning convened monthly meetings with all partners, led by the Project Director. The sessions were used for updates and brainstorming. These were recorded to allow staff who cannot join a given call to catch up thereafter. Furthermore, notes were disseminated following the meeting, highlighting any key action items for the team. Subtask specific meetings occurred as frequent as weekly, depending on the task. YP Learning also convened several cross-task specific meetings as well, to ensure integration across activities.
- **Meet with YP Action.** YP Learning met with YP Action on a nearly biweekly basis. Over the reporting period, the Project Directors and others collaborated on the following activities:
 - Implementation of a session on Positive Youth Development at the USAID Education Summit
 - Design of and participation in a discussion on a panel discussion on positive youth development at the YouthPower Learning Network Launch
 - Participation in a Brown Bag session with the World Bank on YouthPower and positive youth development
 - Participation in a YouthPower Learning hosted webinar on positive youth development
 - Collaboration on the YouthPower Action PYD training curriculum design and implementation
 - Input on F indicators for youth
 - Co-designing a conceptual framework on PYD implementation which resulted in the identification of 7 features of PYD that link to PYD domains developed by YouthPower Learning
 - Engagement in the planning for the Youth Economic Opportunity Summit.
 - Planning for a PYD themed event for the Society for International Development (Washington) Youth Working Group meeting
- **Meet bi-weekly with USAID.** YouthPower Learning Project Director met either by phone or in person at least bi-weekly with USAID to ensure open communication and real time feedback to both USAID and the project. The key leads from the YouthPower Learning team met with USAID for three formal COR meetings over the reporting period.
- **Engage with youth development community.** As elaborated previously under ST5, collaboration and engagement section, YP Learning designed, participated in, presented at and represented YouthPower in various forums aimed at convening, disseminating and sharing ideas to strengthen youth development. Engagement is also cross-cutting and includes activities ranging surveys to seek feedback, directed information sharing with YSOs, meetings with youth serving/development community, webinars and other activities As outlined in the vision of YouthPower, YouthPower Learning serves as the hub for the YouthPower community and has sought to collaborate across YouthPower Implementers. While some avenue for collaboration have worked well, like high attendance at the first YouthPower Annual Meeting and surveys for request for information, YouthPower Learning team believes great dialogue and engagement across YouthPower is needed to reach the broader IDIQ goals.

Reporting and planning are the other important tasks under task order management.

- **Write semi-annual technical reports.** YP Learning wrote its first semi-annual technical reports documenting the progress made as well as the successes and challenges on the YP Learning project and specific subtasks. The entire team contributed to their sections according to their role.
- **Prepare financial reports.** Making Cents as the YP Learning prime contractor will prepare and submit all required financial reports, including the Monthly Financial Reports, Quarterly Pipeline and Expenditure Report, Foreign Assistance Reporting (as requested) and PEPFAR Expenditure Reporting. Submissions will be done by the YouthPower Project Manager, supported by the finance and contract team of Making Cents
- **Develop workplans** YouthPower Learning’s workplan for FY16 was approved in late December 2015 and has served as the basis of YP Learning working to date. Early discussions have begun with partners to start the a consultative process to plan FY2017 work.

Table 5: Status of Management and Administration Deliverables from the FY16 Work Plan

Deliverable	Status	Notes
YP Learning financial reports (Quarterly Pipeline and Expenditure Reporting, Monthly Financial Reporting, Foreign Assistance Reporting, PEPFAR Expenditure Reporting)	Completed	Submitted all financial reports according to expected timelines
YP Learning Semi-annual technical reports	Completed	Submitted semi-annual technical report as scheduled.
Notes from Monthly Partner Meeting	Completed	Disseminated notes to partners as scheduled
Draft Fiscal Year 2017 work plan	Due September 2016	Started discussions among partners about planning for FY17 WP.

APPENDIX A: DEFINITION, DOMAINS AND FRAMEWORK OF POSITIVE YOUTH DEVELOPMENT

The following is the definition of Positive Youth Development for YouthPower:

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.

This definition can be broadly applied across youth age groups (10 to 29) though it should be noted that youth have different developmental stages and rapidly changing social, emotional and cognitive skills and environments across these age ranges. This definition is also relevant to various settings and sectors. As this definition is intended to be visionary, terms like “skills,” “relationships,” “environment” and “systems” should be interpreted broadly.

Based on this definition, there are four critical components of PYD, which will serve as the overarching domains for our PYD indicators under YouthPower.

To support the vision of healthy, productive and engaged youth, **PYD programs, practices and policies work with youth to improve their:**

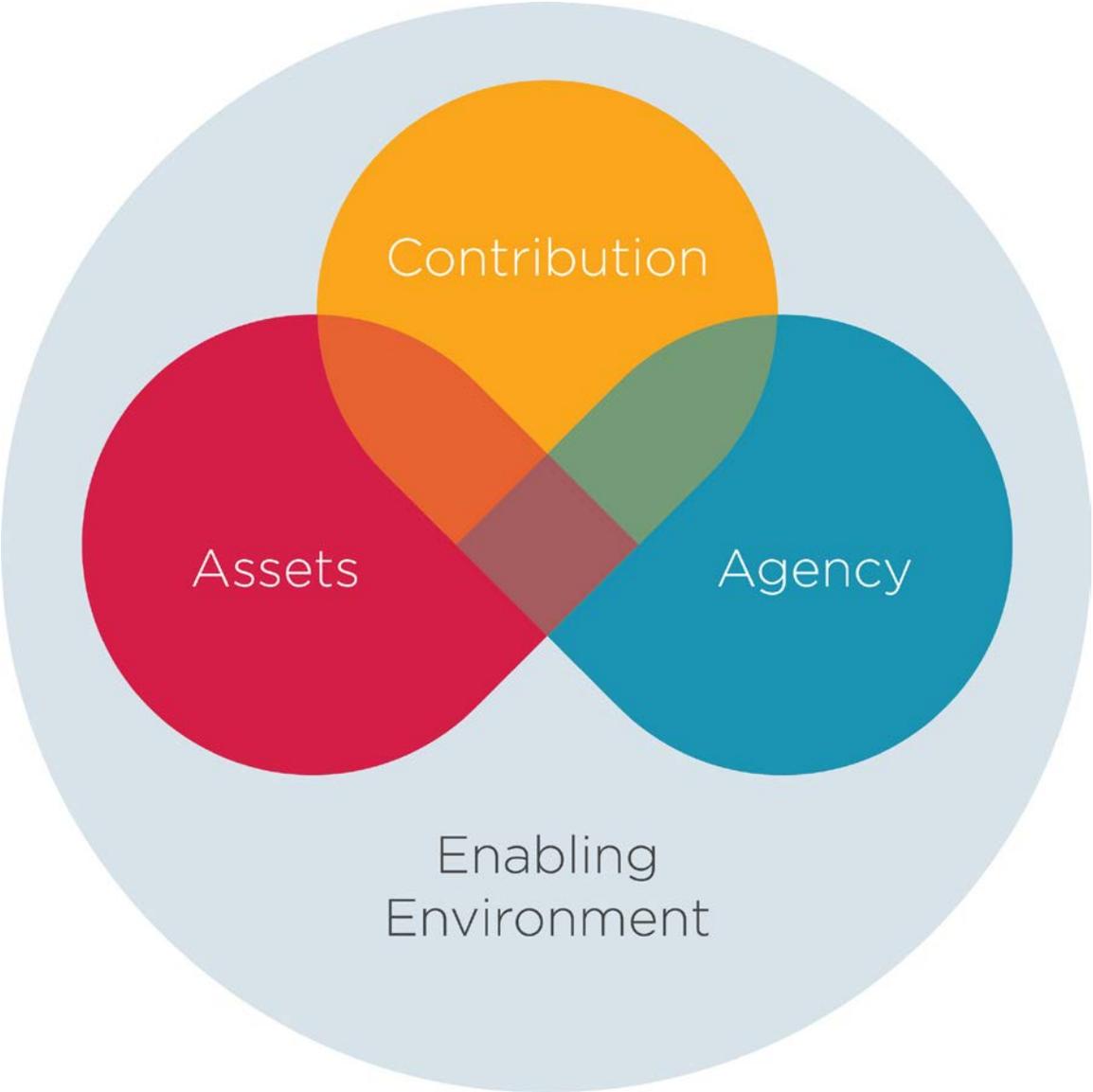
- **Assets:** Youth have the necessary resources, skills and competencies to achieve desired outcomes.
- **Agency:** Youth perceive and have the ability to employ their assets and aspirations to make or influence their own decisions about their lives and set their own goals, and to act upon those decisions in order to achieve desired outcomes without fear of violence or retribution.
- **Contribution:** Youth are encouraged to be, recognized, and engaged as a source of change for their own and their communities’ positive development.
- **Enabling environment:** Youth are surrounded by an environment that maximizes their assets, agency, access to services and opportunities, ability to avoid risks and stay safe, secure, and protected while promoting their social and emotional competence to thrive.

In summary, PYD programs recognize youth’s inherent rights and result in youth who have **assets**, the ability to leverage those assets (**agency**), and the ability to **contribute** to positive change for themselves and their communities, surrounded by and **enabling environment** that supports them.

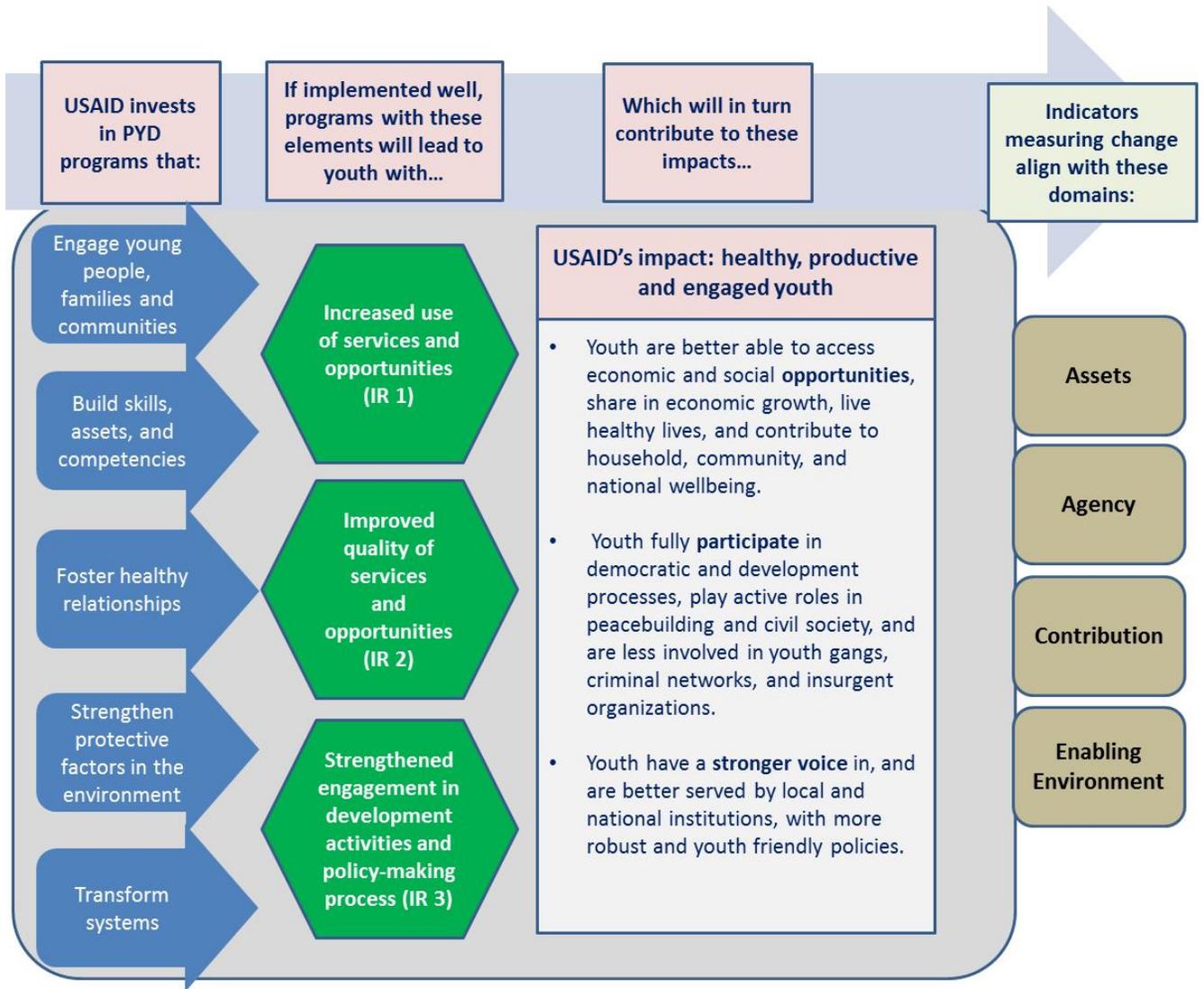
These domains represent the high-level vision of PYD. We recognize that not all PYD programs will necessarily achieve all of these domains, or even aim to achieve them. We also appreciate that PYD can be both an approach and an endpoint, or both.

Further clarification of the domain:

- **Assets:** Youth have the necessary resources, skills and competencies to achieve desired outcomes.
 - *Resources:* can include tangible resources such as money, or more foundation underpinnings like education or training. It may also include intangible resources such as ideas.
 - *Skills and competencies:* can be hard skills such as the ability to perform a specific task, soft skills like communication skills, or skills that connect to social, emotional, behavioral, cognitive, and moral competencies.
- **Agency:** Youth perceive and have the ability to employ their assets and aspirations to make or influence their own decisions about their lives and set their own goals, and to act upon those decisions in order to achieve desired outcomes without fear of violence or retribution.
 - The “ability to employ” refers to youth having intentionality, forethought and confidence; a clear and positive identity of oneself and a positive belief in the future; and being goal-orientated.
 - In terms of indicators, agency can be achieved by youth having either the ability to employ or act on their decisions (does not have to be both).
- **Contribution:** Youth are encouraged to be, recognized, and engaged as a source of change for their own and their communities’ positive development.
 - Recognition that youth are engaged in a variety of ways, from consultation with or inclusion in program development to leadership positions. The idea is that youth’s voices are expressed in a variety of ways.
- **Enabling environment:** Youth are surrounded by an environment that maximizes their assets, agency, access to services and opportunities, ability to avoid risks and stay safe, secure, and protected while promoting their social and emotional competence to thrive.
 - *Environment:* This term should be interpreted broadly and includes the following spheres
 - Social: Youth are supported by and involved in various nurturing relationships with peers, parents, teachers, and other adults.
 - Normative: The environment holds positive attitudes, norms, beliefs, boundaries and expectations that support, value and recognize positive development for youth.
 - Structural: Youth are surrounded by supportive laws, policies, programs and systems providing timely, affordable, and quality opportunities that are developmentally appropriate, needed and desired by youth.
 - Physical: Youth are surrounded by supportive geographic and physical spaces, including those that facilitate the ability to exist without perceived or experienced violence or discrimination.



Theory of Change:



APPENDIX B: LIST OF POTENTIAL CONSTRUCTS TO BE MADE ILLUSTRATIVE INDICATORS

These constructs were pulled from a table that included a much longer list of all PYD constructs. As such it is not meant to be all-inclusive of all PYD constructs but rather those concepts YouthPower Learning believes will make good indicators.

ASSETS
RESOURCES
· Tangible resources (education, money, finances, etc)
· Knowledge to mobilize people/resources
· Knowledge of rights/entitlements
SOCIAL COMPETENCY
· Interpersonal skills
o Conflict resolution (peaceful)
o Teamwork
o Positive communication skills—active listening, etc
· “Social trust” (respecting diversity, respecting institutions)
· Responsibility
EMOTIONAL COMPETENCY
· Coping strategies
o Self-control/restraint
o Frustration tolerance
o Recognizing emotions
o Resilience
· Self-regulation
· Empathy
COGNITIVE COMPETENCY
· Problem-solving
· Higher order thinking (logical)
· Critical thinking
AGENCY
SENSE OF SELF
· Positive self-concept/identify
· Self-efficacy
· Self-confidence
SELF DETERMINATION AND BELIEFS IN FUTURE
· Expresses priorities, ambitions, opportunities
· Hope
· Ability to plan ahead

· Initiative-taking
· Feeling of purpose
· Hardworking/diligence/persistence
· Thrift
· Ambition
· Goal-setting
POSITIVE BEHAVIORS
· Makes decisions/prosocial choices
· Participates (for ex, in programs, clubs, positive hobbies)
CONTRIBUTION
ENGAGEMENT
· Membership
· Participation (in opportunities that are outwardly facing)
· Volunteerism
· Advocacy
LEADERSHIP
· Mentorship
· Leadership (for ex, as a leader of a student group)
RECOGNITION
· Rewards
· Encouragement
ENABLING ENVIRONMENT
SOCIAL
· Bonding
o Communication
o Consultation (confiding in, advice, seeking relationships)
o Trust
o Positive relationships
· Positive communication
· Positive adult role models
· Parental involvement and engagement
NORMATIVE
· Prosocial norms (cooperation, sharing)
· Youth are valued
· Equitable gender norms
STRUCTURAL
· Youth-friendly services
PHYSICAL
· Safe Space

APPENDIX C: PYD MEASUREMENT TOOLKIT OUTLINE

1. Title and intro pages (5-7 pgs)
 - a. Title page
 - b. Toolkit developers
 - c. Acronyms
 - d. Ex summary
 - e. Table of contents
2. Purpose of toolkit/intended audience/how to use this toolkit/structure (3-5 pgs)
 - a. Background on and connections to Youthpower/USAID
 - i. Focus on sectors/bureaus
 - b. Intended audience – YouthPower Implementers
 - i. Secondly: other USAID implementers, the larger PYD community
 - c. Background on why toolkit was created
 - d. Importance of PYD measurement and indicators to “tell the story”
 - e. How USAID measures youth currently
3. **Module 1:** Overview of PYD and the field of PYD measurement (~3 pgs)
 - a. What is PYD (general)
 - b. History—mostly domestic/European/Australia
 - c. How it is being measured (generally) and where the field is now
 - d. What are the major gaps and lessons learned thus far in terms of measurement
 - i. Ex: measurement challenges across broad age ranges within youth, limited self-report measures, little administrative data, etc
4. **Module 2:** PYD for YouthPower (definition, explanation) (3-4 pgs)
 - a. Youthpower definition of PYD
 - b. Theory of Change, USAID and PYD
 - c. FHI360 matrix for PYD implementation in programs
 - d. Connection to PYD programs
 - e. Overview of measurement framework: intro to domains and visual of domains
 - i. Reference F indicators
5. **Module 3:** PYD Measurement (10 pages)
 - a. Overview of domains and framework for measurement: Extended definitions of domains and how they fit together, overlapping concepts in the domains, why these domains and not others, evidence for these domains
 - b. Overview each domain, key constructs, core indicators, reference key tools
 - i. Assets
 - ii. Agency
 - iii. Contribution
 - iv. Enabling Environment
 - c. Practical considerations for using these indicators

- i. What constitutes a reliable and valid performance indicator (SMART, etc)
 - ii. Thinking about both input/out and outcome/results indicators and the theory of change
 - iii. Domains as input/output, outcome/impact, or both
 - iv. How to develop indicators across different age groups/age disaggregation
 - v. Gender considerations
 - d. What having all these indicators will give you (how to link them together to tell the story)
 - e. F indicators on youth (1-2 pages)
- 6. Module 4: Illustrative program examples (5-8 pgs)
 - a. Intro/purpose
 - b. Case study 1 (Mexico?) description
 - i. PYD features
 - ii. Pull out measurement aspects, show theory of change and/or logic model to walk reader through how the inputs will get to outcomes
 - iii. How to create M&E plan and develop indicators
 - 1. How to choose indicators, what to measure, from whom, when, what tools to use, etc
 - 2. Show final list of indicators
 - c. Case study 2 (Kyrgyzstan?) description
 - i. Same as above
- 7. Other resources (2-5 pgs)
 - a. Reference to other toolkits and documents
 - i. Instructions on how to use database, how to document/upload/share indicators for Youthpower (include screen shots and diagrams on how to use the database)
 - b. Seminal PYD reading
 - c. Further PYD measurement reading
 - i. Workforce connections
 - ii. Top 10 document
 - iii. Others?
 - d. Specific valid/reliable scales
- 8. Appendices
 - a. Summary of our process and partners for the toolkit

Session 7: Measuring Positive Youth Development



Objectives

By the end of this session participants should have gained an understanding of:

- How USAID is currently measuring youth-focused programming
- What makes a good indicator?
- How PYD measurement links to PYD programming features
- YouthPower's PYD measurement framework, including four domains
- Ideas for developing indicators for PYD programs
- Key PYD measurement challenges and strategies to mitigate

Measuring Youth at USAID

- Youth in Development Policy
- Youth Key Issues Narrative
- F-Indicators,
- PEPFAR, DREAMS, DHS
- Mechanism for indicator and measurement support from YouthPower Learning

Indicators

- Indicators provide evidence that the intended change is happening.
- Ways to develop and use indicators
 - SMART : **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**ime-bound.
 - CARE “ **C**omparable, **A**ggregation, **R**ealistic, **E**asy to Understand
 - SPICE: **S**ubjective, **P**articipatory, **I**nterpreted, **C**ross-checked, **E**mpowering
- USAID’s Criteria: Direct, Objective, Useful for Management, Attribution, Practical, Adequate, Disaggregate (if possible)

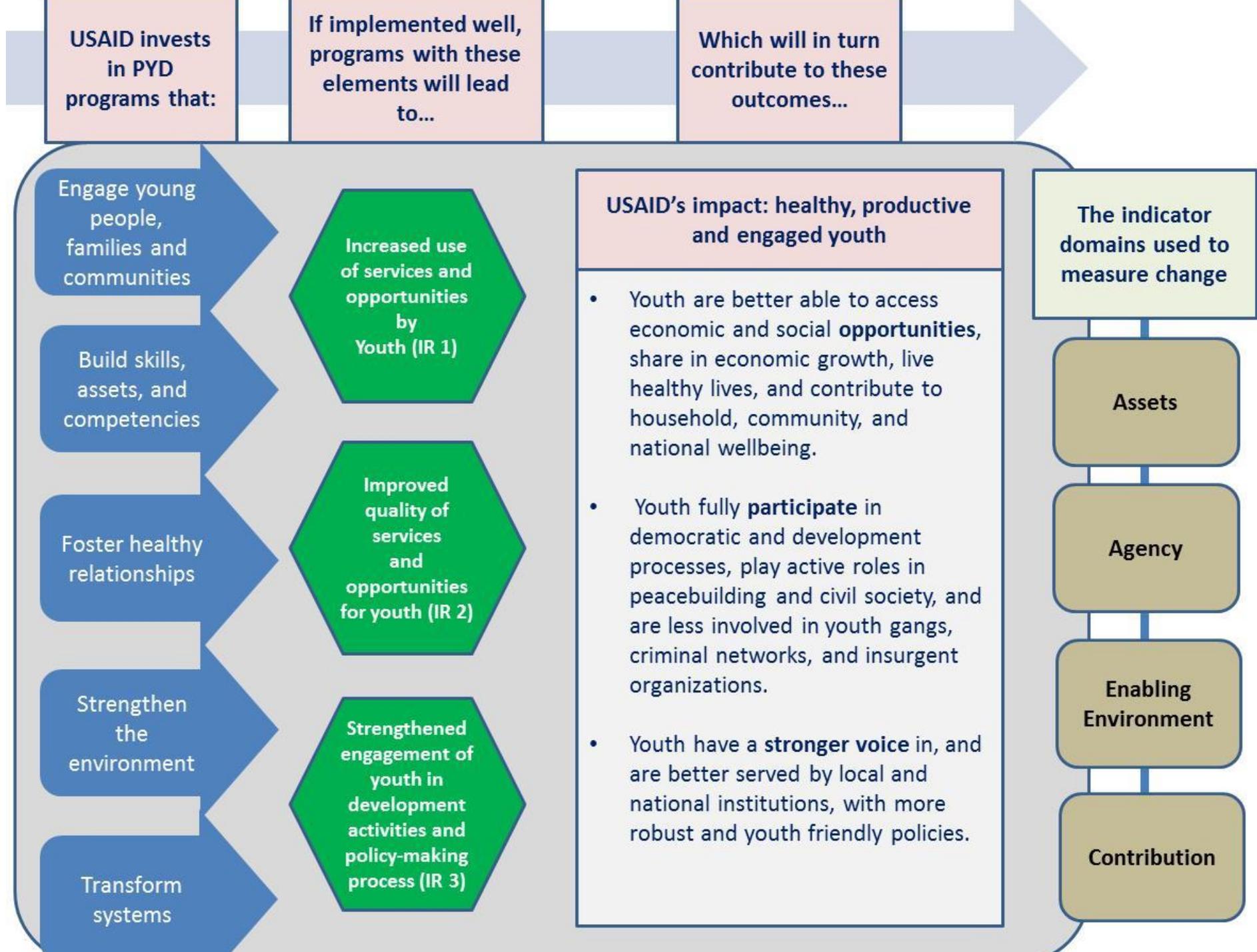
The Power of Measuring Results

- If you do not measure results, you cannot tell success from failure.
- If you cannot see success, you cannot learn from it.
- If you cannot see failure, you cannot correct it.
- If you can demonstrate results, you can win public support and funding.

Source: Adapted from Osborn and Gaebler (1992)

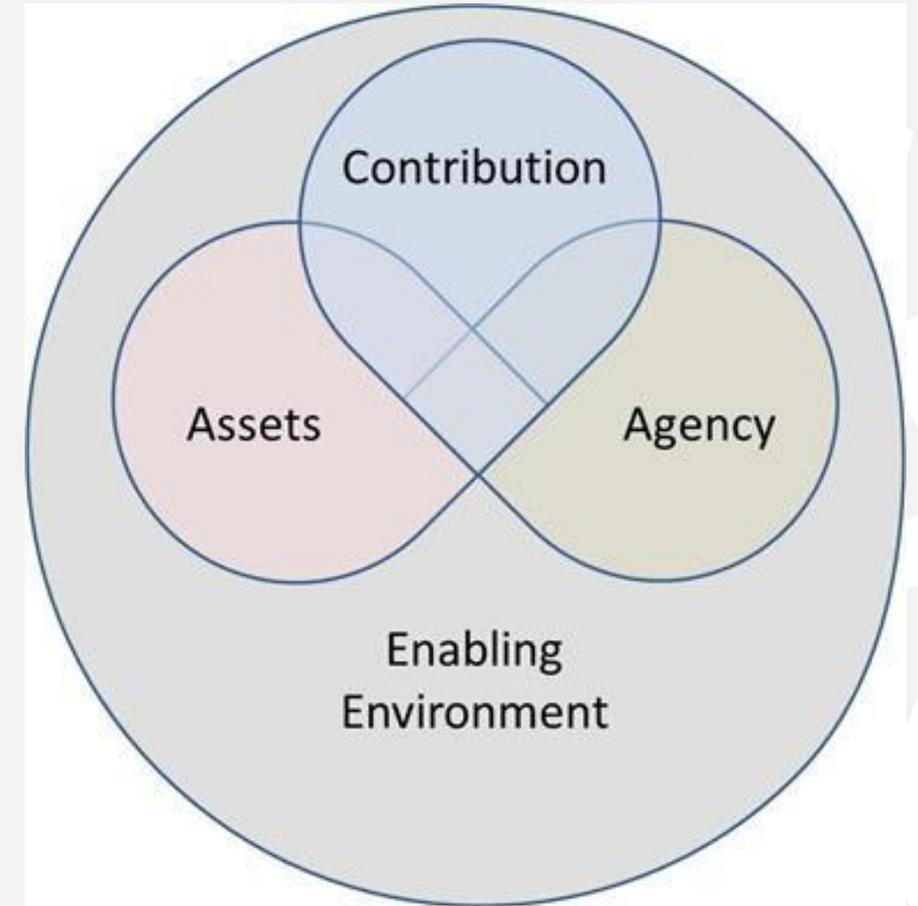
PYD Definition

“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.**”



PYD Framework

- Assets
- Agency
- Contribution
- Enabling Environment



Assets

Youth have the necessary resources and skills to achieve desired outcomes.

Assets

Resources: can include tangible resources such as money, or more foundation underpinnings like education or training. It may also include intangible resources such as ideas.

Skills: can be hard skills such as the ability to perform a specific task, soft skills like communication skills, or skills that connect to social, emotional, behavioral, cognitive, and moral competencies.

Percentage of youth who increase their life skills as a result of
USG-funded program

Agency

Youth have the ability to employ their assets and aspirations to influence or make their own decisions and goals in their lives, and to act upon those decisions in order to achieve desired outcomes without fear of violence or retribution.

Agency

The “ability to employ” refers to youth having intentionality, forethought and confidence; a clear and positive identity of oneself and a positive belief in the future; and being goal-orientated.

Percentage of youth who report feeling optimistic or hopeful about their future.

Contribution

Youth are encouraged to be, recognized, and engaged as a source of change for their own and their communities' positive development.

Percentage of youth who implement an out-of-school or community service project

Enabling Environment

Youth are surrounded by an environment that maximizes their assets, agency, access to services and opportunities, ability to avoid risks and stay safe, secure, and protected while promoting their social and emotional competence to thrive.

Enabling Environment

Environment: This term should be interpreted broadly and could include the following spheres

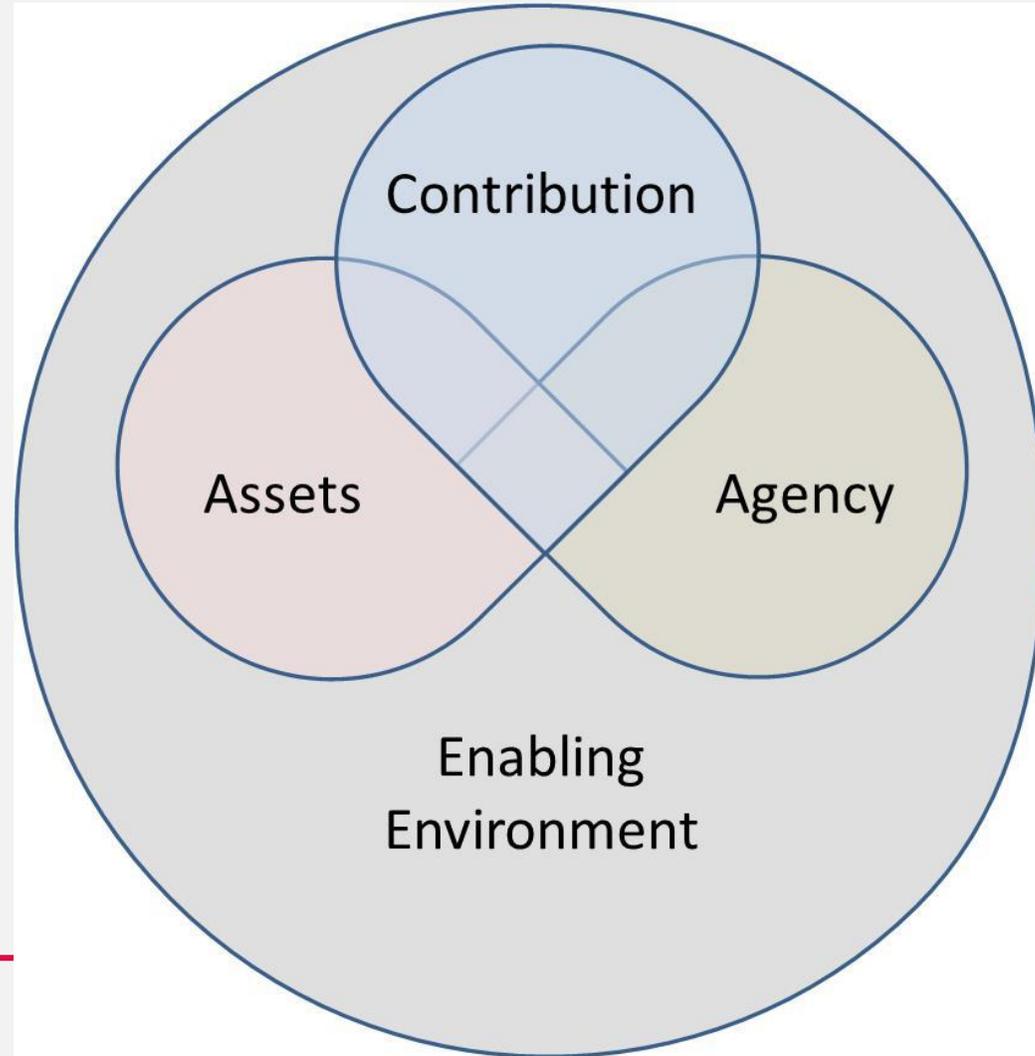
- Social
- Normative
- Structural
- Physical

Percentage of clubs that provide a safe environment.

How PYD Domains Fit Together

PYD programs recognize youth's inherent rights, and result in youth who have **assets**, the ability to leverage and act on those assets (**agency**), the ability to **contribute** to positive change for themselves and their communities, surrounded by an **enabling environment**.

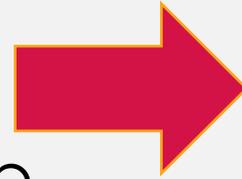
PYD Measurement Framework



From PYD programs to PYD outcomes

PYD program features

- Skill building
- Youth engagement and contribution
- Healthy relationships and bonding
- Belonging and membership
- Safe space
- Norms, expectations and perceptions
- Access to integrated youth-friendly services



PYD measurement domains

- Assets
- Agency
- Contribution
- Enabling Environment

Measuring PYD in programs

Group Activity



Group Questions: Mexico and Kyrgyzstan

- (1) What are the key PYD-related features of this program?
- (2) Looking at your indicators, to which domain does each one best best map, and why?
- (3) How, when and from whom might you collect the data for these measures?
- (4) What challenges do you foresee using these indicators?

Potential Indicators for Mexico

Assets

- Percentage of youth who increase their **life skills** as a result of USG-funded program.

Agency

- Percentage of youth who report feeling **optimistic or hopeful** about their future.
- Percentage of youth who report increased **understanding of how to make positive decisions**.

Contribution

- Percentage of youth who report increased participation in **community service** as a result of USG-funded program.
- Percentage of youth who **implement** an out-of-school or community service project.

Enabling Environment

- Percentage of clubs that provide a **safe** environment.
- Percentage of youth who perceive that adults in the community **value** them.
- Percentage of youth who are able to **access** youth-friendly services.

Mexico Indicator Example 1

- Percentage of youth who increase their **life skills** as a result of USG-funded program.
 - Life Skills: “teamwork, supporting others, and accepting losses as growth opportunities”
 - Communication – listening skills
 - Social skills – respecting others, resolving conflict
- Sample tools that measure communication skills
 - Passport to Success
 - Development Assets Profile
 - Casey Life Skills Assessment
 - Advancing Youth Livelihoods by EDC

Mexico Indicator Example 2

- Percentage of youth who **implement** an out-of-school or community service project.
 - Implement:
 - One example: a project that is planned and carried out by youth, has an established time/date for those planned activities, and has begun the first activity (regardless of beneficiaries reached)
 - Out-of-school and community service: must have intended beneficiaries

Potential Indicators for Kyrgyzstan

Assets

- Percentage of youth with improved **conflict mitigation/ resolution skills**.
- Percentage of youth with improved **cultural competence**

Agency

- Percentage of youth who report feeling **optimistic or hopeful** about their future.
- Percentage of youth who increase their feelings of **self-efficacy** as a result of USG-funded program
- Percentage of youth who report a **sense of purpose** to their life.

Contribution

- Percentage of youth who report being **actively engaged in** [name of program]'s design, implementation, or evaluation

Enabling Environment

- Percentage of youth the report the program provides a **safe** environment

Kyrgyzstan Indicator Example 1

- Percentage of youth who report feeling **optimistic or hopeful** about their future.
 - “Children’s Hope Scale”
 - Sample items
 - I think I am doing pretty well
 - I am doing just as well as other kids my age
 - I think the things I have done in the past will help me in the future

Kyrgyzstan Indicator Example 2

- Percentage of youth who report the program provides a **safe** environment
 - “Safe environment”
 - A place where youth can “cast off their usual social roles to experiment “with the potential to learn rather than fail.”
 - Ex: In this space, I feel that I am set up to learn rather than to fail
- Could also adjust the indicator to capture providers’ perspective on the environment, or use participant observation

Specific challenges to measuring PYD

- Difficulty of getting accurate data from youth self-report
- Range of developmental differences across 10-29 age span
- Ethical considerations
- Defining PYD concepts can vary across contexts
- Lack of tested PYD measurement tools in international contexts
- Attribution for cross-sectoral interventions
- Measuring youth development requires a long-range timeframe

Mitigating challenges to measuring PYD

- Youth self-report = triangulate the data , collect quantitative & qualitative data
- Developmental differences = create different measurement plans for various age ranges
- Ethical considerations = create policies for how the program will deal with data collection
- Defining PYD & lack of tested tools = pilot test tools first with a smaller sample of youth
- Attribution = decide to look at intervention as a whole or phase in components and measurement
- Long-range measurement = be realistic, collect baseline

What did you learn?



APPENDIX E: YOUTHPower META-REVIEW SEARCH STRATEGY

Date: November 12, 2015

GREY LITERATURE

YouthPower Learning Identified grey literature using a survey to be deployed to 600 youth serving international organizations and international repositories of program/project information. Search terms will be tailored to the search capabilities of each repository. The search for peer reviewed papers will be guided by a different strategy than the search for grey literature

PEER REVIEW PAPERS

- Two main engines will be used : Scopus and Pub Med. These engines have the largest coverage internationally when compared to other engines used in medical and social sciences.
- The key terms have been linked by the OR operator and combined using the AND operator. Inclusion terms include a combination of five categories of terms:

1. Target population

Examples: (Youth* OR Adolescent*OR Teen* OR Young adult*OR Young people OR early adult*OR young adult*)

2. Intervention

Examples:

(positive AND behavi*) OR positive OR (*social AND skills) OR social* OR (social* AND development) OR pro-social OR (moral AND development) OR self-determination OR agency OR strengthening OR self-efficacy OR (strength* AND competence*) OR (strengths AND development) OR (social* AND competence) OR (mental health) OR psycho-social OR (life AND skills) OR resilienc* OR (problem AND solving AND skills) OR (health * AND belief*) OR coping OR (coping AND behavior) OR (coping AND strategies) OR (social AND change) OR (protective AND factor*) OR mentor* OR risk-taking OR at-risk OR crim* OR gang* OR educ* OR employ* OR repro* OR hiv OR vih OR particip* OR inclusi* OR polit* OR well-being)

3. Type of intervention

Examples:

(intervention* OR program* OR project* OR trial* OR (preventive AND medicine) OR (health AND services)

4. Type of Study

Examples: (evaluation OR impact OR outcom* OR result* OR stud* OR randomiz* OR (cluster AND analysis) OR research OR controlled OR development OR logistic OR model* OR framework* OR review OR strateg* OR proj* OR prog*)

With the guidance of experts on PYD, the team created a list of terms (grouped under the four categories mentioned above). In order to refine the terms, “groups of categories were tested against ten papers. Search terms continued to be removed, as long as the ten sentinel papers were retrieved. Sentinel papers are summarized below.

SENTINEL PAPERS

Catalano, R. F., et al. (2010). "Future Directions for Positive Youth Development as a Strategy to Promote Adolescent Sexual and Reproductive Health." *Journal of Adolescent Health* 46(3 SUPPL.): S92-S96.

PYD has tremendous potential to promote not only ASRH but adolescent health more broadly. This review has identified 15 tested, effective models that have demonstrated impact on ASRH; most also affected other youth outcomes, and several produced long-lasting, sustainable effects. These model programs should be prepared for broader dissemination, replication, and effectiveness trials. Broader dissemination will entail investments in developing training, technical assistance, and monitoring models that will aid in ensuring and sustaining implementation with fidelity and tracking program adaptations in broad settings. Evaluations of existing national youth-serving organizations and existing PYD programs that are unevaluated should be encouraged if they are evaluable, address the most strongly supported PYD constructs, have a clearly developed logic model that connects program elements to youth development constructs and outcomes, and program manuals are developed. Support is also provided here for the impact of youth development constructs on later ASRH outcomes, suggesting that new PYD programs, especially those targeting PYD constructs with longitudinal evidence of promotive or protective effects, should be developed and evaluated to identify long-term results. There is much work to be done on examining the ability of PYD constructs to impact ASRH. While there is sufficient evidence for a number of PYD constructs, more longitudinal research is needed. We have argued here that investigation of existing longitudinal datasets may efficiently increase our understanding of the evidence for the promotive and protective effects of understudied constructs or those with mixed evidence. Further, there is a need for the development of standardized measures of PYD constructs and the development and use of measures of positive sexual and reproductive health outcomes. We also recommend that future studies compare the relative strength of the PYD constructs and devote more resources to understanding how these constructs work together to promote ASRH.

Catalano, R. F., et al. (2002). "Prevention science and positive youth development: Competitive or cooperative frameworks?" *Journal of Adolescent Health* 31(6 SUPPL.): 230-239.

Purpose: To examine the convergence in the critiques and recommendations for the future of programs to promote healthy development and prevent problem behaviors among children and adolescents. Methods: A review of literature captures two streams of thought, those promoting positive youth development approaches to youth programming and those promoting prevention science approaches to youth programming. Results: Results suggest that advocates of positive youth development and prevention science have similar critiques of single-problem-focused prevention programs in the 1980s and early 1990s, and have similar recommendations for the future of youth programming. Further, review of data on youth development suggests that it is important to focus on risk and protection in preventing adolescent problems as well as in promoting positive youth

development. Conclusions: These results suggest that both youth development and prevention science approaches have grown from similar roots and make similar recommendations for the future of youth programming. Further, data on precursors suggest that focusing on promoting protection and reducing risk is likely to prevent problems and promote positive youth development. Yet advocates of these approaches often are at odds, suggesting that the approaches provide different paradigmatic approaches to youth programming. We conclude that cooperation between these two approaches would further progress in the field of youth programming. © Society for Adolescent Medicine, 2002.

Clark, L. F., et al. (2005). "Adult identity mentoring: Reducing sexual risk for African-American seventh grade students." *Journal of Adolescent Health* 37(4): 337.e331-337.e310.

Purpose: This study was undertaken to determine whether the Adult Identity Mentoring (AIM) project successfully promotes abstinence, delays initiation of sex, and decreases intention to engage in sex. **Methods:** Twenty middle school classes of African-American seventh graders were randomly assigned to receive either the AIM intervention or a standard health education control curriculum. The AIM is a 10-session curriculum based on the theory of possible selves. Class exercises encourage students to articulate a possible future self-identity and to develop self-promotion skills. Surveys about sexual activity were conducted before the intervention, 19 weeks after baseline, and again at 1 year after the intervention. **Results:** Hierarchical logistic regression analyses showed significant effects for the intervention on sexual intentions, abstinence, and a trend toward fewer virgins initiating intercourse for the first time, 19 weeks after baseline. Specifically, students who received the intervention showed decreased intention to engage in sex and increased abstinence compared with students not receiving the intervention. Effects for 1-year follow-up, with smaller sample size, showed only that AIM male participants maintained the significant abstinence effect. **Conclusions:** A new intervention, AIM was evaluated among African-American seventh graders. This program, by focusing students on positive future selves, effectively modified sexual risk without directly providing instruction on sexually explicit topics. © 2005 Society for Adolescent Medicine. All rights reserved.

Flay, B. R., et al. (2004). "Effects of 2 Prevention Programs on High-Risk Behaviors among African American Youth: A Randomized Trial." *Archives of Pediatrics and Adolescent Medicine* 158(4): 377-384.

Objective: To test the efficacy of 2 programs designed to reduce high-risk behaviors among inner-city African American youth. **Design:** Cluster randomized trial. **Setting:** Twelve metropolitan Chicago, Ill, schools and the communities they serve, 1994 through 1998. **Participants:** Students in grades 5 through 8 and their parents and teachers. **Interventions:** The social development curriculum (SDC) consisted of 16 to 21 lessons per year focusing on social competence skills necessary to manage situations in which high-risk behaviors occur. The school/community intervention (SCI) consisted of SDC and school-wide climate and parent and community components. The control group received an attention-placebo health enhancement curriculum (HEC) of equal intensity to the SDC focusing on nutrition, physical activity, and general health care. **Main Outcome Measures:** Student self-reports of violence, provocative behavior, school delinquency, substance use, and sexual behaviors (intercourse and condom use). **Results:** For boys, the SDC and SCI significantly reduced the rate of increase in violent behavior (by 35% and 47% compared with HEC, respectively), provoking behavior (41% and 59%), school delinquency (31% and 66%), drug use (32% and 34%), and recent sexual intercourse (44% and 65%), and improved the rate of increase in condom use (95% and 165%). The SCI was significantly more effective than the SDC for a combined behavioral measure (79% improvement vs 51%). There were no significant

effects for girls. Conclusions: Theoretically derived social-emotional programs that are culturally sensitive, developmentally appropriate, and offered in multiple grades can reduce multiple risk behaviors for inner-city African American boys in grades 5 through 8. The lack of effects for girls deserves further research.

Gavin, L. E., et al. (2010). "A Review of Positive Youth Development Programs That Promote Adolescent Sexual and Reproductive Health." *Journal of Adolescent Health* 46(3 SUPPL.): S75-S91.

Purpose: Positive youth development (PYD) may be a promising strategy for promoting adolescent health. A systematic review of the published data was conducted to identify and describe PYD programs that improve adolescent sexual and reproductive health. Methods: Eight databases were searched for articles about PYD programs published between 1985 and 2007. Programs included met the following criteria: fostered at least one of 12 PYD goals in multiple socialization domains (i.e., family, school, community) or addressed two or more goals in at least one socialization domain; allocated at least half of the program activities to promoting general PYD outcomes (as compared with a focus on direct sexual health content); included youth younger than 20 years old; and used an experimental or quasi-experimental evaluation design. Results: Thirty programs met the inclusion criteria, 15 of which had evidence of improving at least one adolescent sexual and reproductive health outcome. Program effects were moderate and well-sustained. Program goals addressed by approximately 50% or more of the effective programs included promoting prosocial bonding, cognitive competence, social competence, emotional competence, belief in the future, and self-determination. Effective programs were significantly more likely than those that did not have an impact to strengthen the school context and to deliver activities in a supportive atmosphere. Effective programs were also more likely to build skills, enhance bonding, strengthen the family, engage youth in real roles and activities, empower youth, communicate expectations, and be stable and relatively long-lasting, although these differences between effective and ineffective programs were not statistically significant. Conclusion: PYD programs can promote adolescent sexual and reproductive health, and tested, effective PYD programs should be part of a comprehensive approach to promoting adolescent health. However, more research is needed before a specific list of program characteristics can be viewed as a "recipe" for success.

Haggerty, K. P., et al. (2007). "A randomized trial of parents who care: Effects on key outcomes at 24-month follow-up." *Prevention Science* 8(4): 249-260.

This study was designed to test the efficacy of Parents Who Care© (PWC), a seven-session universal prevention program which includes parenting, youth, and family components designed to prevent substance use and other problem behaviors. Using an intent-to-treat experimental design, this study tests the program efficacy across race within a balanced sample of European American (EA) and African American (AA) youth and their parents ($n_{EA}=331$ $n_{AA}=163$; $n_{EA}=168$). Families were recruited, randomly assigned to three conditions (group-administered [PA], self-administered with telephone support [SA], and no-treatment control) and the intervention was administered when the adolescents were in the eighth grade. Analyses on key teen outcomes of the Parent's Who Care program at 24-month follow-up are reported here and include perceptions of drug use harm; favorable attitudes about drug use; delinquent and violent behavior; and initiation into cigarette, alcohol, other drug use, or sexual activity. Repeated measures mixed model regressions found no effect of the intervention on rate of change in attitudes about drug use or frequency of delinquent or violent behavior. Regression analyses with multiple imputations for missing data detected group differences in means at 24-month

follow-up. Both program formats reduced favorable attitudes toward drug use among youth (SA $dE=€0.39$, PA $dE=€0.22$); and AA youth in the self-administered intervention reported significantly less violent behavior than their control counterparts ($dE=€0.45$). No effects were found for drug use harm or delinquency. Finally, logistic regression predicting a combined outcome measure of initiation of alcohol, tobacco, drug use, and/or sexual activity found AA youth in both the group- and self-administered intervention conditions significantly less likely to initiate substance use and/or sexual activity than those in the control condition. Odds ratios indicated the chances of initiating sex or substance use were reduced by almost 70% ($ORE=€0.31$) for AA teens in the SA condition compared to controls, and 75% ($ORE=€0.25$) for the AA teens in the PA compared to controls. © 2007 Society of Prevention Research.

Patton, G., et al. (2003). "Changing schools, changing health? Design and implementation of the Gatehouse Project." *Journal of Adolescent Health* 33(4): 231-239.

Purpose: To describe the Gatehouse Project which addresses the social context of high school with an aim of changing students' sense of school connection and in turn, health risk behavior and well-being. Methods: Distinguishing features of the project were its conceptual framework, implementation process, and evaluation design. The conceptual framework derived from attachment theory and focused on three aspects of the school social context: security, communication, and participation. Implementation was standardized around a survey of the school social environment, creation of a school-based action team, and the implementation of strategies matched to a school's profile of need. In addition, an early high school curriculum addressed the skills relevant to social functioning and emotional adjustment. The evaluation design was based on a cluster randomized trial involving 26 schools. It used follow-up of an individual cohort and repeat cross-sectional surveys to capture outcomes at an individual student and whole-school level. Results and Conclusions: The Gatehouse Project drew on both health and education research to develop and coordinate a broad-based school health promotion intervention. It represents a promising new direction for school-based preventive work. © Society for Adolescent Medicine, 2003.

Patton, G. C., et al. (2006). "Promoting social inclusion in schools: A group-randomized trial of effects on student health risk behavior and well-being." *American Journal of Public Health* 96(9): 1582-1587.

Objectives. We sought to test the efficacy of an intervention that was designed to promote social inclusion and commitment to education, in reducing among students health risk behaviors and improving emotional well-being. Methods. The design was a cluster-randomized trial in 25 secondary schools in Victoria, Australia. The subjects were 8th-grade students (aged 13 to 14 y) in 1997 ($n = 2545$) and subsequent 8th-grade students in 1999 ($n = 2586$) and 2001 ($n = 2463$). The main outcomes were recent substance use, antisocial behavior, initiation of sexual intercourse, and depressive symptoms. Results. At 4-year follow-up, the prevalence of marked health risk behaviors was approximately 20% in schools in the comparison group and 15% in schools in the intervention group, an overall reduction of 25%. In ordinal logistic regression models a protective effect of intervention was found for a composite measure of health risk behaviors in unadjusted models (odds ratio [OR] = 0.69; 95% confidence interval [CI] = 0.50, 0.95) and adjusted models (OR = 0.71; CI = 0.52, 0.97) for potential confounders. There was no evidence of a reduction in depressive symptoms. Conclusion. The study provides support for prevention strategies in schools that move beyond health education to promoting positive social environments.

Patton, G. C., et al. (2000). "The Gatehouse Project: A systematic approach to mental health promotion in secondary schools." *Australian and New Zealand Journal of Psychiatry* 34(4): 586-593.

Objective: The objective of this paper is to outline the conceptual background and strategy of intervention for a systematic and sustainable approach to mental health promotion in secondary schools. **Method:** The conceptual origins of the Gatehouse Project are described in terms of the epidemiology of adolescent mental health problems, attachment theory, education reform research and health promotional theory and practice. The elements of health promotional work are described in terms of structural change and priority setting; implementation at multiple levels within the participating schools is described. **Results:** The conceptual framework of the Gatehouse Project emphasises healthy attachments with peers and teachers through the promotion of a sense of security and trust, effective communication and a sense of positive self-regard based on participation in varied aspects of school and community life. A school social climate profile is derived from a questionnaire survey of students. An adolescent health team uses this information to set priorities for change within the school. Interventions may focus on the promotion of a positive social climate of the whole school or in the classroom. Curriculum-based health education is also used and based on materials that are relevant to the normal developmental experiences of teenagers. These are integrated into the mainstream curriculum and incorporate a strong component of teacher professional development. Lastly, the intervention promotes linkage between the school and broader community with a particular emphasis on the needs of young people at high risk of school drop-out. **Conclusions:** Educational environments are complex systems undergoing continuous and simultaneous changes. The Gatehouse Project will provide unique information on the relationship between the social environment and the emotional wellbeing of young people. More importantly it outlines a sustainable process for building the capacity of schools to promote the social and emotional development of young people.

Prado, G., et al. (2007). "A Randomized Controlled Trial of a Parent-Centered Intervention in Preventing Substance Use and HIV Risk Behaviors in Hispanic Adolescents." *Journal of Consulting and Clinical Psychology* 75(6): 914-926.

The present study evaluated the efficacy of Familias Unidas + Parent-Preadolescent Training for HIV Prevention (PATH), a Hispanic-specific, parent-centered intervention, in preventing adolescent substance use and unsafe sexual behavior. Two hundred sixty-six 8th-grade Hispanic adolescents and their primary caregivers were randomly assigned to 1 of 3 conditions: Familias Unidas + PATH, English for Speakers of Other Languages (ESOL) + PATH, and ESOL + HeartPower! for Hispanics (HEART). Participants were assessed at baseline and at 6, 12, 24, and 36 months postbaseline. Results showed that (a) Familias Unidas + PATH was efficacious in preventing and reducing cigarette use relative to both control conditions; (b) Familias Unidas + PATH was efficacious, relative to ESOL + HEART, in reducing illicit drug use; and (c) Familias Unidas + PATH was efficacious, relative to ESOL + PATH, in reducing unsafe sexual behavior. The effects of Familias Unidas + PATH on these distal outcomes were partially mediated by improvements in family functioning. These findings suggest that strengthening the family system, rather than targeting specific health behaviors, may be most efficacious in preventing and/or reducing cigarette smoking, illicit drug use, and unsafe sex in Hispanic adolescents. © 2007 American Psychological Association.

APPENDIX F: META-REVIEW EXCLUSION AND INCLUSION CRITERIA

Updated Exclusion and Inclusion Criteria for Peer Review and Grey Literature Screening Process

February 29, 2016

Background

The systematic review will answer two main research questions:

1. How have PYD approaches been implemented?
2. What does the evidence say about their effectiveness?

The team identified 21,576 peer review papers through a systematic search using Scopus and Pub med. These papers were screened in 3 separate processes: title screening, abstract screening and, full text screening. The number of papers to be included in the full text screening process reduced to 550.

The papers were screened by 3 team members that met every one or two weeks to discuss the problems faced in applying the inclusion and exclusion criteria and add notes to the original criteria. In addition to this, a fourth person reviewed 10% of each of the papers during the title and abstract screening processes. The rate of coincidence (inter reliability) was between 95 and 97% varying by reviewer. Only senior staff will be in charge of the full text review.

For the grey literature, the team combined targeted searches in websites of repositories used hosted by international agencies such as DFID, UN, IADB and the World bank with a survey deployed among members of youth power learning and other development agencies and universities. The search used terms that were adapted according to each website. These terms were discussed with the team in charge of the peer review literature. The search identified 3,705 documents (evaluation reports and program descriptions, case studies, evaluations or end-of-project reports or other reports associated to interventions). The survey was sent to over 450 contacts from R4D's Center for Education Innovations (CEI) and 190 contacts from ICRW's list of IDIQ holders. As a result the team received 110 documents that will be included in the full text review.

The process of screening of grey literature started with a title screening. The second step is currently taking place. Due to the heterogeneous format of the grey literature, the team combined abstract reviews with the review of outlines and tables of contents. The team met with ST4 to discuss difficult cases and the evolution of the screening criteria every week or every two weeks. The lead of ST4 reviewed 10% of the titles and coincided in 99% of them with the grey literature screening team. The process of full text review has recently started. The team started the full text review process with around 500 documents.

Definition, Domains and Framework of Positive Youth Development (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.

Based on this definition, there are four critical components of PYD, which will serve as the overarching domains for our PYD indicators under YouthPower.

To support the vision of healthy, productive and engaged youth, **PYD programs, practices and policies work with youth to improve their:**

- **Assets:** Youth have the necessary resources and skills to achieve desired outcomes.
- **Agency:** Youth have the ability to employ their assets and aspirations to make their own decisions about their lives and set their own goals, and to act upon those decisions in order to achieve desired outcomes without fear of violence or retribution
- **Contribution:** Youth are encouraged to be, recognized, and engaged as a source of change for their own and their communities' positive development.
- **Enabling environment:** Youth are surrounded by an environment that maximizes their assets, agency, access to services and opportunities, ability to avoid risks and stay safe, secure, and protected while promoting their social and emotional competence to thrive.

In summary, PYD programs recognize youth's inherent rights and result in youth who have **assets**, the ability to leverage those assets (**agency**), and the ability to **contribute** to positive change for themselves and their communities, surrounded by and enabling environment that supports them

These domains represent the high-level vision of PYD. We recognize that not all PYD programs will necessarily achieve all of these domains, or even aim to achieve them. We also appreciate that PYD can be both an approach and an endpoint, or both.

INCLUSION AND EXCLUSION CRITERIA

- a. For peer review literature

The main focus of the peer review literature is to provide information to answer research questions 1 and 2. Therefore, papers should be based on evaluations of PYD or PYD-inspired interventions or programs that engage youth (10-29 year olds) and include at least two PYD constructs within the domains included in the definition of PYD (Formation or strengthening of: youth assets, agency, enabling environment and contribution.) Documents should be published on 1990 or later. We also included papers and documents in English, Spanish, and French.

We have agreed to exclude:

- Articles that are purely theoretical (e.g. frameworks)
- Articles that only describe interventions but do not include evaluations of PYD interventions.
- Articles with descriptive studies about characteristics or needs of specific types of populations, if they do not discuss PYD or PYD inspired interventions. (e.g. assessing psychosocial needs of adolescences and young adults)
- Articles related to psychiatric disorders, autism and ADHD with findings that were applicable only to the population experiencing these disorders.
- Articles related to other medical conditions that referred to specific populations such as obese children, cancer patients and any other that reported testing of medical treatment for these or

any other disease. We did not exclude these terms automatically to avoid accidental exclusion of potential PYD projects but we should note that most of the articles we tested that included the following terms tended to be not related to PYD.

b. For Grey literature

The grey literature review aims to produce information to answer the first research question. Therefore, in addition to the criteria mentioned above, the team included all the documents that were submitted through the survey and/or referred to the team. In a different fashion to the peer review screening process, the screening of grey literature included reports that were not evaluations. The grey literature also included documents that give information about potential PYD or PYD inspired interventions.

APPENDIX G: DRAFT SURVEY FOR DATA EXTRACTION

April 4, 2016

The main research questions are:

- How have PYD approaches been implemented abroad with a focus on LMICs?
- What does the evidence say about their effectiveness?

Proposed questions for the data extraction survey:

1. Information about the paper/report

1.1. Citation

1.2. What type of document is this (Drop down menu)

1.2.1. Peer review paper

1.2.2. Grey literature

1.3. How many interventions² is this paper/document discussing or evaluating? The unit of analysis is the intervention. Therefore, if one paper is evaluating more than one intervention, we should repeat the citation but we should have one intervention per row.

1.4. If more than one, are they connected in a program? (Drop down menu)

1.4.1. Yes

1.4.2. No

1.4.3. Don't know

1.5. Intervention Name (Please write down the exact name of the intervention)

1.6. Write down the name of the NGO or agency implementing this intervention.

1.7. Write down the name of the funder(s)/donor(s)

1.8. Do the authors of this report/paper identify the project as PYD?

1.8.1. Yes

1.8.2. No

1.9. What is the age (age range) of the project's target population? (open question, if missing data, use code 98)

1.10. What is the sex of the project target population? (missing data, code 98)

1.11. Other characteristics of the project target population (if noted, race/ethnicity, rural/urban, at risk, etc.) (missing data, code 98)

1.12. What is the scope of this project³? (drop down menu)

1.12.1. Country (ies)

1.12.2. Region(s)

1.12.3. Province (s)

² For this document I am using the word "project" to refer to projects or interventions.

³ Rural/urban may overlap with the already mentioned categories therefore for the purpose of this questionnaire, we will be considered attributes of the population so any reference to this should be noted in question 11.

1.12.4. Other: districts, communes/nities

- 1.13. Write the location or setting of the intervention: (universities, hospitals, churches, etc.)
- 1.14. When did the intervention start (what year)
- 1.15. Duration of the intervention (in months)
- 1.16. What is the outcome goal of the project?
- 1.17. Report the theory of change of the intervention, if mentioned (This is what explains how the intervention achieved the desired outcomes)
- 1.18. Copy the intervention outcomes.
- 1.19. Copy the intervention activities.
- 1.20. PYD and non-PYD concepts addressed in the project description/activities/outcomes.

(Review ST3 table)

- 1.21. Socialization Domain in which program operates check all that apply
 - 1.21.1. Community (yes/no)
 - 1.21.2. School (yes/no)
 - 1.21.3. Family (yes/no)
 - 1.21.4. Work place (yes/no)
 - 1.21.5. Church (yes/no)
 - 1.21.6. Other (complete)
- 1.22. What was this intervention inspired on?
 - 1.22.1. Was this intervention inspired by Theory (yes/no)
 - 1.22.2. Was this intervention inspired by a pilot with the same population (yes/no)
 - 1.22.3. Was this intervention inspired by predictors of youth development(yes/no)
 - 1.22.4. Was this intervention inspired by evaluated program adapted for this setting/population (yes/no)
 - 1.22.5. Other
 - 1.22.6. No background information
- 1.23. Has this project been evaluated? (drop down menu)
 - 1.23.1. Yes
 - 1.23.2. No
 - 1.23.3. Don't know
- 1.24. Do we have the evaluation?
 - 1.24.1. Yes
 - 1.24.2. No
- 1.25. Comments

2. Information about the evidence⁴

- 2.1. Citation
- 2.2. Study design: (drop down menu)

⁴ Based on the Blueprints checklist and only impact evaluations assessed.

- 2.2.1. Experimental design
- 2.2.2. Other, (specify in 2.3)
- 2.3. Other type of design (open ended be very specific)
- 2.4. Does the study clearly describe the sample size at each stage of data gathering? i.e. number of subjects at each stage, including at baseline/endpoint, percentage of sample remaining at each posttest, etc. attrition, etc. (drop down menu)
 - 2.4.1. Yes
 - 2.4.2. No
- 2.5. Who conducted the evaluation? (open question) suggested alternatives:
 - 2.5.1. Intervention and evaluator are in the same organization
 - 2.5.2. External evaluation (blind to condition)
 - 2.5.3. Intervention participants self report
 - 2.5.4. Other, please, specify
- 2.6. Report reliability and validity of measures (open question)/ alternative: did the authors report any reliability and/or validity tests and measures? (Yes [specify in next question] / No/ Not applicable)
- 2.7. What measures are being used?
- 2.8. Are outcome measures general enough that they do not depend on the unique content of the intervention? Report on measures that are unique to the program or not relevant outside the intervention. (drop down menu)
 - 2.8.1. Yes
 - 2.8.2. No
 - 2.8.3. Don't know from the information in the paper/document
- 2.9. Does the study use intent to treat analysis⁵? (drop down menu)
 - 2.9.1. Yes
 - 2.9.2. No
 - 2.9.3. Not applicable
- 2.10. Is the analysis done at the proper level? Report on whether the analysis matches the level of the intervention (e.g., if schools are randomized, the analysis should compare schools, not persons, or use multilevel statistical methods that adjust for clustering). (drop down menu)
 - 2.10.1. Yes
 - 2.10.2. No
 - 2.10.3. Not applicable
- 2.11. Does the analysis control for baseline outcome measures? Report on the use of change scores, baseline outcomes as covariates, or group-by-time interactions. (drop down menu)
 - 2.11.1. Yes
 - 2.11.2. No
 - 2.11.3. Not applicable

⁵ According to Fisher et al. (1990), the ITT analysis includes all randomized patients in the groups to which they were randomly assigned, regardless of their adherence with the entry criteria, regardless of the treatment they actually received, and regardless of subsequent withdrawal from treatment or deviation from the protocol.

- 2.12. Does the analysis demonstrate baseline equivalence between conditions? Report on whether a test was performed, nonequivalent findings, and potential adjustments. (drop down menu)
- 2.12.1. Yes
 - 2.12.2. No
 - 2.12.3. Not applicable
- 2.13. Does the study demonstrate that attrition is below 5% or unrelated to group assignment, socio-demographic characteristics, and baseline measures of the outcomes? Report on whether a test was performed, evidence of significant differential attrition, and potential adjustments. Report measures of statistical significance (information that explains whether results at baseline/posttest by result)
- 2.13.1. Yes
 - 2.13.2. No
 - 2.13.3. Not applicable
- 2.14. Posttest: Are the results consistently significant – beyond what would be expected by chance – across multiple measures and statistical tests? Report the number of significant results relative to the number of significance tests.
- 2.14.1. Yes
 - 2.14.2. No
 - 2.14.3. Not applicable
- 2.15. Report any results that suggest program-related harm instead of improvement or help.
- 2.16. Report the sampling criteria and representativeness level
- 2.17. Describe the quantitative measures of fidelity of the implementation
- 2.18. Report any effect size reported in the study (Cohen’s d, r, r², Odds ratios or prevalence differences., etc.)
- 2.19. Report any information about mediating factors (between the intervention assignment and the outcome) that explain changes in outcomes.
- 2.20. Report on whether the study demonstrates effects that last beyond the end of the intervention (long term impacts of at least 1 year?)
- 2.21. Report the results/findings of the evaluation by outcome
- 2.22. Select only the results by outcome that have statistically significant results
- 2.23. Comments

APPENDIX H: REACH OF YOUTHPower LEARNING COLLABORATION

Date	Name of Event	Purpose	Hosting Organization(s) and Location	Person(s) Who Attended
October, 2015	MERL Tech 2015	MERL Tech gathered 260 thought leaders and decision makers who are using technology to increase monitoring, evaluation, research, and learning impact in development.	FHI 360, MercyCorps, and TechChange Academy Hall Washington, DC	Peter Hobby
October, 2015	Global Youth Economic Opportunities Summit	The Summit provides leading global development stakeholders with a platform to exchange information and raise the bar for how to increase economic opportunities for young people worldwide.	Making Cents International Arlington, VA	Peter Hobby
	Making Change from Cash: Do Economic Incentives Work to Increase the Value of Girls	A presentation on the findings about a longitudinal study looking at the a program outcomes on child marriage.	ICRW National Press Club, Washington, DC	Cassandra Jessee
October, 2015	Lifting the Veil	Petroni spoke on a panel about what works to prevent child marriage, again bringing in the importance of positive youth development and address social and gender norms.	Ministry of Foreign Affairs, the Netherlands, with Save the Children-Netherlands, The Hague, Netherlands	Suzanne Petroni

Date	Name of Event	Purpose	Hosting Organization(s) and Location	Person(s) Who Attended
October, 2015	Right to Know: Empowering Youth Through Health and Education	This event focused on the role of technology to engage youth for their health, with specific emphasis on girls.	Wilson Center, Washington DC	Laura Hinson, Cassandra Jessee
October, 2015	Impact of Conditional Cash Transfers on Girls' Education (IMPACCT) meeting	Petroni participated in the launch of findings of the USAID-funded IMPACCT study, looking at the impact of conditional cash transfers on child marriage in India.	UK House of Lords, London, UK	Suzanne Petroni
October, 2015	Meeting	Petroni met with DFID's Gender and Youth leads to discuss the IMPACCT study and to introduce them to YouthPower.	Department of International Development (DFID), London, UK	Suzanne Petroni
November, 2015	2015 USAID Global Education Summit	The Summit brought together a broad array of stakeholders in the field of global education, including USAID education staff from missions around the world, representatives from the U.S. Government, partner countries' Ministries of Education, NGOs, think tanks, as well as thought leaders to review current best practices and demonstrate new and innovative approaches to global education.	Office of Education of USAID's Bureau for Economic Growth, Education, and Environment (E3)	Cassandra Jessee Richard Catalano Christy Olenik Peter Hobby

Date	Name of Event	Purpose	Hosting Organization(s) and Location	Person(s) Who Attended
November, 2015	Girl Summit DC	Petroni spoke about the importance of seeing adolescents and youth, including specifically girls, as holistic human beings who live in communities and environments that influence their overall health, rights and wellbeing. The goal of this was to begin to sensitive program implementers, researchers, advocates, policymakers and donors to the need to break out of silos and address youth's agency, access, contributions and the enabling environment in which they live.	Center for Global Development and co-sponsored by ICRW, IWHC, AJWS and others.	Suzanne Petroni
November, 2015	Launch of the USAID Resource Guide for Prevention and Responding to Early, Forced and Child Marriage	Petroni introduced this guide, which was written by ICRW and Banyan Global, for USAID, speaking on how child and early marriage is influenced by harmful norms about the value of girls and about gender.	Hosted by USAID and Banyan Global, at the National Press Club, Washington, DC	Suzanne Petroni

Date	Name of Event	Purpose	Hosting Organization(s) and Location	Person(s) Who Attended
November 2015	American Evaluation Association Annual Conference - 'Exemplary Evaluations in a Multi-cultural World'	Presented on Managing Large- (and Small-) Scale International Data Collections. which brought together evaluators, particularly evaluation managers and supervisors, to engage in a dialogue to improve evaluation practice. Attending the conference helped YouthPower Learning keep abreast of the latest knowledge advances the theories, practices, and methods of evaluation in youth focused evaluations in particular and the evaluation practice overall, engage with professionals and link them in our communities of practice and expand our roster of potential consultants for subtask 5 work.	AEA, Chicago, IL	Cassandra Jessee
November, 2015	Launch of early findings from the Economic Impacts of Child Marriage study	Petroni, who co-directs this study, spoke before an in-person audience of 400 and online audience of 3000, on the structural drivers of child marriage, including harmful norms around girls and gender.	World Bank, Washington, DC	Suzanne Petroni
November, 2015	African Union Girl Summit to End Early, Forced and Child Marriage	Petroni presented on early findings from the Economic Impact of Child Marriage study to an audience of more than 1000 representatives of governments, multilateral agencies and civil society from 40 countries. She used the discussion period to discuss the importance of seeing girls and adolescents as holistic human beings who can contribute much to their societies.	Hosted by the African Union, held in Lusaka, Zambia	Suzanne Petroni

Date	Name of Event	Purpose	Hosting Organization(s) and Location	Person(s) Who Attended
November, 2015	Moving the Needle 2015: Better Development Programming Through Collaborating, Learning, and Adapting	This one-day gathering highlighted the cumulative effect of USAID's work on moving the needle toward greater adoption of intentional learning practices for better development outcomes. The event brought together a selected group of USAID staff and partners to nurture a shared understanding of collaborating, learning and adapting (CLA) and how we can use it to improve development programming.	USAID PPL Bureau, LER Office United States Institute of Peace Washington, DC 20037	Peter Hobby
November, 2015	Incorporating Gender Issues into the New USAID Education Strategy	Participated in a two-part consultation to provide feedback on how to integrate gender issues into the new 2016-2020 USAID Education Strategy	USAID E3; Basic Education Coalition	Cassandra Jessee Christy Olenik
December, 2015	Youth Power Learning Launch	Conducted a presentation on the PYD definition, the PYD domains, and measurement challenges in developing countries. Presented the strategy for the Meta Review and elicited ideas to improve documentation of reports from potential PYD projects. Gave a "Ted-x" style talk on gender and PYD. Engaged in all four CoP group kickoffs, including co-facilitating the Gender CoP.	Hosted by Making Cents at the George Washington University, Washington DC	Cassandra Jessee, Laura Hinson, Gina Alvarado, Suzanne Petroni, Diana Santillan

Date	Name of Event	Purpose	Hosting Organization(s) and Location	Person(s) Who Attended
December, 2015	Launch of the Coalition for Adolescent Girls' Girl Engagement Report	Participated in the launch.	Hosted by the Coalition for Adolescent Girls at the National Press Club, Washington DC	Suzanne Petroni
December, 2015	USAID/ Population and Reproductive Health (PRH) Cooperating Agencies meeting	Participated in the annual meeting of USAID PRH Cooperating Agencies.	USAID, held at FHI-360, Washington DC	Cassandra Jessee Suzanne Petroni, Diana Santillan
December, 2015	Youth, War and Development in Africa – Marc Sommers World Bank book launch discussion	Participated in the round table discussion at the World Bank on topics raised in Marc Sommers new book “The Outcast Majority: War, Development, and Youth in Africa”	World Bank Washington, DC	Peter Hobby

Date	Name of Event	Purpose	Hosting Organization(s) and Location	Person(s) Who Attended
December 2015	Meeting with DFID adolescent and girls' leads, and a separate meeting with ODI.	Leveraging an existing meeting with DFID and ODI, to share more about USAID YouthPower and share a potential link to and collaborate with the YouthPower learning hub. Additionally, we joined ODI at the launch of their findings from a five-year adolescent girl focused initiative, and obtained important new information (and specific gray literature) that will contribute to our achievement of subtasks 3 and 4.	Meetings with DFID and ODI London, UK	Suzanne Petroni
January, 2016	International Conference on Family Planning	Attended several sessions on adolescents and development. Spoke about YouthPower with various colleagues and contacts.	Gates Institute for Reproductive Health, Bali (Indonesia)	Laura Hinson
January, 2016	USAID/Population and Reproductive Health (PRH) Gender Team	Participated in discussions with USAID/PRH around their gender activities.	USAID, Washington DC	Cassandra Jessee Suzanne Petroni Diana Santillan

Date	Name of Event	Purpose	Hosting Organization(s) and Location	Person(s) Who Attended
January, 2016	Adolescent Sexual and Reproductive Health Workshop	Participated in a workshop led by International Initiative for Impact Evaluation (3ie) on adolescent sexual and reproductive health measurement. Discussed YouthPower and the importance of integrating SRH into a broader view of adolescent health and development.	United Nations Population Fund, New York	Suzanne Petroni
January, 2016	USAID Office of HIV/AIDS Partners' Meeting	Participated in the meeting of USAID OHA Partners.	USAID, hosted at FHI 360 in Washington, DC	Cassandra Jessee
January, 2016	USAID E3 Open House	An opportunity to engage with E3 staff from 12 technical offices and learn more about E3's work.	USAID Washington DC	Christy Olenik

Date	Name of Event	Purpose	Hosting Organization(s) and Location	Person(s) Who Attended
February, 2016	Launch of Youth Voices	<p>As part of an effort to address the global youth unemployment crisis, The GroundTruth Project and the Global Center for Youth Employment launched “YouthVoices” – a pioneering digital storytelling initiative supported by RTI International, the Ford Foundation, and the MacArthur Foundation.</p> <p>The launch event featured a panel of expert digital journalists including Hillary Frey (Fusion), Elizabeth Plank (Mic.com), and Wesley Lowery (The Washington Post), and moderated by Charles Sennott (co-founder of The GroundTruth Project and GlobalPost.com).</p> <p>The event also featured youth leaders from global unemployment hotspots in an interview with Steve Grove, the Director of Google’s News Lab.</p>	RTI DC Washington, DC	Peter Hobby
February, 2016	Youth in Development and Private Sector Development Workgroup Event	A panel of speakers from the Niger Delta Partnership Initiative, the Walmart Foundation and the McKinsey Social Initiative opened the event by introducing three approaches to improving youth workforce systems. Following the panel remarks, there were small group break outs for in-depth Q&A about each of the approaches.	SID-Washington 1101 15th St. NW, 3rd Floor, Washington, DC	Peter Hobby

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February, 2016	Grand Challenge For Women and Girls kickoff meeting	ICRW is on four of the 22 awards that the Gates Foundation is making under this Grand Challenge, including two that focus specifically on youth. Various ICRW staff attended the meeting and Petroni gave a presentation on gender and data, with a focus on adolescents and youth.	Bill & Melinda Gates Foundation, Held in Nairobi, Kenya	Suzanne Petroni
March, 2016	Fragility, Conflict and Violence Forum	The Fragility, Conflict and Violence Forum focused on how to realize the SDGs in fragile and conflict-affected states, with special attention to Goal 16 promoting peaceful and inclusive societies, providing access to justice, and building effective, accountable and inclusive institutions “ as a foundation for sustainable development.	World Bank Washington, DC	Valerie Lorena
March, 2016	Donor workshop	Petroni presented at a donor workshop on ending child marriage, sponsored by the government of Canada and Girls Not Brides-Global. She highlighted the importance of positive youth development and addressing social and gender norms.	Government of Canada, Canada House, London, England	Suzanne Petroni

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March, 2016	The Global Fund to Fight AIDS, Tuberculosis and Malaria workshop	Participated in a workshop on addressing the needs of adolescent girls.	Global Fund to Fight AIDS, TB and Malaria, Geneva, Switzerland	Suzanne Petroni
March, 2016	WHO meetings	Met with divisions of mental health and adolescent health to discuss adolescent mental health.	World Health Organization, Geneva Switzerland	Suzanne Petroni
March, 2016	WHO seminar	Led a lunchtime seminar at WHO on child marriage research.	World Health Organization, Geneva Switzerland	Suzanne Petroni
March, 2016	Overseas Development Institute workshops	Participated in a series of workshops and meetings on the theory of change, survey design, implementation needs and research uptake strategies for the DFID-funded Global Girls Research Initiative (now <i>Gender and Adolescence: Generating Evidence, or GAGE</i>).	Overseas Development Institute (ODI), London, England	Suzanne Petroni

Date	Name of Event	Purpose	Hosting Organization(s) and Location	Person(s) Who Attended
March, 2016	Young Lives meeting	Met with University of Oxford's Young Lives project staff to discuss potential collaboration.	On the margins of the Population Association of America annual meeting, Washington, DC	Suzanne Petroni
March, 2016	Population Reference Bureau workshop on Investing in Adolescent Girls	Attended workshop.	Population Reference Bureau, Washington DC	Cassandra Jessee Suzanne Petroni
March, 2016	Population Association of America (PAA)	At this annual conference, the ST3 team attended many sessions on adolescents and development and spoke about YouthPower with various colleagues and contacts.	PAA, Washington, DC	Suzanne Petroni, Laura Hinson

Date	Name of Event	Purpose	Hosting Organization(s) and Location	Person(s) Who Attended
March, 2016	YouthPower Action Consultative Group Meeting on Workforce Development and Sexual/Reproductive Health	A consultative group for the Integrated Workforce Development and Sexual and Reproductive Health activity. The activity involves cataloguing past and existing youth-oriented workforce (WFD) and sexual and reproductive health (SRH) interventions to develop a thorough understanding of the attempts to integrate these sectors in youth programs. Our goal is to develop a typology of these integrated interventions and develop and evaluate an intervention(s) based on these findings.	FHI 360 Washington, DC	Christy Olenik
March, 2016	Ready by 21 Conference	Every year, the Ready by 21 National Meeting brings together hundreds of leaders from around the country who are working to get all young people ready by 21 – for college, work and life. These leaders have dedicated themselves to improving the odds for children and youth through collective impact initiatives, policy alignment and program quality improvement.	Forum for Youth Investment Baltimore, MD	Christy Olenik

Date	Name of Event	Purpose	Hosting Organization(s) and Location	Person(s) Who Attended
March, 2016	Society for Research on Adolescence	Established in the winter of 1984, the Society for Research on Adolescence (SRA) is a rapidly growing, dynamic society focused on the theoretical, empirical, and policy research issues of adolescence. Through its biennial meetings and publishing efforts, SRA promotes the dissemination of research on adolescents and serves as a network and forum for its members. SRA publishes the Journal of Research on Adolescence.	Society for Research on Adolescence Baltimore, MD	Christy Olenik