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YOUTHPOWER LEARNING SEMIANNUAL TECHNICAL REPORT

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Acronyms

CoP	Community of Practice
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
IEE	Initial Environmental Evaluation
IT	Information Technology
NICRA	Negotiated Indirect Cost Rate Agreement
PAD	Project Appraisal Document
PO	Purchase Order
PYD	Positive Youth Development
R4D	Results for Development Institute
RFP	Request for Proposals
ST	Sub-Task
TO	Task Order
TYPF	The YP Foundation
USAID	United States Agency for International Development
UM/CAH	University of Melbourne/Center for Adolescent Health
UW/SDRG	University of Washington/Social Development Research Group
YABT	The Young Americas Business Trust
YP	YouthPower

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; Development & Training Services; 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; Young Americas Business Trust; and the India-based YP Foundation.

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 positioned the YouthPower program website for a pilot launch in Quarter I of 2016. In September, the project contracted website vendor Forum One to develop the site (a.k.a. the Learning Hub). YouthPower Learning also gained USAID approval for the Hub's first round concept and mock-ups. The project has been integrating input from all YouthPower partners throughout this design phase. During initial scoping, an opportunity to collaborate with USAID's Innovation Exchange arose which the ST1 team and YouthPower USAID COR are deliberating over before development of the site's beta version.

The ST1 team also launched efforts to build an appropriate brand and public presence for YouthPower, including developing a text treatment for YouthPower (included in the revised Branding and Marketing Plan), the formal adoption of the name "YouthPower Learning" for TOI, creating promotional materials such as a Fact Sheet and postcard outlining the vision of YouthPower Learning, and establishing Facebook and Twitter pages. YouthPower Learning is developing the core templates for communications products and beginning the dialogue across both IDIQs on how communications practices for YouthPower will move forward.

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 began developing the Learning Network to include planning for up to five initial Communities of Practice (CoPs). The project also initiated preparations for a Learning Network launch (pushed from September to December 2015 due to scheduling difficulties) by conducting interviews and online surveys to inform CoP topic development and submitting a draft agenda to USAID for review. The ST2 team has also started development of a CoP Guide which includes a section for CoP champions to aid start-up activities which will be disseminated during the upcoming Learning Network launch.

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

Sub-Task 3 (ST3): *Develop indicators and related tools to bridge gaps across sectors and establish common measures to contribute to a comprehensive PYD framework*

YouthPower Learning's work on ST3 during the reporting period focused on collecting and understanding the existing literature regarding PYD. As a result of this process, the ST3 team composed a "theory of change" to demonstrate that investments in PYD approaches will contribute effectively to both the intermediate and long-term results that USAID is seeking in youth development as measured by an identified set of PYD-specific indicators. The team then developed a working definition of PYD for YouthPower in order to inform the development of a conceptual framework for the project and the selection of indicators. USAID approved the proposed PYD definition and five domains: Assets, Agency, Enabling Environment, Access, and Participation. The ST3 team will further refine and validate both the definition and domains in FY16.

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

The ST4 team spent the reporting period identifying and analyzing existing peer-reviewed and grey literature to synthesize into a meta-review which will expand the knowledge base on PYD in low and middle-income countries. The anticipated document will contribute to answering the following research questions: *How have PYD approaches been implemented, and what does the evidence say about their effectiveness?* The ST4 team developed the overall strategy for conducting the meta-review, determined the typology and search criteria, identified ten sentinel papers to use as the foundation for the PYD literature search, and started collection of grey literature through events, meetings, and research. The team also distributed a survey to IDIQ holders and the broader youth-serving community (reaching over 700 individuals in total) to gather documents and information about PYD and PYD-inspired programs

Sub-Task 5 (ST5): *Provide evidence and evaluation support through buy-ins to USAID using assessment, evaluation, research, learning, and project design technical assistance*

YouthPower Learning's first buy-in was from USAID/Nigeria to implement the Nigeria youth workforce development (WfD) assessment and project design. In response to this first buy-in, YouthPower Learning developed response procedures, sharing the TOR and requesting responses from interested evaluation partners that outlined their capabilities for the project. An assessment team was chosen and they have completed the first draft of a desk review identifying strategic priorities for USAID/Nigeria.

Additionally under Sub-Task 5, YouthPower Learning leadership actively participated in a wide range of youth-focused meetings and events to ensure the team is 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.

Management and Administration

YouthPower Learning established a strong project management system and team during the kickoff period. This includes achieving objectives such as applying for and receiving a NICRA, setting up appropriate project codes for billing, and developing a draft grants under contract (GUC) manual. Contractual tasks including developing and signing subcontracts with subcontractors and implementing a procurement process for the website vendor have also been accomplished. Staffing tasks have also been completed related to the recruitment, onboarding, and management of YouthPower Learning staff and seeking approval from USAID for personnel to bill to the project.

II. INTRODUCTION

USAID awarded Making Cents International Task Order 1 (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.

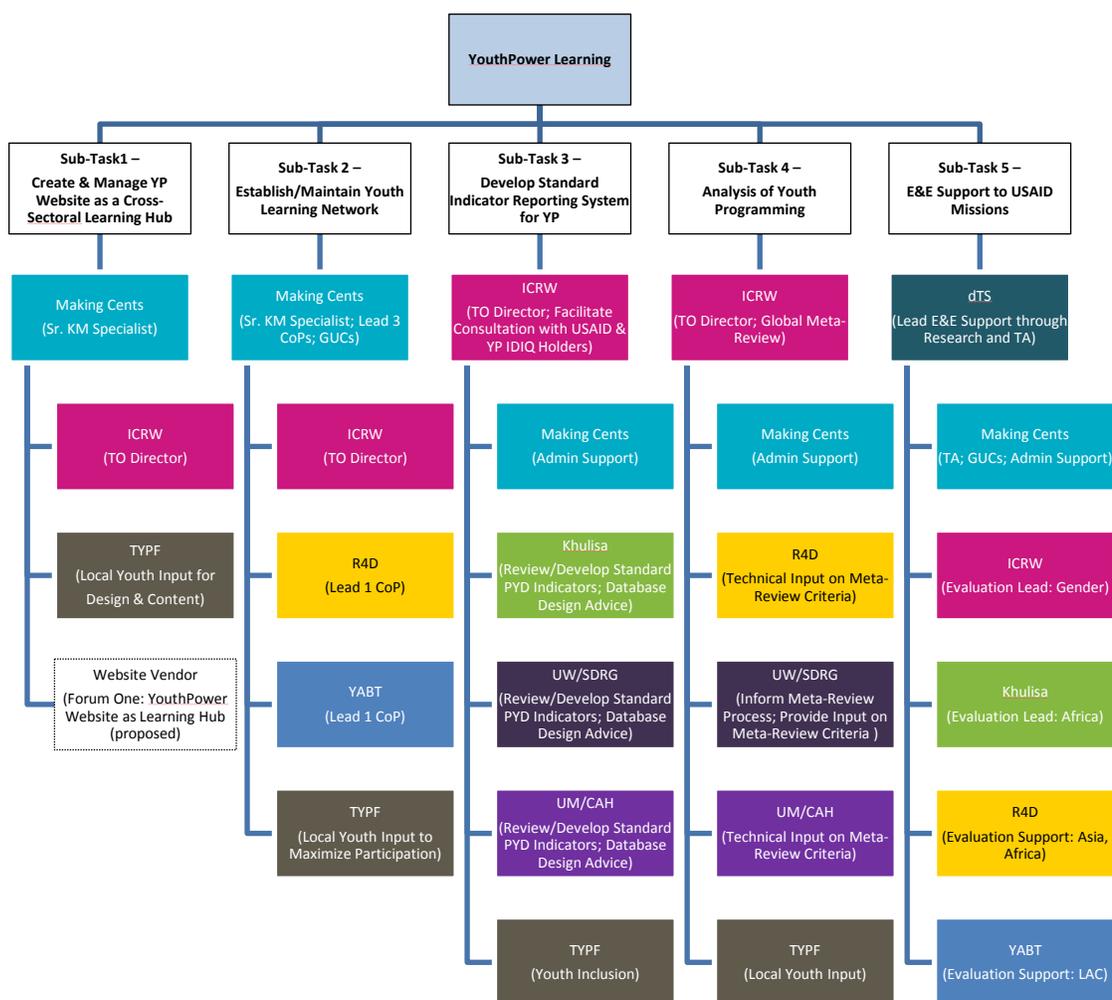
YouthPower Learning is comprised of an expert team of international and local organizations to implement the various activities:

- **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), Development and Training Services (dTS), 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):

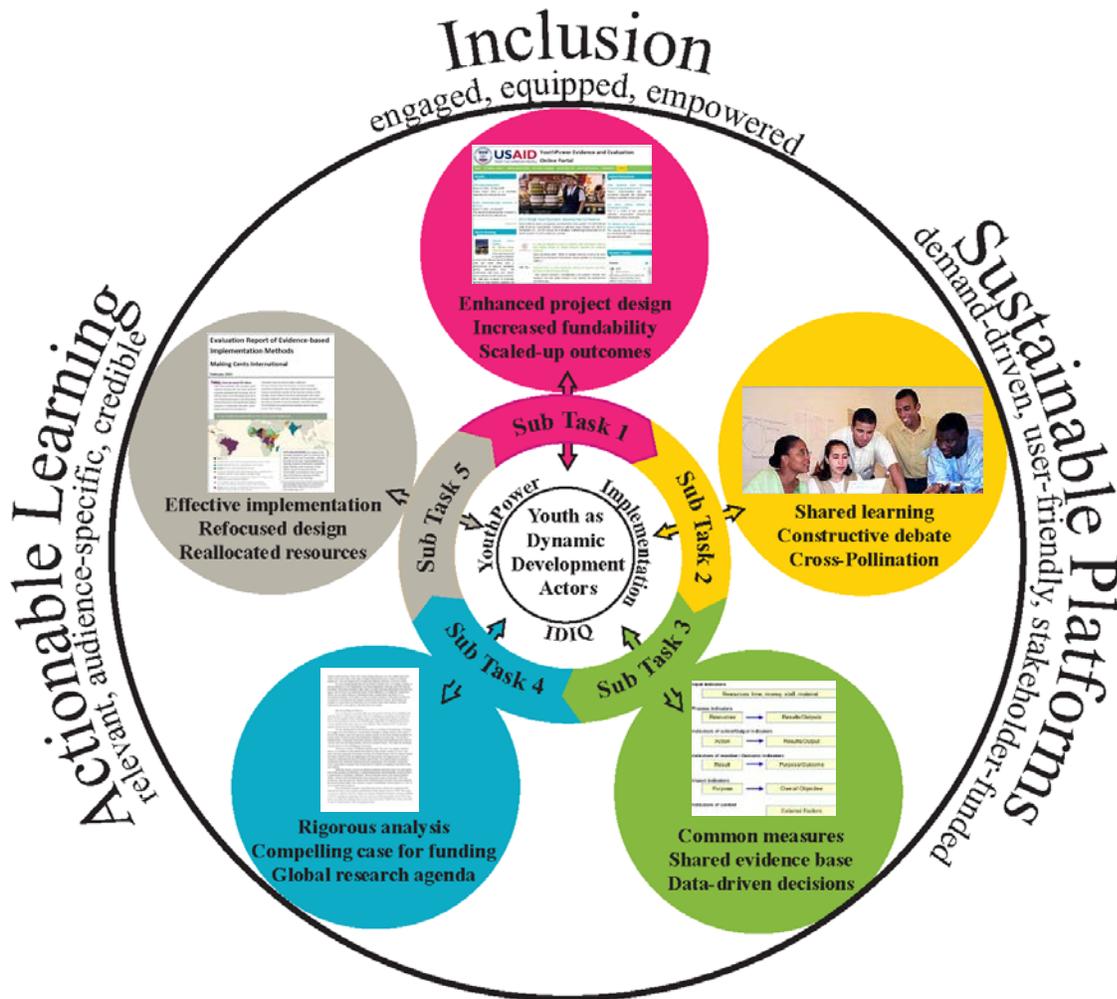
1. **Synergy.** We recognize that unless the individual sub-tasks are implemented in a synergistic manner, we may see individual task success, but overall YouthPower Learning failure. For example, the meta-review of the PYD evidence base (ST4) is designed to feed into indicator development (ST3). Both 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.

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



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 is responsible for developing and managing the YouthPower program website, which will serve as a leading information and networking resource for international cross-sectoral PYD. The YouthPower online platform provides an interactive, user-friendly, sustainable learning hub to serve youth, youth serving organizations, development practitioners, researchers, policymakers and donors. The STI team is working with website vendor Forum One to lead the site's development, while also integrating collaboration from all YouthPower partners, including YouthPower Action.

To support the vision of the Learning Hub as a leading information and networking resource, the STI team revised the Branding and Marking Plan to include a text treatment for YouthPower, which was designed with the support of YP Action. This is helping build an appropriate brand and public presence for YouthPower. TOI under the YouthPower Evidence and Evaluation IDIQ has also formally adopted the name "YouthPower Learning." Associated with these early communications efforts, YouthPower Learning is developing the core templates for communications products and beginning the dialogue across both IDIQs on how communications practices will move forward. For example, YouthPower Learning developed a one-page fact sheet and a postcard to describe the goals of YouthPower Learning (See Appendix A and B). Also, as part of the general communications approach and to aid in creating public visibility for YouthPower, YouthPower Learning has developed both Facebook and Twitter pages. The STI team is currently developing a communications plan that will guide YouthPower Learning going forward.

During the reporting period, web development efforts progressed well and are overall on track. The schedule for an initial launch has been pushed from early in FY16 Quarter 1 to later that same Quarter to allow time to fully explore partnering opportunities. During initial scoping, an opportunity to collaborate with USAID's Innovation Exchange arose which the Making Cents team and YouthPower USAID COR felt was important to include in the design phase for YouthPower.org.

The following activities from the FY15 Work Plan have been completed in preparation for the final web design and launch:

Website scoping and vendor selection: This activity included the following steps: scope initial platform, research existing platforms and high level design sufficient to develop an RFP, and select a vendor for IT services and hosting.

- The senior knowledge management (KM) specialist conducted key informant interviews with representatives of Feed the Future's Agrilinks platform, USAID's PPL Bureau Learning and Knowledge Management (LEARN) project, USAID's Global Health Knowledge for Development web platform as well as web research on related platforms, review of open source software alternatives and design elements to inform planning for YouthPower.org.
- The STI team developed a Request for Proposal (RFP) and managed the vendor selection process to build the website – resulting in the award of the initial Purchase Order (PO) to Forum One to complete scoping and design. STI leadership built a decision point into the procurement process so that USAID and the YouthPower Learning team could select either a stand-alone website or the option to partner with USAID's Innovation Exchange. We anticipate the PO will be amended to provide resources to complete the initial version of the site in FY16 first quarter regardless of the platform selected.

Survey stakeholders: YouthPower Learning surveyed stakeholders (USAID, consortia members, youth and gender representatives) for feedback on features, expected uses, content types and communications channels informally and during the learning network launch.

- Surveys were completed in two phases using a Knowledge Café style brainstorming session at the July 8th kick off meeting and further informed by an online survey focused more explicitly on technical content for the Learning Hub and the CoPs. The general requirements for the site were also discussed and documented during a YouthPower Steering Committee meeting.

Design core structure: This activity included design core structure, features, visual design and name/domain for the main site.

- The YouthPower.org domain has been reserved for the project and design planning has begun with the Forum One contractor team. Our initial scoping efforts have validated the need for the site to serve as both a content clearing house for traditional publications as well as a Learning Hub to support re-use of materials, provide access to other multimedia resources and improve networking to help develop new solutions.
- The site will include support to YouthPower Communities of Practice (CoPs) to make available to the broader public material developed within communities. In parallel with the public site development, the Making Cents team has put in place a complete suite of Google Applications to support CoPs and internal collaboration. The selection of a low-cost cloud-based application was made after consultations with partners on both the YouthPower Learning and YouthPower Action teams to aid in adoption and use. Additional information on the application of the Google tools is covered under Sub Task 2.
- TYPF team has not been formally engaged yet beyond the opportunity to participate in the online survey. It is anticipated they will be involved in design efforts in early FY16 (once their contracting mechanism has been established - see Section Task Order Management for more information) to help represent country-level YSO needs.

Learning Hub concept approved: The Learning Hub has been planned per the YouthPower RFP as "...a leading information and networking resource on international cross-sectoral positive youth development...."

- Making Cents developed a strategy brief for the Steering Committee meeting August 19, 2015 explaining the intent of the YouthPower Learning hub, work accomplished as of that date in planning for the Learning Hub and upcoming tasks. At that meeting the option to partner with the Global Development Lab via their Innovations Exchange was discussed and the Steering Committee requested additional information on this option as part of sustainability and youth engagement considerations. A brief options piece was submitted to USAID outlining the benefits and costs of either partnering with GDL or developing a standalone web site. It was decided YouthPower CORs would act as intermediaries and pull in the Steering Committee when they deemed appropriate for input and clearance on deliverables.
- In September, YouthPower contracted with Forum One to begin development of the Learning Hub, including plans for a meeting with USAID in October and a pause in the web development process to decide which platform was appropriate based on requirements gathered by Forum One (see Appendix C). That decision is expected from USAID, based on input from YouthPower and the IT firm, in early first quarter FY16.

Develop initial content: Research on content types and sources has continued from the initial consultations with the IDIQ community through Knowledge Cafes and online surveys. The Making Cents team has also been requested to investigate including orphaned content from unfunded efforts such as the International Youth Working Group. USAID Steering Committee members have also provided materials to help represent the donor perspective. Once the YouthPower.org site is established and before a public launch Making Cents will upload initial materials.

Table 1: Status of STI Deliverables from the FY15 Work Plan

Deliverable	Status	Notes
Select vendor for platform development	Completed	Making Cents contracted Forum One to support Learning Hub.
Gain USAID approval for first round learning hub concept and mock-ups	In progress	Learning Hub concept included in briefing for USAID Steering Committee Design meeting planned for mid-Oct, including USAID participation. Mock-up preparation delayed by lag in the procurement planning process while discussions with USAID’s Global Development Labs await resolution. USAID to approve mock-ups before development of beta version.
Prepare for pilot site launch (Core functions and initial messaging ready for a soft launch in early FY16)	In progress	On track for FY16 Q1 web site launch. Developed Facebook and Twitter pages.

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

The ST2 team is responsible for developing an inclusive, demand drive cross-sectoral Learning Network, integrating associated 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.

On July 8, 2015, YouthPower Learning held a first launch with the YouthPower IDIQ holders and shared with the broader YouthPower family the vision of YouthPower Learning, its goals and work plans. The launch also began the process to develop collaborative norms for how YouthPower Learning would support YP Implementation. Following an introductory session from USAID on the history, structure and purpose of YouthPower overall, the YouthPower Learning team briefed participants on activities under the task order and then moved to collaborative Knowledge Café sessions to engage the group in establishing the Learning Platform and Learning Agenda for YouthPower. The results of the Knowledge Cafés were subsequently used to plan processes and platforms for group learning and direct the focus and outputs of Communities of Practice. Forty-two representatives of USAID and IDIQ holders attended in person, and 59 through a webinar. See Appendix D for more information.

In August 2015, the ST2 team initiated preparations for a September Learning Network launch by conducting key informant interviews and online surveys to inform CoP topic development. The team also designed activities for the two-day event and submitted the plans to USAID for review. The proposed agenda introduced both sets of IDIQ holders on the E&E and Implementation sides to YouthPower Learning's current overall focus, and cultivated multi-partner collaboration to develop CoPs. The agenda also included space for discussions on indicator development and the meta-review. However, a couple weeks prior to the event, YouthPower Learning and USAID decided to delay the launch due to scheduling conflicts with the papal visit.

Since September, the ST2 team has continued to develop the CoP Guide and has included a new section for CoP champions to aid start-up activities prior to the rescheduled launch event on December 7/8 2015. The revised plan of action to move ahead on CoPs is to begin early work with CoP champions, including engagement from R4D and YABT, and to continue consultations with USAID on final themes to direct the CoPs. During FY16 Work Planning exercises, the ST2 team more fully developed the roles of R4D and YABT as support to CoPs. This increased support is reflected in those timelines. Both organizations, in partnership with Making Cents, will help lead and support CoPs.

Using the FY15 planned activities as an organizing framework, key activities to support Learning Networks included:

Define characteristics/governance of the Learning Network: YouthPower Learning worked with key USAID YouthPower stakeholders, and E&E and Implementation IDIQ contractors to establish overall norms and processes linked to the formation and ongoing operation of the planned Learning Network.

- The first round of key informant interviews focused on developing CoP topic areas and potential types of products. While a relatively small sample, the associated online survey facilitated rounding out a picture of topics and methods to engage that have informed the early development of CoPs.

- In August, the ST2 team prepared and delivered a brief to the USAID Steering Committee on the approach to the Learning Network and CoPs to measure progress and plans against USAID expectations.
- YouthPower Learning anticipates additional work with IDIQ holders during the rescheduled Learning Launch.

Develop requirements for participation and communities of practice guide: In anticipation of CoP rollout, the ST2 team drafted general CoP guidance to support a more consistent experience and reliable results from member collaboration.

- The draft of the CoP Guide is under review by members of the YouthPower Learning team. Along with an explanation of the approach to CoPs, the guide includes sections on CoP champion roles, facilitation, the CoP lifecycle, and background material on the associated online tools. R4D contributed its expertise to developing the CoP guide and is assisting with the overall review of the approach to the Learning Network.
- YouthPower Learning leveraged the July 2015 IDIQ kickoff meeting to provide an initial face to face forum to build consensus on roles and responsibilities for the Learning Network and CoPs; and to reinforce the values and principles around collaboration and Learning Network norms.
- During the kickoff meeting, participants contributed to developing CoP themes and types of solutions to consider during Knowledge Café sessions.

Select initial members: For each YouthPower CoP, we anticipate that CoP champions will develop their core membership in advance of the CoP launch, now scheduled for first quarter FY16.

- The CoP Guide includes recommendations for CoP champions on developing initial membership. The plan for launching CoPs includes time on the agenda at the Learning Launch for participants to self-select for CoPs.

Learning Network roll out plan approved: On August 19, the ST2 team developed a strategy brief for the Steering Committee meeting explaining the intent of the YouthPower Learning Network, Learning Network Planning progress made as of that date, and upcoming tasks. We continue to work with USAID on finalizing the Learning Network Launch agenda for December roll out.

Select first-Round topics at September meeting:

Given the delay in the formal launch of the Learning Network and the survey results already available, the YouthPower Learning core team has proposed the following thematic communities for the launch. The final focus of each CoP and its initial membership will be confirmed at the Learning Network Launch:

- Soft skills and their relationship to advancing cross-sectoral goals
- Youth Engagement as part of PYD programs
- Youth and Conflict/Crime
- Gender/Adolescent Girls (potential health and/or President’s Emergency Plan for AIDS Relief [PEPFAR] focus)
- PYD program design (or an alternate topic)

Table 2: Status of ST2 deliverables from the FY15 Work Plan

Deliverable	Status	Notes
Submit report from July 2015 kick off on the Learning Network including any initial operations issues and topics	Completed	Report submitted with results of Knowledge Café dialogue included as annexes.
Gain USAID approval for rollout plan, initial menu of learning topics, and schedule to initiate the Learning Network	In progress	Briefing material on overall approach prepared and delivered to USAID Steering Committee. Proposed CoP learning topics shared with USAID. The topics are still under consideration in at least one case.
Draft CoP guidance, including on how to design and foster effective engagement	In progress	CoP Guide drafted and expanded to include support for CoP champions. Anticipated date for USAID review is November 13.
Report from September 2015 Learning Network Launch, including CoP topics and next steps for learning activities	Postponed	Event rescheduled for December 7-8. Report to be completed after the new date.

C. SUB-TASK 3: DEVELOP INDICATORS

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

The initial work on ST3 focused on collecting and understanding the existing literature regarding PYD. As a result of this process, the ST3 team composed a “theory of change” to demonstrate that investments in PYD approaches will contribute effectively to both the intermediate and long-term results that USAID is seeking in youth development, as measured by a set of PYD-specific indicators (see Appendix E). The theory of change served as a roadmap for the ST3 team to ensure the definition and domains align with the goals of YouthPower.

The team then developed a definition of PYD for YouthPower. The purpose of establishing a common definition at the beginning of the project is to help USAID position itself as a global leader in PYD; to inform the development of a conceptual framework for the project; to inform the selection of indicators and the meta-review; and to provide a clear and actionable framework for investments by USAID and implementing partners across sectors.

YouthPower Learning sought to develop a clear and comprehensive definition of PYD that draws on existing literature and emphasizes PYD as a *programmatic approach* (as opposed to a developmental process) to achieve positive outcomes for youth, families, and communities. In drafting this definition, we reviewed various definitions from the academic literature, U.S. government policy documents as well as were informed by the Interagency Working Group on Youth (www.youth.gov). We identified the core

elements of PYD that should be emphasized in a programmatically-oriented definition. We also sought to bring in elements typically identified with assets-based and prevention-focused approaches, both of which were prioritized by USAID in the original YouthPower RFP. Some of these core elements are:

- The active engagement of young people themselves in the process;
- A holistic approach that positions individuals in the context of families, communities, and systems;
- An emphasis on positive, individual-level attributes in the form of assets, skills and competencies, as well as protective and enabling factors in their environment;
- Emphasis on the empowerment of young people as a key outcome of this process; and
- A life course orientation that will prepare youth to achieve their potential in the present, as well as in the future.

Below is the working definition of PYD for YouthPower:

Positive Youth Development (PYD) is an approach that engages young people—along with their families, communities and governments—to build skills, assets and competencies, foster healthy relationships, strengthen protective and enabling factors in the environment, and transform systems that will empower young people to reach their full potential.

The team subsequently developed five domains which reflect that definition: Assets, Agency, Enabling Environment, Access, and Participation. YouthPower Learning will use these domains as a “framework” to develop indicators for YouthPower. The ST3 team also began collecting currently used, youth-focused indicators. At the end of the reporting period, USAID approved the proposed PYD definition and the overall vision of the domains. The ST3 team will further refine and validate both the definition and domains in FY16

Throughout the reporting period, YouthPower Learning coordinated meetings and conference calls with partners to elicit their insight and feedback, and to develop Work Plans for ST3. The team also held meetings and conference calls with key members of the YouthPower steering committee from USAID to gain clarity on the overall vision and goals of this sub-task. The original FY15 Work Plan outlined a plan for the ST3 team and partners to design an indicator reporting system that would bridge gaps across sectors, establish common measures which promote learning, and contribute to a comprehensive PYD framework.

While some of those original goals and activities—such as the development of the PYD definition—were key activities of this reporting period, new goals that will be key in FY16 emerged during the discussions. Numerous forms of communication with USAID—including memos, conference calls, emails, and in-person meetings—were used to continue the conversation about the utility and purpose of the indicators and a database for housing those indicators. While some aspects of this conversation were resolved, others are still ongoing in FY16. We agreed to develop illustrative indicators within five domains that cut across level (e.g., individual, system), process (e.g., output, outcome) and sector (e.g., health, education). Where feasible, we will determine if there are one or more indicators within each domain that would be relevant to most YouthPower implementers. However, the list of indicators will not be exhaustive. ST3 team will develop user guidance document and indicator reference sheets. We agreed to develop a spreadsheet that implementers would complete to share progress on their indicators, but we need to determine in consultation with USAID how USAID can encourage implementers to collect and share progress and how the results will be analyzed.

The following are the activities that were outlined in the FY15 Work Plan over the reporting period, as well as a description of what was accomplished in support of ST3:

Develop framework and indicators: The ST3 team developed an overarching framework for PYD and the indicators, which included a definition of PYD and five domains. These domains will be the basis for the illustrative indicators to be developed in FY16. See Appendix F for the latest version of the PYD definition and domains, which will likely be modified in FY16 after feedback from IDIQ holders.

Collect currently utilized indicators: The ST3 team began to collect currently utilized indicators. Currently, YouthPower Learning has a list of approximately 50 sources or contacts and have begun to track youth-focused indicators in an Excel document. As discussions with USAID on this sub-task continued throughout much of the reporting period on the extent and purpose of this search process, much of the work has continued into FY16.

Develop database of currently utilized indicators: During the reporting period there were multiple discussions with USAID about the purpose of a database and the types of indicators that YouthPower Learning should develop. Decisions about the scope and magnitude of the database for indicators are still under consideration. At a minimum, the tracking document currently being used to track existing indicators is operational.

Develop conceptual framework: The ST3 team produced a “theory of change” that can be used by YouthPower to demonstrate that investments in PYD approaches will contribute effectively to both the intermediate and long-term results that USAID is seeking. Additionally, the team worked to develop the overall framework for PYD for YouthPower, which includes the definition and the five domains.

Conceptual framework approved: The overarching framework for PYD—which includes the definition and five domains—was discussed and approved as a working version by USAID in late September.

In person meeting of ST3 leads: All ST3 team members met in July to discuss the PYD definition, types of indicators to be collected and created, and how dimensions of PYD might link across sectors.

Presentation of draft conceptual framework to partners: Because the Learning Launch was postponed, the ST3 team did not present the draft framework to all YouthPower partners. However, ST3 partners discussed the framework and indicators and held a meeting with USAID to gain initial approval for the direction of the framework. Incorporating this feedback, the ST3 team developed a survey to send to all YouthPower IDIQ holders, which will be sent in the first month of next quarter.

Develop list of PYD indicators: This activity is ongoing into FY16, as the scope of what kind of indicators would be developed was not approved with USAID until late in the reporting period.

Bring ST4 findings to ST3 leads: ST3 leadership has met weekly or bi-weekly with ST4 leadership to ensure that their sub-tasks align. For example, ST4 worked with ST3 to develop the PYD definition and domains, which ultimately served to frame the review process under ST4.

Table 3: Status of ST3 deliverables in FY15 Work Plan

Deliverable	Status	Notes
Develop database of currently collected youth-focused indicators	In progress	Currently have list of sources and contacts for youth-focused indicators, and have begun to compile a list of relevant indicators. This currently is in the form of a tracking document in Excel.
Submit report from July 13 and 14 2015 meeting of ST3 leads	Completed	Report from July meeting with ST3 partners shared with USAID. Report included draft definition of PYD and draft theory of change.
Draft conceptual framework approved by USAID	Completed	USAID approved PYD definition and domains as a working framework PYD definition and domains being shared with YouthPower IDIQ holders for buy-in and feedback.
Develop and deliver presentation for mid-September Learning Network Launch	Postponed	Launch postponed until the first quarter of FY16, therefore; ST3 team moving forward with a survey to collect feedback from IDIQ holders.

D. SUB-TASK 4: 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 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 in order to support USAID’s funded interventions in international settings. The meta-review will contribute to answering the following research questions: *How have PYD approaches been implemented, and what does the evidence say about their effectiveness?*

To answer these questions, we will conduct a review and analysis of peer-reviewed and grey literature, with a focus on low and middle-income countries. The review will include literature in English, Spanish and French. This review will help USAID to:

- 1) Provide clear guidance to internal and external constituents on what constitutes a PYD approach;
- 2) Document what is known about what works and what does not in PYD programming across sectors;
- 3) Identify gaps or areas where there is a need for more evidence and evaluation;
- 4) Better understand the types of programs the Agency might support under YouthPower across sectors; and
- 5) Strengthen efforts to support investment on PYD programs.

In addition to providing information about the existing evidence about the effectiveness of PYD and PYD-inspired projects, this meta-review will include a listing of interventions that can be classified as “PYD programs” across low and middle income countries.

Using the FY15 Work Plan activities as a framework, following are details about ST4 activities during the reporting period.

Detailed strategy for meta-review developed and approved: The ST4 team developed a general search strategy, as well as specific search strategy for peer-reviewed and grey literature, which is still being refined. The team also prepared two drafts of the general strategy for the meta-review and prepared Work Plans for all partners. The strategy includes processes for documenting the search and categorization criteria (see Appendix G). It defines ICRW as the lead for the collection and analysis of the peer-reviewed literature, UM/CAH and UW/SDRG as providing expert technical advice and research support throughout the continued refinement of the strategy and typology for the review, and R4D as leading the collection and analysis of grey literature. The YP Foundation will review the strategy and share programmatic examples to include in the review.

Incorporate ST3 conceptual framework into ST4: YouthPower Learning developed the search terms for the meta-review using the drafts of the PYD definition and corresponding domains that the ST3 team established.

Introduce meta-review at July 8 meeting: As part of the July 8 introduction of YouthPower Learning to the YouthPower IDIQ holders, the ST4 team shared the meta-review plan with attendees to raise their awareness and get their initial feedback on the plan.

In person meeting of ST4 leads: While the ST4 team held several phone consultations between members, the team held its first in-person meeting on July 14. Members of UM/CAH, ICRW and R4D gathered at the ICRW office (the UW/SDRG team attended the meeting virtually) to define the research questions, discuss search criteria, agree on procedures for ST4, coordinate roles and responsibilities of team members, and establish a timeline for next steps and deliverables

Develop and deploy online survey: The ST4 team developed of an electronic survey designed to collect articles, reports, evaluations, and other program documentation that might be helpful in the meta-review. It also added space to collect any indicator information to support the ST3 team’s goals. YouthPower Learning deployed the survey to YouthPower IDIQ consortium members and the broad youth-serving community, which include implementers, donors and researchers.

Agreement on the typology and study/search criteria: Over several phone consultations, the members of ST4 shared their ideas about the typology and study/search criteria and during the first in person meeting in July they refined and agreed upon general criteria (See Appendix G). The search terms are still being defined as current search terms garner over 33,000 articles, which are too many for the team to cull through. The search terms will be finalized early next quarter.

Begin searching literature: While the ST4 team is currently refining the search terms, it has identified and used ten sentinel papers that must be retrieved in any search criteria (See Appendix H). The ST4 team has started collected grey literature from colleagues in youth-serving organizations.

Table 4: Status of ST4 deliverables from the FY15 Work Plan

Deliverable	Status	Notes
Develop strategy and work plan for the meta-review	Completed	Overall strategy for conducting the meta-review has been developed and agreed upon by team. Team is refining terms to ensure it collects all key literature.
Determine typology and study/search criteria	Completed	Typology and criteria for searching the literature agreed upon by team members during July meeting.
Assign work across ST4 actors	Completed	Developed broad work plan for the meta review as part of the FY15 Work Planning process. This served as foundation for defining specific work plans for each partner and team member.
Initiate literature search	In progress	Identified ten sentinel papers to serve as the foundation of the search (See Appendix H). Began to collection of grey literature through various events, meetings and discussions with colleagues in the youth sphere, across sectors, along with the grey literature search. Search for grey literature will continue and deepen over the next reporting period.
Distribute survey to YouthPower IDIQ holders and other key stakeholders	Completed	The survey is still open and organizations continue to add their documents.

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

The goal of ST5 is 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. The YouthPower Learning team will support greater interaction between global youth stakeholders so as to disseminate existing and emerging evidence around PYD in developing country contexts.

USAID/Nigeria

YouthPower Learning’s first buy-in was from USAID/Nigeria to implement the Nigeria youth workforce development (WfD) assessment and project design. Using this first buy-in, YouthPower Learning developed response procedures with key partners of dTS, ICRW, R4D and Khulisa. YP Learning used the Asana task management system and Google docs to share the Terms of Reference for buy-ins, and

to request interested partners to outline capabilities and nominate personnel. Using this procedure, Making Cents selected its assessment team with members from Making Cents, ICRW, and Khulisa for the Nigeria assessment.

The key deliverables for this buy-in are a desk review identifying strategic priorities for USAID/Nigeria, a strategic conceptualization of a project which integrates workforce development activities into appropriate Project Appraisal Document(s) (PAD(s)), and, lastly, an activity solicitation. **During this reporting period, the assessment team completed the first draft of the desk review, in line with the deliverable deadline.** USAID /Nigeria Mission feedback as well as primary research currently being conducted in country are being incorporated into a second draft of the desk review, to be submitted early in the next quarter. Additional deliverables are to be submitted later in FY16, drawing on field visits and mission meetings.

Collaboration and Engagement

Since the start of this project, 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 YouthPower Learning team is 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 with other projects, ensuring cost-effectiveness and wider visibility for YouthPower than would otherwise be the case. In line with our goal of cross-task collaboration, these activities have 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. While not exhaustive of every PYD-relevant activity that team members have engaged in during the course of FY15, below is a summary of just some of the activities that three senior personnel engaged in, as an example.

Cassandra Jessee, director of YouthPower Learning, participated in several meetings and events since joining YouthPower in the last month of this reporting period. She participated in orientation meetings with several operating units at USAID and in regular discussions with the USAID team. Additionally, she engaged in bi-weekly discussion with Kristen Brady, Director for YP Action. And, as part of engaging with the larger youth-serving community, she participated in a Youth Engagement in Reproductive Health workshop hosted by Population Services International (PSI), and participated and presented at Information Sharing about Youth Programs hosted by the Global Health Bureau.

Peter Hobby, senior knowledge management specialist at Making Cents and lead for ST 1 and ST2, participated in a wide variety of events since joining the YouthPower team in June. As part of sub-task management and administration, Peter conducted numerous consultations on technology platforms and communities of practice with relevant organizations such as Development Alternatives Incorporated (DAI), FHI 360, Dexis, subcontractors YABT and R4D, and web design firm Forum One. He furthermore participated in multiple rounds of planning and briefing meetings with the USAID Steering Committee and other relevant USAID actors. Finally, he participated in relevant technical events including a meeting of the USAID Knowledge Management Reference Group, events on Adaptive Management and Education and Youth Programming at USAID, and the FHI 360 Challenge Conference.

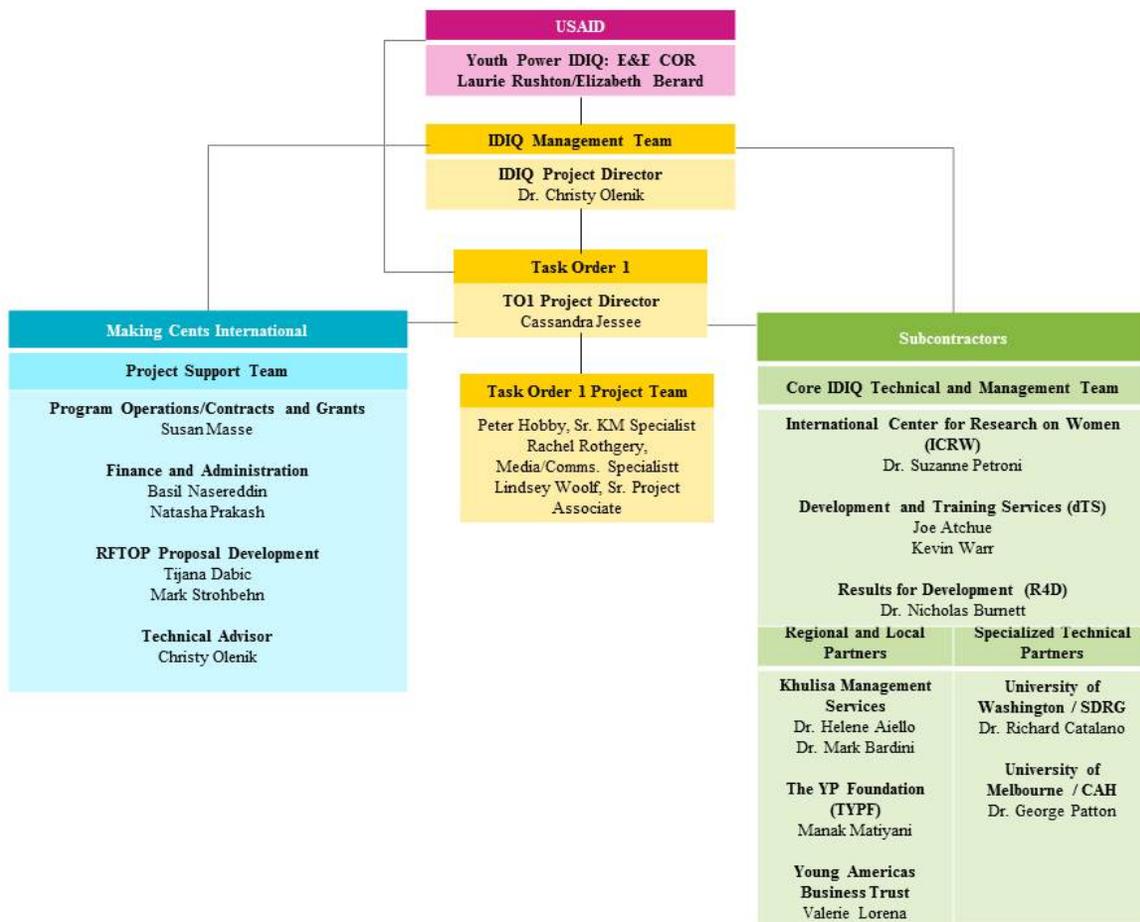
Dr. Suzanne Petroni, senior technical advisor and senior director for Gender, Population and Development at ICRW attended several consultations with PEPFAR staff, discussing ways in which to advance positive and comprehensive approaches to empowering and ensuring the resiliency of adolescent girls under the Determined, Resilient, Empowered, AIDS-free, Mentored, and Safe (DREAMS) initiative. She participated actively in a three-day meeting of the Lancet Commission on Adolescent Health and Wellbeing (with Dr. Patton and Dr. Sawyer of the University of Melbourne), where she leads the youth engagement section of work. She contributed to the Adolescent Workstream of the UN Secretary General's Every Woman, Every Child Agenda 2.0, including

participating in a technical expert group sponsored by UNFPA and UNAIDS and contributing to an article on adolescent health and wellbeing that was published last month in the British Medical Journal. She has participated at various events, briefings and workshops, including attending the Population Council’s event launching findings of the Age at Marriage project; advising on and speaking at the PSI/IPPF-sponsored Youth Engagement Workshop; speaking on child marriage at the U.S. State Department; and participating actively in both the Youth Steering Committee for the International Conference on Family Planning and the Youth Health and Rights Coalition, among others.

IV. TASK ORDER MANAGEMENT

YouthPower Learning has established a strong project management system and team during the kickoff period.. All the initial administrative, contractual and management start-up tasks have been completed, with the exception of a couple outstanding TOI subcontracts. 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



Using the FY15 Work Plan activities as a framework, following are the key activities accomplished over the reporting period.

Establish YouthPower Learning Staffing: YouthPower Learning recruited, gained approval and onboarded project staff during the performance period. The two key personnel, Cassandra Jessee as the TOI project director and Peter Hobby as the senior knowledge management specialist, joined the team. All other positions were filled and approved by the end of the reporting period. As part of the YP: E&E IDIQ, Making Cents hired Dr. Christy Olenik as IDIQ director with USAID approval.

Develop financial procedures for YouthPower Learning: YouthPower Learning established project codes and invoicing templates, and oriented staff to meet the financial reporting requirements of the award. Making Cents also requested and received a NICRA during this reporting period.

Develop administrative systems: YouthPower Learning developed the appropriate administrative manuals and templates for guiding the internal management of the task order for Making Cents, including drafting the GUC Manual and RFP templates. The GUC Manual will be submitted for USAID approval early next quarter. The project team also executed contracts to engage partners effectively, with the exception of outstanding contracts to be executed with dTS, the UM/CAH and TYPF. Once YouthPower Learning has approval to use LOE under ST5, the project can execute a subcontract with dTS, which is only a partner under this sub-task. The contract with UM/CAH is in progress and under review by the university. The contract with TYPF is more complicated given its NGO status in India and recently enforced laws that preclude the organization from accepting contracts. Discussions are ongoing with USAID to use GUCs to engage this important youth-serving organization.

Develop Project Management Framework: YouthPower Learning established and normalized communication between its USAID contracting office representative (COR) and the Steering Committee. YouthPower Learning leadership held regular phone calls and meetings with the COR. The team also had several key meetings with USAID Steering Committee members, generally to orient key staff, though other meetings focused on specific sub-tasks, particularly ST3. YouthPower Learning conducted an orientation for partners in May that covered roles and expectations, as well as vision and goals for the project. The project established monthly all-partner meetings. Meanwhile, the project director held one-on-one meetings with each partner individually.

The YouthPower Learning and YP Action management team has normalized bi-weekly meetings (in person or via teleconference) to facilitate close collaboration. YouthPower Learning established TO management systems, namely the cloud-based Asana tasking tool, Google drive and docs, and Adobe Connect to facilitate cross-team communication and project tracking. YouthPower Learning also developed and received approval on the FY2015 Work Plan, and developed and submitted the FY2016 Work Plan.

On July 8, YouthPower Learning held its first launch with the YouthPower IDIQ holders and shared with the broader YouthPower family the vision of YouthPower Learning, its goals and work plans. The participants also developed collaborative norms for how YouthPower Learning would support Implementation.

Reporting: YouthPower Learning submitted all required reporting documents. In particular, the project team completed the Monthly Financial Reporting and Foreign Assistance Reporting. YouthPower Learning also revised and submitted a TO-specific Branding and Marking plan.

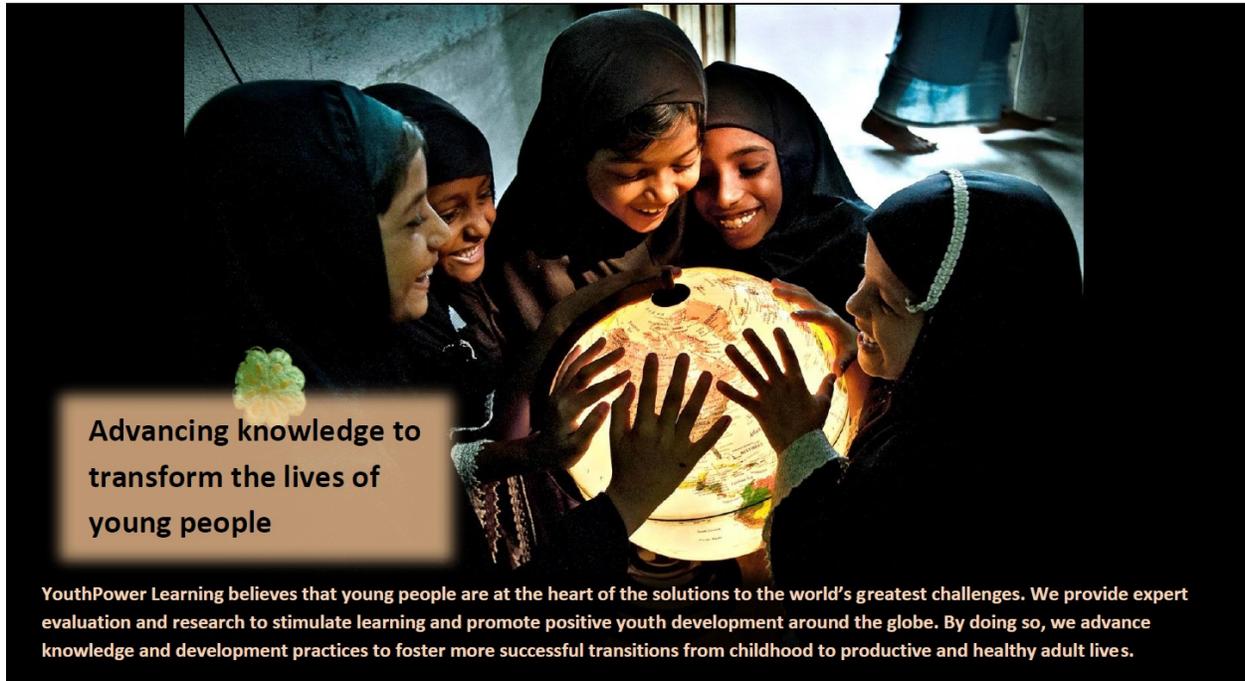
Initial Environmental Evaluation (IEE): YouthPower Learning activities were found to have a “negative determination with no conditions associated with implementation” by the IEE and thus no additional actions were required. The YouthPower Learning Contracting Officer’s Representative transmitted the IEE to YouthPower Learning and discussed the report with project management. The

YouthPower Learning COR and project management will revisit the IEE annually to ensure that no project changes have been made that would require further actions.

Table 5: Status of management and administration deliverables from the FY15 Work Plan

Deliverable	Status	Notes
YouthPower Learning-specific Branding and Marking Plan	Completed	Branding and Marking Plan (with the YouthPower Learning logo) submitted and USAID-approved.
GUC Manual	In progress	Manual drafted under internal review. Will be submitted to USAID early next quarter.
Final Fiscal Year 2015 Work Plan	Completed	Submitted and approved.
Draft Fiscal Year 2016 Work Plan	Completed	Draft FY16 Work Plan submitted. Final version will be submitted and approved early next quarter.
YouthPower Learning required reporting for the Work Plan period	Completed	All required reports over the reporting period were submitted, including Monthly Financial Reporting and Foreign Assistance Reporting. The Quarterly Pipeline and Expenditure Reporting will be submitted by October 30. The PEPFAR Expenditure Reporting was not applicable during this reporting period.

APPENDIX A: YOUTHPower LEARNING POSTCARD



Advancing knowledge to transform the lives of young people

YouthPower Learning believes that young people are at the heart of the solutions to the world's greatest challenges. We provide expert evaluation and research to stimulate learning and promote positive youth development around the globe. By doing so, we advance knowledge and development practices to foster more successful transitions from childhood to productive and healthy adult lives.

ABOUT YOUTHPower LEARNING

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

YOUTHPower LEARNING ACTIVITIES

- Create and manage YouthPower.org – the premier learning hub for enhanced knowledge-sharing on PYD and cross-sectoral programming;
- Foster an inclusive, demand-driven learning network and communities of practice to improve skills, practices and partnerships around international cross-sectoral PYD;
- Develop indicators and related tools to bridge gaps across sectors and establish common measures to contribute to a comprehensive PYD framework;
- Produce the definitive global meta-review of PYD literature to expand on the existing evidence base; and
- Provide evidence and evaluation support through buy-ins to USAID using assessment, evaluation, research, learning, and project design technical assistance.



LEARN MORE! @  YouthPower Learning  #YPLearning

For public inquires and additional information please email comms@youthpower.org or mail to Making Cents International, 1155 30th St NW, Washington, DC 20007

Girls in India gather around an illuminated globe, hoping for a better world. © 2012 Pranab Basak, Courtesy of Photoshare

APPENDIX B: YOUTHPower LEARNING FACT SHEET



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PEPFAR
U.S. President's Emergency Plan for AIDS Relief

YOUTHPOWER
LEARNING

FACT SHEET YouthPower Learning

April 2015- April 2020

\$21.7 million

OVERVIEW

USAID YouthPower Learning generates and disseminates knowledge about the implementation and impact of positive youth development (PYD) and cross-sectoral approaches in international development. The project leads research, evaluations, and events designed to build the evidence base. Concurrently, YouthPower Learning employs expertise in learning and knowledge sharing to promote engagement and inform the global community about how to successfully help transition young people into productive, healthy adults.

YouthPower Learning supports the implementation of the 2012 USAID Youth in Development Policy to improve capacity and enable the aspirations of youth so that they can contribute to, and benefit from, more stable, democratic, and prosperous communities. The project also responds to USAID's renewed call for unbiased impact and performance evaluations of the agency's programs, as well as for increased use of research to improve program planning and results. The project is jointly funded by USAID's Bureau for Global Health and the U.S. President's Emergency Plan for AIDS Relief; USAID's Bureau for Economic Growth, Education, and Environment; and USAID's Bureau for Democracy, Conflict, and Humanitarian Assistance.

Making Cents International leads YouthPower Learning, in collaboration with its partners the International Center for Research on Women; Palladium (formerly Development & Training Services); 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; Young Americas Business Trust, and the India-based YP Foundation.

ACTIVITIES

- Create and manage YouthPower.org – the premier learning hub for enhanced knowledge-sharing on PYD and cross-sectoral programming;
- Foster an inclusive, demand-driven learning network and communities of practice to improve skills, practices and partnerships around international cross-sectoral PYD;
- Develop indicators and related tools to bridge gaps across sectors and establish common measures to contribute to a comprehensive PYD framework;
- Produce the definitive global meta-review of PYD literature to expand on the existing evidence base; and
- Provide evidence and evaluation support through buy-ins to USAID using assessment, evaluation, research, learning, and project design technical assistance.

CONTACT US

For public inquiries and additional information please email comms@youthpower.org or mail to Making Cents International, 1155 30th St NW, Washington, DC 20007.

This fact sheet is made possible by the generous support of the American People through the United States Agency for International Development (USAID), under the terms of YouthPower Learning, Contract No. AID-OAA-I-15-00034(AID-OAA-TO-000011). The contents of this factsheet are the sole responsibility of Making Cents International and do not necessarily reflect the views of USAID or the United States Government.

APPENDIX C: OVERVIEW OF HOSTING OPTIONS FOR YOUTHPower.ORG

(ADAPTED FROM EMAIL CORRESPONDENCE AUGUST 28, 2015)

To inform the decision by USAID on hosting options for the YouthPower.org Learning Hub web site Peter Hobby, senior knowledge management specialist compiled the list below. Based on earlier research and consultations, options include hosting either as a stand-alone site or by partnering with the Innovation Exchange managed by USAID's Global Development Lab. The list was developed with input from Forum One, the vendor selected through the YouthPower Learning RFQ process and responsible for supporting the Innovation Exchange. The YouthPower Purchase Order for IT support has been structured to start the information gathering phase independent of a specific platform and has a built in a decision point based on requirements gathering to decide whether to a) join the GDL Innovation Exchange as a sub-site, or b) build a separate stand-alone site. Following are benefits and issues under consideration.

GDL Innovation Exchange

Benefits:

- Partnering with the GDL Exchange offers access to an existing platform designed for exchanging information and connecting people – features and an approach in line with YouthPower.
- Joining a larger social network (more than 900 members to date before going public) helps extend the reach of YouthPower.
- Hosting under the larger Exchange system gives YouthPower greater latitude to define a brand using youthpower.org and build a knowledge base to attract future funding to support sustainability.
- Joining now allows YouthPower to benefit from an existing set of online community tools and shape the tools developed to support project-specific sites (eg: knowledgebase library and social media plugins).

Issues:

- Using the Exchange platform ties YouthPower content and options for online tools to the larger web site. Additional features can be developed but YouthPower may not control the timeline.
- Should the GDL Exchange site end, YouthPower would need to migrate content to a new platform.

Stand-Alone YouthPower Site

Benefits:

- Building a stand-alone YouthPower site allows freedom to create web site features tailored exactly to the projects specific needs – within USAID's guidelines.
- A stand-alone site can more easily be moved to alternate IT platforms as part of sustainability planning.

Issues:

- Creating a stand-alone site requires adhering to standard USAID branding and may affect options to attract funding for sustainability.

- Creating a stand-alone site requires time and resources to clear all USAID IT and public affairs/branding hurdles.
- A stand-alone site requires continued funding for security and maintenance solely through YouthPower sources.

APPENDIX D: JULY 8 MEETING NOTES



USAID YOUTHPower LEARNING LAUNCH EVENT

The YouthPower Evidence and Evaluation Task Order I (YP: EE TOI) Launch was held July 8, 2015 in Washington DC. The purpose of the meeting was to inform IDIQ holders about the learning agenda and begin to develop collaborative norms that will serve as the foundation for building the evidence base on the effectiveness of positive youth development and cross-sectoral programming, and promoting coordination and learning in the PYD field. This workshop was the first in a series of learning events and will be followed in September 2015 by a two-day Learning Network launch. Forty-two representatives of USAID and IDIQ holders attended in person, and 59 through a webinar.

The Launch began with a half hour of networking prior to formal introductions and the overview of the project and learning agenda. The launch formally began with Ms. Laurel Rushton, USAID COR for the YouthPower Evidence and Evaluation IDIQ who briefed participants on the overall structure and purpose of the two Youthpower IDIQ awards and set the tone for a collaborative event to kick off the morning. Ms. Elizabeth Berard, USAID COR for the YouthPower Implementation IDIQ, followed, elaborating on the history leading up to YouthPower and the opportunities

YouthPower Purpose:

To strengthen local, national, and global youth systems and programs to achieve sustainable, positive youth outcomes in health, education, and political and economic empowerment, and to increase youth engagement in development efforts.

to contribute to new approaches to Positive Youth Development (PYD) and asset-based approaches to youth programs. Mr. Timothy Nourse, Interim Project Director for the YP: EE TOI provided an overview of the activities, objectives and intended implementation methods of Task Order I. In addition, Mr. Nourse reviewed the YouthPower purpose (box at right), the importance of getting the “right tools, into the right hands, at the right time, to do the right job” to achieve project success and the main tasks included under YP: EE TOI. Mr. Nourse clarified that the task order’s job is to help advance the PYD industry, and in particular to help USAID and the IDIQ holders to implement PYD and cross-sectoral youth programs more effectively. Kristin Brady, Project Director for the YouthPower Implementation IDIQ TOI followed with an update on the potential pilots under consideration for core support under that mechanism.

Following the formal presentations, Mr. Peter Hobby, Senior Knowledge Management Specialist for YP: EE TOI, introduced a Knowledge Café-style activity to build community input into the YouthPower Learning Platform and Learning Agenda. Consortia members completed a brief team-building exercise using Legos to help self-organize into discussion groups. The purpose of this session was to explore effective processes and platforms for group learning to help fit the Learning Hub to the needs of the YouthPower consortia (see activity responses in Annex A).

After the break, Mr. Hobby reviewed with the group a summary of the learning topics from an earlier online survey and the group then moved into a second Knowledge Café to discuss pressing questions the Learning Network should address, and what sort of products would be appropriate responses (see activity responses in Annex A).



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Dr. Suzanne Petroni, Senior Advisor to YP: EE TOI, then briefed the group on activities under sub-tasks 3; Development of a standard indicator reporting system and sub-task 4; Review of current experience with PYD programming. In conclusion, Dr. Petroni discussed the next steps on sub-tasks 3 and 4 and presented goals for the upcoming September meeting. Further information and greater detail about discussion topics are included in the slides included in Annex B below.

In conclusion, USAID discussed a number of child safeguarding policies that have been in effect for many years. USAID informed attendees that the new policy brings together these policies under one overarching and all-inclusive safeguarding policy. The policy has been codified in USAID's Automated Directive System (ADS) as a Mandatory Reference for ADS 200 and is included as Annex C of this report (see box at right for additional resources).

The Keeping Children Safe Coalition (KCS) toolkit is a complete package (made up of five components) for people working in child protection across the world; this toolkit can support partners to comply with the implementation of updated child safeguarding requirements in ADS 200. These modules include basic standards for organizations working with children to put child protection policies in process and may help organizations improve the quality of service and professionalism of those working with children. This 2011 toolkit is an updated version of the 2007 edition. It is available in English, French, Spanish, and Portuguese (Brazilian). The Arabic, Albanian, and Nepali translations of the 2007 toolkit have not been updated but are available for download. USAID highly recommends reviewing this toolkit as organizations consider/implement their own child safeguarding policies: <http://resourcecentre.savethechildren.se/library/keeping-children-safe-toolkit-child-protection>

The Learning Launch closed with a review of next steps including:

July-September: Participants were requested to complete the on-line survey if they haven't already and provide additional feedback to the event proceedings to better inform future activities. The [survey](#) will be open until July 31.

September 22-23: Participants will be invited to a two day learning network launch that will deepen the conversation around learning topics and provide an opportunity to contribute to the indicator and meta-research activities.



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Annex A – Notes from the Knowledge Cafés

Activity 1: Effective processes and platforms for group learning

Processes:

- Community commitment to a common agenda with sufficient time for creation of a respectful safe space for multiple learning style and processing/reflection of dialogue
- Effective facilitation - help participants visualize end goal/result to stay engaged, provide structure, prepare for collaboration, include diverse perspectives – clearly defined roles
- Monitor progress and make mid-course corrections – follow-ups with participants – effective M&E
- Communities should have clearly defined and targeted objectives & deliverables/outcomes
- Creative/innovative communication, information sharing and interpretations for multilingual audiences – allow for visible youth contributions
- Make personal connections and allow for peer problem solving

Platforms:

- Innovative uses of technology
 - Webinars
 - Meeting youth where they are
 - Online communities
 - Photo/video sharing
 - Social media
 - E-learning
 - Video conferences
- Study tours to see country context – leading to interactions/conversations
- Mentoring program – possibly directly with leaders or with peers
- In-person meetings – face-to-face communities of practice – right people, right place, right time
 - Peer groups and peer review or school groups
- Model interactions/capacity building with local partner

Activity 2: Pressing questions for the YouthPower Learning Network to address and proposed form for responses

Questions:

- M&E
 - How to develop hard evidence with multi-sectoral approach?
 - How can we get good data in areas where youth may be invisible?
 - Assessments need to include a variety of mechanisms for getting youth voices

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- Economic opportunity
 - Entrepreneurship – what are the real opportunities here? (Are we pushing them in a direction where there aren't opportunities?)
 - Youth perceptions (eg, unemployment) & definitions
- Skills/competencies/capacity building
 - Life skills- is there a common definition? Do we need one? Do we know what we need to know about the impact? (to what extent do L.S. include civic participation?)
 - Soft skills multi-sectional impacts?
 - How to translate capacity building/training to actual employment?
 - How do positive development programs lead to successful livelihoods?
 - What does resiliency look like for young people?
- Access to hard to reach groups
 - What is needed for working w/ vulnerable populations?
 - How does the informal sector engage with youth opportunities? How do we operate effectively and how do we measure it? Safety considerations?
 - Rural youth, mobility, connectedness to urban?
- Systems strengthening
 - How do systems and settings affect youth?
- Youth and violence
 - Youth & violence what affects it? Varies by context?
 - Effective integrated programming with youth violence-impacted environments → looking at interplay between assets and risks (does the increase in assets help diminish the risks? To what extent?)
 - What is driving youth to violence? How does the economic opportunities (or lack thereof) play a role?
 - Missing evidence on link between PYD and violence
 - Need learning & evidence
- Voice and engagement
 - What works w/ regard to engagement and what doesn't work?
 - Capturing youth voices and their desires for adulthood – how do we get there given current constraints? [Have our programs/approaches constricting their aspirations]
- Empowerment
 - What does it mean? Is it consistently understood?
 - Incentives for choosing productive paths?
 - Identity/belonging?
 - Recruitment techniques (violent extremism)
- Policy
 - What are the policy & other barriers keeping youth from transitioning effectively (look across sectors_ [key policies across sectors limiting/further exclude youth?]
- Local environment

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- Role of families, peers and communities?
- ICTs and social media
 - Social media (role of gender)?

Possible forms of Answers (means to obtain or disseminate):

- Research
 - Longitudinal Research
 - Cull research that is not explicitly youth programming but targets youth
 - Evaluation of youth led assessment & evaluations
 - Creative data collection Meta-evaluation
 - Action research: Learning by doing → letting programs drive practice
 - Adolescent brain research
- Tools
 - Adaptable tools
 - Frameworks
 - Guidance for researchers & implementers
 - Asset inventory checklist (tool)
 - Create framework for local consultations to complement assessments
- Reports/Dissemination tools
 - Alternatives to “publication,” ie. Podcasts, easy to digest info
 - Webinar, stationary resource (podcast, video, website, etc)
 - Effective story telling
- Approaches:
 - Inclusion of youth voice
 - Reaching out to identify diverse beneficiaries → Inclusion of hard to reach youth
 - GOP maps (‘evidence’)
 - Build capacity of local groups
 - Early interventions
 - Mental health/ trauma focus
 - Systems approaches
 - Age-stage/life cycle programming
 - Whole family approach → mapping influencers + decision making → interventions for parents/families/community members
 - Safe spaces/violence prevention
 - Early childhood development
 - Games, active learning
 - Technology & youth engagement (Dumb phone applications)
 - Highly context specific technology use – shape of the digital revolution in different places/spaces
 - Asset_building vis extremism

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- Mobilizing youth in implementation process – balance with tight timelines
- Convening:
 - In person – creative engagement “hack a thon”
 - Audience-oriented – “ted talk” – type platform
 - Dedicated conference small research grants to test/create tools
- Better M&E:
 - Indicator development
 - Targeting → Disaggregating data



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Annex B – Presentation Materials from the YouthPower Learning Launch (See following page for PowerPoint slides)



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YouthPower Learning Launch

YouthPower Evidence and Evaluation and
Implementation IDIQs

July 8, 2015 | 9:00 a.m. (EDT)



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YouthPower Learning Launch

AGENDA

- | | |
|------------|---|
| 9:00 a.m. | Introduction to YP Learning Agenda
(Webinar portion) |
| 9:45 a.m. | Community Input into YP Learning Platform |
| 10:30 a.m. | Networking Break |
| 10:50 a.m. | Community Input into YP Learning Topics |
| 11:35 a.m. | Moving Towards Multi-Sectoral PYD Indicators |
| 12:15 a.m. | Closing and Next Steps |



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YouthPower Learning Overview

Timothy Nourse

Acting YouthPower Learning Project Director



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YouthPower Purpose:

To strengthen local, national, and global youth systems and programs to achieve sustainable, positive youth outcomes in health, education, and political and economic empowerment, and to increase youth engagement in development efforts.



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Success comes from getting the right tools, into the right hands, at the right time, to do the right job.”

The right job(s) – Clear task, purpose, and steps required to achieve it



The right hands – Who will be carrying out the work, what are their responsibilities, and their strengths or weaknesses



The right tools– Tools that are required to do the job (assessment guides, meeting platforms, M&E systems)



At the right time – appropriate hands, tools and resources are available when needed





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The Job:

Goal: Improve Ability of Youth to Successfully Navigate adolescence/young Adult Hood

Purpose: To strengthen local, national, and global youth systems and programs to achieve sustainable, positive youth outcomes in health, education, and political and economic empowerment, and to increase youth engagement in development efforts

Through the following Intermediate Results:

- IR 1: Increase youth use of services and opportunities
- IR 2: Improved quality of services and opportunities for youth
- IR 3: Strengthened engagement of youth in development activities and policy-making processes



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More Specific Implementation and E&E Jobs

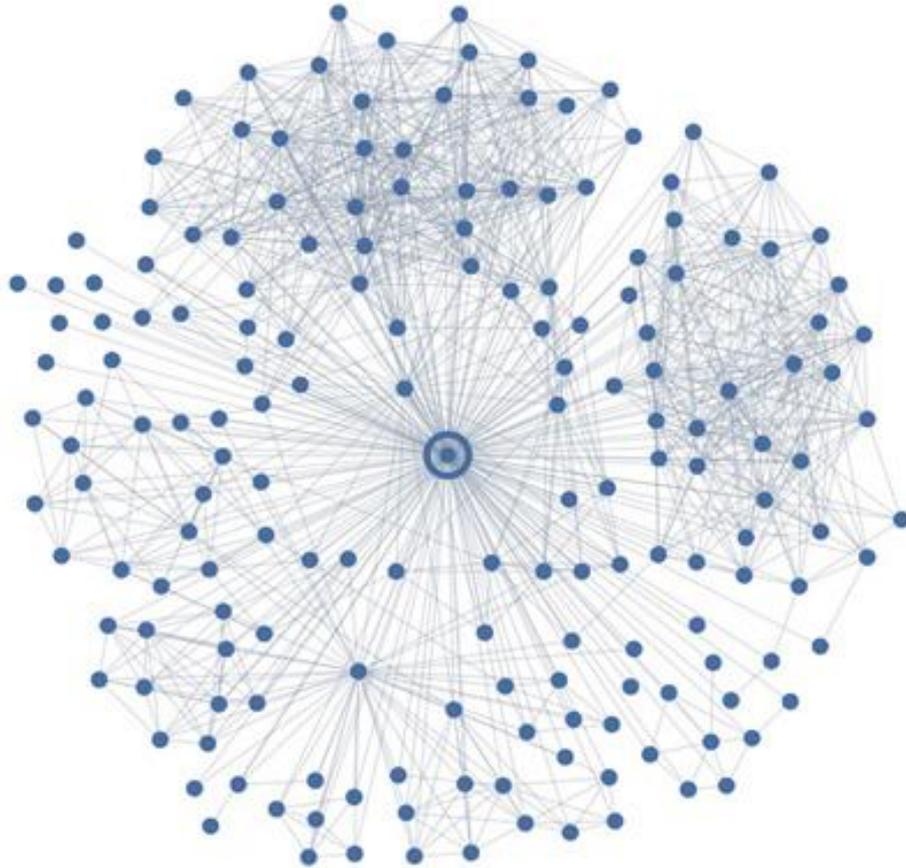
- **YP Implementation:** will focus on the design and implementation of *positive youth development* programming and policies, capacity strengthening of youth serving organizations and institutions including governmental and civil society organization (CSOs), and support of youth engagement within development.
- **YP Evidence and Evaluation (Learning):** will focus on research and evaluation of youth programming and facilitate technical leadership and dissemination of knowledge in the field of *positive youth development*.



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Youth Power Hands



YouthPower

- USAID
- Implementation IDIQ
- EE IDIQ

Local Stakeholders:

- Youth
- YSOs
- Governments

Industry

- Donors
- INGOs
- Academics



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Learning Tools:

- Learning Hub for Cross-Sectoral Youth Development
- Learning Network and Communities of Practice
- Indicator Development
- Research and Analysis of PYD approaches
- Evaluation and Dissemination
- Coordination with YP Implementation



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Principles to guide tool development:

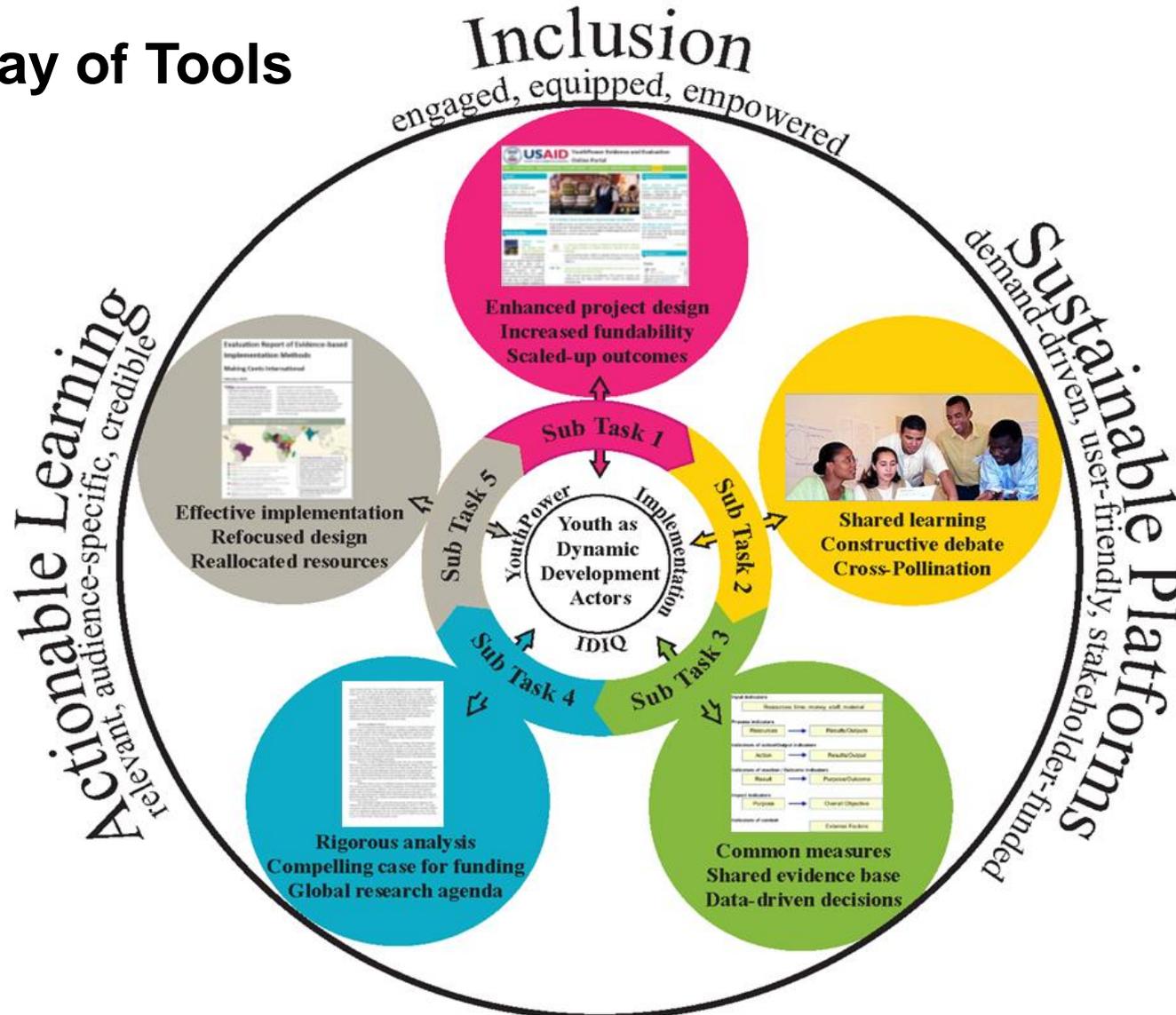
- *Actionable Learning*
 - Relevant, Audience Specific, Credible
- *Inclusive*
 - Engaged, Equipped, Empowered
- *Sustainable*
 - Demand-driven, User-friendly, Stakeholder funded



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Interplay of Tools





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Learning Network Development

1. **Network Design** – Establish norms and processes
2. **Network Launch** – Develop learning agenda
3. **Organizational Learning and Engagement**– Engage individuals orgs and broader industry around learning agenda through learning hub
4. **Network Learning** – Actively advance learning agenda through CoPs, grants, evaluations, research, and annual meetings
5. **Industry Engagement** – Disseminate learning and engage larger industry through hub, seminars, co-investments

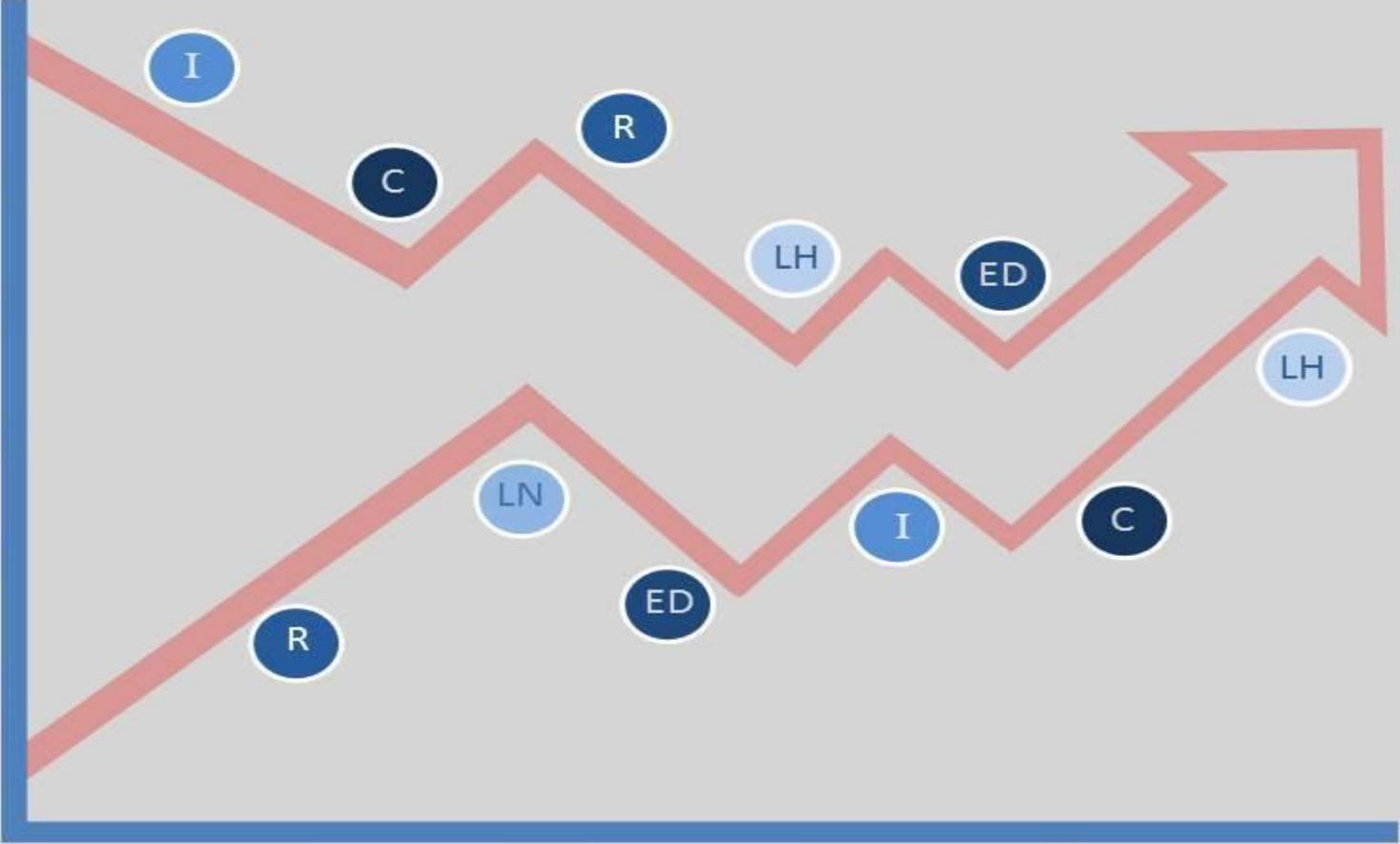


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TASKS

- LH** Sub Task 1: Learning Hub
- LN** Sub Task 2: Learning Network
- I** Sub Task 3: Indicator Development
- R** Sub Task 4: Research
- ED** Sub Task 5: Evaluation & Dissemination
- C** Coordination



- Network Design
- Network Launch
- Organizational Learning & Broader Engagement
- Network Learning
- Industry Engagement

TIME



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Knowledge Café: Building YouthPower Learning

Peter Hobby

Senior Knowledge Management Specialist



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Knowledge Café Lite

- 1 round per question
- Assign a host and scribe
- Discuss!
 - All equal, all may participate (doodling counts)
 - “yes, and” to build
 - Open mind, minimal filter
- Record main ideas on giant blue stickies



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Find Your Groups

1. Choose 1 lego from the bag in front of you
2. Find 6 others who each have a different color lego
3. Build a small block with your legos and place in the middle of your table
4. Start the knowledge café activities





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Knowledge Café Topic 1: YouthPower Learning Activities

- To Start (10 minutes)
 - Brief round of introductions
 - Share one experience where collaboration worked for you
- Q: What approaches to [group] learning have worked well? Why?
 - Include processes (brainstorm, facilitation, work groups etc.)
 - And platforms (meetings, study tours, discussion lists, webinars, elearning, portals etc.)
- Don't forget – List on giant blue sticky!



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During the Break – Begin to Find your 2nd Group:

1. Choose the 2nd lego from your bag
2. Find 6 others who each have the same color lego
3. Build a small block with your legos and place in the middle of your table
4. Signal when ready to start second knowledge cafe





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Survey Summary of YouthPower Learning Topics

- Improving economic opportunities
 - Entrepreneurship, workforce development, soft skills
- Engagement
 - Effective civic participation, participatory research and program design, gender inclusion
- Improving health outcomes
 - Family planning, healthy decisions, girls empowerment
- PYD program design, evaluation, scaling



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Knowledge Café Topic 2: YouthPower Learning Topics

- Discuss (20 minutes each)
 1. What pressing questions should the Learning Network address and why?
 2. What form should answers take – publications, guides, tools, policy...?
- Don't forget – List on giant blue sticky!



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Understanding Sub-Tasks 3 and 4 YouthPower: Learning

YouthPower Launch Meeting: July 8th 2015

Suzanne Petroni

Senior Advisor, Youth Power Learning



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Sub-Task 3: Development of a standard indicator reporting system

- Design an indicator reporting system that will bridge gaps across sectors, establish common measures, promote learning, and contribute to a comprehensive Positive Youth Development (PYD) framework.
- The system will facilitate consistent and expedient tracking of indicators and effective use of the resulting data by USAID staff and YouthPower IDIQ holders.



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Sub-Task 3: Activities

- Collect currently-used youth-focused indicators
- Develop a conceptual framework to guide the development of PYD indicators
- Produce and test PYD indicators
- Develop a database to house indicators and results
- Design a training curriculum on the indicators and database and train USAID and YouthPower partners (and others)



USAID ILLUSTRATIVE INDICATORS

YouthPower IRs	Indicators			Methods of Data Collection
	<i>Individual Level</i>	<i>Setting Level</i>	<i>Systems Level</i>	
IR1: Increased use of services and opportunities by youth	<ul style="list-style-type: none"> *Proportion of youth who know where to access confidential health care that meets their needs *Proportion of youth who have used health care services to meet needs *Proportion of youth who report positive peer bonds *Proportion of youth who believe they can solve problems they face 	<ul style="list-style-type: none"> *Number of partnerships established among YSOs across sectors *Proportion of primary health care providers who have received accredited training to provide services to youth *Proportion of youth trained in peer mentorship 	<ul style="list-style-type: none"> *% of infrastructure improvements made to facilitate girls' safe access to schools *% allocation of health budgets primary health care provider training *%of policy reforms made to promote youth financial services access 	<ul style="list-style-type: none"> *Surveys and interviews with youth *Surveys of service providers and peer mentors *Analysis of budgets allocations to youth
IR 2: Improved quality of services and opportunities for youth	<ul style="list-style-type: none"> *Proportion of out-of-school youth able to read at basic level *Proportion of girls who report feeling safe in their communities *Proportion of youth who report connectedness to their teachers *Proportion of youth who have received support for meeting future goals. 	<ul style="list-style-type: none"> *Percentage of learning spaces meeting safe spaces/schools criteria *Proportion of health care sites providing accredited "youth-friendly" services *Proportion of youth who trust public institutions to serve them *Proportion of teachers who receive training in gender-sensitive education 	<ul style="list-style-type: none"> *MOH Standards for "youth-friendly" health services established *MOE Standards for "gender-sensitive" schools adopted *Percentage of recommendations adopted by schools to facilitate safety 	<ul style="list-style-type: none"> *Surveys and interviews with youth in catchment area *Surveys of providers and review of facilities *Monitoring data and audit of policies adopted
IR3: Strengthened engagement of youth in development activities and policy-making	<ul style="list-style-type: none"> *% increase in youth civic knowledge over baseline *Proportion of disabled youth who report they can participate in youth development activities *Proportion of adolescent boys who believe that girls should have equal 	<ul style="list-style-type: none"> *Proportion of health care providers who have consulted with youth in the past year about the quality of their service provision *% of needed mods. made to public spaces to enable disabled youth access 	<ul style="list-style-type: none"> *% of policies/ procedures changed by public health system to solicit input of youth in their services *% of reforms adopted to facilitate access by disabled youth 	<ul style="list-style-type: none"> *Surveys and interviews with youth in catchment area *Surveys of service providers *Monitoring data and audit of policies adopted



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Sub-Task 4: Review of PYD Programming

- Produce and disseminate a global meta-review that expands upon the existing evidence base regarding PYD.
- Capture peer-reviewed literature, program evaluation reports and other gray literature.



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Next Steps on Sub-Tasks 3 and 4

- Consultation with partners to define parameters of PYD definition, indicators, conceptual framework and meta review
- By September meeting, we hope to present to you:
 - A final definition of PYD for *YouthPower: Learning*
 - Defined parameters for the indicators
 - A draft conceptual framework
 - Topline strategy for the meta-review



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How YouthPower IDIQ Holders Can Engage

We would like your thoughts and recommendations on:

- Appropriate PYD indicators
- The role of implementers in testing new indicators
- Gray literature (i.e., program reviews, evaluations, unpublished manuscripts) on PYD or related programs

How would you like to be involved moving forward?

For recommendations on indicators or for the meta-review, please email us at: youthpower@makingcents.com



Next Steps

July-September

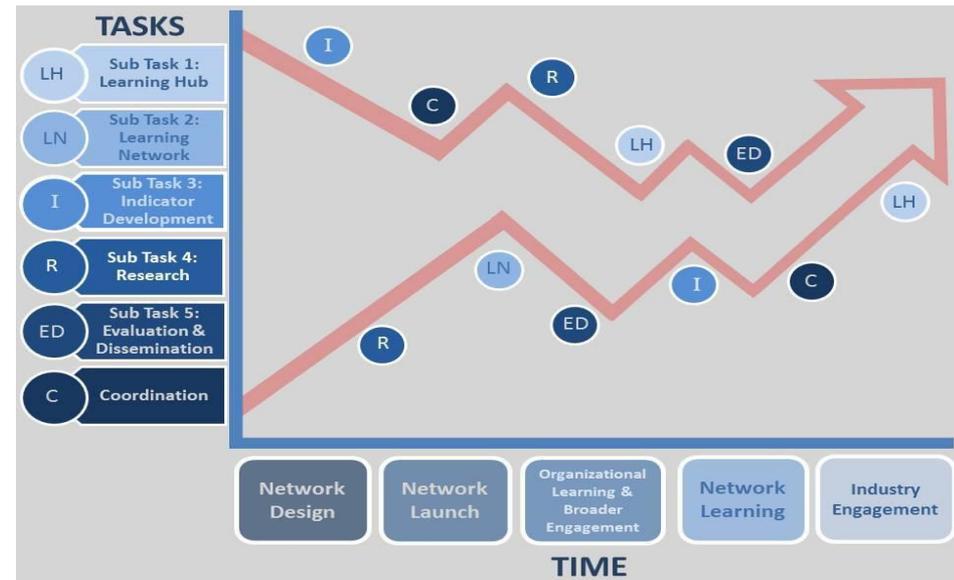
- Complete Survey
- Input to Tasks 1-4

Week of September 14

- Learning Network Launch

FY16

- Learning tools utilized





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THANK YOU!

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- Kristin Brady (kbrady@fhi360.org)



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Annex C – Policy/Guidance on the Implementation of USAID Child Safeguarding Standards: Mandatory Reference for ADS Chapter 200

(See following page for full document)



Policy/Guidance on the Implementation of USAID Child Safeguarding Standards

A Mandatory Reference for ADS Chapter 200

New Edition Date: 06/08/2015
Responsible Office: GH/OHA
File Name: 200mbt_060815

Policy/Guidance on the Implementation of USAID's Child Safeguarding Standards

Child Safeguarding refers to all activities intended to prevent and respond to abuse, exploitation, or neglect by USAID personnel, contractors, and recipients or as a result of USAID-supported programming. USAID commits to deterring all activities that would facilitate or condone child abuse, exploitation, or neglect by USAID personnel, as well as by contractors, sub-contractors, recipients, and sub-recipients as a result of USAID-supported programming. Through the adoption of these Child Safeguarding Standards, USAID pledges to adhere to the standards stated throughout this ADS mandatory reference.

USAID Child Safeguarding Standards

Children living in countries receiving USAID development and assistance face a range of challenges, including extreme poverty, conflict, natural disasters, and disease. These challenges can increase the risk of child abuse, exploitation, or neglect. Poor child protection safeguards within programs intending to address these challenges may place vulnerable children at further risk. Research and anecdotal evidence indicates that persons with a history and proclivity to abusing children will often seek positions of power and authority to gain access to vulnerable individuals. They may particularly seek employment within countries, like many of those served by USAID programs, with social welfare, protection, and judicial systems too weak or underdeveloped to protect children and other vulnerable populations against child abuse, exploitation, or neglect. In addition, contractors or recipients that design and/or implement projects or programs without considering conditions that might contribute to child abuse, exploitation, or neglect, may inadvertently put children at risk. For example, organizing activities that are inadequately supervised or singling out children affected by HIV in a way that contributes to stigma and discrimination may compromise USAID's ability to deliver effective aid.

The USAID Child Safeguarding Standards are designed to complement the USAID Counter Trafficking in Persons Code of Conduct (see [ADS 201mah, Guidance on the Implementation of the Counter-Trafficking in Persons \(C-TIP\) Code of Conduct](#)), by expanding the range of actions prohibited by USAID under the C-TIP Code of Conduct, to include abuse, exploitation, or neglect of children. However, trafficking is considered an egregious form of child abuse and exploitation and can involve neglect as well. The C-TIP provisions in [ADS 201mah](#), which prohibit the acquisition of a child through the use of force, fraud, or coercion or otherwise for the purpose of exploiting a child for profit through forced labor or prostitution, remain in effect.

Likewise, the USAID code of conduct for protection of beneficiaries, including children, of assistance from sexual exploitation and abuse in humanitarian relief operations, applicable to International Disaster Assistance (IDA)-funded programs, remains in effect in accordance with [ADS 251, International Disaster Assistance](#).

USAID pledges to:

1. Prohibit all USAID personnel from engaging in child abuse, exploitation, or neglect and require USAID personnel to:
 - Comply with host country and local child welfare and protection legislation and international standards, whichever gives greater protection, and with U.S. law as applicable.
 - Maintain an environment that prevents child abuse, exploitation, or neglect, including, but not limited to, limiting unsupervised interactions with children; prohibiting exposure to pornography; and complying with applicable laws, regulations, or customs regarding the photographing, filming, or other image-generating activities of children.
2. Promote child-safe screening procedures when hiring USAID personnel, particularly personnel whose work brings them into direct contact with children.
3. Require USAID personnel to report suspected allegations of child abuse, exploitation, or neglect perpetrated by USAID personnel and ensure that USAID investigates and responds to allegations of child abuse, or exploitation, or neglect by USAID personnel.
 - USAID treats allegations of USAID personnel engaging in child abuse, exploitation, or neglect as suspected cases of employee misconduct or waste, fraud, and abuse in USAID programs. Allegations of child abuse, exploitation, or neglect must be reported to the Office of the Inspector General, Office of Investigations (OIG/I). The Inspector General Act and other pertinent laws provide protections of persons making hotline complaints. USAID personnel have the option of submitting complaints via telephone, U.S. mail, internet, or electronic mail. The OIG takes steps to protect the investigative information it receives, but cannot guarantee the confidentiality or security of information while it is transmitted over external telecommunications or information technology networks or through outside mail systems.
 - For telephone reporting, call 1-800-230-6539 or 202-712-1023.
 - Complaints may be sent to ig.hotline@usaid.gov.
 - Complaints may be completed online at Webform Submission (http://www.usaid.gov/oig/hotline/hotline_complaint_frm.html).
 - Complaints may be submitted in completed PDF form (<http://www.usaid.gov/oig/hotline/elecclaimform.pdf>).
 - Complaints may be faxed to 202-216-3801.

- Complaints may be mailed to:

U.S. Agency for International Development
Office of Inspector General
P.O. Box 657
Washington, DC 20044-0657

- USAID applies appropriate sanctions for violations of the USAID Child Safeguarding Standards in accordance with [ADS 485, Disciplinary Action - Foreign Service](#) and [ADS 487, Disciplinary and Adverse Actions Based upon Misconduct - Civil Service](#) and other applicable human resources policies on employee misconduct.

USAID personnel covered under these provisions (Sections 1 through 3) include Foreign Service Officers (FSOs); Civil Service employees, including those on term or temporary appointments, detailees; Foreign Service National direct-hire employees; Personal Service Contractors (PSCs) (including USPSCs, Cooperating Country National PSCs (CCNPSCs) and Third Country National PSCs (TCNPSCs); and other employees.

4. Require that all USAID contactors, sub-contractors, recipients, and sub-recipients abide by the child safeguarding principles in the terms of their award to prevent and respond to child abuse, exploitation, or neglect.

USAID personnel who suspect violations of the child safeguarding principles by USAID awardees should follow the reporting procedures in number 3 above, with a copy to the cognizant Contracting/Agreement Officer (CO/AO) for the award.

RESPONSIBILITIES

The **Bureau for Management, Office of Acquisition and Assistance (M/OAA)** is responsible for incorporating standard provisions in USAID grants and cooperative agreements, and the AIDAR clause in contracts, which require awardees to abide by child safeguarding principles.

The **Office of the Inspector General (OIG)** investigates allegations of USAID employee misconduct, mismanagement or violations of law, rules, or regulations by employees or program participants, as well as waste, fraud, and abuse in USAID programs, including child abuse, exploitation, or neglect. The OIG conducts investigations into allegations of criminal, civil, and administrative violations related to the Agency. The OIG's investigative priority is to prevent fraud, waste, and abuse within USAID programs and operations and to foster and encourage the integrity of USAID employees, as well that of our contractors, recipients, and host country counterparts.

Regional and Functional Bureaus are strongly encouraged to identify opportunities to integrate or deepen child safeguarding concerns into ongoing activities primarily to

provide technical officers with the programmatic skills to design programming in a way that reduces risks of child abuse, exploitation, or neglect. For instance, the Bureau of Global Health provided training to USAID personnel and partners to support the development of child safeguarding policies within existing projects. Effective efforts to combat child abuse, exploitation, or neglect require sustained attention and demonstrated political will of Bureau leadership.

USAID Mission Directors: Safeguarding children is an important priority of the Administration. Mission Directors are expected to support the implementation of the Agency's Child Safeguarding Standards to the greatest extent practicable and to identify opportunities to strengthen child safeguards in their respective Missions.

The **Office of Human Capital and Talent Management (HCTM)** will inform all USAID employees of the USAID Child Safeguarding Standards (see [ADS 487](#) and [ADS 485](#) to cover child safeguarding violations).

Definitions

(1) **Child:** A child or children are defined as persons who have not attained 18 years of age.

(2) **Child abuse, exploitation, or neglect:** Constitutes any form of physical abuse; emotional ill-treatment; sexual abuse; neglect or insufficient supervision; trafficking; or commercial, transactional, labor, or other exploitation resulting in actual or potential harm to the child's health, well-being, survival, development, or dignity. It includes, but is not limited to: any act or failure to act which results in death, serious physical or emotional harm to a child, or an act or failure to act which presents an imminent risk of serious harm to a child.

(3) **Physical abuse:** Constitutes acts or failures to act resulting in injury (not necessarily visible), unnecessary or unjustified pain or suffering without causing injury, harm or risk of harm to a child's health or welfare, or death. Such acts may include, but are not limited to: punching, beating, kicking, biting, shaking, throwing, stabbing, choking, or hitting (regardless of object used), or burning. These acts are considered abuse regardless of whether they were intended to hurt the child.

(4) **Sexual Abuse:** Constitutes fondling a child's genitals, penetration, incest, rape, sodomy, indecent exposure, and exploitation through prostitution or the production of pornographic materials.

(5) **Emotional abuse or ill treatment:** Constitutes injury to the psychological capacity or emotional stability of the child caused by acts, threats of acts, or coercive tactics. Emotional abuse may include, but is not limited to: humiliation, control, isolation, withholding of information, or any other deliberate activity that makes the child feel diminished or embarrassed.

(6) **Exploitation:** Constitutes the abuse of a child where some form of remuneration is involved or whereby the perpetrators benefit in some manner. Exploitation represents a form of coercion and violence that is detrimental to the child's physical or mental health, development, education, or well-being.

(7) **Neglect:** Constitutes failure to provide for a child's basic needs within USAID-funded activities that are responsible for the care of a child in the absence of the child's parent or guardian.

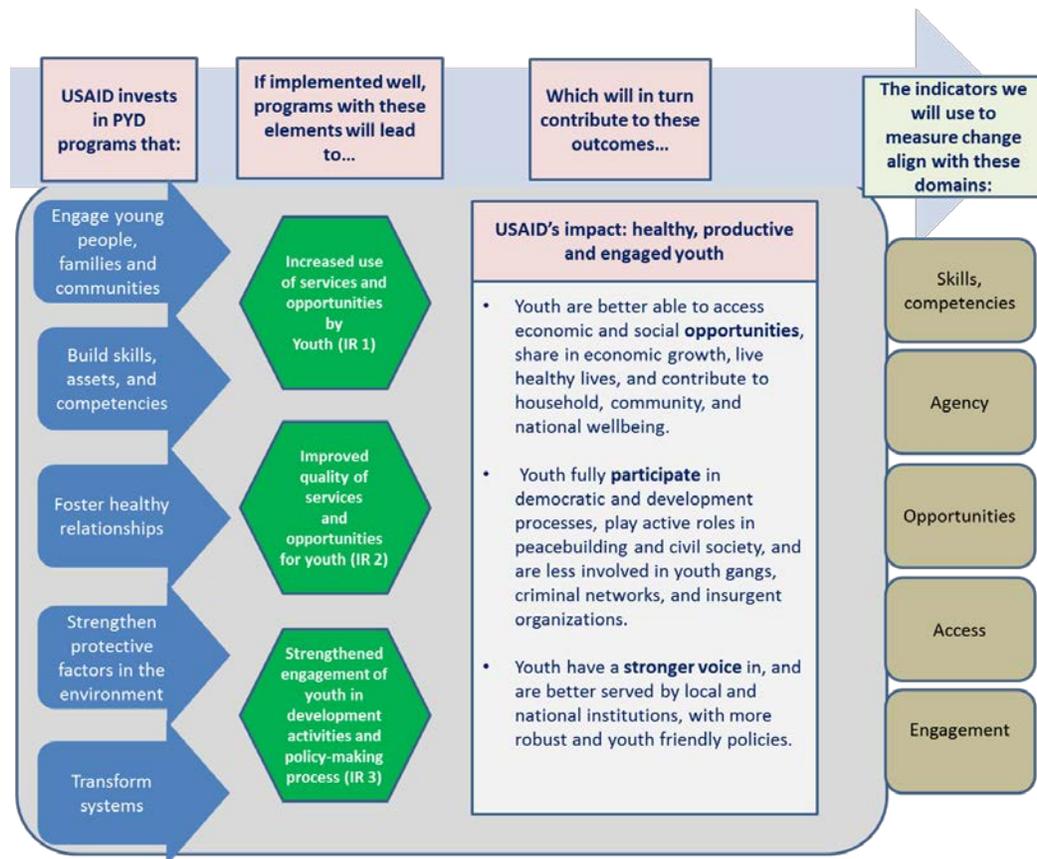
References

1. Public Law 109-95—The Assistance for Orphans and other Vulnerable Children Act of 2005 (PL 109-95).
2. U.S. Government Action Plan on Children in Adversity—A Framework for International Assistance: 2012-2017, December 2012.
3. USAID Counter Trafficking Code of Conduct, Executive Message, February 1, 2011; Guidance on USAID Counter Trafficking in Persons Code of Conduct (See ADS Mandatory Reference 201mah—Guidance on the Implementation of the Counter-Trafficking in Persons (C-TIP) Code of Conduct).

APPENDIX E: THEORY OF CHANGE FOR YOUTHPower

To help YouthPower Learning think about how we would identify indicators and search terms under Sub-Tasks 3 and 4, we sought to create a visual representation of the theory of change for YouthPower. The graphic below attempts to demonstrate that investments in PYD approaches will contribute effectively to both the intermediate and long-term results that USAID is seeking in youth development, as measured by a set of PYD-specific indicators. These indicators are currently represented as broad domains, and Sub-Task 3 partners will identify specific indicators and questions that can assess progress toward change in each domain. Designing programs and tracking these indicators will help the Agency assess and demonstrate change within and across sectors in ways that more accurately reflect the transformational aspects of PYD approaches than traditional indicators would. At the same time, the theory of change attempts to show how such changes will contribute to the Agency's impact toward more traditional outcomes, such as healthy, productive and engaged youth. For this reason, we have used in the white box the exact language that USAID included in its original RFP.

Draft Theory of Change for YouthPower



APPENDIX F: PYD DEFINITION AND DOMAINS

YouthPower Learning developed the following PYD definition drawing on the original YouthPower RFP, the PYD leaders in our team, and was additionally informed by the Interagency Working Group on Youth (www.youth.gov) and the academic and programmatic literature.

We propose the following definition of Positive Youth Development for YouthPower:

Positive Youth Development (PYD) is an approach that engages young people—along with their families, communities and governments—to build skills, assets and competencies, foster healthy relationships, strengthen protective and enabling factors in the environment, and transform systems that will empower young people to reach their full potential.

This definition can be broadly applied across youth age groups (15 to 29) though it should be noted that youth have different developmental stages and rapidly changing social, emotional and cognitive skills across these age ranges. This definition is also relevant to various settings. The terms “families, communities and governments” encompass systems such as peer networks and educational and workplace settings.

Based on our working definition, we have identified five critical components of PYD, which will serve as the overarching domains for our PYD indicators under YouthPower. Each domain was defined and developed with the following criteria in mind:

- Based in relevant, existing literature (PYD, youth, gender equality, human rights, etc.);
- Can be applied across levels of the social-ecological model (individual, relationships, community, and structural);
- Maps well to our PYD definition; and
- Is applicable across USAID sectors.

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

1. **Assets:** Youth have the necessary resources and skills to achieve desired outcomes.
2. **Agency:** Youth have the ability to employ their assets to make their own decisions about their lives and set their own goals, and to act on those decisions in order to achieve desired outcomes without fear of violence or retribution.
3. **Enabling environment:** Youth are surrounded by an enabling environment that maximizes their assets, agency, and ability to avoid risks, while promoting their social and emotional competence to thrive.
4. **Access:** Youth participate in services/activities according to need, unrestrained by supply and demand-side constraints.
5. **Participation:** Youth are encouraged and able to be involved in and lead through various channels as a source of change for their own and their communities' positive development.

In summary, PYD programs result in youth who have assets, the ability to leverage those assets (agency), an environment that supports their agency (enabling environment), access to the necessary services/activities and the ability to participate to positively change themselves and their communities.

Please note that these domains represent the high-level vision of PYD, and we recognize that not all PYD programs will necessarily achieve all of these domains, or even aim to achieve them. *YouthPower Learning* will use these domains to develop sets of indicators that measure aspects of PYD for the

YouthPower. In 2016, the STO3 team will create a toolkit that will provide guidance to implementers on PYD measurement and evaluation, including definitions and illustrative indicators.

APPENDIX G: DRAFT SEARCH PROTOCOL

PROPOSED TITLE: Positive Youth Development Intervention Approaches and Evidence of Effectiveness

Background:

- This meta-review is part of an effort by USAID to help expand the evidence base on Positive Youth Development (PYD). USAID recently launched YouthPower, which consists of two complementary USAID Agency-wide Indefinite Delivery Indefinite Quantity Contracts (IDIQ) aimed at strengthening local, national, and global youth systems and programs to achieve sustainable, positive youth outcomes in health, education, and political and economic empowerment. Through *YouthPower: Learning*, we are undertaking a series of activities to build the evidence base and disseminate knowledge on PYD.
- Existing definitions of PYD programs (including dimensions that make a program PYD-inspired) can be found at Catalano et al (2002), Larson (2000), and www.youth.gov (U.S. government Interagency Working Group on Youth Programs).
- The definition of PYD currently used by *YouthPower: Learning* reads as follows:
 - *Positive Youth Development is an approach to development that engages young people, along with their families and communities, to build skills, assets and competencies, foster healthy relationships, strengthen protective and enabling factors in the environment, and transform systems that will empower young people to reach their full potential in the short and long-term.*
- What we know about PYD in the U.S. and high income countries Gavin et al (2010) Catalano (2010) Barber et al (2001, 2005)
- We know very little about how PYD has been applied in international development programming.

Objectives of the Review:

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 in order to support USAID's funded interventions in international settings.

We expect to answer the following questions:

- How have PYD approaches been implemented?
- What does the evidence say about their effectiveness?

In addition to providing information about the existing evidence about the effectiveness of PYD and PYD-inspired projects, this meta-review will include a listing of interventions that can be classified as "PYD programs" across low and middle income countries.

Methodology

The meta-review will include peer-reviewed and grey literature², with a focus on low and middle-income countries. The review will include literature in English, Spanish and French.

- **General Inclusion Criteria for Peer Reviewed Literature:**
 - Peer-reviewed published program reports and impact evaluations for projects that can be described as PYD or PYD-inspired. A project or intervention will be classified as PYD or PYD-inspired if it engages youth (10-29 year olds) and have at least two of the following elements among its outcomes: increased youth engagement; strengthened skills/competencies; increased youth agency and/or self-efficacy; increased/strengthened youth assets; improved or created enabling environment for youth development/wellbeing.
 - Languages: English, Spanish, French
 - Literature with information about the program aims, target population (including age), geographical location, stated outcomes and outputs, program strategy and duration, outcomes and methods used included in the descriptive analysis (these are required to answer the research questions).
 - Only literature that is based on strong evidence and methods³ will be included in the analysis, as required to answer the second research question.

- **General Inclusion Criteria for Gray Literature:**
 - Program (implementation) reports and evaluation (impact evaluation, process evaluation) reports retrieved through search engines or submitted as a result of a survey disseminated to implementation agencies.⁴
 - Reports from evaluations for projects that can be described as PYD or PYD-inspired.
 - Languages: English, Spanish, French
 - Reports that include information about the program aims, target population (including age), geographical location, stated outcomes and outputs, program strategy and duration, outcomes and methods used.

- **Exclusion Criteria For Peer Reviewed Literature:**
 - Articles in languages other than English, French and Spanish.
 - Literature lacking information about: the program aims, target population (including age), geographical location, stated outcomes and outputs, program strategy and duration, outcomes and methods used, as well as methods used for the evaluation, minimally.
 - Evaluations of projects/interventions that are not PYD or PYD-inspired
 - Evaluations not focusing on or reporting age-disaggregated data for 10-29 year olds
 - Documents must have titles, abstracts, methods section (including target population, methods, tools of data collection and analysis), as well as results for the population of interest and the outcomes of interest.
 - Literature published before 1990.

² For the purposes of our search, we define grey literature as official project (or implementation) documents not published commercially. This will include project reports and evaluation reports.

³ An annex with appraisal questions to assess both qualitative and quantitative evaluations will be included the final draft of this protocol.

⁴ An annex with the survey will be included in the final draft

- **Exclusion Criteria For Grey Literature:**
 - Languages other than English, French and Spanish.
 - Literature lacking information about: the program aims, target population (including age), geographical location, stated outcomes and outputs, program strategy and duration, outcomes and methods used.
 - Evaluations of projects/interventions that are not PYD or PYD-inspired
 - Evaluations not focusing on or reporting age-disaggregated data for 10-29 year olds

Step 1 - Search procedure for peer-reviewed literature and grey literature:

Search terms have been tested individually and using permutations of combination of four types of search terms:

1. Population terms: youth, adolescents
2. Intervention terms⁵: positive development, competencies strengthening, agency, enabling environment
3. The words “intervention” or “project”
4. Evaluation terms: “evaluation” and “impact”

These terms are examples. The combinations of these terms produced 40 permutations that were used to test three search engines: Scopus, web of science and, Academic Search Complete (EBSCO-HOST).

List of Search Terms and Combinations

1. Positive development (and) youth (and) intervention (and) evaluation
2. Positive development (and) youth (and) project (and) evaluation
3. Positive development (and) adolescent (and) intervention (and) evaluation
4. Positive development (and) adolescent (and) project (and) evaluation
5. Positive development (and) adolescent (and) intervention (and) impact
6. Positive development (and) adolescent (and) project (and) impact
7. Positive development (and) youth (and) intervention (and) impact
8. Positive development (and) youth (and) project (and) impact
9. Engagement (and) youth (and) intervention (and) evaluation
10. Engagement (and) youth (and) project (and) evaluation
11. Engagement (and) adolescent (and) intervention (and) evaluation
12. Engagement (and) adolescent (and) project (and) evaluation
13. Engagement (and) adolescent (and) intervention (and) impact
14. Engagement (and) adolescent (and) project (and) impact
15. Engagement (and) youth (and) intervention (and) impact
16. Engagement (and) youth (and) project (and) impact
17. Competencies strengthening (and) Youth (and) intervention (and) evaluation
18. Competencies strengthening (and) Youth (and) project (and) evaluation
19. Competencies strengthening (and) adolescent (and) intervention (and) evaluation
20. Competencies strengthening (and) adolescent (and) project (and) evaluation
21. Competencies strengthening (and) adolescent (and) intervention (and) impact
22. Competencies strengthening (and) adolescent (and) project (and) impact
23. Competencies strengthening (and) youth (and) intervention (and) impact

⁵ These are derived from the definition of PYD and the identified main domains of PYD
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24. Competencies strengthening (and) youth (and) project (and) impact
25. Agency (and) youth (and) intervention (and) evaluation
26. Agency (and) youth (and) project (and) evaluation
27. Agency (and) adolescent (and) intervention (and) evaluation
28. Agency (and) adolescent (and) project (and) evaluation
29. Agency (and) adolescent (and) intervention (and) impact
30. Agency (and) adolescent (and) project (and) impact
31. Agency (and) youth (and) intervention (and) impact
32. Agency (and) youth (and) project (and) impact
33. Enabling (and) youth (and) intervention (and) evaluation
34. Enabling (and) youth (and) project (and) evaluation
35. Enabling (and) adolescent (and) intervention (and) evaluation
36. Enabling (and) adolescent (and) project (and) evaluation
37. Enabling (and) adolescent (and) intervention (and) impact
38. Enabling (and) adolescent (and) project (and) impact
39. Enabling (and) youth (and) intervention (and) impact
40. Enabling (and) youth (and) project (and) impact

The engines were tested by identifying the number of results produced using each combination of terms and whether previously identified foundational papers were retrieved as a result of the searches.⁶

Engine	Number of results –highest number	Sentinel papers included
Scopus	33,000	Yes, most
EBSCOHOST	10	No
Web of Science	197	Some, few

The exact combination of search terms is still being tested. Using Scopus we will continue testing terms and choose among those with the highest number of hits retrieved using Scopus. The team will prioritize using the combination that retrieves the highest number of papers identified as sentinel papers.⁷

In addition to these procedures, grey literature will be identified using a survey that will be sent by email to implementation agencies part of the YouthPower initiative and others yet to be determined.

Steps 2 and 3: Title and Abstract Review

The title and abstract review will aim to screen peer reviewed literature and grey literature utilizing the aforementioned inclusion criteria. Results from the searches will be exported to excel files that will be

⁶ There are Excel files where we have registered the results of this exercise. If deemed necessary, tables with these results will be included as annexes. For this draft they will be sent as excel files by email.

⁷ A list of sentinel papers were identified and can be found in Appendix H.

used by reviewers to identify whether the documents fit the inclusion criteria. Peer review will be used to guarantee reliability of results. Teams will meet to compare screening results and a third party will be consulted in cases that require further discussion. Title and abstract review will be separated steps.

The excel files will allow reviewers to notes whether the papers are selected for inclusion, discussion or excluded. In addition, reviewers will have to note reasons for exclusion. Studies will be excluded if they do not fit in the general inclusion criteria.

Step 4: Full text review

Selected literature and documents will be reviewed to comply with the inclusion criteria. We will also prepare a list to assess whether the document has sound evidence. These criteria is yet to be determined.

Step 5: Data extraction

Excel files will be prepared to assist the data extraction process.

Selected literature will be divided in two groups according to the type of data they include. Group 1 will include literature that has information to answer research question number 1. Group 2 will include literature with sound data that will allow the team to identify evidence of the effectiveness of the programs.

Minimally, for all articles that reach this stage, we will collect the following information:

1. Author
2. Year
3. Title
4. Type of document
5. Intervention description
6. (if a review) comparison number of included studies
7. Year range of studies
8. Age range of participants
9. Total number of subjects
10. Location/settings
11. Country(ies)
12. Vulnerable groups?
13. Study design
14. Outcomes
15. Findings/conclusions
16. Comments
17. Score
18. Comments

Each of the aforementioned categories will be explained in an annex that will complement the excel files.

APPENDIX H: LIST OF SENTINEL PAPERS

1. Flay, B. R., Graumlich, S., Segawa, E., Burns, J. L., Holliday, M. Y., & for the Aban Aya Investigators. (2004). Effects of 2 Prevention Programs on High-Risk Behaviors Among African American Youth: A Randomized Trial. *Archives of Pediatrics & Adolescent Medicine*, 158(4), 377–384.
<http://doi.org/10.1001/archpedi.158.4.377>
2. Leslie F. Clark, Kim S. Miller, Stephen S. Nagy, Jason Avery, David L. Roth, Nicole Liddon, Snigdha Mukherjee, Adult identity mentoring: Reducing sexual risk for African-American seventh grade students, *Journal of Adolescent Health*, Volume 37, Issue 4, October 2005, Pages 337.e1-337.e10, ISSN 1054-139X, <http://dx.doi.org/10.1016/j.jadohealth.2004.09.024>.
3. Prado, Guillermo; Pantin, Hilda; Briones, Ervin; Schwartz, Seth J.; Feaster, Daniel; Huang, Shi; Sullivan, Summer; Tapia, Maria I.; Sabillon, Eduardo; Lopez, Barbara; Szapocznik, José 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*, Vol 75(6), Dec 2007, 914-926. <http://dx.doi.org/10.1037/0022-006X.75.6.914>
4. Glover, S., Catalano, R., & Bowes, G. (2006). Promoting social inclusion in schools: a group-randomized trial of effects on student health risk behavior and well-being. *J Public Health*, 96, 1582-1587.
5. Patton, G., Bond, L., Butler, H., & Glover, S. (2003). Changing schools, changing health? Design and implementation of the Gatehouse Project. *Journal of Adolescent Health*, 33(4), 231-239
6. Patton, G. C., Glover, S., Butler, H., Bond, L., & Bowes, G. (2000). The Gatehouse Project: building the capacity for mental health promotion in secondary schools. *Aust NZJ Psychiatry*, 34, 586-93.
7. Hawkins, J. D., Catalano, R. F., Kosterman, R., Abbott, R., & Hill, K. G. (1999). Preventing adolescent health-risk behaviors by strengthening protection during childhood. *Archives of pediatrics & adolescent medicine*, 153(3), 226-234.
8. Haggerty, K. P., Skinner, M. L., MacKenzie, E. P., & Catalano, R. F. (2007). A randomized trial of Parents Who Care: Effects on key outcomes at 24-month follow-up. *Prevention Science*, 8(4), 249-260.
9. Barber, B. L., et al. (2005). "Benefits of activity participation: The roles of identity affirmation and peer group norm sharing." *Organized activities as contexts of development: Extracurricular activities, after-school and community programs*: 185-210.
10. Eccles, J. S., et al. (2003). "Extracurricular activities and adolescent development." *Journal of Social Issues* 59(4): 865-889.

11. Catalano, R. F., et al. (2010). "Future directions for positive youth development as a strategy to promote adolescent sexual and reproductive health." *J.Adolesc.Health* 46(3 Suppl): S92-S96.
12. Catalano, R. F., et al. (2002). "Prevention science and positive youth development: competitive or cooperative frameworks?" *J.Adolesc.Health* 31(6 Suppl): 230-239.
13. Gavin, L. E., et al. (2010). "A review of positive youth development programs that promote adolescent sexual and reproductive health." *J.Adolesc.Health* 46(3 Suppl): S75-S91.