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YOUTHPOWER LEARNING ANNUAL TECHNICAL REPORT

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Table of Contents

I.	Executive Summary	5
II.	Introduction.....	7
III.	Task Order Implementation (Activities by Sub-task)	9
A.	Sub-Task 1: Create and Manage a YouthPower Online Platform	13
B.	Sub-Task 2: Establish and Maintain a Cross-sector Youth Learning Network	20
C.	Sub-Task 3: Indicator Development	38
D.	Sub-Task 4: Conduct Meta-Review of PYD.....	42
E.	Sub-Task 5: Evidence & Evaluation Support to USAID Missions.....	44
IV.	Task Order Management.....	48
V.	Financial Summary.....	52
	Appendix A: YouthPower Newsletter	53
	Appendix B: United Nations 5 Pillars Framework for Youth in Peacebuilding.....	64
	Appendix C: Agenda YouthPower Annual Learning Network Meeting.....	75
	Appendix D: Definition, Domains and Framework of Positive Youth Development.....	78
	Appendix E: List of PYD Illustrative Indicators	82
	Appendix F: YouthPower Meta-Review Search Strategy.....	89
	Appendix G: Meta-Review Exclusion and Inclusion Criteria	95
	Appendix H: Draft Survey for Data Extraction.....	99
	Appendix I: Reach of YouthPower Learning Collaboration.....	113

Acronyms

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

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

I. EXECUTIVE SUMMARY

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

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

Progress to Date

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

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

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

Since the hub has been launched, over 880 PYD and/or youth programming related resources (including approximately 380 evidence documents), events and blogs have been posted on the site. This is on track to reach our target of 1000 documents by the end of December 2016. Through webinars and social media announcements, the visibility of PYD, the YouthPower program and the resources being made available through YouthPower has been increased and will be enhanced even more through the new newsletter that was launched in September.

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*

In December 2015, the ST2 team hosted the Learning Network Launch to establish a core platform for youth development professionals to share knowledge, improve practices, build partnerships, and engage frontline actors in creating opportunities and fostering enabling environments for youth to thrive. From this, four CoPs were established: 1) Youth Engagement; 2) Gender and PYD; 3) Cross-Sectoral Skills; and 4) Youth in Peace and Security. The team also finalized and received USAID approval on the CoP Guide which serves as a foundation for building CoPs. YouthPower Learning CoPs developed learning

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

grant concepts, and with concurrence from USAID, selected the most appropriate to include in the YouthPower Learning Grants under Contract RFA. YouthPower Learning received 17 applications and awarded four GUCs. Each of the CoPs held in-person meetings, convened learning events and/or webinars, and completed technical briefs. Rounding off the FY, YouthPower Learning also hosted the YouthPower Annual Learning Network Meeting September 27, 2016 in Washington, D.C.

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

The objective of ST3 during FY16 was to develop a definition and conceptual framework of PYD, including PYD domains and illustrative indicators, and to train and provide technical assistance to USAID and its implementers. Over the past year, the ST3 team finalized a PYD definition and conceptual framework, further developed and finalized four PYD domains (Assets, Agency, Contribution and Enabling Environment), and identified specific illustrative PYD indicators and associated measures. The ST3 team presented the PYD definition and domains at the YouthPower Learning Launch in December 2015 and refined them based on feedback. The ST3 team also developed a detailed PYD Measurement Toolkit to support the application of the PYD indicators which has been reviewed by USAID HQ and Missions, implementers and researchers. Additionally, a two-hour PYD Measurement Module was designed and implemented as part of the YouthPower Action PYD training which was delivered to the USAID Youth Corps. Members of the Youth Corps then offered the training to various Mission staff in South Africa.

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

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

The ST4 team identified 21,576 potential PYD papers from the peer-reviewed literature. In addition to peer-reviewed papers, they also identified more than 3,705 potential PYD project reports through repositories and an electronic survey. We then requested 600 youth serving international organizations to identify potential PYD projects. The ST4 team finalized a set of inclusion and exclusion criteria and screened both peer-reviewed papers and grey literature in three main stages: title review, abstract review, and full-text review. One hundred and five (42 peer-reviewed literature, 63 grey literature) documents were included in the meta-review database. The team extracted and analyzed the data and drafted an initial report. The team wrote and disseminated an initial brief on the early findings at the YouthPower Annual meeting and Global Youth Economic Opportunities Summit.

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

The YouthPower Learning team conducted a youth workforce development (WfD) assessment for USAID/Nigeria as part of its first buy-in activity. The team also conducted a mission-wide youth assessment to review programming targeting youth and provide recommendations for USAID/Zambia strategic direction. Furthermore, the team responded to interest from Let Girls Learn, a West Africa evaluation and a design activity from USAID/DRC. In addition to supporting mission level buy-in activities, the team coordinated, convened, and supported multiple events as part of our collaboration and engagement efforts. We led the U.S. Launch of the Lancet Commission on Adolescent Health and

Well-being in collaboration with the World Bank, Bill and Melinda Gates Foundation and The Lancet. Other significant events included the Global Youth Economic Opportunities Summit, USAID Education Summit, YouthPower Learning Network Launch and Annual Meeting, World Bank Brown Bag Lunch, and multiple webinars on various youth development topics (e.g. Youth Inclusive Finance in Times of Conflict, or Investing When it Counts – New report on the needs of very young adolescents). Representatives of the YouthPower Learning team have participated in a wide range of youth-focused meetings and events that have helped to ensure that the team is kept abreast of the latest in the youth development space and to increase the visibility of PYD and YouthPower in the international development community.

II. INTRODUCTION

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

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

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

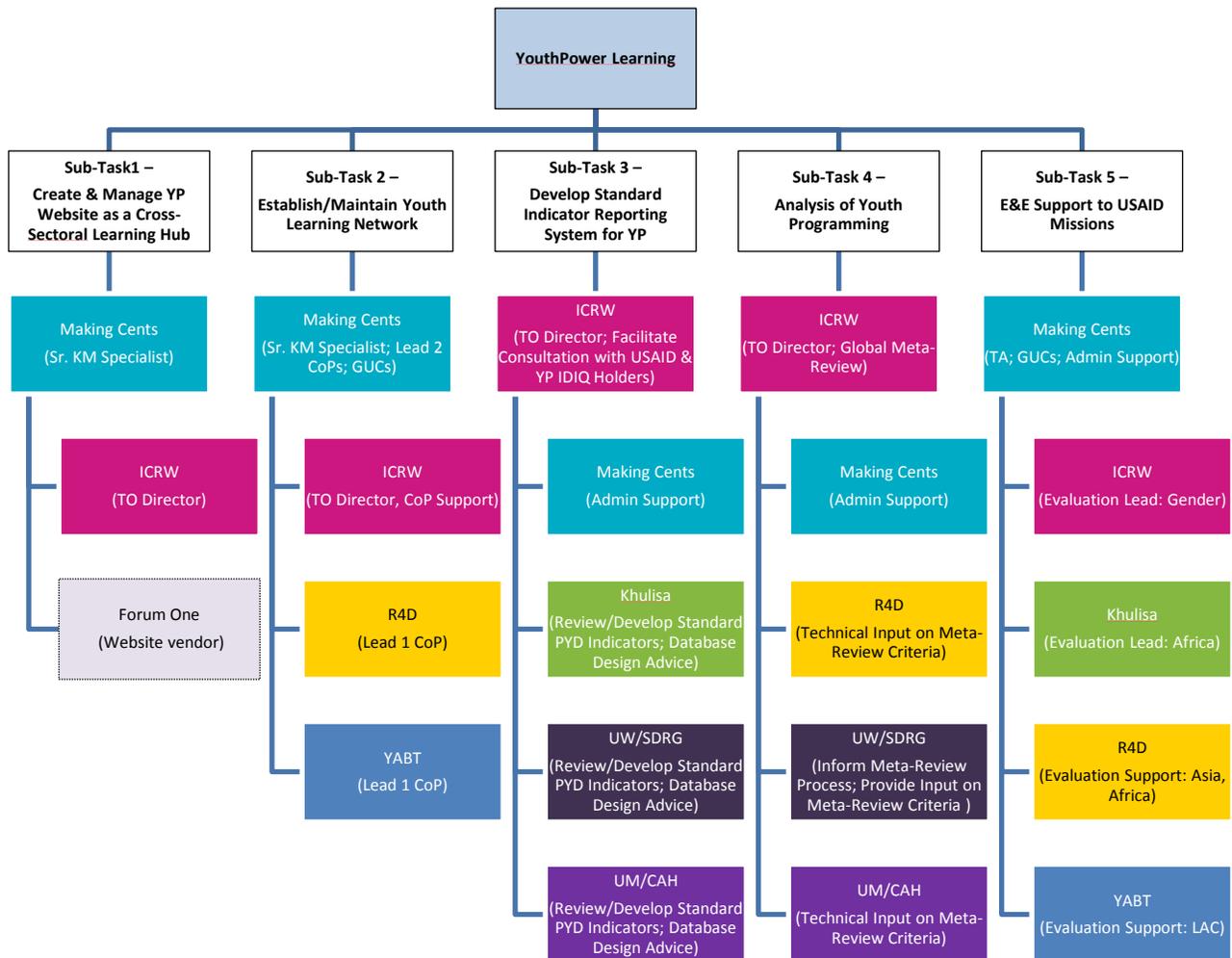
YouthPower Learning collaborates closely with IDIQ holders of both the Youth Power: Implementation and E&E IDIQs to implement these sub-tasks effectively. YouthPower Learning works especially close with YouthPower Action (YP Action) – the TO under the Implementation IDIQ. YouthPower Learning also coordinates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

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

- **Making Cents International (Making Cents)**, a woman-owned small business, brings expertise as a leading convener of youth development implementers, researchers, donors, and youth leaders to catalyze knowledge and actionable learning.
- **International Center for Research on Women (ICRW) and Results for Development Institute (R4D)** are Making Cents' core technical partners. They bring global cross-sectoral expertise in PYD research, monitoring and evaluation, program implementation, and generation and dissemination of valuable lessons and best practices in promoting the wellbeing of adolescents, including girls and young women.
- **University of Washington/Social Development Research Group (UW/SDRG) and the University of Melbourne/Center for Adolescent Health (UM/CAH)** serve as specialized technical partners, consisting of the world's leading researchers in PYD programs and adolescent health and well-being.
- **Khulisa Management Services, The YP Foundation (TYPF), and the Young Americas Business Trust (YABT)** serve as 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 1: 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):

- I. **Synergy.** We recognize that unless the individual sub-tasks are implemented in a synergistic manner, we may see individual task success, but overall YouthPower Learning failure. For example, the meta-review of the PYD evidence base (ST4) is designed to feed into indicator development (ST3). Both will draw on the Learning Hub (ST1) and Learning Network/Communities of Practice (CoPs) (ST2) to identify PYD evaluations and studies. CoPs will address challenges in operationalizing the YouthPower indicator system and methodological constraints to rigorous, youth- and gender-inclusive Evidence and Evaluation (E&E) activities (ST5). The YouthPower Learning team moreover designed the Work Plan and management processes to share information and take advantage of progress in each individual sub-task to advance overall YouthPower Learning implementation.

2. **Inclusion.** YouthPower Learning aims to *engage, equip, and empower* youth leaders – especially women-led, youth-led, and other local organizations – to play a central role in YouthPower. We will *engage* youth as we establish design parameters and test the usability of the Learning Hub. We will *equip* them to benefit from the Learning Network, as well as from CoP activities when they proactively participate in larger multi-actor fora and youth, gender, and local partner-specific spaces for pre-convening or follow-on discussion. Finally, we will *empower* them to act by using sub-grants and technology to remove barriers to access, participation, and leadership.

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

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

Figure 2: Graphical Representation of Youth Power Learning Technical Approach



Building on our technical approach, YP Learning developed a youth engagement strategy that outlines our strategy and specific examples of how YP Learning will implement the strategy. Including youth in its activities is both an objective in and of itself and a prerequisite for success, as youth – both male and female - participation in our activities will help to prioritize efforts, validate results, and improve practices. To ensure meaningful youth engagement, the YouthPower Learning team has identified opportunities for bringing the youth voice into subtask activities. The engagement strategy recognizes that youth inclusion can occur across a continuum, starting with consultation and increasing to joint decision making, and that to achieve engagement at the higher levels requires additional capacity building and preparatory activities. We will follow a three-pronged strategy that will engage youth, equip them to participate and empower youth to act. Through these means, we will strive to meaningfully include youth in all major activities and wherever possible, to engage them intensively as partners in evaluations, research, and learning. While certain activities will engage youth directly, our primary conduit for including youth will be through international and local Youth Serving Organizations (YSO). YSOs are best placed to convene youth for consultations or research, employ YouthPower Learning results to advocate for youth, and deliver improved services with YouthPower Learning information and tools.

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

A. SUB-TASK 1: CREATE AND MANAGE A YOUTHPower ONLINE PLATFORM

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

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

- Launched Version I of the Learning Hub platform and build up content, including,
 - Site design
 - Site approval
 - Managed import of legacy information
 - Coordinated with CoPs and YouthPower Action on content uploads
 - Developed draft Phase I sustainability plan for YouthPower.org
- Created YP Learning Communications Plan
- Created and distribute YouthPower e-newsletter
- Launched social media platforms

We have also:

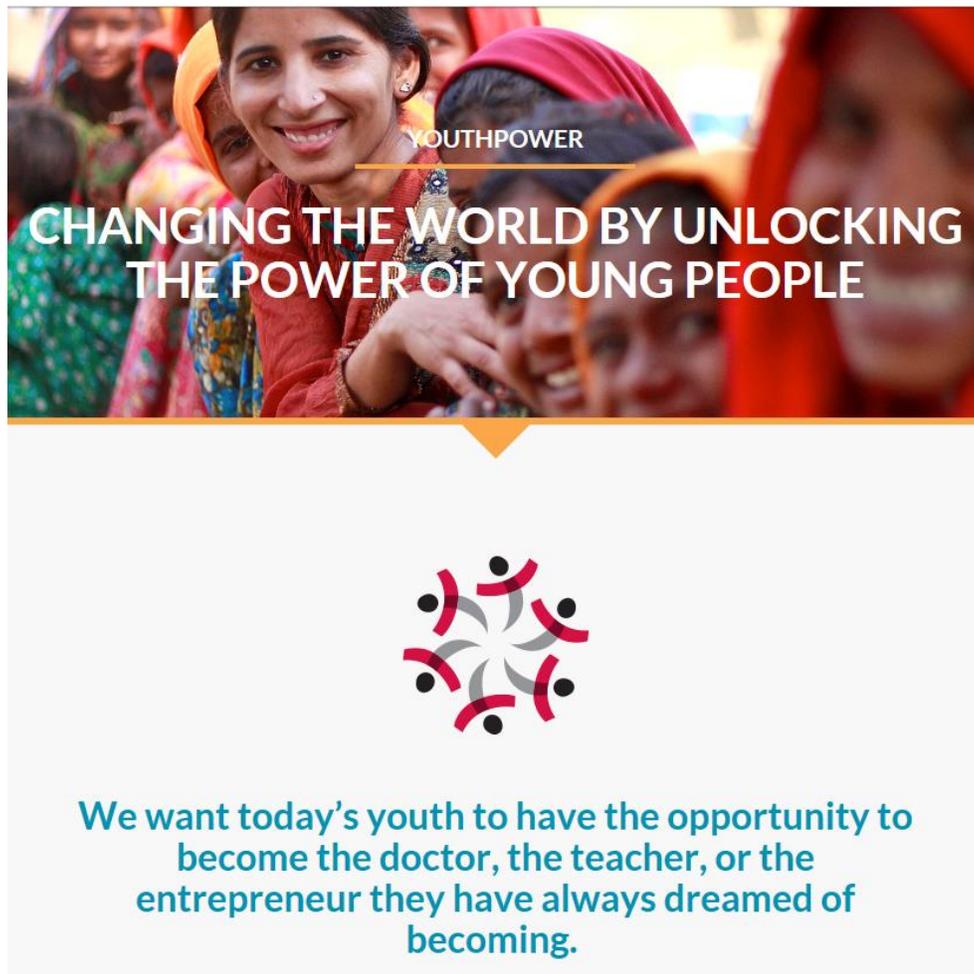
- Coordinated with YP Implementation TOs to create visibility and share their content
- Managed small site enhancements and site technology maintenance in collaboration with the Global Innovation Exchange platform IT team.
- Developed platform training for potential content managers.
- Managed other new PYD content updating.

Launch Version I of the Learning Hub Platform and Content Expansion

The planning and design process began in 2015, and YouthPower Learning was approved and successfully launched the YouthPower.org web platform on March 15, 2016.

The team worked with USAID, YSO representatives, and the IT firm Forum One to launch the site. The core material describes YouthPower's work, supplies the first batch of resources important for PYD practitioners, and provides a suite of content management and collaboration tools for efficient future management and engagement with the global PYD community. The content management system was completed as part of a partnership with USAID's Global Development Lab and is hosted on their Global Innovation Exchange platform. We hosted a hands-on training for key content partners (e.g., CoP champions, IDIQ holders) and developed training material for ongoing content maintenance in June 2016. With partnership and sustainability as core values for developing the site, YouthPower is positioned to fully engage in the global dialogue on what works in PYD.

Graph 1: YouthPower.org website



After the platform went live, the YP Learning team established regular communications channels and content management processes to keep content fresh and continue to reach a growing audience interested in PYD and cross-sectoral approaches to youth programs. In order to ensure the viability of the platform and to guarantee YouthPower.org serves as the single point of access for material on YouthPower activities, it is critical to communicate with YP Action, the YP implementation projects under the Implementation IDIQ, as well as the Communities of Practice to capture good practices and learning.

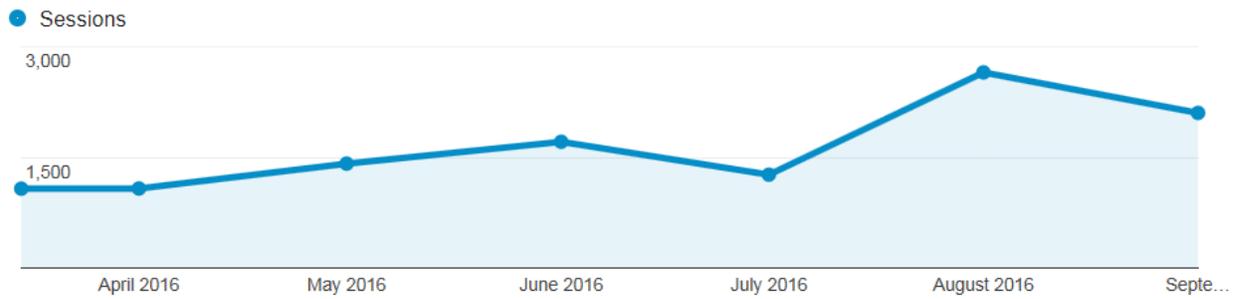
The YP Learning team actively works towards forming partnerships with organizations to gather content and joint ownership to help establish the platform's role as a central hub for the youth development community to find the latest analysis and practice-oriented materials. For example, we have linked with Passages project by the Institute for Reproductive Health, Georgetown University, to leverage YouthPower.org as an amplifier for their work.

YouthPower Learning supported the migration and curation (including updating) of content from the Interagency Youth Working Group (IYWG). (<http://www.youthpower.org/youthpower-issues/topics>)

Building on the work done by IYWG, YouthPower Learning updated and expanded the compendium of knowledge intended to provide information regarding a broad range of youth health topics. By March 30, 2016, 150 PYD or youth programming related resources were loaded on the website and dozens of events had been posted and disseminated through the site. As of September 2016, 880 PYD and/or youth programming related resources (including approximately 380 evidence documents), events and blogs are available on the site.

The graphic below shows the number of website user sessions by month since the launch of the site, and shows considerable growth in August and September, around various events and meetings.

Graph 2: Total number of sessions/month



Source: Google Analytics for YouthPower.org.

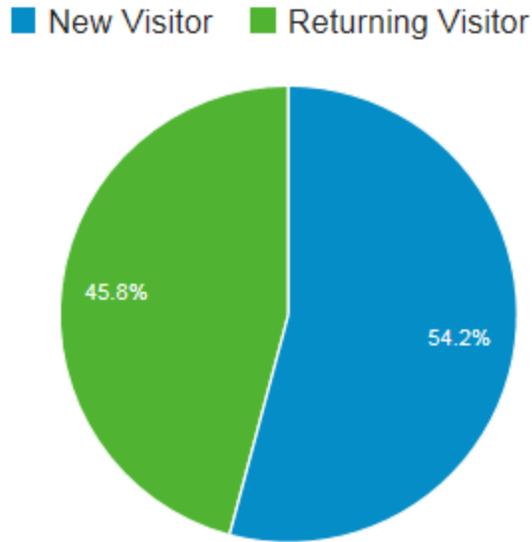
Graph 3: Total number of sessions, unique users and page views between March 15, 2016 and September 30th, 2016



Source: Google Analytics for YouthPower.org.

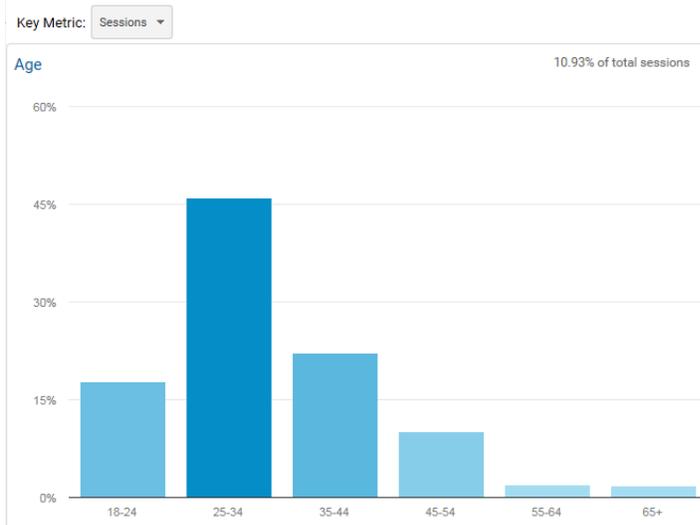
The site has been able to create a strong following of returning visitors. In September, 54% of visitors were 'returning' (See Graph 2). The age of visitors to the site ranges widely from 18-65+years, with most falling within 25-34 years (See Graph 3).

Graph 4: September 1st, 2016 – September 30th, 2016: New and Returning Visitors (Total number of unique users in September: 1318)



Source: Google Analytics for YouthPower.org.

Figure 3: Age Distribution of Users²



Source: Google Analytics for YouthPower.org.

Additional updates to the site have included:

- CoPs have their own landing page and content section which have been built out over the last quarter to include links to resources, GUCs and CoP technical briefs. (<http://www.youthpower.org/youthpower-communities-practice>)
- Similarly, YP Action and each of the country based YP Implementation projects now have their own page(s) on YouthPower.org. (<http://www.youthpower.org/projects-task-orders>)
- The top level navigation has been adjusted to include the YP Approach, CoPs and country content navigation to make it easy for end users to find and access these pages.

Develop phase I sustainability plan

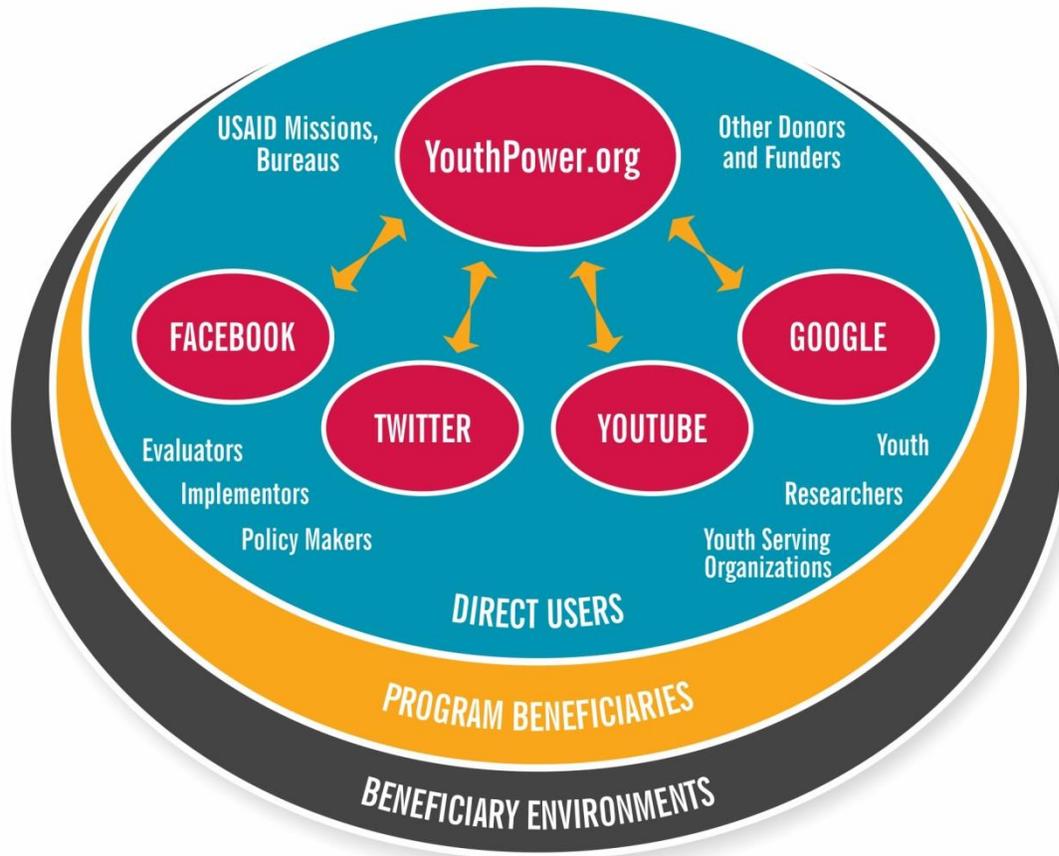
In looking forward and recognizing that ensuring sustainability needs to start early in any effort, we have drafted a sustainability plan for the YP Learning Hub and Network currently under review internally. As a core part of its sustainability strategy, the YouthPower Learning team looked for partnership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

²² The chart represents the site users for whom Google Analytics is able to identify their age in some way (since YP/Global Innovation Exchange is not requiring age at registration). This represents a sample of about 10% of users.

Create YP Learning Communications Strategy

The YouthPower Learning Communications Strategy documents approaches for internal and external YouthPower communications. The communications plans describes the goals and audiences of YouthPower.org, how to market YouthPower.org; where to source content, where and how to disseminate content. YouthPower Learning submitted and USAID approved the plan which can be found [online](#).

Figure 4: Target Audiences and Key Channels



Create and distribute YouthPower e-newsletter

In September 2016, the first e-newsletter was launched (see Appendix A). The e-newsletter will promote content posted on the website and provide an opportunity to make stakeholders aware of new publications, upcoming events and trainings and other PYD and YouthPower relevant announcements. The goal is to publish six newsletters per year.

Launch Social Media Platforms

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

Since the launch on Twitter, 363 Tweets, 378 Retweets were posted, and 154,000 impressions achieved. The team has increased the Social Media presence in the last few months – in fact, as many Tweets were posted between July 2016 – September 2016 (3 months), as had been posted between October 2015 and June 2016 (9 months).

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

Deliverable	Status	Notes
Version I of the Learning Hub platform built and initial content created, incl., <ul style="list-style-type: none"> • Site design • Site approval • Legacy information imported • New content uploaded • Phase I sustainability plan for youthpower.org completed • YP Implementation TO pages created • Site technology maintenance and small site enhancements in collaboration with the Global Innovation Exchange platform IT team implemented • New PYD content updating. • Develop platform training for potential content 	Completed	Completed the youthpower.org version 1.0 web platform on 3/15/16 with all major web pages completed per original design and all major features in place and working per support from the Innovation Exchange platform. Forum One added features and functionality, such as topics page and blogs Transferred, curated and uploaded IYWG. Added over 800 youth related resources. Trained Potential content managers on how to update content on the platform. Completed first draft of sustainability plan by selecting a platform (GIE) that has the promise of longevity based on the diversity of investments that underpin the site. The GIE platform is currently undergoing changes in its management structure (e.g., migration from DAI to R4D). The sustainability plan will be updated

managers.		once the transition is completed.
YP Learning Communications Plan	Completed	Submitted to USAID and COR approved.
Social media platforms (Facebook and Twitter)	Completed	Established Facebook presence in September 2015 and available here: https://www.facebook.com/YouthPowerLearning established Twitter presence in September 2015 and available here: https://twitter.com/YPLearning Both media platforms have been central to YP Learning’s ongoing social media campaigns to inform and educate on project activities and more broadly on relevant PYD information
Create and distribute YouthPower e-newsletter	Completed	The first e-newsletter was launched on September 2016.

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

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

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

- Developed a CoP Guide;
- Hosted YouthPower Learning Network Launch event;
- Developed CoP Charters and initial CoP work-planning ;
- Developed a Community for CoP Champions;
- Opened a Request for Grants under Contract Applications;
- Implemented CoP charters and workplans; and
- Held the Second YouthPower Annual Learning Network meeting.

Develop a CoP Guide

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

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

Host YouthPower Learning Network Launch Event

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

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

which support the goals of YouthPower. As a first step, attendees created roadmaps for action for the first set of CoP topics:

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

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

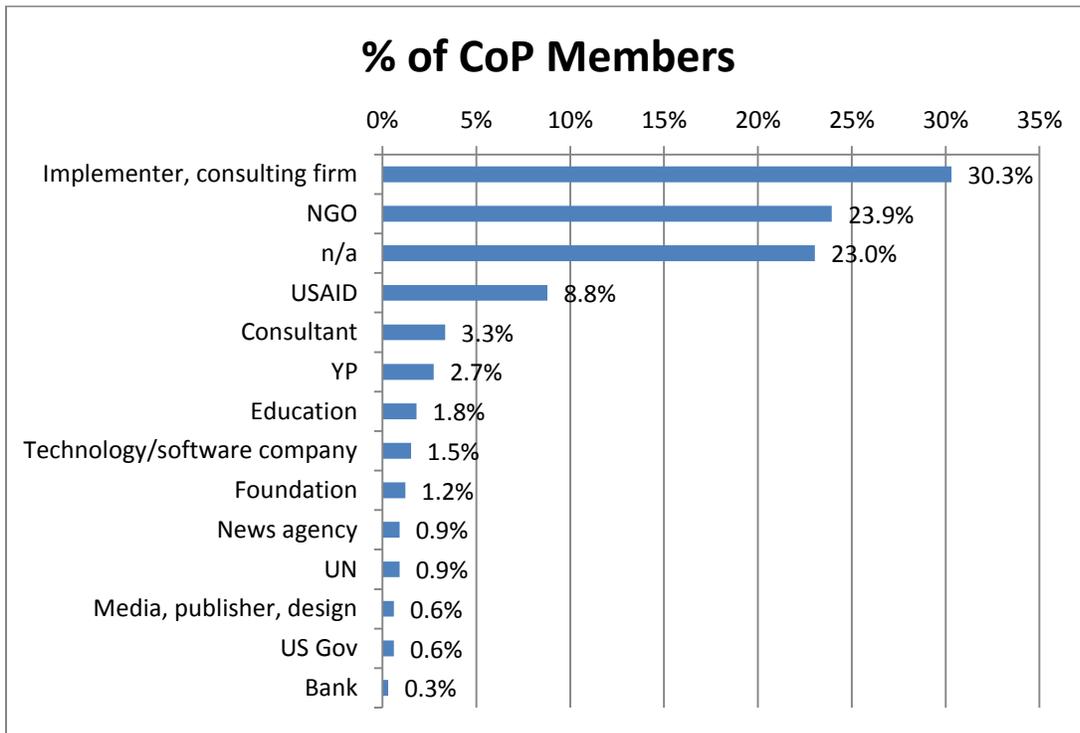
Recognizing the need for a shift in M&E approaches commensurate with changes in development programs from risk mitigation to asset-based, PYD, and cross-sectoral approaches, YouthPower Learning partner Khulisa Management Services delivered a presentation addressing this change in approach and the challenges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

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

CoP Members

330 members have joined one or several CoPs. Approximately 30% are connected with implementers, research or other consulting organizations. About 24% are part of an NGO. Of the 23% that have not identified an affiliation, many are likely to be individual consultants or youth.

Figure 5: CoP member composition



Source: YouthPower Learning, CoP registrations

Development of CoP Charters and Initial CoP Work Planning

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

Implementing CoP Charters and Work Plans

Since their launch, the CoPs have organized webinars and published a blog and technical briefs.

Webinars and in-person meetings:

All CoPs first meetings were part of the 2-day Learning Network Launch event in December 2015. As part of the YouthPower Annual Learning Network Meeting in September 2016, all CoPs held another in-person meeting. Following are individual meetings and webinars shared from the

- Youth Engagement CoP:
 - The in-person with virtual option meeting was held on May 10, 2016 and included a presentation on Youth Leadership Programmatic Review by YouthLeadGlobal.org.
 - Webinar on Youth Engagement in the Maker Movement was scheduled for September, but was postponed to (and delivered on) October 12th.

- Cross-Sectoral Skills:
 - In May YouthPower Action presented “Identifying Soft Skills for Cross-Sectoral Youth Development & Reviewing Skill Measurement Tools,” seeking CoP members' input on YouthPower Action’s activities that focus on identifying and measuring skills for cross-sectoral youth development, as well as how those skills are learned or developed.
 - On September 14th, the CoP held its first webinar, titled “Targeting, recruitment, and retention strategies for youth-skills development: how do skills-building initiatives ensure youth participation?”
- Gender and PYD:
 - In May 2016, The CoP held in-person meeting with virtual access. It included a presentation from IRH on their work with very young adolescents. The groups discussed gender transformative and PYD approaches.
- Youth in Peace and Security:
 - The CoP meeting was held in June 2016 within the framework of the Global Youth Forum at the International Finance Corporation (IFC).
 - On International Peace Day on September 21, a webinar on Citizen Security and At-Risk Youth in the Caribbean was held.
 - The first Youth Talks sessions, led by Mike McCabe, Agency Youth Coordinator at USAID, were hosted on International Youth Day on August 12. Two webinar and Twitter chat sessions were held engaging young people around the world: one in English and one in Spanish.

Livestreaming:

- The Lancet on Adolescent Health and Well-being U.S. Launch event was also livestreamed and created broad visibility for PYD.
- The Lightning Talks at the Annual Network Meeting, as well as the Young Southeast Asian Leaders Initiative (YSEALI) session were livestreamed.

All webinars and livestreaming events were accompanied by social media activities, and the Youth Talks were accompanied with a Twitter chat.

The webinars, twitter chats and livestreaming have created great visibility for YouthPower:

- In total, 657 people registered for YP webinars.
- The Youth Talks Twitter Chats in English reached approximately 1,895,000 impressions and the Twitter chat in Spanish approximately 1,419,000 impressions.
 - YouthPower’s direct impressions reached over 12,000 on International Youth Day, and with YABT’s amplification (see attachment) the announcements and Twitter chat (between August 8th and 12th) in English reached the aforementioned impressions.
- The recordings of the webinars have been posted on the website, and have been accessible as resources for many additional users.

Technical Briefs

- The Gender and PYD CoP developed a [brief checklist which outlined the key elements of gender transformative and positive youth development programs](#) and is intended for development practitioners.
- The YE CoP created a brief focused on [six tips for youth engagement](#).
- The Cross-Sectoral Skills CoP launched its first technical brief, titled: “[How do youth skills development initiatives ensure effective targeting, recruitment, and retention?](#)”
- A resource guide was prepared by the CoP on Peace and Security to support the understanding of existing resources in the context of Youth, Peace and Security (See Appendix B).

GUCs

- The YE CoP contributed a concept to the Grants under Contract RFA released under YouthPower Learning to create a repository of youth-created videos that closed at the end of March. In summer 2016, three awards under the YE theme were made to JA Worldwide, Komo Learning Centres (Uganda), and Restless Development to create videos highlighting different aspects of youth engagement.
- The Cross-Sectoral Skills CoP contributed a concept to the Grants under Contract RFA released under YouthPower Learning and YP Learning awarded a grant to the Education Development Center (EDC), who proposed to survey youth in Honduras, Philippines, and Rwanda to better understand how mismatches in youth’s and stakeholders’ perceptions of soft skills, as well as gendered perceptions of soft skills, can affect a youth’s employment or education outcomes.

Blog

- Christy Olenik, YouthPower Learning at Making Cents International, wrote a blog about [Teaching Youth how to Fish for Mentors](#).
- Nicole Cheetham, International Youth Health and Rights Director at Advocates for Youth wrote a blog on [gender-integrated programming in sexual and reproductive health](#).
- In addition, YouthPower is cross-posting blogs from other relevant sites and discussing with other sites to post YouthPower blogs.

UPDATES BY COP

Gender and Positive Youth Development (PYD) Community of Practice

The Gender and PYD CoP seeks to support gender integration in Youth Power programming with the aim of more broadly promoting gender and PYD integration across development programming. The CoP does this through collective sharing and learning about what works and how to measure efforts as well as supporting the application of knowledge. The CoP focuses on the transformation of gender and age related norms, addressing gender-based violence, engaging men and boys through gender

synchronized approaches, and closing gender gaps through fostering systems that promote gender equality.

The community members determined these focus areas through guided discussions during the Learning Network Launch in December 2015. There was a general consensus that the area of greatest opportunity for the Gender and PYD CoP would be to bring a gender-sensitive lens to all of the Communities of Practice, Youth Power programming overall, and ultimately PYD programming in general. Since there is an extensive body of evidence, along with years of cross-sector programming around gender, girls, and adolescents, there is an opportunity to help inform and support what is relatively nascent work in PYD programming in the international context.

The 2016 accomplishments for the CoP are listed below:

1. Development of the CoP charter

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

Youth Engagement CoP Core Team

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2. Development of a technical brief on gender transformative and PYD approaches

In May 2016, an in-person meeting was held and the CoP began discussions on gender transformative and PYD approaches. A brief checklist was developed which outlined the key elements of gender transformative and positive youth development programs and is intended for development practitioners. The checklist counted on contributions from a number of CoP members, and is available in print and online at youthpower.com.

3. Member blog post:

Nicole Cheetham, International Youth Health and Rights Director at Advocates for Youth wrote a blog on gender-integrated programming in sexual and reproductive health.

Reflections on gender for positive youth development programming

<http://www.youthpower.org/blogs/reflections-gender-positive-youth-development-programming>

4. Gender and Positive Youth Development CoP Survey

CoP leaders reached out to members with a survey on their topics of interest and the results indicated the following:

- Indicators and measurement tools for gender transformative programs that are relevant to PYD. (70%)
- Features of gender transformative, gender synchronized programming and PYD programs in project assessment, design, implementation and evaluation. (70%)
- Programs that focus on adolescent girls. (65%)

The CoP is also creating an **Adolescent Girls and HIV Working Group** focused on PYD effectiveness in HIV/AIDS programs targeting women and girls.

Youth in Peace and Security Community of Practice

The Youth in Peace and Security Community of Practice (CoP) focuses on one of the most pressing issues: youth affected by conflict and violence, both as victims and as perpetrators. The CoP aims to promote the role of youth in peacebuilding, conflict mitigation, and violence prevention in development programs seeking to create more peaceful communities. In pursuit of this goal, members of the CoP, including experts, practitioners, and others interested in the topic worldwide, will contribute to build the evidence base – sharing and discussing both field and academic knowledge – to bridge Positive Youth Development (PYD) and peacebuilding. Upon establishing the connection, the CoP will design and disseminate actionable learning for implementers to incorporate into their programming.

During the YouthPower Learning Network Launch event in December 2015, the CoP established the four most important sub-themes to the Youth in Peace and Security CoP as:

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

In drafting the Youth in Peace and Security CoP Charter, the group initially identified two main goals for FY'16:

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

Youth in Peace and Security CoP Core Team Contact Information

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Achievements:

A CoP meeting was held in June 2016 within the framework of the Global Youth Forum at the International Finance Corporation (IFC). The meeting was attended by 27 representatives from international organizations, entrepreneurs, development agencies and civil society organizations. In an effort to bring the importance of context and the effect on youth to light, topics such as the meaning of context, and defining differences and similarities between conflict and crisis affected contexts were discussed. This discussion was led remotely by Valerie Haugen, an international development expert and Co-Champion of the CoP.

In an effort to include youth as active members of the CoP, we started a process called the Youth Talks. This effort will bring together young people and practitioners virtually to define strategies and most important to define priority areas of immediate action. (The series will work across all CoPs). The first Youth Talk session, led by Mike McCabe, Agency Youth Coordinator at USAID, was hosted on International Youth Day on August 12. Two webinar and Twitter chat sessions (in English and Spanish) were held engaging young people around the world (188 participants; 3.2 million impressions). On International Peace Day on September 21, the CoP hosted a webinar on Citizen Security and At-Risk Youth in the Caribbean, presented by Heather Sutton, Research Coordinator of Crime and Violence in the Caribbean of the Inter-American Development Bank.

A resource guide was also prepared to support the understanding of existing resources in the context of Youth, Peace and Security (See Appendix B).

Cross-Sectoral Skills for Youth Community of Practice

The Cross-Sectoral Skills for Youth Community of Practice seeks to build evidence and understanding on which soft skills have the most potential for cross-sectoral impact, how these skills should be measured, and their importance for positive youth development. The CoP goals and objectives are listed here, along with achievements to date.

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

- **Objective 1.1:** Build a shared COP evidence base on cross-sector skills by taking stock of and sharing resources on skills terminology, definitions, and measurement, including systematic reviews and measurement tools.
- **Objective 1.2:** Develop a broader understanding of COP members' shared experiences and current work related to cross-sector skills.
- **Objective 1.3:** Scope and develop an understanding of current cross-sector skills measurement tools in use, their strengths and limitations.

Cross-Sectoral Skills CoP Core Team Contact Information: Co-Champions

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Goal 1: Achievements

Establishment of CoP Charter: As a first step, the Cross-Sectoral Skills CoP developed a charter to formalize the group's shared vision and to create a guiding action plan for the CoP's longer-term

activities. The charter not only set forth CoP goals and objectives, but also centralized resources (seminal papers, online repositories, and toolkits) related to cross-sectoral skills for youth. CoP members were directly involved in the charter's development, which began during the YouthPower Learning Network Launch in December 2015 and was finalized in the first quarter of 2016 through the CoP Google Group.

Google Group and Webpage on YouthPower.org: In February, the Cross-Sectoral Skills CoP launched its Google Group as a platform for sharing resources, events, and opportunities with fellow CoP members. The Group has been widely used by members as a means of centralizing useful resources and gathering input on skills-related research targeting youth. In May, a survey of CoP member priorities and interests was conducted in order to enhance collaboration and knowledge sharing among CoP members. Respondents indicated they were most keen on Google Group posts that shared details about upcoming events and disseminated resources related to measuring cross-sectoral skills for youth. The Google Group continues to grow, nearly doubling in size (from 81 to 158 members) since its inception. In addition to the Google Group, CoP leads are also maintaining the Cross-Sector Skills for Youth CoP page on youthpower.org at <http://www.youthpower.org/cross-sector-skills-youth-cop> to highlight key cross-sector skills resources and increase membership of the CoP.

In-Person Event with YouthPower Action: Seizing an opportunity to collaborate with YouthPower Action, CoP leaders organized the community's first in-person event on May 16th, 2016. Members of YouthPower Action presented on their work titled "Identifying Soft Skills for Cross-Sectoral Youth Development & Reviewing Skill Measurement Tools." In addition to sharing their insights, YouthPower Action also gathered input from CoP members on identifying resources, experts, and measurement tools, which assess "soft skills" (such as social skills, communication, higher-order thinking, self-control, and positive self-concept) among youth ages 12-29. The event was attended by over 45 CoP members (including about 15 online participants) and generated a vibrant discussion about soft-skills measurement.

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

- **Objective 1.1:** Contribute to the public evidence base on cross-sector skills by sharing insights on existing resources and evidence through blogs, events, and knowledge products.
- **Objective 1.2:** Explore how soft skills have a cross-sectoral impact by collaborating with research partners on development and review of measurement tools.
- **Objective 1.3:** Expand public knowledge on the value of cross-sector skills by engaging with youth and implementers to understand their perspectives on skill definitions, measurement, and value to PYD.

Goal 2: Achievements

GUC Awarded: Based on discussions from the Learning Network Launch in 2015, the Cross-Sectoral Skills CoP contributed a concept to the latest Grants under Contract RFA released under YouthPower Learning. In June, CoP Champions, along with other grant selection committee members, awarded a grant to the Education Development Center (EDC), who proposed to survey youth in Honduras, Philippines, and Rwanda to better understand how mismatches in youth's and stakeholders' perceptions of soft skills, as well as gendered perceptions of soft skills, can affect a youth's employment or education outcomes. The study will increase understanding of the measurement and expression of soft skills in

different contexts by engaging youth's voices, employers, and educators in declaring what soft skills are considered valuable.

Webinar: On September 14th, the CoP held its first webinar, titled "Targeting, recruitment, and retention strategies for youth-skills development: how do skills-building initiatives ensure youth participation?" The ninety-minute session featured presentations from a number of innovators and researchers working on skills-based youth development. Panelists provided insights based on their own experience, and elaborated on challenges and effective approaches to promote effective targeting, recruitment, and retention of youth participation in skills-building initiatives. The webinar was open to the public and 66 participants registered. The webinar recording and panelist presentations can be found at: <http://www.youthpower.org/cross-sectoral-skills-youth-cop-webinar>.

Technical Brief: In September, the CoP launched its first technical brief, titled: "How do youth skills development initiatives ensure effective targeting, recruitment, and retention?" This brief explores strategies used by skills-based youth livelihood programs to target, recruit, and retain youth beneficiaries for optimal impact, providing concrete examples of how program implementers have addressed these challenges, and documenting some lessons and best practices. The brief counted on contributions from a number of CoP members, and is available in print and online at youthpower.org.

Youth Engagement CoP

The 2016 goals and objectives for the CoP are listed here, along with achievements to date. These goals and objectives were developed and refined at the YouthPower Learning Network Launch in December 2015 and the Youth Engagement CoP Meeting in May 2016:

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

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

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

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

Meaningful youth engagement is an inclusive, intentional, mutually-respectful partnership between youth and adults whereby power is shared, respective contributions are valued, and young people's ideas, perspectives, skills and strengths are integrated into the design and delivery of programs, strategies, policies, funding mechanisms and organizations that affect their lives and their communities, countries and globally. Meaningful youth

Youth Engagement CoP Core Team

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engagement recognizes and seeks to change the power structures that prevent young people from being considered experts in regard to their own needs and priorities, while also building their leadership capacities. Youth includes a full spectrum of the population aged 10-29 regardless of socioeconomic status, ethnic identity, sexual orientation and gender identity, disability, political affiliation, or physical location.

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

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

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

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

In the same initial survey of members, they reached out to ask about recommended indicators for measuring youth engagement and 13 members responded. Findings were synthesized and sent to YouthPower Learning for consideration in their PYD indicator development work. They also posted the findings from the survey to the CoP listserv to catalyze additional discussion on illustrative indicators that members can use in their own programs. The CoP has created an **Indicators Working Group** to focus on developing a full list of illustrative indicators with tips on how to use them that we anticipate posting to the CoP page as a resource. A first meeting of the working group was held in July 2016.

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

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

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

An in-person meeting was held on May 10, 2016. The Google Group is up and running, providing an interactive platform for discussions and sharing of relevant events and news. The CoP also organized a webinar on **Youth Engagement in the Maker Movement** (originally scheduled for September, but postponed and delivered on **October 12, 2016**) (recording available here <http://www.youthpower.org/ye-cop-webinar>).

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

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

A request for members to send resources went out in March and we continue to encourage members to share resources on a continuous basis. As youth engagement relevant materials come in from both YE CoP leadership and members, they forward them to YP Learning for upload on the website. The CoP is also maintaining the YE CoP page on youthpower.org at <http://www.youthpower.org/youth-engagement-cop> to highlight key YE resources.

Goal 5: Bring the youth voice into YouthPower activities

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

The YE CoP contributed a concept to the latest Grants under Contract RFA released under YouthPower Learning to create a repository of youth-created videos that closed at the end of March. In summer 2016, three awards under the YE theme were made to JA Worldwide, Komo Learning Centres (Uganda), and Restless Development to create videos highlighting different aspects of youth engagement. More information about the specific grant activities is available at <http://www.youthpower.org/yp-grants-under-contract>. The CoP is also creating a **Youth Participation Working Group** to focus on ways to engage youth within and across CoPs and in other YouthPower activities.

Develop a Community for CoP Champions

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

Challenges and Mitigating Actions:

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

To address the challenge and to encourage participation from CoP members, the groups leveraged the face-to-face meeting on September 27 to gather topics of interest to the CoPs, and get ideas on how to make the CoP more engaging for members. We will also add an “Engagement Guide” to the Google Group that provides additional information about the CoPs and proposes ways members can use the platform.

Open Request for Grants under Contract Applications

YouthPower Learning CoPs developed learning grant concepts and the YouthPower Learning team along with USAID selected the most appropriate to advance to the RFA stage. On March 1, 2016, a single RFA was posted for two types of grant activity – one on youth engagement to capture (via video)

specific examples of youth actively participating in the planning and implementation of programs and a second research-focused grant to explore what fundamental cross-cutting skills are important for successful development of youth into productive adults. YouthPower Learning received 17 applications, and through a rigorous review process, four awards were made across the two themes.

The following awards were made:

- JA Worldwide (Youth Engagement)
- Komo Learning Centres (Uganda) (Youth Engagement)
- Restless Development (Youth Engagement)
- Education Development Center (EDC) (Cross-Sectoral Skills)

For the project selection stage, each GSC member used a standard scoring guide and an individual scoring sheet for each prospective grantee to evaluate conforming and eligible prospective grantees against the criteria as stated in the RFA:

Criteria	Description	Maximum Score
Technical Approach	<ul style="list-style-type: none"> • Comprehensiveness of proposal approach. • Clarity and appropriateness of proposed activity. • Implementation plan and proposed timeline are realistic and include all proposed elements of activity. 	40
Past Performance	<ul style="list-style-type: none"> • Previous successful experience implementing similar activities. • Successful track record for engaging youth relevant to the technical focus of the grant. 	30
Personnel	<ul style="list-style-type: none"> • Personnel have appropriate level of qualification and experience to implement project. 	15
Cost Efficiency	<ul style="list-style-type: none"> • Reasonableness of proposed budget based on scope of activities proposed. • Summary budget, detailed budget, and budget notes included. 	15
	OVERALL MAXIMUM SCORE	100

GSC members were provided access to a Google drive, specific to the RFA’s thematic areas, which contained all the materials submitted by the prospective applicants for technical review (Application, Budget and Notes, CVs of named personnel). Each GSC member was asked to review the prospective grantees’ materials individually; once the members of the respective GSC had completed their individual reviews, the GSC chair convened a meeting where each of that theme’s prospective grantees’ proposed activities were discussed. For those prospective grantees whose applications were evaluated by all GSC members as being “unacceptable” (an overall score 59 or less), the GSC did not conduct additional discussion. Two applications for Youth Engagement were evaluated by all GSC members as “unacceptable”; none were evaluated as “unacceptable” by the Cross-Cutting Skills GSC.

For all prospective grantees rated at minimum “marginal” (an overall score of 60 or more), the GSC members discussed the merits of the proposed activities. GSC members also discussed any follow up questions indicated on the individual scoring sheets. Based on these discussions, the GSCs requested that the Grants Manager send follow-up questions to five prospective grantees. The Grants Manager

worked with the GSC chairs to understand the nature of the questions and to review for conformity to the standards of the grant-making process.

Organization-specific questions were sent to the prospective grantees via email by the Grants Manager, with deadlines for responses indicated. The Grants Manager also requested the prospective grantees' availability for a call with the GSC members, post-response submission, so that the GSC could ask for any remaining clarity of insight needed to make final grant selection determinations. At this time, the Grants Manager also notified those organizations that were not recommended for full project evaluation of their status in the review process.

All responses to questions posed to the prospective grantees were saved in the prospective grantee's application file and shared with the respective GSCs, with follow up calls conducted shortly after response submission. Once these calls were completed, the respective GSCs concluded their evaluations. Based on the GSCs' evaluations, four prospective grantees – one for the Cross-Cutting Skills theme and three for the Youth Engagement theme – were recommended for funding. The GSCs' aggregate scores per prospective applicant, based on individual assessments, were compiled in a Summary Evaluation Matrix, and signed by the voting members of each GSC.

JUSTIFICATION FOR FINAL DECISION

The applications of the following prospective grantees were recommended by the GSCs for award:

Organization Title of Activity Proposed (Thematic Area)	Description of Project for Award Selection
Education Development Center, Inc. – US Identifying Cross-Cutting Non-Cognitive Skills for Positive Youth Development (Cross-Cutting Skills)	<p>The goal of this project is to improve understanding of how mismatches in youth's and stakeholders' perceptions of soft skills, as well as gendered perceptions of soft skills, can affect a youth's employment or education outcomes. This study is designed to increase understanding of the <i>measurement</i> and <i>expression</i> of soft skills in different contexts by engaging youth's voices, employers, and educators in declaring what soft skills are considered valuable. It will explore country contexts and sector contexts in determining what soft skills are valuable to youth across both the education and employment sectors. This research focuses on building upon and leveraging three active youth development projects: Akazi Kanoze/Rwanda, Advancing Youth/Liberia and MYDev/Philippines.</p> <p>This study allows for a deeper investigation into how a youth's life satisfaction correlates with his or her perception of which soft skills are most valuable, with his or her Big Five Inventory score, and with stakeholders' perceptions of which soft skills are most valuable. Such inquiry will allow for a greater understanding of how to improve youth's skills that results in employment across sectors, engages youth voices, and promotes positive youth development by being responsive to youth's preconceptions about their lives and places in the world.</p> <p>As a means of amplifying youth voice and engagement, the prospective grantee proposes a youth-driven photojournalism approach to document these skills in action. Findings will be shared through: 1) a photography gallery event where youth share with stakeholders their photographs and soft skills they value, and 2) a written report which describes findings obtained through analysis of survey data and focus group discussion data supported by youth's photographic representations of the soft skills they value. The prospective grantee will share</p>

Organization Title of Activity Proposed (Thematic Area)	Description of Project for Award Selection
	the youth-led photographs and in partnership with YouthPower Learning, will develop an online gallery about soft skills on youthpower.org.
<p>Restless Development – US</p> <p>Inspire, Influence and Inform: a video series highlighting young people’s role in Positive Youth Development programs</p> <p>(Youth Engagement)</p>	<p>This project will create a video series – approximately 10-15 short videos from a variety of contexts (in 3 countries across Africa and South Asia minimum) – directly featuring the perspectives and experiences of young people. The videos will address the benefits, impacts, best practices and challenges of youth engagement in order to inspire and influence the development sector on why youth engagement is important and beneficial, as well as to inform the sector on how to do youth engagement successfully.</p> <p>The prospective grantee will produce a series of interconnected videos on multiple elements of youth engagement through which an audience member can click through to learn and explore. The videos will answer a series of key questions and topics, determined by the experience of the prospective grantee and the needs identified in conversation with the YouthPower Learning community, by featuring the prospective grantee’s networks of young people who have been engaged in and lead its programs. In addition, the prospective grantee will develop 1-2 questions for youth and youth-led organizations covering more countries and all regions of the world, and ask young people to make and submit a video response. These will be edited into 1-2 compilation videos or topical videos, and may be added as stand-alone videos as well.</p> <p>This series of videos will serve as a promotional and training resource for the entire YouthPower community including USAID Missions, private sector companies, research organizations, INGO partners, young people, and youth-led organizations. It will be a go-to source of supporting information and guidance on best practices and insights into youth engagement for PYD.</p> <p>This prospective grantee offers a broad lens to youth engagement, demonstrating multiple facets and applications of youth engagement across contexts, programs and individuals. This video series will illustrate to viewers how to do youth engagement in a variety of settings.</p>
<p>JA Worldwide – US</p> <p>Amplifying the Voice of Young People around the World</p> <p>(Youth Engagement)</p>	<p>This project, in partnership with its prospective grantee’s global network, will co-create with six young people a set of videos (four full-length videos, and two “insta-videos”) documenting the experiences of students who are participants in the prospective grantee’s program that engages high school age students in organizing and operating an actual business.</p> <p>Working in partnership with the students and YouthPower Learning, the prospective grantee will define a framework to focus the message of the videos which will clearly speak to the benefits of engaging youth in programming. Additionally, the project will aim to ensure inclusion of stories with gender, ethnicity, age, urban/rural balance in mind. Through videos co-produced with students the videos will bring the ‘human’ element to youth empowerment activities by highlighting their personal journeys through their own voice. The ultimate goal is to share the deeply transformative impact of engaging youth in societies.</p>

Organization Title of Activity Proposed (Thematic Area)	Description of Project for Award Selection
	This prospective grantee offers a lens to youth engagement that demonstrates its multiple facets within one type of program that cuts across countries and continents. This video series will provide insights on how to shape youth engagement within a program framework that is culturally responsive.
Komo Learning Centres – Uganda KLC Youth-Led Club Documentary Project (Youth Engagement)	<p>This project will produce eight videos detailing the concept, activities, challenges, and lessons learned of the prospective grantee’s Youth-Led Club (YLC), established in February 2016, and will provide an opportunity for young people to meaningfully contribute. The videos will document the first year of the YLC – from recruitment and leadership elections, to designing and implementing YLC activities.</p> <p>YLC members and their youth leadership will be involved in conceiving, designing, and shooting the videos. They will structure the videos, give their perspective in interviews, conduct interviews with other youth and community members, receive training on video equipment operation, take part in the technical shooting of the video, participate in post-production editing, and review and provide feedback on the videos before they are finalized.</p> <p>This prospective grantee offers a lens to youth engagement that demonstrates an in-depth approach within one local program. These videos will provide a “day in the life” type of insight on how to set up youth-led clubs and showcase the challenges, successes, and process of establishing and maintaining a youth-led club over a year.</p>

September 2016 Learning Network Meeting

On September 27th, the YouthPower Annual Learning Meeting took place in Washington DC (See Agenda in Appendix C). We had 117 participants registered for the event, with 96 of the registered attending and an additional 17 YSEALI youth attending the YSEALI panel and lightning talks. With the exception of Dexis, every IDIQ holder team (Implementation and E&E) had one or several representatives in attendance. The YSEALI Panel on Youth Perspectives and the Lightning Talks were livestreamed to allow additional interested parties to benefit from the presentations.

Recordings of the event are available on youthpower.org - [here](#).

The agenda included:

- An introduction by USAID,
- A panel of YSEALI alumni who described their experiences as youth leaders and inspired a call to action for the work of YouthPower.org,
- A session on innovations for youth programming,
- A panel with representatives from YouthPower implementation projects, and
- A panel with the CoP champions and CoP expert advisors.

In the afternoon, the CoPs organized break-out sessions for their members.

The event incorporated different types of learning. Starting with the YSEALI alumni panel, the IDIQ partners learned how different types of interventions (e.g., mentoring, training, funding) have had a

direct impact on these new leaders. With the lightning talks, IDIQ partners learned about new and innovative approaches (in implementation and E&E) and were able to have interactive sessions to ask questions during two rounds of break-out tables. The panel with representatives from the field provided an opportunity to hear directly from chiefs of party and field representatives of YP projects. It offered great insights into their approaches and challenges, and how they are overcoming them. The CoP representatives highlighted their activities and achievement from the past year, including the webinars and the new technical briefs that were being distributed at the meeting and which will offer great tools and new insights for practitioners. Throughout the day, the group applied some of Making Cents' training approaches, including some energy raising activities and made available manipulatives at every table.

DELIVERABLES FROM THE FY16 WORKPLAN - OVERVIEW

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

Deliverable	Status	Notes
CoP Guide	Completed	The CoP Guide was submitted to USAID November 2016 and the team received subsequent verbal approval during a follow-up meeting. The document is posted to Google Drive here: http://bit.ly/1q5EVpG .
Learning Network Launched (December 2015) and Report from meeting delivered	Completed	Network launched on December 2015 Report submitted to USAID February 2016
Webinars for CoPs (a minimum of four)	Completed	All CoPs have had the opportunity to participate in an internal training/discussion session on how to use Adobe Connect, supported by YP Learning partner R4D and Making Cents International. Organized six webinars/livestreamings and four in person CoP meetings with a virtual option.
Issue brief or summative technical document per CoP (at least one per CoP)	Completed	Three out of four CoPs delivered a technical brief and the last CoP is finalizing their brief

Learning grants to YSOs (award at least three)	Completed	Awarded four grants.
September 2016 Learning Network Meeting completed	Completed	Held the learning network meeting on September 27, 2016.

C. SUB-TASK 3: INDICATOR DEVELOPMENT

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

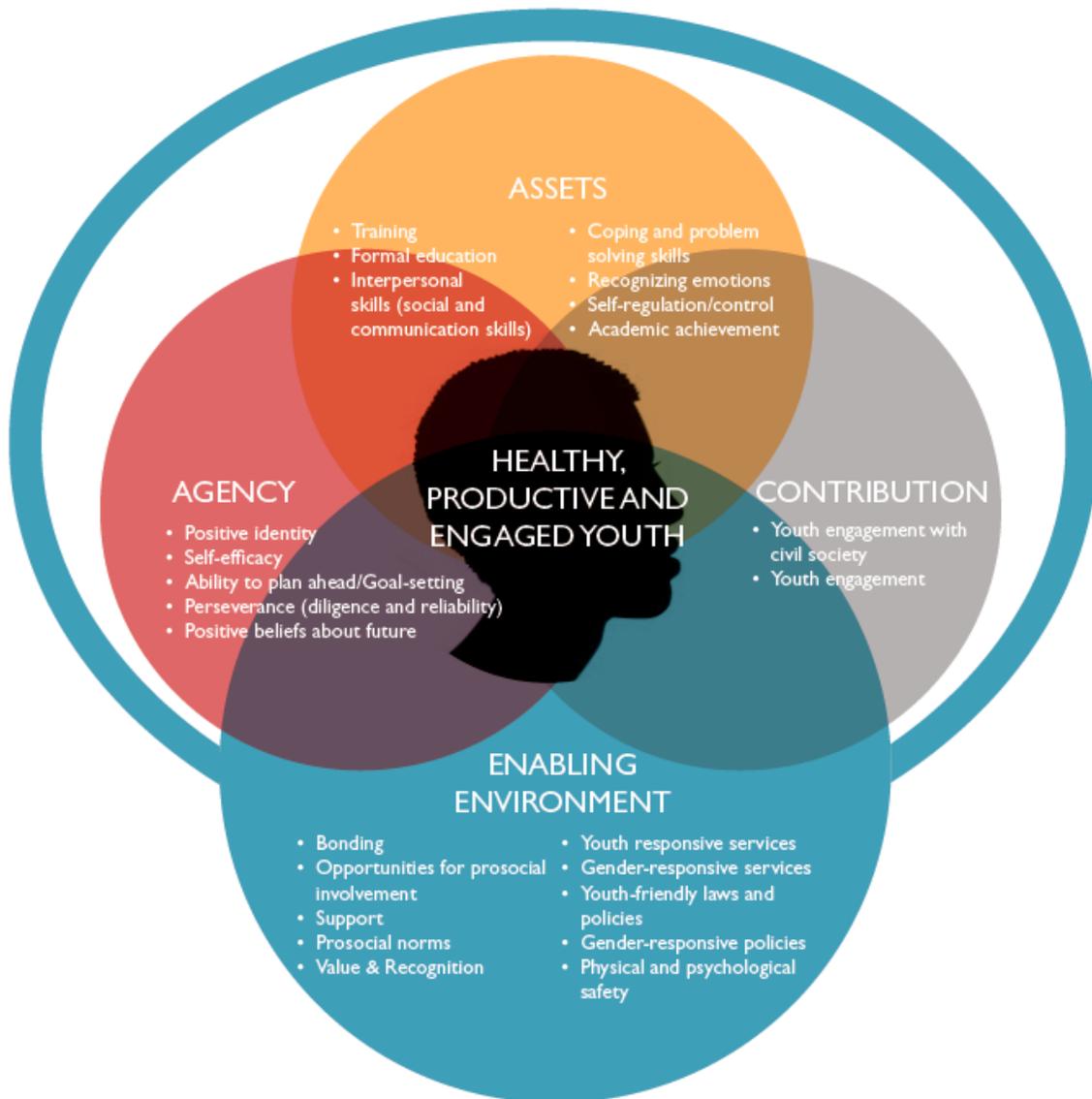
The following activities from the FY16 Work Plan have been undertaken and completed:

- Developed framework and indicators
- Developed training materials (toolkit) and train implementers on indicators
- Contributed to other YouthPower PYD training activities
- Began mini-case studies of PYD

Develop framework and indicators

We have successfully finalized a framework, approved by USAID, for measuring PYD within and across sectors and geographic settings. This framework defines and implements our four key “domains” of PYD programs (Assets, Agency, Contribution and Enabling Environment) and identifies specific illustrative indicators with which to measure change (see Figure 6). It was developed through an iterative process that drew upon on the literature, youth development experts and practitioners. We presented the PYD definition, domains, and measurement challenges in developing countries, at the YouthPower Learning Launch in December 2015 to get additional feedback as well. See Appendix D for our most updated version of the PYD definition and domains. Pulling from the existing literature, consulting with experts within the team and beyond the team, we developed an illustrative set of indicators. We held a technical consultation in May 2016 with USAID staff, program implementers and researchers to ensure that the indicators were measurable and relevant to their programming. We continued through an iterative process to refine the indicators. This included collaborating and incorporating the ongoing soft skills research work under YouthPower Action. See Appendix E for the latest indicators.

Figure 6. PYD Domains and Constructs



Develop training materials (toolkit) and train implementers on indicators

The ST3 team also developed a toolkit which will be used to help program implementers understand and apply PYD measurement. In this toolkit, we provide a variety of information, references, resources, and tools. The Toolkit begins with an overview of PYD and explain how a PYD approach fits with youth-focused programming using the USAID program lifecycle whilst acknowledging the applicability across donors and implementing partners. The PYD Framework is also introduced.

The main section of the toolkit discusses PYD constructs and illustrative indicators. We take readers step-by-step through a series of phases that utilize the PYD Framework (including the illustrative indicators) to demonstrate how youth programs can be optimally designed and measured to assess

impact. Finally, in this toolkit we offer a series of considerations for adapting the indicators and measures to locally relevant contexts. Given that the PYD field has mostly been developed and evaluated in high income countries, it is essential that these measures be appropriately and thoughtfully adapted to low and middle-income country contexts in order to evaluate youth programming in various sectors effectively from a PYD perspective.

The ST3 team the first draft of the Toolkit with USAID in July – feedback received has been incorporated. The team convened meeting with select members of the USAID Youth Steering Committee to walk them through the toolkit and listen to additional feedback. At this meeting, at the suggestion of the group, the team expanded the review group to include USAID missions. The team then developed and executed a survey to key mission staff identified by USAID. Mission staff completed the survey in August 2016 and provided their feedback on the relevance and usefulness of the toolkit and indicators. Additionally, the team sought the input of implementers and researchers who were originally engaged in the indicator consultation meeting in May. The team further revised the Toolkit to include input of these various users. Simultaneously, the team developed the design and layout of the report, which was approved by USAID. The team printed and shared an early draft on the [illustrative indicators](#) at the YouthPower Annual Learning Network Meeting and the Global Youth Economic Opportunities Summit. The ST3 team also presented a lightening talk at the YouthPower Annual Learning Network Meeting as part of the early sensitization efforts. The PYD Measurement toolkit will be finalized in Q1 of FY17 and training will be provided across multiple modalities (in person and online). Originally we intended to provide technical assistance to RFTOP holders in YouthPower to assist in the development, use or adaptation of PYD indicators and their M&E plans while we were developing these materials, but USAID asked that we not directly approach YouthPower RFTOP holders. These RFTOP holders will be included in the training provided next quarter.

Contribute to other YouthPower PYD training activities

We provided feedback on the F-indicators, offering suggestions to tighten the measures of the constructs or alternative measures. We harnessed the expertise within our partnership to provide robust feedback to the F-indicators. We included the F-indicators in the illustrative indicators list to facilitate dissemination and socialization of them.

YouthPower Learning collaborated with YouthPower Action in the development of their activity aimed to improve the capacity of USAID staff in PYD. This included brainstorming resources and ideas for what to include in the training overall. Then we designed and developed a two-hour module on measurement for their PYD training. We delivered the module to the USAID Youth Corps team in February as part of the larger PYD Training and USAID subsequently delivered to various Mission staff in South Africa in April. Developing this training in conjunction with YouthPower Action also informed the formation of the illustrative indicators and the toolkit. In September, we delivered a module about PYD Measurement as part of a mini-PYD training at the Global Youth Economic Opportunities Summit.

Through ongoing discussions with USAID, we have continued to explore the feasibility and scope of a repository for the indicators. We met with several providers of enterprise level databases and recognize the scope and size of these database systems are out of proportion with the potential data reporting needs. We have mapped out low-scale options include using a Google suite. Given the indicator discussions have moved to the use of illustrative indicators and that USAID is considering using the F indicators for YouthPower implementers, the team is considering the appropriate systems to meet this more limited need.

Other activities include attending meetings and conference calls with partners, USAID (including but not limited to the YouthPower Steering Committee and Bureau tours), and other experts to facilitate our work and contribute to the work of others. This includes collaborating on or contributing to YouthPower Action work (PYD Training, Compass, soft skills research, research on sexual and reproductive health and work force development). Representing YouthPower Learning at various events, workshops, conferences and forums has been, and will continue to be, an important part of this task. YouthPower Learning will continue to leverage the strong relationships our various team members have with youth development professionals and youth experts across a range of sectors to ensure success. YouthPower Learning has utilized these networks to collect information from colleague organizations on currently collected indicators and to generate buy-in for new PYD indicators.

Undertake mini-case studies of PYD indicators

The ST3 team is collaborating with YouthPower Action to conduct a case study of a PYD program in Beira, Mozambique that will focus on the key successes and challenges to program implementation. We developed a proposal and protocols, identified the research team and worked in conjunction with YouthPower Action to prepare for the rapid research assessment in Mozambique. The assessment will occur in Q1 of FY17 and will enhance understanding of the key elements for successful youth engagement. Results of this rapid research assessment will help to provide guidance about elements of successful youth engagement that can be applied to other PYD program in a developing country context. It will also expand the knowledge base about what is learned from the investments through YouthPower and the challenges faced that limit program success.

In terms of our youth engagement strategy, the ST3 team distributed a survey to youth-serving organizations (YSOs) to obtain feedback on the PYD definition and the domains. A number of YSOs provided specific feedback on the contribution domain. The ST3 team also received feedback from the Youth Engagement CoP and YABT on the PYD illustrative indicators.

Table 3: Status of ST3 Deliverables in FY16 Work Plan

Deliverable	Status	Notes
Illustration and narrative description of framework and domains	Completed	Finalized our domains.
Lists of illustrative indicators	In progress	Shared and printed a draft list of indicators for early dissemination and review. Will be completed in Q1 of FY17.
Training materials developed	Completed	Developed and implemented a PYD measurement module as part of USAID PYD training, and updated it post-training of trainers.

PYD Measurement Toolkit developed	In progress	Drafted Toolkit and reviewed in several rounds of review by USAID (including USAID missions) implementing partners, and researchers. Will be finalized in Q1 of FY17.
Technical assistance provided	Postponed	Postponed this activity at the request of USAID, however we provided technical assistance to USAID Youth Corp members through collaborating with YP Action on the PYD Training.
Case studies developed in one to two programming sites incorporating PYD	In progress	Developed a proposal and protocols, identified the research team and has been working in conjunction with YouthPower Action to prepare for the rapid research assessment in Mozambique.
Input made to Foreign Assistance Framework for indicators	Completed	Provided input into this process.

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

ST4 aims to produce and disseminate the definitive global meta-review expanding upon the existing evidence base regarding PYD. ICRW leads R4D, UM/CAH and UW/SDRG in accomplishing this work. The objective of this meta-review is to identify and use existing peer-reviewed and grey literature to expand the knowledge base about PYD programs in international development. The meta-review will contribute to answering: How have PYD approaches been implemented, and what does the evidence say about their effectiveness?

The meta-review process includes a rigorous strategy (See Appendix F for search strategy) that began with finalizing search terms, establishing inclusion/exclusion criteria (See Appendix G for inclusion and exclusion criteria), and then searching academic databases and grey literature sources for relevant documents (i.e. peer-reviewed studies, program evaluations, program descriptions, etc.). Using Scopus and PubMed as main search engines, 21,576 potential PYD peer reviewed papers were identified. For the grey literature, the ST4 team combined targeted searches in websites of repositories hosted by international agencies and distributed an electronic survey to 600 individuals and organizations that serve youth internationally. The grey literature search identified over 3,705 reports. The sheer volume of reports was significantly higher than ever imagined. Both peer-reviewed papers and grey literature were screened in three main stages: title review, abstract review, and full-text review. Each step narrowed the number of articles. Inter-rater reliability between reviewers was between 95% and 97% at each step of the process. Inclusion criteria for the full-text review included papers based on evaluations of PYD, PYD-inspired interventions, or programs that engage youth (10-29 year-olds), which contained

at least two constructs of the PYD framework (i.e. Assets, Agency, Contribution and Enabling Environment).

The ST4 team completed the full-text screening with 105 (42 peer-reviewed literature, 63 grey literature) documents selected for final analysis. They then developed an analytical strategy completed data extraction of selected peer-reviewed papers and evaluation reports. (See Appendix H for the data extraction strategy). The team subsequently embarked on a multi-layer analysis process, analyzing the data across quality of the evidence, PYD domains, sector and region. The process has taken longer than anticipated given the multiple dimensions we recognize various users would like to see. We have drafted the full report, which is undergoing significant internal review. A [research brief](#) was developed and disseminated at the YouthPower Annual Meeting and the Global Youth Economic Opportunities Summit in September 2016. The team also presented early findings at the GYEOS as part of a panel titled “Applying evidence: PYD elements improve youth outcomes.” We will send the first full draft of the meta-review report to USAID in Q1 of FY17.

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

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

Deliverable	Status	Notes
Literature search criteria finalized	Completed	Shared criteria with USAID in October 2015
Survey designed and distributed to youth servicing international organizations	Completed	Distributed a survey to partners from YouthPower and other youth service organizations. We received more than 100 documents
Final list of studies/articles for inclusion	Completed	Included 21,576 potential PYD peer reviewed papers and 3705 grey literature papers.
Meta-review report	In progress	First draft of the report will be completed and sent to USAID in Q1 of FY17. Developed and printed a brief on early findings
Journal article submitted	To be completed by Q3 of FY17	Began determining journal submission options.
Communications products for multiple audiences posted online	In progress	Developed a research brief and disseminated at GYEOS and Learning Network Meeting.

		Presented findings in a panel at GYEOS. Submitted conference abstracts for dissemination in FY17. Accepted to present meta-review at AEA in October 2016
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E. SUB-TASK 5: EVIDENCE & EVALUATION SUPPORT TO USAID MISSIONS

The goal of the ST5 team is twofold:

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

Activities under ST5 are largely responsive to the request of missions or are tied to various collaboration and engagement forums (such as conferences, events, webinars, working groups, and communities of practice (aside from YouthPower CoPs), most of which have and will continue to unfold throughout the project life.

USAID/Nigeria

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

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

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

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

The report can be found at <http://www.youthpower.org/resources/workforce-development-youth-employment-nigeria>

USAID/Zambia

USAID/Zambia requested YouthPower Learning expertise to conduct a mission-wide youth assessment to review programming targeting youth and provide recommendations for USAID/Zambia strategic direction. The results of this task will directly inform the Mission Country Development Cooperation Strategy (CDCS) for 2017-2022 and potentially a Mission Youth Strategy. The goal is to use this assessment to improve evidence-based programming for youth across the USAID/Zambia portfolio. The assessment began in April 2016 with field work including key stakeholder consultations and focus group discussions with youth occurring in April and May 2016. The assessment team conducted more than 50 interviews and conducted 18 focus group discussions. The final report was submitted in September and the final debrief with USAID/Zambia took place in October 2016. The report and more information can be found at <http://www.youthpower.org/zambia-mwya>.

Additional Buy-in Preparation

The ST5 team also developed the protocols for responding to buy-in requests and management of buy-in tasks. These serve as guides for responding efficiently to future requests. Over this reporting period, we reviewed, responded to, or conceptualized several other potential opportunities, none of which came to fruition. In response to a query from Sri-Lanka, the team reviewed options for conducting a high touch youth assessment, but the mission decided to use internal resources. We reviewed and responded to a West Africa desire to conduct a prospective impact evaluation of the use of an SMS platform as a health communication channel, and an evaluation of the program effectiveness, but the private-public partnership within that model decided not proceed. The ST5 team wrote a concept note and developed a budget for an ST5 buy-in for a Washington, DC, launch of the Lancet Commission on Adolescent Health and Well-being, as well as for a youth engagement strategy throughout the Commission launch and dissemination process, but USAID did not have additional resources to put forth for this expanded view of the event. The team met with USAID HQ staff to discuss a possible evaluation of Let Girls Learn, but it was awarded to through another mechanism. In response to a buy-in request from Democratic Republic of Congo, the team refined the scope of work, developed a project budget and identified and secured the activity team. We are currently in discussion with the Mission on next steps for this buy-in.

Collaboration and Engagement

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

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

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

American Evaluation Association (AEA) (November 2015): AEA's theme was 'Exemplary Evaluations in a Multi-cultural World,' one that aligns well with the vision of YouthPower Learning. Globally, the evaluation community declared 2015 as the International Year of Evaluation (EvalYear) with the aim of advocating and promoting evaluation and evidence-based policy making at international, regional, national, and local levels. The focus is "to learn about exemplary evaluations, enabling evaluation environments, evaluation policies, evaluation theories and methods, and research on evaluation from a range of cultures and regions throughout the world. The Director of YouthPower Learning presented under the Evaluation Manager and Supervisor Topical Interest Group a session titled Managing Large- (and Small-) Scale International Data Collections. The format was a round table discussion, which brought together about 30 evaluators, particularly evaluation managers and supervisors, to engage in a dialogue to improve evaluation practice. While it is an overarching topic and practice, data collection is a core activity that YouthPower Learning will engage in its work and a critical step in the evaluation process

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

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

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

listeners joined the discussion and feedback was overwhelmingly positive. The event can be listened to at: <http://youthpower.org/resources/webinar-perspectives-positive-youth-development>.

Positive Youth Development in Action: Voices from Youth and Practitioners, SID-W (April 2016): This event at the Latin American Youth Center hosted by the SID-W Youth in Development Workgroup included a panel discussion on positive youth development featuring youth and youth practitioners in the US and in developing countries. YouthPower Learning contributed to the brainstorming of this event with YouthPower Action. Participants also toured the Center for a closer look at how the organization provides youth friendly services.

Society for International Development Annual Meeting Round Table Discussion on Measuring Positive Youth Development (May 2016): As part of the SID-W Annual Meeting, the Director of YouthPower Learning hosted a roundtable discussion to share a framework for measuring PYD and fostered a discussion around key considerations and challenges for measuring PYD in low and middle income countries and ideas for mitigating them.

Our Future: A Lancet Commission on Adolescent Health and Well-being (June 2016): YouthPower Learning, along with USAID, PEPFAR, the World Bank, the Bill & Melinda Gates Foundation, and the Lancet, hosted the DC-based launch of the Lancet Commission on Adolescent Health and Wellbeing. The event featured Dr. George Patton of the University of Melbourne, Chair of the Commission and YouthPower Learning Senior Technical Advisor, who presented findings on and recommendations to improve the status of adolescent health and wellbeing worldwide. The event also featured a panel discussion from experts representing USAID, the World Bank, and the Bill & Melinda Gates Foundation focused on current opportunities to integrate findings and recommendations into future policies and programs. Our Future was held at the Kaiser Family Foundation Barbara Jordan Conference Center in downtown Washington, DC and attended by over one hundred youth development professionals and another hundred online via the livestreaming option. The event recording and Lancet Commission report can be found at: <http://www.youthpower.org/resources/our-future-lancet-commission-adolescent-health-and-wellbeing>.

YouthPower Annual Learning Network Meeting (September 2016): While discussed in detail under SubTask 2, the objectives of the Annual Learning Network Meeting were to provide a forum to share and exchange innovative approaches, tools, products and findings from YouthPower and other youth serving organizations that can be applied across programs, as well as to provide an opportunity for discussion between USAID and YouthPower consortia. Participants were able to learn from YouthPower project implementation and research to-date, share lessons for future programming, and contribute to a plan of action for CoPs for FY17. Over one hundred YouthPower Learning Network members were present at the event hosted at the Partnership for Public Service Conference Center in downtown Washington, DC. The presentations from the meeting can be accessed at: <http://www.youthpower.org/yp-annual-learning-network-event-lightning-talks-and-event-resources>.

Global Youth Economic Opportunities Summit (September 2016): The Summit provides leading global development stakeholders with a platform to exchange information and raise the bar for how to increase economic opportunities for young people worldwide. USAID led a pre-Summit 'mini-training' on PYD and YouthPower Learning and Action presented a breakout session entitled "Applying Evidence: Positive Youth Development Elements Improve Youth Outcomes" and shared findings on YouthPower research into the effectiveness of PYD in low and middle income countries with a specific focus on improving youth's skills and workforce development.

Furthermore, the team worked with USAID and the Youth Economic Opportunities Summit to raise the profile and dialogue around positive youth development in the sphere of youth economic opportunities during the conference.

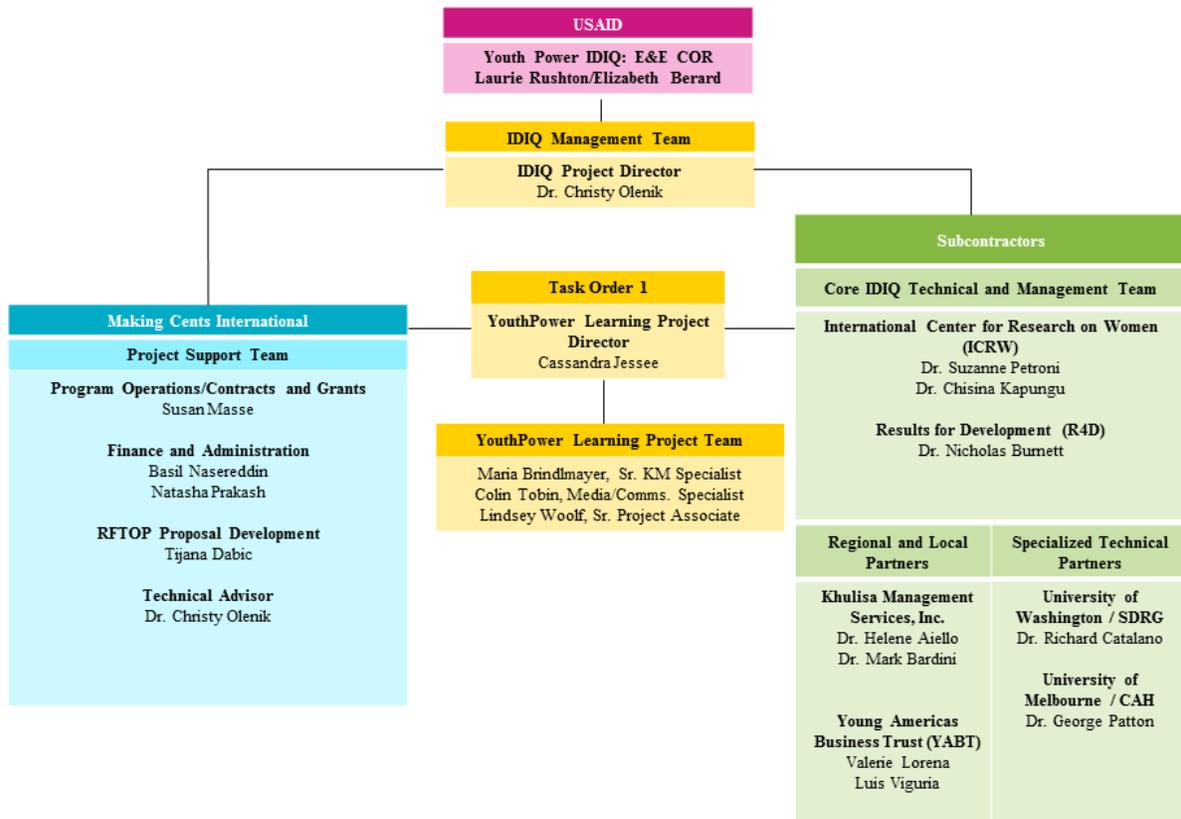
Looking forward, members of the ST5 team submitted abstracts based on their work to various upcoming conferences, including the American Evaluation Association and the American Public Health Association, Comparative and International Education Society and Society for Prevention Sciences.

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

IV. TASK ORDER MANAGEMENT

YouthPower Learning has established a strong project management system and team during the first project year. All the initial administrative, contractual, and management start-up tasks have been completed. Timothy Nourse, Making Cents President, and Christy Olenik, IDIQ Project Director, supported by Susan Masse, Making Cents Director for Projects and Operations, have put in place the systems necessary to manage the IDIQ and YouthPower Learning effectively. This included hiring staff and establishing the financial and contractual systems for the project. Cassandra Jessee, YouthPower Learning Project Director, and Lindsey Woolf, YouthPower Learning Project Manager, are currently providing task order management and Christy Olenik as IDIQ Director provides supervisory support to the YouthPower Learning team as well as technical assistance as a Senior Youth Advisor. Figure 7 provides an overview of the YP E&E IDIQ and YouthPower Learning senior staff and partners.

Figure 7: YouthPower IDIQ and YouthPower Learning Team



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

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

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

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

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

- **Meet with YP Learning Team.** YP Learning convened monthly meetings with all partners, led by the Project Director. The sessions were used for updates and brainstorming. These were recorded to allow staff who cannot join a given call to catch up thereafter. Furthermore, notes were disseminated following the meeting, highlighting any key action items for the team. Subtask specific meetings occurred as frequent as weekly, depending on the task. YP Learning also convened several cross-task specific meetings as well, to ensure integration across activities.
- **Meet with YP Action.** YP Learning met with YP Action on a nearly biweekly basis. Over the reporting period, the Project Directors and others collaborated on the following activities:
 - Implementation of a session on Positive Youth Development at the USAID Education Summit
 - Design of and participation in a panel discussion on positive youth development at the YouthPower Learning Network Launch
 - Participation in a Brown Bag session with the World Bank on YouthPower and positive youth development
 - Participation in a YouthPower Learning hosted webinar on positive youth development
 - Collaboration on the YouthPower Action PYD training curriculum design and implementation
 - Input on F indicators for youth
 - Co-designing a conceptual framework on PYD implementation which resulted in the identification of 7 features of PYD that link to PYD domains developed by YouthPower Learning
 - Engagement in the planning for the Youth Economic Opportunities Summit and presentation of YouthPower research in a YEO breakout session
 - Seek YP Action input on illustrative indicators
 - Design of and participation in a PYD event for the Society for International Development (Washington) Youth in Development Workgroup meeting
 - Review and discuss the joint the West Africa field buy-in opportunity
 - Contribute to YP Actions's soft skills research and ensure alignment with ST3 activities
 - Contribute to brainstorming and defining of PYD for YP Actions' youth assessment work
 - Provide input and consultation on YP Action's sexual and reproductive health and work force development work.
- **Meet bi-weekly with USAID.** YouthPower Learning Project Director met either by phone or in person at least bi-weekly with USAID to ensure open communication and real time feedback to both USAID and the project. The key leads from the YouthPower Learning team met with USAID for six formal COR meetings over the reporting period.
- **Engage with youth development community.** As elaborated previously under ST5, collaboration and engagement section, YP Learning designed, participated in, presented at and represented YouthPower in various forums aimed at convening, disseminating and sharing ideas to strengthen youth development. Engagement is also cross-cutting and includes activities ranging surveys to seek feedback, directed information sharing with YSOs, meetings with youth serving/development community, webinars and other activities As outlined in the vision of YouthPower, YouthPower Learning serves as the hub for the YouthPower community and has sought to collaborate across YouthPower Implementers. While some avenue for collaboration have

worked well, like high attendance at the YouthPower Annual Meetings and surveys for request for information, YouthPower Learning team believes great dialogue and engagement across YouthPower is needed to reach the broader IDIQ goals.

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

- **Write semi-annual technical reports.** YP Learning wrote its first semi-annual technical reports documenting the progress made as well as the successes and challenges on the YP Learning project and specific subtasks. The entire team contributed to their sections according to their role.
- **Prepare financial reports.** Making Cents as the YP Learning prime contractor prepares and submits all required financial reports, including the Monthly Financial Reports, Quarterly Pipeline and Expenditure Report, Foreign Assistance Reporting (as requested) and PEPFAR Expenditure Reporting. Submissions are done by the YouthPower Project Manager, supported by the Making Cents finance and operations team.
- **Develop workplans** YouthPower Learning’s workplan for FY16 was approved in late December 2015 and has served as the basis of YP Learning working to date. The FY17 Work Plan was submitted to USAID in August 2016.

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

Deliverable	Status	Notes
YP Learning financial reports (Quarterly Pipeline and Expenditure Reporting, Monthly Financial Reporting, Foreign Assistance Reporting, PEPFAR Expenditure Reporting)	Completed	Submitted all financial reports according to expected timelines. YouthPower Learning Project Manager Lindsey Woolf attended the USAID PEPFAR Implementing Partners PEPFAR Expenditure Analysis meeting held in August 2016.
YP Learning Semi-annual technical reports	Completed	Submitted semi-annual technical report as scheduled.
Notes from Monthly Partner Meeting	Completed	Disseminated notes to partners as scheduled.
Draft Fiscal Year 2017 work plan	Completed	Submitted to COR in August 2016.

APPENDIX A: YOUTHPower NEWSLETTER

From: YouthPower Learning Team
<comms=youthpower.org@mail215.atl171.mcdlv.net> on behalf of
YouthPower Learning Team <comms@youthpower.org>

Sent: Monday, September 26, 2016 5:39 PM

To: Maria Brindlmayer

Subject: YouthPower Newsletter

[View this email in your browser](#)



Welcome!

Welcome to the inaugural [YouthPower](#) newsletter. The newsletter will provide updates on YouthPower programs and positive youth development. We at YouthPower believe that young people are at the heart of solutions to the world's greatest challenges. That's why we're dedicated to strengthening systems in communities to achieve sustainable outcomes in health, education, and political and economic empowerment. By helping young people pursue their aspirations, we empower them to contribute to, and benefit from, the creation of more peaceful and prosperous communities.

This issue of the newsletter includes information about the upcoming second [YouthPower Annual Learning Network meeting](#), updates from the [YouthPower Communities of Practice](#), forthcoming [YouthPower Learning publications](#), an update from [YouthPower Action](#), as well as other YouthPower information.

We encourage you to share the newsletter with colleagues and friends who are interested in youth and positive youth development.

The [YouthPower Learning Hub](#) is at the heart of sharing knowledge and experiences by and with practitioners, researchers, evaluators, funders and other stakeholders interested in youth programming. Please join the Learning Hub at youthpower.org and share your resources or events, and send us your blogs.

We look forward to a fruitful exchange of knowledge and shared learning to advance positive youth development around the globe.

YouthPower Newsletter Editorial Team

YouthPower Annual Learning Network meeting, 2016

On September 27th, the second YouthPower Annual Learning Network meeting will take place in Washington, D.C. The invitation-only meeting includes a Youth Panel of YSEALI alumni and provides an opportunity to learn about major innovations from YouthPower IDIQ members that have broad applicability. The innovations will be presented as lightning talks, followed by roundtable discussions. The lightning talks are accessible to the general public via [livestreaming](#).

Lightning talks:

1. What We Know and Don't Know: Positive Youth Development in Low- to Middle-Income Countries
2. Youth Action Mapper and Sustainable Development Goals (SDGs)
3. Youth Voices: Putting Young People at the Center of the Youth Unemployment Conversation
4. Identifying and Measuring Soft Skills for Cross-Sectoral Youth Development
5. Building Entrepreneurship on the Road: A

Upcoming Events:

Sep. 28th, 2016: [10th Anniversary Global Youth Economic Opportunities Summit 2016](#)

Sep. 29th, 2016: [Retooling Adolescent Girl Programming: Resources for Intentional Program Design in Washington, D.C. Equity in Learning: Leaving No-one Behind in the SDG 4 Monitoring](#)

Oct. 1st, 2016: Call for Papers: [CIES 2017- call for papers](#); deadline: Oct. 1st, 2016

Oct. 3rd, 2016: [MERL Tech. The Future of Technology for Monitoring, Evaluation, Research, and Learning in Development](#)

Oct. 12th, 2016: [YouthPower Learning CoP Webinar: "Makerspaces – a Tool for Youth Engagement"](#)

“Shark Tank”-like Approach

6. How Can YouthPower.org Be Leveraged as the True Learning Hub for Youth, Implementers, and Other Key Stakeholders?

7. Youth-led Qualitative Research to Inform Programming: An Approach for Youth-led Rapid Assessments

8. Young People at the Heart of Humanitarian Action

9. Positive Youth Development Capacity Building

10. Measuring Positive Youth Development in Low- to Middle-Income Countries: PYD Indicators Toolkit

11. Catholic Relief Services’ YouthBuild (JovenesConstructores): Co-Assessment for Soft Skills

12. Youth Training: Leading with Attitude and Skills

13. Sexual and Reproductive Health: Workforce Research

14. Generation: Taking Youth Employment to Scale

Oct. 24th, 2016: [American Evaluation Society Conference 2016](#)

Recently Posted Resources:

[Adolescent Girls in Disaster & Conflict](#)

[Reducing Youth Unemployment in South Africa](#)

[Evaluation of the Transformative Potential of Positive Gender Socialization in Education for Peacebuilding](#)

[Minds and Behaviors at Work: Boosting Socioemotional Skills for Latin America’s Workforce](#)

[Measurement Guidance Toolkit for Mentoring Programs](#)

[Moderation and Mediation of an Effective HIV Risk-Reduction Intervention for South African Adolescents](#)

More details about each talk can be found [here](#).

The session will be live streamed on Tuesday, September 27th, 8:45 am ET – 11 am ET

Find more [resources](#) and [events](#) on www.youthpower.org.

Editorial Team:

Maria Brindlmayer, Making Cents International

Colin Tobin, Making Cents International

Cassandra Jessee, International Center for Research on Women

Kristin Brady, FHI 360

Information about the live stream will be posted [here](#), as well as on the [YP Learning Facebook](#) on the morning of the event and announced on [Twitter](#) @YPLearning.

Updates from YouthPower Action

YouthPower Action **developed a curriculum for USAID** on Positive Youth Development. The project trained a team of USAID staff on the curriculum and piloted the curriculum with mission staff from around the world in Pretoria in April, 2016. USAID is now delivering the curriculum to staff as part of USAID University.

YouthPower Action is **finalizing four reports to guide youth implementers**. Three reports focus on cross-sectoral soft skills for youth development. The first, “Key Soft Skills for Cross-Sectoral Youth Outcomes,” identifies the skills that based on the available evidence, are the best predictors of positive youth outcomes across the fields of violence prevention, reproductive health, and workforce development. This report will be issued in draft form for comment at the Global Youth Economic Opportunities Summit. The second study will provide an in-depth review of existing instruments that measure those priority cross-sectoral soft skills and could be used in international youth programs. The findings will be discussed at the Summit and the draft report issued in October. The third study will provide guidance on how implementers can help youth build these critical soft skills, based on a review of effective practices, and will be issued in draft by November. The fourth study, “Assessment of Integrated Workforce Development and Sexual and Reproductive Health Interventions,” reviews evidence from integrated programs and makes recommendations for more effective integration in youth programming. This study will lead to a pilot to test out more integrated approaches that emerged from the research. Copies of these draft reports can be obtained by emailing youthpoweraction@fhi360.org. YouthPower Action will be holding an event in Washington, DC in the next several months to present and discuss all four studies (date and details TBD).

To expand knowledge related to youth and HIV Testing, YouthPower Action will be developing **a journal supplement tentatively titled “Achieving 902: Young People, HIV testing Services and Linkage to Treatment.”** This special issue of the journal AIDS will share the current evidence related to USAID’s goal of diagnosing 90% of all HIV-positive people and providing antiretroviral therapy for 90% of those diagnosed among youth populations. This issue aims to inform funders, program planners, and policy makers in the development and design of effective youth programs, policies, and strategies for HIV testing and linkage to care and treatment. Abstracts are due to [Donna R. McCarraher](#) by September 30th 2016. Detailed

information about the call can be found on the [AIDS journal website](#).

YouthPower Action conducted a **review of the literature** to identify strategies used among adult populations to improve retention in care and adherence to antiretroviral therapy (ART), with the goal of identifying strategies and intervention efforts that could be adapted for use among young people. Two manuscripts that describe the results of this literature review are forthcoming, and a pilot will be implemented in Nigeria to test the strategies identified in the research.

In April, YouthPower Action hosted a one-day **design workshop with key stakeholders** from the YouthPower community and beyond to generate ideas and feedback on the creation of a **positive youth development assessment tool**. This tool, currently called the “Compass”, will facilitate a program assessment that will inform, guide, and add value to the implementation of USAID activities that focus on youth. The Compass will reflect USAID’s and its Youth in Development’s policy commitment to positive youth development, cross-sectoral linkages, and gender.

In support of PEPFAR’s DREAMS initiative, YouthPower Action will be hosting a series of **youth engagement trainings in South Africa, Tanzania, Uganda, Zambia, and Zimbabwe** for DREAMS implementing partners and USG staff. The purpose of these trainings is to help DREAMS partners and their USG counterparts to identify and support young people and involve youth groups in the development and implementation of activities. Additionally, these trainings will provide guidance on how to involve young people in M&E and accountability. DREAMS implementers and USG staff interested in attending the upcoming trainings in November should contact their DREAMS POC in the aforementioned countries or Cate Lane at clane@usaid.gov.

YouthPower Action conducted a **review of the literature** to identify mentoring interventions and whether they had an impact on the reproductive health of adolescent girls and young women (AGYW). Since AGYW are disproportionately affected by HIV and AIDS and other negative sexual and reproductive health (SRH) outcomes, the project examined emerging evidence that suggests that programs to build AGYW’s assets can help reduce their vulnerability to poor SRH. A manuscript describing the results of this literature review is forthcoming, and a pilot with up to 1,000 AGYW will be conducted in East Africa over the next

year.

Updates from the Communities of Practice (CoPs)

The YouthPower [Communities of Practice](#), i.e., groups of people who share an interest or do similar type of work in four specific PYD areas, will hold in-person meetings on September 27th, 4:00 – 5:30 pm. All CoP members are invited to these meetings and can participate in-person or virtually. Please [view the agenda and register here](#) if you have not done so already.

CoP Products – Upcoming Publications:

All CoP products mentioned below will be made available on the YP [Communities](#) website page by September 27th.

The CoP on Cross-Sectoral Skills will be launching its new technical brief at the CoP meeting on September 27th: **“How Do Youth Skills Development Initiatives Ensure Effective Targeting, Recruitment, and Retention?”** This technical brief explores strategies used by skills-based youth livelihood programs to target, recruit, and retain youth beneficiaries for optimal impact, providing concrete examples of how program implementers have addressed these challenges, and documenting some lessons and best practices.

The Gender and PYD CoP will launch its checklist at the CoP event on September 27th: **“Does Your Program Reflect Gender Transformative or Positive Youth Development Practices: A Checklist.”** This checklist is intended for use by development practitioners who want to ensure their programs incorporate good practices for gender transformative and positive youth development (PYD) programming. References are included for those who wish to learn more.

The Youth Engagement CoP’s **“Six Tips for Increasing Meaningful Youth Engagement in Programs”** is based on a CoP brainstorming session in spring 2016 to answer the question, “What are the key components of youth engagement in programs?” Six key recommendations rose to the top and are offered in the document to support the wider youth-serving community.

Upcoming CoP Webinar:

Makerspaces – a Tool for Youth Engagement

October 12th, 2016

9:30 am ET

A makerspace is a collaborative workshop that leverages science, technology and innovation tools and approaches relevant to a target group. For youth, makerspaces often operate as “safe spaces” for those who are not compelled by traditional behavior change activities. However, the Maker Movement can go beyond forming social bonds and developing soft skills. Makerspaces can engage youth in meaningful ways through learning and teaching rapid prototyping techniques and empowering them as leaders in the vast ecosystem of open source hardware and software designs. Learn more about how makerspaces foster movement, innovation, and creativity designed and maintained by youth in the YouthPower Youth Engagement Community of Practice Webinar on Wednesday Oct 12 at 9:30am ET. (Details will be posted [here](#) and on the [YP Learning Facebook](#) page as well as on [Twitter](#) @YPLearning).

Recent CoP Webinars:

On the **International Day of Peace, September 21st, the Youth in Peace and Security CoP held its webinar on Citizen Security and At-Risk Youth** ([recording accessible here](#)). The pervasive effects of crime and violence can be seen in many parts of the world, affecting people at all levels. Youth are no exception. As part of YouthPower Learning, Youth in Peace and Security Community of Practice organizes a webinar focused on citizen security and at-risk youth. This session featured program implementers discussing the most common challenges when working with at-risk youth and how they overcome them. Heather Sutton, Research Coordinator, Crime and Violence at the Inter-American Development Bank (IDB), presented key findings from the IDB’s research and experience implementing projects focused on at-risk youth in the Caribbean.

On September 14th, the Cross-Sectoral Skills for Youth CoP held its **webinar on [Targeting, Recruitment, and Retention Strategies for Youth Skills Development: How Do Skills-Building](#)**

[Initiatives Ensure Youth Participation?](#) Skills-building initiatives for youth have become a prominent component of youth development work in developing countries, working across a number of sectors and themes. However, ensuring participation of youth beneficiaries that are most likely to benefit from these skills-building initiatives remains a challenge for many. Some program implementers have taken deliberate steps to facilitate effective targeting, recruitment, and retention of youth in skills-based programs. This webinar, organized by Cross-Sectoral Skills Community of Practice under USAID's YouthPower Learning, featured presentations from a number of innovators and researchers working on skills-based youth development. Panelists elaborated on challenges and effective approaches to promote effective targeting, recruitment, and retention of youth participation in skills-building initiatives. ([Access the recording and presentations here](#)).

To celebrate International Youth Day, YouthPower Learning launched a new virtual series called [Youth Talks](#) - "Open Dialogue". Guest speaker was Mike McCabe, Agency Youth Coordinator, USAID. Held in English and Spanish, the Youth Talks reached 188 participants from 40 different countries. The [recordings of the webinars, PowerPoint presentations, and Twitter Chats are all available here](#).

Blog Highlight:

Reflections on gender for positive youth development programming

In a [recent blog](#), Nicole Cheetham explores the importance of gender balance in youth programming.

It was more than 20 years ago now that I had one of many “aha” moments as a recent public health school graduate. I had been sent off to Zambia on one of my first ever professional overseas trips to interview women about breastfeeding and infant feeding practices. My instructions at the time were to interview and speak with new mothers in order to find out about infant feeding practices and explore ways to optimize their infant’s nutrition. It didn’t take long for one of the mothers to ask if her husband could participate in the interview. To her, it didn’t make any sense for me to be just speaking with her about such issues, when it was her husband who determined how to spend money on food and when she knew that she would

need his support if she was going to be trying something different. Her perspective was that discussions about their infant's nutrition were something that they should both be a part of and engage in together. [More](#)



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APPENDIX B: UNITED NATIONS 5 PILLARS FRAMEWORK FOR YOUTH IN PEACEBUILDING

A RESOURCE GUIDE

The UN provides a set of five pillars for youth-focused dimensions specific to peacebuilding and the peace and security sectors and initiatives.



1. PARTICIPATION

- Member States should consider ways to increase **inclusive representation of youth in decision-making at all levels** for the prevention and resolution of conflict
- All relevant actors should take into account, as appropriate, the **participation and views of youth** when negotiating and implementing peace agreements



2. PROTECTION

- All parties to armed conflict must take the necessary measures to **protect civilians**, including those who are **youth**, from all forms of sexual and gender-based violence
- States must respect and ensure the **human rights of all individuals**, including youth, within their territory



3. PREVENTION

- Member States should facilitate an **enabling environment** in which young people are recognised and provided adequate support to **implement violence prevention activities and support social cohesion**
- All relevant actors should promote a **culture of peace, tolerance, intercultural and interreligious dialogue** that involve youth



4. PARTNERSHIP

- Member States should increase their **political, financial, technical and logistical support**, that take account of the needs and participation of youth in peace efforts
- Member States should engage relevant local communities and non-governmental actors in developing strategies to **counter the violent extremist narrative**



5. DISENGAGEMENT AND REINTEGRATION

- **Disarmament, demobilization and reintegration activities** must consider the needs of youth affected by armed conflict, including through evidence-based and gender-sensitive **youth employment opportunities and inclusive labour policies**
- All relevant actors should invest in building **young persons' capabilities and skills** through relevant education opportunities designed in a manner which promotes a culture of peace

These pillars are informed by a ‘youth-sensitive’ lens that is oriented specifically around the peace and security sectors and initiatives. The following documents provide a useful list of reference documents for each of the five pillars.

In addition to references specific to the global machinery for peacebuilding, additional references are included that are placed under each of the five pillars of the framework for Youth, Peace and Security.

INTERNATIONAL/GLOBAL MACHINERY FOR YOUTH, PEACE AND SECURITY

United Nations Security Council Resolution 2250 (UNSCR2250)

The United Nations Security Council unanimously adopted Resolution 2250 on December 9, 2015. The Resolution recognizes the importance of involving youth ages 18 to 29 in the prevention and resolution of conflict. Youth comprise almost half of the world’s population and approximately 600 million young people live in countries affected by conflict. The Resolution calls on governments to promote youth participation at all levels (grassroots, sub-national, national and international) of peace-building processes. The Resolution acknowledges the importance of socio-economic development and education in empowering young people to engage with political processes to resolve conflicts. An important step in taking forward the Resolution 2250 agenda is the implementation of a Progress Study on Youth, Peace and Security.

UNSCR 2250 provides a five pillar framework for countries to engage and empower young people as peace workers:

- Participation
- Protection
- Prevention
- Partnerships
- Disengagement and Reintegration.

References:

UNSCR 2250 (Full text) - <http://unoy.org/wp-content/uploads/SCR-2250.pdf>

Annotated Version of UNSCR 2250 - <http://unoy.org/wp-content/uploads/2250-annotated-and-explained.pdf>

Composite Guide to UNSCR 2250 -

Get Involved with UNSCR 2250 -

http://genun.unausa.org/get_involved_with_resolution_2250_youth_peace_and_security

UN Progress Study on Youth, Peace and Security

According to the UN:

“Little is known about the ways in which young people are actively engaged in peacebuilding processes throughout the world, and more work is required to identify what is currently being done at local, regional, national and international levels by young people to help create the foundations of sustainable peace and development.”³

In order to help address this gap, the UN is undertaking the Progress Study on Youth, Peace and Security in 2016 and 2017. The study will propose a “forward-looking agenda” on YPS for the international community. The study will provide “a thorough review and in-depth analysis of young people’s positive role for sustaining peace, which will lead to the identification of priorities and recommendations towards a newly defined vision for the youth, peace and security agenda towards the year 2030.”⁴ A set of background thematic papers and country case-studies will be produced and a series of consultations with young people will be undertaken. Topics and themes are drawn from UNSCR 2250 and include but are not limited to:

- Young people’s role in peace processes and peace negotiations
- Understanding the ‘demographic dividend’ in peace and security contexts
- Youth in formal decision-making structures and electoral processes
- Economic empowerment, entrepreneurship and decent jobs for youth and their contribution to peace
- Partnering with marginalized youth
- Root causes of youth turning to violence and violent extremism
- Young refugees and IDPs
- Young women’s role in peacebuilding and the question of young men’s role and masculinity norms
- Peace education and global citizenship education.

Reference:

<https://www.unteamworks.org/Youth4Peace/Contact/fpage>

Global Forum on Youth, Peace and Security Final Report

The Report describes the outcomes of the Global Forum on Youth, Peace and Security held in Amman, Jordan in August 2015. The nearly 600 Forum participants including 200-400 young people from 80

³ Progress Study on Youth, Peace and Security mandated by Security Council Resolution 2250.

⁴ Ibid.

different nationalities defined a new international agenda on youth, peace and security and recognized that it is a demographic and democratic imperative to include young people in issues of peace and security and that youth participation in shaping peace is an effective way to counter violent extremism. Participants agreed to promote and support meaningful youth involvement at all levels of peacebuilding, conflict transformation, and preventing and countering violence and violent extremism.

Four main outcomes resulted from the Forum:

- Amman Youth Declaration
- Coalition of Youth Networks to collaborate on youth, peace and security efforts
- Evidence Base to demonstrate young people's effective contribution to peacebuilding and conflict prevention and transformation
- Social Media Tools designed to promote and communicate the efforts of young people in the expanded evidence base. (See, for example, #youth4peace and the I Declare Campaign.)

Reference:

Global Forum on Youth, Peace and Security. (2015). Global Forum on Youth, Peace and Security Final Report August 2015.

<http://www.un.org/en/peacebuilding/pbso/pdf/Final%20Report%20-%20Global%20Forum%20on%20Youth%20Peace%20%20Security%2011.11.2015.pdf>

PILLAR 1: PARTICIPATION

Amman Youth Declaration

The Amman Youth Declaration is an outcome document from the Global Forum on Youth, Peace and Security that brought together almost 600 participants including 200-400 young people from 80 different nationalities in Amman, Jordan in August, 2015. The Amman Youth Declaration describes young people's commitment to forging peaceful societies and presents a common vision and roadmap towards a strengthened policy framework to support youth in transforming conflict. The Declaration includes a call for the United Nations to establish a global policy framework on youth in conflict and post-conflict scenarios and suggests a UN Security Council resolution on Youth, Peace and Security as the ideal outcome. Jordan committed to bringing the Amman Youth Declaration to the UN Security Council.

Reference:

<http://unoy.org/wp-content/uploads/Amman-Youth-Declaration.pdf>

Guiding Principles on Young People's Participation in Peacebuilding

This document provides nine principles with a set of concrete actions for each principle that should be applied to enhance young people’s participation in peacebuilding. The principles are meant to offer guidance to key actors including: governments; United Nations entities, funds and programs; local, national and international non-governmental organizations; civil society actors; and donors. The principles are designed to inform participative, inclusive and intergenerational peacebuilding strategies and programs that systematically promote and ensure the participation and contributions of young people in challenging contexts of conflict, where violence has often become the norm. The principles are not listed in order of priority and are each of equal importance. The principle of ‘do no harm’ is fundamental in all instances, and requires an awareness and active avoidance of the negative consequences that interventions can inadvertently create. In addition, all participation should be based on free will. The document notes that the promotion of participation of young people in peacebuilding requires multiple approaches including:

- A human rights-based approach, grounded in the United Nations Convention on the Rights of the Child, the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the World Program of Action on Youth
- An economic approach that identifies young people as central to the economic development of their country, and promotes their access to economic opportunities as essential for their own development
- A socio-political approach that connects young people to civil society and the political arena, and provides them with opportunities, training and support for their active engagement and participation in public life
- A sociocultural approach that analyses the roles of young people in existing structures and supports dialogue – including intergenerational dialogue – about these structures.

Reference:

<http://unoy.org/wp-content/uploads/Guiding-Principles.pdf>

United Network of Young Peacebuilders (UNOY) – UNSCR 2250 Toolkit

The United Network of Young Peacebuilders has pulled key documents together under the heading of a ‘toolkit’ to make it easier for young people to get involved with UNSCR 2250.

Reference:

<http://unoy.org/2250-toolkit/>

Young People’s Participation in Peacebuilding: Practice Note

This document is the product of a collaborative effort led by the Inter-Agency Network on Youth Development (IANYD) Working Group on Youth and Peacebuilding, which includes 40 partner organizations primarily from civil society and the United Nations. This Practice Note summarizes the situation of youth in conflict-affected environments, argues for the importance of investing in youth and peacebuilding, addresses existing assumptions and theories of change regarding youth and peacebuilding, provides overviews of key issues, highlights a variety of promising practices in different sectors and thematic areas that have undergone some level of evaluation or review, and offers a set of overarching recommendations for donors, policy-makers and planners.

Reference:

Inter-Agency Network on Youth Development Working Group on Youth and Peacebuilding. (2016). Young People’s Participation in Peacebuilding: Practice Note. United Nations:

<http://www.un.org/en/peacebuilding/pbso/pdf/Practice%20Note%20Youth%20&%20Peacebuilding%20-%20January%202016.pdf>

What We Know about “What Works” in Youth Civic Engagement and Voice, Youth Organizations, Youth Leadership, and Civic Education

This literature review examines academic empirical studies from the year 2000 onwards that focused on evidence of the impact of interventions in youth civic engagement and voice, youth organizations, youth leadership, and civic education for youth. The review paid particular attention to interventions in conflict and violence-affected areas and in the context of countering violent extremism but was unable to identify empirical academic literature on the impact of interventions in conflict and violence-affected areas and for countering violent extremism was identified. Literature that was located is descriptive and does not address impact in a rigorous manner. According to the authors of the literature review, “There is little consensus on the definition of basic terms, theories of change, desired or expected impacts, or ways these impacts should be measured. The theory of change is often not well articulated, but may include promoting greater attachment to the community, persuading youth to adopt counter narratives, or simply occupying the time of youth and crowding out less desirable activities.”

Reference:

Skalli, Hanna Loubna and Thomas, M.A. (2015). What We Know about “What Works” in Youth Civic Engagement and Voice, Youth Organizations, Youth Leadership, and Civic Education. Washington, DC: Counterpart International.

6 Ways to Successfully Engage Youth in Peace Building

This article presents the views of four youth activists and experts on best practices that development leaders — particularly program designers and managers — can apply to leverage youth engagement and give young people opportunities to become agents of peace.

Reference:

De Vos, Manola. (2015). 6 Ways to Successfully Engage Youth in Peace Building. Devex.

<https://www.devex.com/news/6-ways-to-successfully-engage-youths-in-peace-building-85577>

4 Lessons on Youth and Peacebuilding in Lebanon

In this article a former chief of party (team leader) of the Lebanon Civic Support Initiative funded by the USAID Office of Transition Initiatives offers four lessons on how civil society partners engaged students, school dropouts, political leaders, social activists and others to more effectively engage and empower youth as positive change agents.

Reference:

Wuerth, Oriana. (2015). 4 Lessons on Youth and Peacebuilding in Lebanon. Devex.

<https://www.devex.com/news/4-lessons-on-youth-and-peace-building-in-lebanon-85649>

The Unexplored Power and Potential of Youth as Peace-builders

This paper explores the role of youth as peace-builders and uses four examples to show youth's unique power for and participation in peacebuilding. The paper is divided into four sections:

Sections 1 and 2: Describes the most generalized perspectives on the role of youth in conflicts, based on a short review of existing literature.

Section 3: Challenges the generalized perspectives and contrasting these perspectives with positive examples of youth engagement that illustrate the power and potential of youth as peace-builders, that is, as positive agents of non-violent change through four recent historical examples.

Section 4: Suggests points for further research and exploration.

Reference:

Del Felice, Celina and Wisler, Andria. (2007). The Unexplored Power and Potential of Youth as Peace-builders. Journal of Peace Conflict & Development Issue 11, November 2007. Available from www.peacestudiesjournal.org.uk and http://www.bradford.ac.uk/social-sciences/peace-conflict-and-development/issue-11/PCD-ISSUE-11-ARTICLE-The-Unexplored-Power-and-Potential-of-Youth-as-Peace-Builders_Celina-Del-Felice-and-Andria-Wisler.pdf

PILLAR 2: PROTECTION

Annual Report of the Secretary-General on Children and Armed Conflict 2015

This annual report presents information about grave violations committed against children in 20 conflict situations. The present report on the year 2015 (20 years after the adoption of resolution 51/77, by which the children and armed conflict mandate was created) provides an update on the “Children, Not Soldiers” campaign. It also highlights progress made over the past year and outlines the immediate priorities, as well as a longer-term vision, to advance the children and armed conflict agenda in collaboration with States Members of the United Nations, United Nations entities, regional and sub-regional organizations and civil society.

References:

<https://documents-dds-ny.un.org/doc/UNDOC/GEN/N16/234/89/PDF/N1623489.pdf?OpenElement>

<https://childrenandarmedconflict.un.org/countries-caac/>

PILLAR 3: PREVENTION

Youth Action Agenda to Prevent Violent Extremism and Promote Peace

The Youth Action Agenda to Prevent Violent Extremism and Promote Peace captures the outcomes of the Global Youth Summit Against Violent Extremism held in New York City in September 2015 and discusses youth participation in countering and preventing violent extremism.

Reference:

<http://unoy.org/wp-content/uploads/Youth-Action-Agenda-to-Prevent-Violent-Extremism-and-Promote-Peace.pdf>

United Nations Plan of Action to Violent Extremism

The Plan of Action to Prevent Violent Extremism considers and addresses violent extremism as, and when, conducive to terrorism and it is intended to address violent extremism in all its forms and wherever it occurs. The Plan takes a more comprehensive approach [to violent extremism] and encompasses not only ongoing, essential security-based counter-terrorism measures but also systematic preventive measures that directly address the drivers of violent extremism that have given rise to the emergence of these new and more virulent groups. The Secretary General has made it a priority to re-energize the UN’s prevention agenda, especially with respect to preventing armed conflict, atrocities, disasters, violence against women and children, and conflict-related sexual violence, and have launched a dedicated initiative to place human rights upfront.

The Plan includes a section on youth empowerment.

Reference:

<http://unoy.org/wp-content/uploads/UN-Plan-of-Action-to-Prevent-Violent-Extremism.pdf>

PILLAR 4: PARTNERSHIPS

United Network of Young Peacebuilders (UNOY)

UNOY is based in the Netherlands and is a network of 70 youth organizations in 45 countries. The member organizations are united around a vision of a world free from violence where young people play an active role in contributing to peace.

Reference: <http://unoy.org/>

Education for Peace Youth Peacebuilders Network

The Youth Peacebuilders Network is an emerging network of youth mobilized as leaders for their peers with the goal of creating violence-free, peaceful schools, neighborhoods, and communities. Members are trained in cutting-edge concepts of peacemaking, conflict transformation, and violence prevention. YPN participants lead their peers in exploring the fundamental ideas, worldviews, and actions that characterize a culture of peace. Education for Peace plans to systematically create YPN groups in many more communities in North America and around the world. Once formed, local and national YPN groups can be empowered to undertake a wide range of activities, including:

- Organizing and conducting peer workshops on the worldviews, attitudes, and skills of peacebuilding
- Undertaking peace-building and conflict resolution projects within their communities and schools, and among schools in their respective communities;
- Undertaking peace-building activities within and among communities in regions near and far;
- Forming and training other YPN group
- Communicating and presenting their Youth Peacebuilders Network activities to the members of a Global Youth Peacebuilders Network, which is now being considered.

Reference: <http://efpinternational.org/youth-peacebuilders-network>

PILLAR 5: DISENGAGEMENT AND REINTEGRATION

Youth in War-to-Peace Transitions: Approaches of International Organizations

A large and growing part of combatants in protracted armed conflicts are youth. Since there is no legal framework for this group and demobilization and reintegration programs (DRPs) have largely neglected such youth in practice. In contrast to armed groups, that regularly offer youth an income, an occupation, status, identity and the 'excitement' of violence, most DRPs fail to appeal to older children and young adults. But the failure to (re)integrate youth into civil structures cannot only put the peace-building process at jeopardy but also deprives these war-affected societies of a potential driving force for peace and development.

This study deals with youth in war-to-peace transitions and the response of international organizations specifically around demobilization and reintegration programs (DRPs). The study explores four guiding questions: What approaches have international organizations developed regarding youth? On which assumptions about youth and their role in violent conflicts are these approaches based? How do the different approaches affect program development? Are these approaches compatible? To explain the various responses of international organizations towards youth in conflict contexts, specifically regarding demobilization and reintegration, this study developed three ideal typical approaches: (1) a rights-based approach, (2) an economic approach, and (3) a socio-political approach. After outlining the basic ideas underpinning these ideal typical approaches on a theoretical level, the study examines two exemplary demobilization and reintegration programs for each approach to determine their practical value for post-conflict peacebuilding.

Reference:

Kemper, Yvonne. (2005). Youth in War-to-Peace Transitions. Approaches of International Organizations. Berghof Report Nr. 10 (2005). <http://edoc.vifapol.de/opus/volltexte/2011/2516/pdf/br10e.pdf>

Youth as Social and Political Agents: Issues in Post-Settlement Peace Building

The distinct problems, needs and dynamics of the post-accord phases of conflicts are only beginning to be systematically studied and there is a noticeable gap in the consideration of children and youth as important variables in the literature on peace processes. Authors of important UN reports also acknowledge that adolescents have not been separately or well considered even in studies of war-affected children. This paper argues that there are clear patterns of youth response to peace processes that do not sufficiently integrate their interests and do not utilize their skills and experience and seeks to 1) make the case for a focus on youth both as dependent and independent variable in peace processes and particularly in the post-agreement phase and 2) develop the findings on resilience and political engagement as crucial pointers in the search for ways to constructively engage youth in peace building.

Reference:

Siobhan McEvoy-Levy, "Youth as Social and Political Agents: Issues in Post-Settlement Peace Building", Kroc Institute Occasional Papers, 21: OP2 (2001). <https://www.ciaonet.org/attachments/10915/uploads>

The Dynamic Role of Youth in Post-Conflict Reconstruction: Lessons from Mozambique, the Democratic Republic of Congo and Kosovo

This undergraduate thesis uses three post-conflict countries to examine the effects of a large youth population during the post-conflict reconstruction period. The role of youth in post-conflict reconstruction has been largely understudied and there are significant gaps in the understanding of how the post-conflict reconstruction process affects young people, and the role youth play in determining the success of the reconstruction program. The youth in conflict research focuses predominantly on young men, suggesting that a large proportion of male youth will increase the likelihood of instability

but does not consider the youth population's role in building peace. Through a thorough investigation of the impact of different actors' policies and programs, this study attempts to draw comparisons across cases that experienced varying degrees of success with reconstruction in order to generate hypotheses that may guide future research regarding the role of youth in post-conflict reconstruction and the ability of reconstruction actors to facilitate the youth population's war-to-peace transition.

Reference:

Schwartz, Stephanie. (2008). *The Dynamic Role of Youth in Post-Conflict Reconstruction: Lessons from Mozambique, the Democratic Republic of Congo and Kosovo* by Stephanie Schwartz Class of 2008. A thesis submitted to the faculty of Wesleyan University.

http://wescholar.wesleyan.edu/cgi/viewcontent.cgi?article=1212&context=etd_hon_theses

Just Keeping Them Busy? Youth Employment Projects as a Peacebuilding Tool

The promotion of youth employment is a popular peacebuilding measure in post-conflict settings. Giving jobs to young people is widely seen as an essential way to harness their energy towards constructive and peaceful purposes and discourage their recruitment for violence. Unlike traditional youth employment projects, these interventions set themselves a twofold objective: creating jobs and promoting peace in post-conflict societies. However, little is known about their impact on either of these fronts, and there is anecdotal evidence that youth employment projects in post-conflict settings have often fallen short of the expectations of donors, governments and beneficiaries alike. This article argues that the practice of using youth employment projects for peacebuilding is rooted in untested, problematic and possibly flawed assumptions, and this fundamentally affects the chance of success for such interventions.

Reference:

Izzi, Valeria. (2013). *Just Keeping Them Busy? Youth Employment Projects as a Peacebuilding Tool*. *International Development Planning Review*. Jan 2013, Vol. 35, Issue 2, pp. 103-117.

<http://online.liverpooluniversitypress.co.uk/author/izzi%2C+Valeria>

APPENDIX C: AGENDA YOUTHPower ANNUAL LEARNING NETWORK MEETING

YouthPower Annual Learning Network Meeting September 27, 2016

Partnership for Public Service
1100 New York Ave NW, Suite 200 East
Washington, DC 20005

Agenda

8:00	Registration and Light Breakfast
8:30	Welcome Address Tim Nourse, President, Making Cents International
8:35	Opening Remarks by USAID Laurel Rushton, Health Development Officer, USAID
8:45	Panel: Youth Perspectives Facilitator: Hillary Proctor, Director, Technical Services, Making Cents International YSEALI Alumni: <ul style="list-style-type: none"> • Ryan Yan Liang Ng, Co-Founder- Society Staples, Singapore • Mai Thi Ngoc Pham, Marketing and Fundraising Officer - REACH, Vietnam • Marianne Beau Goldy Yancha, Associate Director- IdeaSpace Foundation, Philippines
9:15	Lightning Talks: Innovations for Youth Programming Facilitator: Cassandra Jessee, YouthPower Learning Director, representing International Center for Research on Women and Making Cents International <ol style="list-style-type: none"> 1. What We Know and Don't Know: Positive Youth Development in Low- to Middle-Income Countries 2. Youth Action Mapper and Sustainable Development Goals (SDGs) 3. Youth Voices: Putting Young People at the Center of the Youth Unemployment Conversation 4. Identifying and Measuring Soft Skills for Cross-Sectoral Youth Development 5. Building Entrepreneurship on the Road: A "Shark Tank"-like Approach 6. How Can YouthPower.org Be Leveraged as the True Learning Hub for Youth, Implementers, and Other Key Stakeholders? 7. Youth-led Qualitative Research to Inform Programming: An Approach for Youth-led Rapid Assessments
10:00	Break
10:15	Lightning Talks: Innovations for Youth Programming (ctd.) 8. Young People at the Heart of Humanitarian Action

	<p>9. Positive Youth Development Capacity Building</p> <p>10. Measuring Positive Youth Development in Low- to Middle-Income Countries: PYD Indicators Toolkit</p> <p>11. Catholic Relief Services' YouthBuild (JovenesConstructores): Co-Assessment for Soft Skills</p> <p>12. Youth Training: Leading with Attitude and Skills</p> <p>13. Sexual and Reproductive Health: Workforce Research</p> <p>14. Generation: Taking Youth Employment to Scale</p>
11:00	<p>Roundtables on Chosen Innovations for Youth Programming</p> <p>There will be 14 table topics. Each lightning talk speaker and other possible facilitators will host a table and guide a 20 minute interactive discussion on their innovation. Participants will have the opportunity to listen to two tables.</p> <ul style="list-style-type: none"> • Participants will self-select the first table of their choice. • After 20 minutes, participants will self-select the next table of their choice.
11:50	<p>Q&A with USAID Representatives for YouthPower</p> <p>Facilitators: Elizabeth Berard and Laurel Rushton, USAID</p>
12:15	<p>Lunch and Networking</p>
1:15	<p>Panel: Applying Positive Youth Development: Learning from the Field</p> <p>Facilitator: Elizabeth Berard, Health Science Specialist, USAID</p> <ul style="list-style-type: none"> • Kenya: Sarah Mattingly and Joyce Kageha Ogesi, RTI • Mozambique: Kristin Brady, FHI 360 • Nicaragua: Dr. Rose Mary Garcia, Creative Associates (virtual) • Honduras, Eastern Caribbean: Enrique Roig, Creative Associates • El Salvador: Noemi Danao-Schroeder, DAI
2:15	<p>Panel: Lessons and Learning from YouthPower's Communities of Practice</p> <p>Panel Facilitator: Michael McCabe, Agency Youth Coordinator, USAID</p> <ul style="list-style-type: none"> • Youth Engagement: Dr. Christy Olenik, Making Cents International and Caity Campos, DAI • Cross-Sectoral Skills: Daniel Plaut and Shubha Jayaram, Results for Development • Youth in Peace and Security: Luis Viguria, Young American Business Trust and Maria Brindlmayer, Making Cents International • Gender and Positive Youth Development: Dr. Chisina Kapungu, International Center for Research on Women
3:15	<p>Closing Remarks</p> <p>Speaker: Dr. Richard Catalano, Professor, University of Washington</p>
3:30	<p>Break and Networking</p>
4:00-5:30	<p>Communities of Practice Break-out Meetings</p> <p>These sessions are open to all CoP members. There will be virtual access available for those not in DC. The sessions will be facilitated by the CoP Champions.</p>



IDIQ Holders

Implementation IDIQ Holders

Banyan Global
Creative Associates International
DAI
FHI 360
Global Communities
RTI International

Evidence and Evaluation IDIQ Holders

American Institutes for Research
Dexis Consulting Group
IBTCI
Making Cents International
Mendez England
Social Impact

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

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

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

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

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

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

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

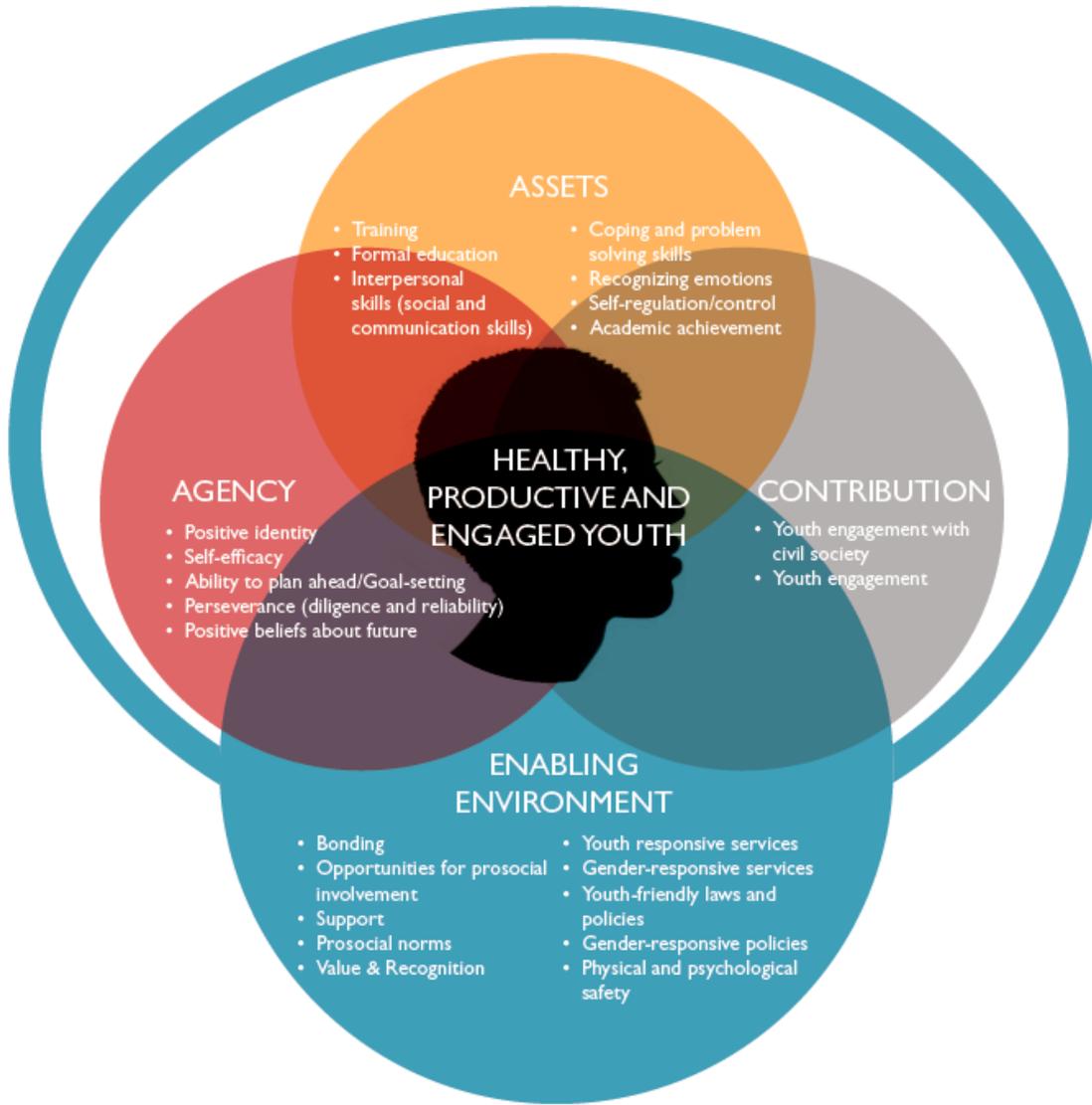
In summary, PYD programs recognize youth’s inherent rights and result in youth who have **assets**, the ability to leverage those assets (**agency**), and the ability to **contribute** to positive change for themselves and their communities, surrounded by and **enabling environment** that supports them.

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

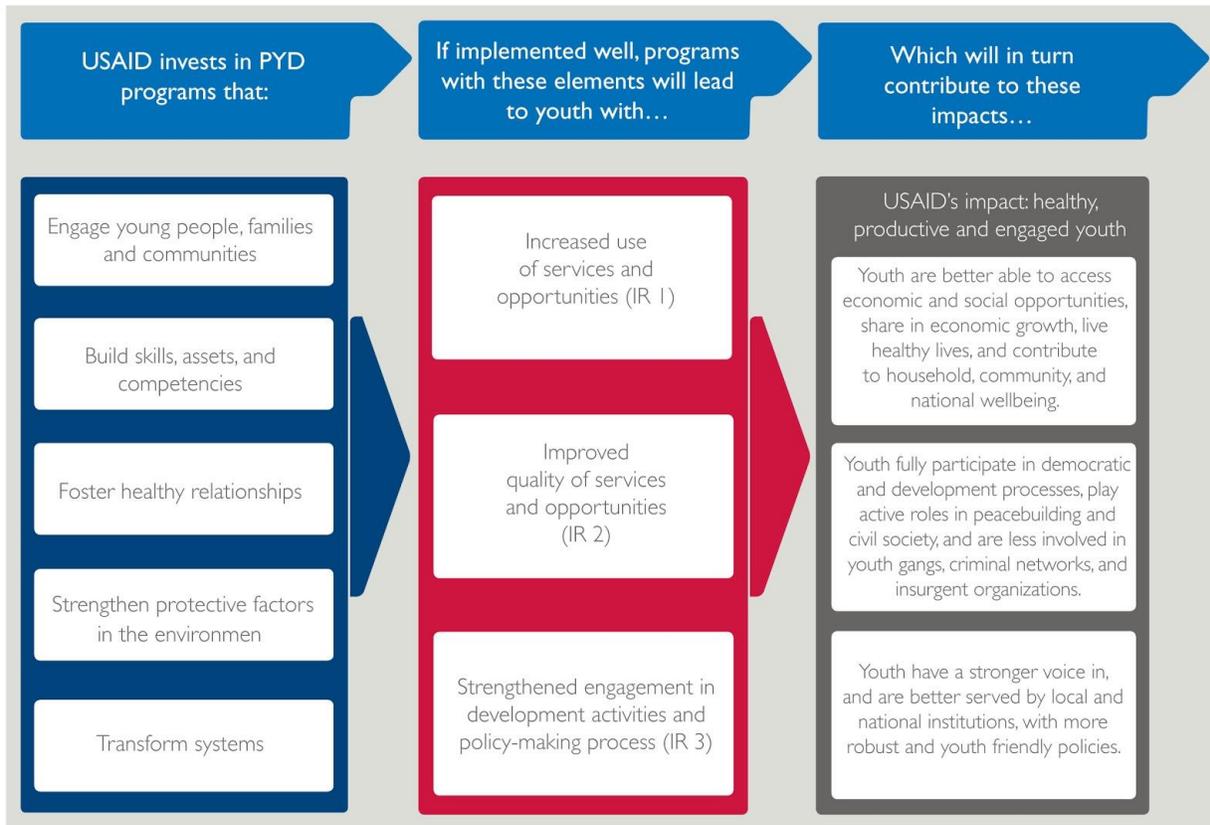
Further clarification of the domain:

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

PYD Measurement Framework



Theory of Change:



APPENDIX E: LIST OF PYD ILLUSTRATIVE INDICATORS

Positive Youth Development Illustrative Indicators⁵

PYD FEATURE	CONSTRUCT	DEFINITION	ILLUSTRATIVE INDICATORS
DOMAIN: ASSETS			
Skill building	Training	Training in skills specific to vocation, employment or related to building financial capacity (e.g., money management, business development, marketing etc.)	<ul style="list-style-type: none"> • Number of at-risk youth trained in social or leadership skills through USG assisted programs⁶ • Number/proportion (%) of youth enrolled in vocational/or other training • Number/proportion (%) of youth who completed vocational/or other training
Skill building	Formal education	Exposure to formal education through schooling.	<ul style="list-style-type: none"> • Number/proportion (%) of youth enrolled in education • Number/proportion (%) of youth re-enrolled in education

⁵ More information on the illustrative indicators listed can be found in the PYD Measurement Toolkit

⁶ The F indicator will be used to monitor progress towards the Agency 2012 Youth in Development Policy.

Skill building	Interpersonal skills (Social and communication skills)	The range of skills youth use to communicate and interact with others, including communication (verbal and non-verbal, listening), assertiveness, conflict-resolution, and negotiation strategies. These are skills that help youth integrate feelings, thinking, and actions in order to achieve specific social and interpersonal goals.	<ul style="list-style-type: none"> Increased interpersonal skills at the conclusion of training/programming*
Skill building	Coping and problem solving skills	The ability to use appropriate strategies to manage stress and /or solve problems. Strategies include, planful problem solving, seeking help, taking responsibility for one's actions, and using appropriate techniques to avoid or reduce stress (i.e. relaxation, mindfulness, exercise).	<ul style="list-style-type: none"> Increased coping skills at the conclusion of training/programming*
Skill building	Recognizing emotions	The ability to identify and respond positively to feelings and emotional reactions in oneself and others.	<ul style="list-style-type: none"> Increased ability to recognize and respond positively to emotions at the conclusion of training/programming*
Skill building	Self-regulation /control	The ability to delay gratification, control impulses, direct and focus attention, manage emotions, and regulate one's own behaviors.	<ul style="list-style-type: none"> Increased self-regulation/control skills at the conclusion of training/programming*
Skill building	Academic achievement	Knowledge and mastery of academic subjects such as math, written and spoken language, history, geography, and sciences.	<ul style="list-style-type: none"> Increased academic achievement at the conclusion of training/programming (youth self-report or school report where available)*
DOMAIN: AGENCY			
Skill building	Positive identity	Positive and coherent attitudes, beliefs and values that young people hold about themselves and their future.	<ul style="list-style-type: none"> Increased positive identity at the conclusion of training/programming*
Skill building	Self-efficacy	Belief in one's abilities to do many different things well, (particularly the things that are the focus of the intervention).	<ul style="list-style-type: none"> Increased self-efficacy at the conclusion of training/programming*

Skill building	Ability to plan ahead/Goal-setting	The motivation and ability to make plans and take action towards meeting a personal goal. Planning and goal setting involve identifying and documenting desired outcomes and thinking through the steps required to achieve them.	<ul style="list-style-type: none"> • Increased ability to plan and set goals at the conclusion of training/programming* • Number/proportion (%) of youth who developed a plan
Skill building	Perseverance (Diligence and reliability)	The capacity to sustain both effort and interest in long term projects regardless of perceived or real difficulties. Perseverance is the act of continual attempts to meet goals despite difficulties.	<ul style="list-style-type: none"> • Increased perseverance of effort at the conclusion of training/programming*
Skill building	Positive beliefs about the future	Positive beliefs about the future refer to having hope and optimism about one's future potential, goals, options, choices or plans.	<ul style="list-style-type: none"> • Increased positive beliefs about their own future at the conclusion of training/programming*
DOMAIN : CONTRIBUTION			
Youth engagement and contribution	Youth engagement with civil society	Youth participate fully in democratic and development processes, play active roles in peace building and civil society, and are less involved in youth gangs, criminal networks, and insurgent organizations.	<ul style="list-style-type: none"> • Number/proportion (%) of youth who participate in civil society activities due to social or leadership skills training or initiatives from USG assisted programs².

<p>Youth engagement and contribution</p>	<p>Youth engagement</p>	<p>Meaningful youth engagement is an inclusive, intentional, mutually-respectful partnership between youth and adults whereby power is shared, respective contributions are valued, and young people's ideas, perspectives, skills and strengths are integrated into the design and delivery of programs, strategies, policies, funding mechanisms and organizations that affect their lives and their communities, countries and globally. Meaningful youth engagement recognizes and seeks to change the power structures that prevent young people from being considered experts in regard to their own needs and priorities, while also building their leadership capacities. Youth includes a full spectrum of the population aged 10-29 regardless of socioeconomic status, ethnic identity, sexual orientation and gender identity, disability, political affiliation, or physical location (Youth engagement Community of Practice definition).</p>	<ul style="list-style-type: none"> • Number/proportion of youth (%) participating in one or more of the following (select all that apply): Advocacy Mentorship (youth as mentors) Volunteering Youth-focused clubs Other activity: _____ • Number/proportion of youth (%) with leadership roles in one or more the following (select all that apply): Advocacy Mentorship (youth as mentors) Volunteering Youth-focused clubs Other activity: _____ • Number/proportion of youth (%) represented in _____ (i.e. youth council, municipal, local, Parliament etc) • Number/proportion (%) of youth actively engaged in: _____ (i.e. community decision-making processes, program design, implementation, community service etc) • Number/proportion (%) of youth invited to contribute to _____ by local and national youth serving organizations or institutions (i.e. advisory boards, panels, teams, program planning etc)
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DOMAIN : ENABLING ENVIRONME NT			
Healthy relationships and bonding	Bonding	The emotional attachment and commitment a young person makes to social relationships in the family, peer group, school, or community.	<ul style="list-style-type: none"> • Improved bonding with members of family at the conclusion training/programming* • Improved bonding with members of peer group at the conclusion of training/programming* • Improved bonding with members of school at the conclusion of training/programming* • Improved bonding with members of community at the training/programming*
Healthy relationships and bonding	Opportunities for prosocial ⁷ involvement	Opportunities for positive interactions and participation in family, peer groups, school, or community.	<ul style="list-style-type: none"> • Increased opportunities for prosocial involvement in family at the conclusion of training/programming* • Increased opportunities for prosocial involvement in peer groups at the conclusion of training/programming* • Increased opportunities for prosocial involvement in school at the conclusion of training/programming* • Increased opportunities for prosocial involvement in the community at the conclusion of training/programming*

⁷ Prosocial behaviour refers to voluntary actions that primarily benefit others and can involve cooperativeness, helpfulness, sharing, or empathy

Belonging and membership	Support	The perception that one is cared for, supported by and has assistance available from family, peer group, school, or community.	<ul style="list-style-type: none"> • Increased family support at the conclusion of training/programming * • Increased peer support at the conclusion of training/programming * • Increased school support at the conclusion of training/programming * • Increased support from _____ (mentor, religious leader, traditional leader etc.) at the conclusion of training/programming* • Number/proportion (%) of youth with mentors at the conclusion of training/programming
Norms, expectations, and perceptions	Prosocial ³ norms	Youth hold healthy beliefs and clear standards for positive behavior and prosocial ³ engagement.	<ul style="list-style-type: none"> • Increased prosocial norms at the conclusion of training/programming *
Norms, expectations, and perceptions	Value & Recognition	Youth believe that they are of value in society and their positive contributions are recognized and rewarded.	<ul style="list-style-type: none"> • Increased youth self-report of positive value and/or recognition by adults at the conclusion of training/programming*
Access to age appropriate and youth friendly services; integration among services	Youth responsive services	Services are based on a comprehensive understanding of what young people want and need and aim to deliver safe, affordable, accessible and essential care.	<ul style="list-style-type: none"> • Increase in number of services/facilities with improved youth responsive characteristics at the conclusion of training/programming • Increase in the youth responsive characteristics for a single service/facility at the conclusion of training/programming • Youth awareness of service availability for their needs and rights

Access to age appropriate and youth friendly services; integration among services	Gender-responsive services	Services intentionally allow youth-identified gender issues to guide services, creating through every stage of programming (site selection, staff selection, program development, content, and material) an understanding of how gender affects the realities of young people's lives.	<ul style="list-style-type: none"> • Increase in the number of services/facilities with improved gender responsive characteristics at the conclusion of training/programming • Increase in the gender responsive characteristics for a single service/facility at the conclusion of training/programming • Youth awareness of service availability for their needs and rights
Norms, expectations, and perceptions	Youth-friendly laws and policies	Youth have a stronger voice in, and are better served by, local and national institutions, with more robust and youth-friendly policies. Youth are aware of these policies and believe that their implementation is effective, reliable, fair and consistent.	<ul style="list-style-type: none"> • Number of laws, policies or procedures adopted and implemented with USG assistance designed to promote and improve youth participation at the regional, national or local level.² • Number of youth friendly laws and policies Number/proportion (%) of youth who report living in a society with youth friendly laws and policies
Norms, expectations, and perceptions	Gender-responsive policies	Societies in which young people live have balanced and fair gender norms and policies. Youth are aware of these policies and believe that their implementation is effective, reliable, fair and consistent.	<ul style="list-style-type: none"> • Number of laws, policies or procedures that include balanced and fair gender norms based on policy review • Number/proportion (%) of youth who report living in a society with balanced and fair gender norms.
Safe space	Physical & Psychological Safety	Youth feel safe in their immediate environment. Physical environment is free from violence, conflict and crime. Youth feel free to express their ideas, thoughts and feelings in their environment.	<ul style="list-style-type: none"> • Increased feeling of safety in their physical environment * • Reduced rates of _____(i.e. bullying, psychological distress, interpersonal violence, gender-based violence, abuse etc.)*

*In order to measure changes in constructs indicators generally should be measured pre intervention, immediately post intervention and then (depending on the funds and project life span) at future follow-up(s) (e.g. 3 months, 6 months, 1 and 2 years, or longer). Statistically significant differences in the levels of each indicator between baseline and follow-up(s) should be reported.

APPENDIX F: YOUTHPower META-REVIEW SEARCH STRATEGY

1. The search terms

The search terms below are grouped in 4 categories; target population, intervention related terms, type of intervention and type of study. These 4 categories were linked by the connector “AND” in the search. They were refined using the sentinel papers listed in Appendix 2.2A.

- Target population: (Youth* OR Adolescen*OR Teen* OR Young adult*OR Young people OR early adult*OR young adult*)
- Intervention:(positive AND behavi*) OR positive OR (*social AND skills) OR social* OR (social* AND development) OR pro-social OR (moral AND development) OR self-determination OR agency OR strengthening OR self-efficacy OR (strength* AND competenc*) OR (strengths AND development) OR (social* AND competence) OR (mental health) OR psychosocial OR (life AND skills) OR resilienc* OR (problem AND solving AND skills) OR (health* AND belief*) OR coping OR (coping AND behavior) OR (coping AND strategies) OR (social AND change) OR (protective AND factor*) OR mentor* OR risk-taking OR at-risk OR crim* OR gang*or food* OR educ* OR employ* OR repro* OR hiv OR vih OR particip* OR inclusi* OR polit* OR well-being)
- Type of intervention: intervention* OR program* OR project* OR trial*OR(preventive AND medicine)OR (health AND services)
- Type of Study: (evaluation OR impact OR outcom* OR result* OR stud* OR randomiz* OR (cluster AND analysis) OR research OR controlled OR development OR logistic OR model* OR framework* OR review OR strateg* OR proj* OR prog*)

SENTINEL PAPERS

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

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

argued here that investigation of existing longitudinal datasets may efficiently increase our understanding of the evidence for the promotive and protective effects of understudied constructs or those with mixed evidence. Further, there is a need for the development of standardized measures of PYD constructs and the development and use of measures of positive sexual and reproductive health outcomes. We also recommend that future studies compare the relative strength of the PYD constructs and devote more resources to understanding how these constructs work together to promote ASRH.

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

Purpose: To examine the convergence in the critiques and recommendations for the future of programs to promote healthy development and prevent problem behaviors among children and adolescents. **Methods:** A review of literature captures two streams of thought, those promoting positive youth development approaches to youth programming and those promoting prevention science approaches to youth programming. **Results:** Results suggest that advocates of positive youth development and prevention science have similar critiques of single-problem-focused prevention programs in the 1980s and early 1990s, and have similar recommendations for the future of youth programming. Further, review of data on youth development suggests that it is important to focus on risk and protection in preventing adolescent problems as well as in promoting positive youth development. **Conclusions:** These results suggest that both youth development and prevention science approaches have grown from similar roots and make similar recommendations for the future of youth programming. Further, data on precursors suggest that focusing on promoting protection and reducing risk is likely to prevent problems and promote positive youth development. Yet advocates of these approaches often are at odds, suggesting that the approaches provide different paradigmatic approaches to youth programming. We conclude that cooperation between these two approaches would further progress in the field of youth programming. © Society for Adolescent Medicine, 2002.

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

Purpose: This study was undertaken to determine whether the Adult Identity Mentoring (AIM) project successfully promotes abstinence, delays initiation of sex, and decreases intention to engage in sex. **Methods:** Twenty middle school classes of African-American seventh graders were randomly assigned to receive either the AIM intervention or a standard health education control curriculum. The AIM is a 10-session curriculum based on the theory of possible selves. Class exercises encourage students to articulate a possible future self-identity and to develop self-promotion skills. Surveys about sexual activity were conducted before the intervention, 19 weeks after baseline, and again at 1 year after the intervention. **Results:** Hierarchical logistic regression analyses showed significant effects for the intervention on sexual intentions, abstinence, and a trend toward fewer virgins initiating intercourse for the first time, 19 weeks after baseline. Specifically, students who received the intervention showed decreased intention to engage in sex and increased abstinence compared with students not receiving the intervention. Effects for 1-year follow-up, with smaller sample size, showed only that AIM male participants maintained the significant abstinence effect. **Conclusions:** A new intervention, AIM was evaluated among African-American seventh graders. This program, by focusing students on positive

future selves, effectively modified sexual risk without directly providing instruction on sexually explicit topics. © 2005 Society for Adolescent Medicine. All rights reserved.

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

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

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

Purpose: Positive youth development (PYD) may be a promising strategy for promoting adolescent health. A systematic review of the published data was conducted to identify and describe PYD programs that improve adolescent sexual and reproductive health. **Methods:** Eight databases were searched for articles about PYD programs published between 1985 and 2007. Programs included met the following criteria: fostered at least one of 12 PYD goals in multiple socialization domains (i.e., family, school, community) or addressed two or more goals in at least one socialization domain; allocated at least half of the program activities to promoting general PYD outcomes (as compared with a focus on direct sexual health content); included youth younger than 20 years old; and used an experimental or quasi-experimental evaluation design. **Results:** Thirty programs met the inclusion criteria, 15 of which had evidence of improving at least one adolescent sexual and reproductive health outcome. Program effects were moderate and well-sustained. Program goals addressed by approximately 50% or more of the effective programs included promoting prosocial bonding, cognitive competence, social competence, emotional competence, belief in the future, and self-determination. Effective programs were significantly more likely than those that did not have an impact to strengthen the school context and to deliver activities in a supportive atmosphere. Effective programs were also more likely to build

skills, enhance bonding, strengthen the family, engage youth in real roles and activities, empower youth, communicate expectations, and be stable and relatively long-lasting, although these differences between effective and ineffective programs were not statistically significant. Conclusion: PYD programs can promote adolescent sexual and reproductive health, and tested, effective PYD programs should be part of a comprehensive approach to promoting adolescent health. However, more research is needed before a specific list of program characteristics can be viewed as a "recipe" for success.

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

This study was designed to test the efficacy of Parents Who Care[®] (PWC), a seven-session universal prevention program which includes parenting, youth, and family components designed to prevent substance use and other problem behaviors. Using an intent-to-treat experimental design, this study tests the program efficacy across race within a balanced sample of European American (EA) and African American (AA) youth and their parents ($n_{EA} = 331$, $n_{AA} = 163$; $n_{EA} = 168$). Families were recruited, randomly assigned to three conditions (group-administered [PA], self-administered with telephone support [SA], and no-treatment control) and the intervention was administered when the adolescents were in the eighth grade. Analyses on key teen outcomes of the Parent's Who Care program at 24-month follow-up are reported here and include perceptions of drug use harm; favorable attitudes about drug use; delinquent and violent behavior; and initiation into cigarette, alcohol, other drug use, or sexual activity. Repeated measures mixed model regressions found no effect of the intervention on rate of change in attitudes about drug use or frequency of delinquent or violent behavior. Regression analyses with multiple imputations for missing data detected group differences in means at 24-month follow-up. Both program formats reduced favorable attitudes toward drug use among youth (SA $d = 0.39$, PA $d = 0.22$); and AA youth in the self-administered intervention reported significantly less violent behavior than their control counterparts ($d = 0.45$). No effects were found for drug use harm or delinquency. Finally, logistic regression predicting a combined outcome measure of initiation of alcohol, tobacco, drug use, and/or sexual activity found AA youth in both the group- and self-administered intervention conditions significantly less likely to initiate substance use and/or sexual activity than those in the control condition. Odds ratios indicated the chances of initiating sex or substance use were reduced by almost 70% (OR = 0.31) for AA teens in the SA condition compared to controls, and 75% (OR = 0.25) for the AA teens in the PA compared to controls. © 2007 Society of Prevention Research.

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

Purpose: To describe the Gatehouse Project which addresses the social context of high school with an aim of changing students' sense of school connection and in turn, health risk behavior and well-being. Methods: Distinguishing features of the project were its conceptual framework, implementation process, and evaluation design. The conceptual framework derived from attachment theory and focused on three aspects of the school social context: security, communication, and participation. Implementation was standardized around a survey of the school social environment, creation of a school-based action team, and the implementation of strategies matched to a school's profile of need. In addition, an early high school curriculum addressed the skills relevant to social functioning and

emotional adjustment. The evaluation design was based on a cluster randomized trial involving 26 schools. It used follow-up of an individual cohort and repeat cross-sectional surveys to capture outcomes at an individual student and whole-school level. Results and Conclusions: The Gatehouse Project drew on both health and education research to develop and coordinate a broad-based school health promotion intervention. It represents a promising new direction for school-based preventive work. © Society for Adolescent Medicine, 2003.

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

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

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

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

emphasis on the needs of young people at high risk of school drop-out. Conclusions: Educational environments are complex systems undergoing continuous and simultaneous changes. The Gatehouse Project will provide unique information on the relationship between the social environment and the emotional wellbeing of young people. More importantly it outlines a sustainable process for building the capacity of schools to promote the social and emotional development of young people.

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

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

APPENDIX G: META-REVIEW EXCLUSION AND INCLUSION CRITERIA

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

Background

The systematic review will answer two main research questions:

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

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

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

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

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

Definition, Domains and Framework of Positive Youth Development (PYD)

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

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

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

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

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

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

Inclusion and exclusion criteria

Grey literature included:

Program descriptions, case studies, end of project reports or evaluation reports about programs targeted to youth (10-29 year olds) that included activities and outcomes related to at least two of the constructs of the Positive Youth Development framework used by Youth Power Learning.

For the grey literature, the team combined targeted searches in websites of repositories used hosted by international agencies such as DFID, UN, IADB and the World bank with a survey applied to 600 youth serving organizations, among program implementers, members of youth power learning and other development agencies and universities. The search used terms were adapted according to each website. These terms were discussed with the team in charge of the peer review literature. The search identified 3,705 documents (evaluation reports and program descriptions, case studies, evaluations or end-of-project reports or other reports associated to interventions).

Peer Reviewed papers included:

Papers identified using the aforementioned search terms in Scopus and Pub Med. These search engines have the largest coverage internationally when compared to other engines used in medical and social sciences.

Groups of categories were tested using the sentinel papers before applying the following exclusion criteria:

- Papers published before 1990
- Other languages but English, Spanish and French
- Papers from sciences other than social sciences, social geography and health related.
- Papers or documents about domestic interventions and those in high income countries.
- Articles that are purely theoretical (e.g. frameworks)
- Articles that only describe interventions but do not include evaluations of PYD interventions.
- Articles with descriptive studies about characteristics or needs of specific types of populations, if they do not discuss PYD or PYD inspired interventions. (e.g. assessing psychosocial needs of adolescences and young adults)

To deal with the limitations of the search engines, the team decided to exclude the many articles that related to psychiatric disorders, autism and ADHD with findings that were applicable only to the population experiencing these disorders. These was later expanded to other medical conditions that referred to specific populations such as obese children, cancer patients and any other that reported testing of medical treatment for these or any other disease. We did not exclude these terms automatically to avoid accidental exclusion of potential PYD projects but we should note that most of the articles we tested that included the following terms tended to be not related to PYD.

The inclusion criteria: There are four domains in the PYD definition. However, there are multiple constructs in each domain. A PYD program should address multiple constructs even when they are all in one domain. Therefore we included programs that at least addressed two constructs in one domain.

The screening process:

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

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

The process of screening of grey literature started with a title screening. Due to the heterogeneous format of the grey literature, the team combined abstract reviews with the review of outlines and tables of contents. The team met to discuss difficult cases and the evolution of the screening criteria every week or every two weeks. The team lead reviewed 10% of the titles and coincided in 99% of them with

the grey literature screening team. The team started the full text review process with around 500 documents.

APPENDIX H: DRAFT SURVEY FOR DATA EXTRACTION

June 8, 2016

1. Survey for data extraction

Section I: Information about the intervention and paper/report

1.1. Citation (use APA style as described in guidelines)

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

- Peer review paper
- Grey literature

1.3. How many interventions⁸ is this paper/document discussing or evaluating? (Open ended question)

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

- Yes
- No
- Don't know

1.5. Intervention Name (Open ended question) (See Data extraction guidelines)

1.6. Write down the name of the organization or agency implementing this intervention (Open ended question).

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

1.8. Do the authors of this report/paper identify the project as PYD? (Drop down question)

- Yes
- No

1.9. What is the age (age range) of the project's target population? (Open ended question) (See Data extraction guidelines)

1.10. What is the sex of the project target population? (drop down question)

- Female

⁸ For this document I am using the word "project" to refer to projects or interventions.

- Male
- Both
- Unknown

1.11. Other characteristics of the project target population noted in the paper/report e.g. ethnicity, at risk urban/rural etc. (Open ended question)

1.12. Country where the intervention is taking / took place (open ended questions (**See Data extraction guidelines**))

1.13. What is the scope of this project/intervention? (open ended question)

14.1 Is the setting of the intervention a university (Drop down question) (**See Data extraction guidelines**)

- Yes
- No

14.2 Is the setting of the intervention a school (Drop down question)

- Yes
- No

14.3 Is the setting of the intervention a health care facility (Drop down question)

- Yes
- No

14.4 Is the setting of the intervention a religious faith base organization (Drop down question)

- Yes
- No

14.5 Is the setting of the intervention a workplace (Drop down question)

- Yes
- No

14.6 Is the setting of the intervention a community organization (Drop down question) (**See Data extraction guidelines**)

- Yes
- No

14.7 Is the setting of the intervention a/several homes (Drop down question)

- Yes
- No

14.8 Is the setting of the intervention other *not mentioned in 13.1- 13. 7* (Drop down question)

- Yes (if yes please specify)
- No

14.9 specify other setting of the intervention (Open ended question)

15. When did the intervention start? (Open ended question)

16. Please indicate the duration of the intervention and the unit of time (Open ended question)

17. Write down (or copy and paste) the exact goal of the project? (Open ended question) **(See Data extraction guidelines)**

18. Write down (or copy and paste) the exact theory of change of the intervention as indicated in the paper/report. (Open ended question). **(See Data extraction guidelines)**

19. Write down (or copy and paste) the exact intervention outcomes. (Open ended question) **(See Data extraction guidelines)**

20. Write down (or copy and paste) the intervention activities. **(See Data extraction guidelines)**

21. 1. Are gender issues integrated into the intervention? **(See Data extraction guidelines)**

- Yes (if yes, please specify the items in the next question)
- No
- Don't know

21.2. Specify gender issues addressed (Open ended question)

For questions 22.1.a-22.13.b. See Data extraction guidelines)

22.1.a. PYD construct Asset_Resources (Drop down question)

- Yes (if yes, please specify the items in the next question)
- No

22.1.b. Specify PYD construct Asset_Resources (Open ended question)

22.2.a. PYD construct Asset_Social Competency (Drop down question)

- Yes (if yes, please specify the items in the next question)
- No

22.2.b. Specify PYD construct Asset_Social Competency (Open ended question)

22.3.a. PYD construct Asset_Emotional Competency (Drop down question)

- Yes (if yes, please specify the items in the next question)
- No

22.3. b. Specify PYD construct Asset_Emotional Competency (Open ended question)

22.4.a. PYD construct Asset_Cognitive Competency (Drop down question)

- Yes (if yes, please specify the items in the next question)
- No

22.4.b. Specify PYD construct Asset_Cognitive Competency (Open ended question)

22.5.a. PYD construct Agency _Sense of self (Drop down question)

- Yes (if yes, please specify the items in the next question)
- No

22.5.b. Specify PYD construct Agency _Sense of self (Open ended question)

22.6.a. PYD construct Agency_ Determination and belief in the future (Drop down question)

- Yes (if yes, please specify the items in the next question)
- No

22.6.b. Specify PYD construct Agency_ Determination and belief in the future (Open ended question)

22.7.a. PYD construct Agency_ Positive behavior (Drop down question)

- Yes (if yes, please specify the items in the next question)
- No

22.7.b. Specify PYD construct Agency_ Positive behavior (Open ended question)

22.8. a. PYD construct Contribution_ engagement (Drop down question)

- Yes (if yes, please specify the items in the next question)
- No

22.8. b. Specify PYD construct Contribution_ engagement (Open ended question)

22.9.a. PYD construct Contribution_leadership (Drop down question)

- Yes (if yes, please specify the items in the next question)
- No

22.9.b. Specify PYD construct Contribution_leadership (Open ended question)

22.10.a. PYD construct Enabling environment_social (Drop down question)

- Yes (if yes, please specify the items in the next question)
- No

22.10.b. Specify PYD construct Enabling environment_social (Open ended question)

22.11.a. PYD construct Enabling environment_normative (Drop down question)

- Yes (if yes, please specify the items in the next question)
- No

22.11.b. Specify PYD construct Enabling environment_normative (Open ended question)

22.12.a. PYD construct Enabling environment_recognition (Drop down question)

- Yes(if yes, please specify the items in the next question)
- No

22.12.b. Specify PYD construct Enabling environment_recognition (Open ended question)

22.13.a. PYD construct Enabling environment_structural (Drop down question)

- Yes(if yes, please specify the items in the next question)
- No

22.13.b. Specify PYD construct Enabling environment_structural (Open ended question)

22.14. Please write down any other constructs not mentioned in questions 22.1-22.13 (Open ended question)

Question 23: Sectors & Topics

For this section, please mark "yes" if the project / intervention addresses the sector or topic and "no" if it does not. Projects / interventions may cover multiple sectors or topics. If the project / intervention addresses sectors or topics other than those in 23.1 - 23.21, please note them in Question 23.22.

23.1 HIV/AIDS *

- Yes
- No

23.2 Sexual and Reproductive Health * (includes pregnancy, abortion, sexual education but not HIV focused)

- Yes
- No

23.3 Mental Health * (includes self-esteem, well-being, mindfulness, depression, anxiety, trauma, behavior problems)

- Yes
- No

23.4 Smoking, Alcohol and Drug Use *

- Yes
- No

23.5 Violence * (includes domestic and gender-based violence, interpersonal violence)

- Yes
- No

23.6 Child maltreatment * (child sexual and physical abuse and child neglect)

- Yes
- No

23.7 Suicide *

- Yes
- No

23.8 Obesity *

- Yes
- No

23.9 Youth capacity building & civic engagement * (includes leadership/ empowerment/youth governance/youth volunteerism)

- Yes
- No

23.10 Education * (includes retention and returning to school)

- Yes
- No

23.11 Workforce readiness and employability * (includes things like vocational training, job search skills, entrepreneurship training, soft or life skills training, etc.)

- Yes
- No

23.12 Positive Youth Development *

- Yes
- No

23.13 Resilience *

- Yes
- No

23.14 Breastfeeding

- Yes

- No

23.15 Hepatitis *

- Yes
- No

23.16 Nutrition *

- Yes
- No

23.17 Bullying *

- Yes
- No

23.18 Asthma *

- Yes
- No

23.19 Physical Fitness *

- Yes
- No

23.20 Child marriage *

- Yes
- No

23.21 Gender Equality / Masculinity *

- Yes
- No

23.22 Other (please fill in)

24.1. Is the intervention/project targeting the individual -level (Drop down question)

- Yes
- No

24.2. Is the intervention/project targeting the peer-level? (Drop down question)

- Yes
- No

24.3. Is the intervention/project targeting the family-level? (Drop down question)

- Yes
- No

24.4. Is the intervention/project targeting the community-level? (Drop down question) (**See data extraction guidelines**)

- Yes
- No

24.5. Is the intervention/project targeting other socialization domains not mentioned in 21.1-21.4 (Drop down question)

- Yes (if yes, please specify in the next question)
- No

24.6. Other socialization domain being addressed by the intervention/project (Open ended question)

25.1. Was this intervention inspired by empirical predictors of youth development? (Drop down question) (**See Data extraction guidelines**)

- Yes
- No

25.2. Was this intervention/project inspired by a pilot with the same population? (Drop down question)

- Yes
- No

25.3. Was this intervention inspired by an evaluated program adapted for this setting/population? (Drop down question)

- Yes
- No

25.4. Was this intervention inspired by other background different than what was mentioned in questions 25.1-25.4 (Drop down question)

- Yes
- No

25.5. There was no information about the background that inspired the intervention/project (Drop down question)

- Yes (yes means there was no information)
- No

26. Does this paper/report explicitly state this project has been evaluated? (Drop down question)

- Yes (if yes, please answer the next question)
- No

27. What type of evaluation? (open ended question)

28. Do we have the evaluation on outcomes? (Drop down question)

- Yes
- No

29. Comments (Open ended question)

Section II. Information about the evaluation

2.1. Citation (Open ended question)

2.2. Study design: (drop down question)

- Experimental design
- Other, (specify in 2.3)

2.3. Other type of design (open ended, be very specific)

2.4. Does the study clearly describe the sample size at each stage of data gathering? i.e. number of subjects at each stage, including at baseline/endline, percentage of sample remaining at each posttest, etc. attrition, etc. (drop down question)

- Yes
- No

2.5. Who conducted the evaluation? (open question) **(See data extraction guidelines)**

2.6. For 2.6 to 2.10 see data extraction guidelines

2.7. Did the authors report any reliability and/or validity tests and measures? (drop down question) (See data extraction guidelines)

- Yes (if yes, please specify the measures in the next question)
- No (if no, skip to 2.8.1)
- Not applicable

2.8.1 What quantitative reliability and/or validity tests and measures were reported (open ended question)

2.7.2 What qualitative reliability and/or validity tests and measures were reported (open ended question)

2.9.1. What other quantitative measures are being used? (open ended question) Please write down additional measures used in the study. For example, comparative average scores of gender equitable attitudes scale at base line and endline.

2.8.2. What other qualitative measures are being used? (open ended question) Please write down additional qualitative measured used in the study. For example, baseline-endline comparison of staff's observations on the quality of the environment in X organization.

2.10. Does this paper/report use measures that are unique to the program or not relevant outside the intervention. (drop down question) **(See data extraction guidelines)**

- Yes
- No
- Don't know from the information in the paper/document

- 2.11. Does the study use intent to treat analysis⁹? (drop down question)
- Yes
 - No
 - Not applicable
- 2.12. Is the analysis done at the proper level? (e.g., if schools are randomized, the analysis should compare schools, not persons, or use multilevel statistical methods that adjust for clustering). (drop down question)
- Yes
 - No
 - Not applicable
- 2.13. Does the analysis control for baseline outcome measures? (e.g. the authors report on the use of change scores, baseline outcomes as covariates, or group-by-time interactions.) (drop down question)
- Yes
 - No
 - Not applicable
- 2.14. Does the analysis demonstrate baseline equivalence between conditions? (e.g. the authors report on whether a test was performed, nonequivalent findings, and potential adjustments.) (drop down question)
- Yes
 - No
 - Not applicable
- 2.15. Does the study demonstrate that attrition is below 5% or unrelated to group assignment, socio-demographic characteristics, and baseline measures of the outcomes? (Drop down question) (**See data extraction guidelines**)
- Yes
 - No

⁹ According to Fisher et al. (1990), the ITT analysis includes all randomized patients in the groups to which they were randomly assigned, regardless of their adherence with the entry criteria, regardless of the treatment they actually received, and regardless of subsequent withdrawal from treatment or deviation from the protocol.

- Not applicable
- 2.16. Does this paper/report explicitly report any results that suggest program-related harm instead of improvement or help?
- Yes
 - No
- 2.17. Does this paper/report explicitly the sampling criteria and representativeness level? (**See data extraction guidelines**)
- Yes, only the sampling criteria
 - Yes, only the representativeness level
 - Yes, both
 - None
- 2.18. Is there evidence that the intervention was delivered with fidelity?
- Yes (if yes, please answer the next question)
 - No
- 2.19. If yes to the above, please record the evidence of fidelity reported by the evaluator.
- 2.20. Does this paper/report explicitly state any effect size measures? (Cohen's d, r, r², Odds ratios or prevalence differences. etc.)
- Yes (if yes, please specific in the next question)
 - No
 - Not applicable
- 2.21. Report any effect size and the measures reported in the study (open ended question)
- 2.22. Report on whether the study demonstrates effects that last beyond the end of the intervention (long term impacts of at least 1 year) (open ended question) (**See data extraction guidelines**)
- 2.23. Copy the results/findings of the evaluation by outcome (open ended question) (**See data extraction guidelines**)
- 2.24. Type down the outcomes that have statistically significant results (open ended question) (**See data extraction guidelines**)

2.25. Are the results of post-tests consistently significant over 95%– beyond what would be expected by chance – across multiple measures and statistical tests? For PYD outcomes (Drop down question)

- Yes
- No
- Not applicable

2.26. Comments

2.27. Abstractor's initials

APPENDIX I: REACH OF YOUTHPower LEARNING COLLABORATION

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

Date	Name of Event	Purpose	Hosting Organization(s) and Location	Person(s) Who Attended
October 2015	Lifting the Veil	Petroni spoke on a panel about what works to prevent child marriage, again bringing in the importance of positive youth development and address social and gender norms.	Ministry of Foreign Affairs, the Netherlands, with Save the Children-Netherlands The Hague, Netherlands	Suzanne Petroni
October 2015	Right to Know: Empowering Youth Through Health and Education	This event focused on the role of technology to engage youth for their health, with specific emphasis on girls.	Wilson Center Washington DC	Laura Hinson, Cassandra Jessee
October 2015	Impact of Conditional Cash Transfers on Girls' Education (IMPACCT) meeting	Petroni participated in the launch of findings of the USAID-funded IMPACCT study, looking at the impact of conditional cash transfers on child marriage in India.	UK House of Lords London, UK	Suzanne Petroni

Date	Name of Event	Purpose	Hosting Organization(s) and Location	Person(s) Who Attended
October 2015	DFID Meeting	Petroni met with DFID's Gender and Youth leads to discuss the IMPACCT study and to introduce them to YouthPower.	Department of International Development (DFID) London, UK	Suzanne Petroni
November 2015	2015 USAID Global Education Summit	The Summit brought together a broad array of stakeholders in the field of global education, including USAID education staff from missions around the world, representatives from the U.S. Government, partner countries' Ministries of Education, NGOs, think tanks, as well as thought leaders to review current best practices and demonstrate new and innovative approaches to global education.	Office of Education of USAID's Bureau for Economic Growth, Education, and Environment (E3)	Cassandra Jessee Richard Catalano Christy Olenik Peter Hobby
November 2015	Girl Summit DC	Petroni spoke about the importance of seeing adolescents and youth, including specifically girls, as holistic human beings who live in communities and environments that influence their overall health, rights and wellbeing. The goal of this was to begin to sensitive program implementers, researchers, advocates, policymakers and donors to the need to break out of silos and address youth's agency, access, contributions and the enabling environment in which they live.	Center for Global Development and co-sponsored by ICRW, IWHC, AJWS and others	Suzanne Petroni

Date	Name of Event	Purpose	Hosting Organization(s) and Location	Person(s) Who Attended
November 2015	Launch of the USAID Resource Guide for Prevention and Responding to Early, Forced and Child Marriage	Petroni introduced this guide, which was written by ICRW and Banyan Global, for USAID, speaking on how child and early marriage is influenced by harmful norms about the value of girls and about gender.	Hosted by USAID and Banyan Global, at the National Press Club Washington, DC	Suzanne Petroni
November 2015	American Evaluation Association Annual Conference - 'Exemplary Evaluations in a Multi-cultural World'	Presented on Managing Large- (and Small-) Scale International Data Collections, which brought together evaluators, particularly evaluation managers and supervisors, to engage in a dialogue to improve evaluation practice. Attending the conference helped YouthPower Learning keep abreast of the latest knowledge advances the theories, practices, and methods of evaluation in youth focused evaluations in particular and the evaluation practice overall, engage with professionals and link them in our communities of practice and expand our roster of potential consultants for subtask 5 work.	AEA Chicago, IL	Cassandra Jessee

Date	Name of Event	Purpose	Hosting Organization(s) and Location	Person(s) Who Attended
November 2015	Launch of early findings from the Economic Impacts of Child Marriage study	Petroni, who co-directs this study, spoke before an in-person audience of 400 and online audience of 3000, on the structural drivers of child marriage, including harmful norms around girls and gender.	World Bank Washington, DC	Suzanne Petroni
November 2015	African Union Girl Summit to End Early, Forced and Child Marriage	Petroni presented on early findings from the Economic Impact of Child Marriage study to an audience of more than 1000 representatives of governments, multilateral agencies and civil society from 40 countries. She used the discussion period to discuss the importance of seeing girls and adolescents as holistic human beings who can contribute much to their societies.	Hosted by the African Union Lusaka, Zambia	Suzanne Petroni
November 2015	Moving the Needle 2015: Better Development Programming Through Collaborating, Learning, and Adapting	This one-day gathering highlighted the cumulative effect of USAID's work on moving the needle toward greater adoption of intentional learning practices for better development outcomes. The event brought together a selected group of USAID staff and partners to nurture a shared understanding of collaborating, learning and adapting (CLA) and how we can use it to improve development programming.	USAID PPL Bureau, LER Office United States Institute of Peace Washington, DC	Peter Hobby

Date	Name of Event	Purpose	Hosting Organization(s) and Location	Person(s) Who Attended
November 2015	Incorporating Gender Issues into the New USAID Education Strategy	Participated in a two-part consultation to provide feedback on how to integrate gender issues into the new 2016-2020 USAID Education Strategy	USAID E3; Basic Education Coalition	Cassandra Jessee Christy Olenik
December 2015	Youth Power Learning Launch	Conducted a presentation on the PYD definition, the PYD domains, and measurement challenges in developing countries. Presented the strategy for the Meta Review and elicited ideas to improve documentation of reports from potential PYD projects. Gave a “Ted-x” style talk on gender and PYD. Engaged in all four CoP group kickoffs, including co-facilitating the Gender CoP.	Hosted by Making Cents at the George Washington University Washington DC	Cassandra Jessee, Laura Hinson, Gina Alvarado, Suzanne Petroni, Diana Santillan
December 2015	Launch of the Coalition for Adolescent Girls’ Girl Engagement Report	Participated in the launch.	Hosted by the Coalition for Adolescent Girls at the National Press Club Washington DC	Suzanne Petroni
December 2015	USAID/ Population and Reproductive Health (PRH) Cooperating Agencies meeting	Participated in the annual meeting of USAID PRH Cooperating Agencies.	USAID, held at FHI-360 Washington DC	Cassandra Jessee Suzanne Petroni, Diana Santillan

Date	Name of Event	Purpose	Hosting Organization(s) and Location	Person(s) Who Attended
December 2015	Youth, War and Development in Africa – Marc Sommers World Bank book launch discussion	Participated in the round table discussion at the World Bank on topics raised in Marc Sommers new book “The Outcast Majority: War, Development, and Youth in Africa”	World Bank Washington, DC	Peter Hobby
December 2015	Meeting with DFID adolescent and girls' leads, and a separate meeting with ODI	Leveraging an existing meeting with DFID and ODI, to share more about USAID YouthPower and share a potential link to and collaborate with the YouthPower learning hub. Additionally, we joined ODI at the launch of their findings from a five-year adolescent girl focused initiative, and obtained important new information (and specific gray literature) that will contribute to our achievement of subtasks 3 and 4.	Meetings with DFID and ODI London, UK	Suzanne Petroni
January 2016	International Conference on Family Planning	Attended several sessions on adolescents and development. Spoke about YouthPower with various colleagues and contacts.	Gates Institute for Reproductive Health Bali, Indonesia	Laura Hinson

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

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

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

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

Date	Name of Event	Purpose	Hosting Organization(s) and Location	Person(s) Who Attended
March 2016	Young Lives meeting	Met with University of Oxford's Young Lives project staff to discuss potential collaboration.	On the margins of the Population Association of America annual meeting Washington, DC	Suzanne Petroni
March 2016	Population Reference Bureau workshop on Investing in Adolescent Girls	Attended workshop.	Population Reference Bureau Washington, DC	Cassandra Jessee Suzanne Petroni

Date	Name of Event	Purpose	Hosting Organization(s) and Location	Person(s) Who Attended
March 2016	Population Association of America (PAA)	<p>At this annual conference, the ST3 team attended many sessions on adolescents and development and spoke about YouthPower with various colleagues and contacts. Suzanne participated in a range of technical sessions on reproductive health, maternal health and demographic trends, including ones focused specifically on adolescents, and also participated in the “Psychosocial Workshop” that took place prior to PAA, speaking there on adolescent mental health and wellbeing, sharing with the audience (comprised mainly of reproductive health and rights experts) the importance of approaching youth health and wellbeing in more holistic and cross-sectoral ways than the field has to date.</p>	PAA Washington, DC	Suzanne Petroni, Laura Hinson
March 2016	YouthPower Action Consultative Group Meeting on Workforce Development and Sexual/Reproductive Health	<p>A consultative group for the Integrated Workforce Development and Sexual and Reproductive Health activity. The activity involves cataloguing past and existing youth-oriented workforce (WFD) and sexual and reproductive health (SRH) interventions to develop a thorough understanding of the attempts to integrate these sectors in youth programs. Our goal is to develop a typology of these integrated interventions and develop and evaluate an intervention(s) based on these findings.</p>	FHI 360 Washington, DC	Christy Olenik

Date	Name of Event	Purpose	Hosting Organization(s) and Location	Person(s) Who Attended
March 2016	Ready by 21 Conference	Every year, the Ready by 21 National Meeting brings together hundreds of leaders from around the country who are working to get all young people ready by 21 – for college, work and life. These leaders have dedicated themselves to improving the odds for children and youth through collective impact initiatives, policy alignment and program quality improvement.	Forum for Youth Investment Baltimore, MD	Christy Olenik
March 2016	Society for Research on Adolescence	Established in the winter of 1984, the Society for Research on Adolescence (SRA) is a rapidly growing, dynamic society focused on the theoretical, empirical, and policy research issues of adolescence. Through its biennial meetings and publishing efforts, SRA promotes the dissemination of research on adolescents and serves as a network and forum for its members. SRA publishes the Journal of Research on Adolescence.	Society for Research on Adolescence Baltimore, MD	Christy Olenik
April 2016	Women in the World Summit	Moderated a session on child marriage at this high-profile event.	New York Times and others New York, NY	Suzanne Petroni
April 2016	Packard Foundation workshop	Presented on ICRW's work on youth development, including YouthPower.	Packard Foundation Los Altos, CA	Suzanne Petroni

Date	Name of Event	Purpose	Hosting Organization(s) and Location	Person(s) Who Attended
April 2016	Positive Youth Development in Action: Voice from Youth and Practitioners	This event hosted by the SID-W Youth in Development Workgroup included a panel discussion on positive youth development featuring youth and youth practitioners in the US and in developing countries. Participants also toured the Center for a closer look at how the organization provides youth friendly services.	SID-Washington, Latin American Youth Center Washington, DC	Cassandra Jessee
April 2016	USAID/RTU CAs meeting	We were able to share information about YouthPower and YouthPower Learning with PRH staff and CAs, as well as obtain the latest updates from USAID and CAs about their programs and priorities.	USAID/PRH Washington, DC	Suzanne Petroni

Date	Name of Event	Purpose	Hosting Organization(s) and Location	Person(s) Who Attended
April – June 2016	Meetings of the ODI-led Gender and Adolescence: Global Evidence (GAGE) project	ICRW is a core member of the GAGE Consortium which is in the inception phase of a 9 year 30 million GBP project funded by DFID that is working to build the evidence base on what works to improve the lives of adolescent girls. ICRW has spent many hours developing plans for research and implementation, and led a DC-based launch of the project in June. ICRW brought the definition of PYD and the domains we are using under YouthPower to the GAGE consortium, and are encouraging alignment in approaches to PYD through GAGE and its many partners.	ODI, DFID, George Washington University, Emory University, Tulane University, University of Melbourne, Oxford University, London School of Economics, Pathfinder International, CARE, Plan, Save the Children London and Washington, DC	Suzanne Petroni

Date	Name of Event	Purpose	Hosting Organization(s) and Location	Person(s) Who Attended
May 2016	Lancet Commission on Adolescent Health and Wellbeing London Launch	To disseminate the Lancet Commission's report on the latest evidence regarding adolescent health and wellbeing to the global health and development communities in London and globally via livestream, as well as to generate discussions amongst donors and implementing partners about innovative ways to move forward.	The Lancet, University of Melbourne, Columbia University, LSHTM, University College London, USAID, World Bank, Bill & Melinda Gates Foundation London, UK	Suzanne Petroni
May 2016	Women Deliver Conference	Women Deliver is the world's largest global conference on the health, rights, and well-being of girls and women. Suzanne gathered information about a range of youth-focused programs around the world, and new contacts with donors and potential partners.	Women Deliver and others Copenhagen, Denmark	Suzanne Petroni
May 2016	Let Girls Learn Workshop	At this workshop, organizations that submitted successful LOIs were invited to discuss the issues surrounding girls' education in Tanzania and Malawi, and then work in teams to develop concepts for proposals.	USAID Tanzania	Laura Hinson

Date	Name of Event	Purpose	Hosting Organization(s) and Location	Person(s) Who Attended
June 2016	Global Youth Forum 2016	This Forum gathered more than 150 partners and representatives from the public and private sectors, civil society, and young people themselves, to exchange new and innovative ideas, and to support the actions of the global community. The Forum fostered open discussions based on evidence and experience of the most effective ways to address both the opportunities and challenges facing young people and to engage young people in development.	Global Partnership for Youth in Development, The World Bank Group Washington, DC	Cassandra Jessee Luis Viguria Valerie Lorena
June 2016	Expert Convening on Conceptual Model for Empowerment of Women and Girls	Suzanne shared with the Foundation some approaches to PYD and measurement that we have been developing within YouthPower and gained ideas about how to incorporate gender into programming and how to measure challenging concepts.	Bill & Melinda Gates Foundation Seattle, WA	Suzanne Petroni

Date	Name of Event	Purpose	Hosting Organization(s) and Location	Person(s) Who Attended
June 2016	Frontiers in the Field of Skill Measurement	<p>This event brought together the community of practice to explore this issue and seek to answer the following questions:</p> <ul style="list-style-type: none"> • How are soft skills being measured (including tools, approaches and methodologies), and what can we learn from those experiences? • How can soft skills measurement be improved across cultures? • How can service providers and employers use these tools to assess soft skills development in youth, facilitate employment, and drive growth? 	Workforce Connections Community of Practice Washington, DC	Maria Brindlmayer
June 2016	2016 DRG Partners' Forum: Challenging Times – Courageous Paths	Bringing together USAID, researchers and implementers to discuss new trends and developments, as well as solutions.	The Center of Excellence on Democracy, Human Rights and Governance (DRG), Bureau for Democracy, Conflict and Humanitarian Assistance (DCHA) FHI 360 Washington, DC	Maria Brindlmayer

Date	Name of Event	Purpose	Hosting Organization(s) and Location	Person(s) Who Attended
June 2016	Gender 360 Summit	The Summit spotlighted important development issues affecting adolescent girls and boys. Speakers from around the world — including adolescent girls and boys, youth activists and development experts — convened to support adolescents' empowerment and leadership, address core obstacles such as gender-based violence, and come up with tangible solutions to help advance gender equality.	FHI 360, USAID, Plan International USA, Social Development Direct, MenEngage Alliance, GWU Global Women's Institute, US Department of State, US Peace Corps Washington, DC	Lindsey Woolf
June 2016	Global Center for Youth Employment Meeting	Participated in the quarterly meeting to make connections with other organizations doing research on youth employment.	RTI DC Washington, DC	Christy Olenik
June 2016	From Citizen Security to Food Security: A Cross-Sector Discussion of Violence in Central America	Brought together practitioners working in different sectors in Central America to discuss how violence disrupts development and what to do about it.	USAID Agrilinks Virtual	Christy Olenik

Date	Name of Event	Purpose	Hosting Organization(s) and Location	Person(s) Who Attended
June 2016	USAID YouthPower Action Integrated WfD and SRH Consultative Group Meeting	To comment on research being conducted on SRH/WFD youth programs.	YouthPower Action FHI 360 Washington, DC	Christy Olenik
June 2016	Giving Voice to Adolescents: Methods that Work Across Contexts	Presentation and discussion on methods that work in engaging adolescents as research partners and competent informants on issues critical to positive youth development.	ICRW, Georgetown University's Institute for Reproductive Health Washington, DC	Laura Hinson
June 2016	Using Developmental Science to Address Inequality for Adolescents and Parents	Sponsored by the Ford Foundation. The meeting convened experts in science and research, policymakers, practice innovators, philanthropic leaders, and culture change agents from media and the arts. Specifically, participants included a range of universities and NGOs working domestically and globally on adolescent development, as well as representatives of the White House and DHHS.	Ford Foundation, New York, NY	Suzanne Petroni

Date	Name of Event	Purpose	Hosting Organization(s) and Location	Person(s) Who Attended
June 2016	3ie Roundtable on Assessing the Evidence Gaps on Adolescent SRH	3ie and the Hewlett Foundation were the sponsors. Speakers included Suzanne Petroni of ICRW, Cate Lane of USAID and others. Other USAID PRH staff also participated. Suzanne spoke on an interactive panel, sharing the latest evidence on adolescent health and well-being, including from the Lancet Commission and research on PYD under YouthPower Learning.	Washington, DC	Suzanne Petroni
June 2016	Meeting with Duggleby Associates	Cassandra met with the president of Duggleby Associates to discuss their experiences in the youth programming and evaluation and consider opportunities for future collaboration depending on field buy-in needs.	Washington, DC	Cassandra Jessee
June 2016	Meeting with Torchlight Collective	Cassandra met with the Torchlight Collective to learn more about their approaches to youth engagement, collaborate with them on our communities of practice and share our respective platforms for youth work.	Washington, DC	Cassandra Jessee

Date	Name of Event	Purpose	Hosting Organization(s) and Location	Person(s) Who Attended
June 2016	Meeting with ILO Taqeeem	We met with ILO Taqeeem on their "Taqeeem Initiative: What Works in Youth Employment". Taqeeem is an impact research and policy influence program to build evidence on youth employment outcomes - the focus is mainly on countries in the Middle East and North Africa. They are concentrate their work on: entrepreneurship, employment services, labor market training and public works programs. We discussed their systematic review on youth employment and shared details about our meta-review as well as our communities of practices and other areas of collaboration.	Washington, DC	Cassandra Jessee Maria Brindlmayer
June 2016	Meeting with Passages	We met with Institute for Reproductive Health at Georgetown University connecting on their Passges project. They shared how they were conducting a stakeholder analysis with stakeholders in the sexual and reproductive health and adolescent health fields. They sought to identify the existing knowledge level and attitudes and explored how social norms and scale-up evidence is disseminated and applied by practitioners, and related information needs including theoretical models, measurement and evaluation approaches, and implementation tools. We shared information about our work and invited them to join YouthPower.org and use it as a platform for dissemination of their work.	Washington, DC	Cassandra Jessee, Maria Brindlmayer

Date	Name of Event	Purpose	Hosting Organization(s) and Location	Person(s) Who Attended
June 2016	The Critical Confidence Factor b	Attended a presentation on approaches for strengthening women’s self-confidence. Panelists from USAID, Banyan Global, Asia Foundation and Plan International shared insights on strategies, many of which aligned with youth strategies for building self-confidence and provided model ideas for consideration in our toolkit.	Banyan Global Washington, DC	Cassandra Jessee
July 2016	Ready to Lead: Encouraging African Youth to Enter Public Service, A Conversation with Hadeel Ibrahim	Executive Director of the Mo Ibrahim Foundation Hadeel Ibrahim shared her insights on the power of youth and female leadership and discussed how youth can make a difference in the fight for good governance and equal representation in public service.	The Wilson Center Washington, DC	Lindsey Woolf
August 2016	Meeting of the National Steering Committee on Ending Child Marriage	Presented on the economic impacts of child marriage and the importance of supporting adolescent girls holistically	Ministry of Women, Children and Social Welfare Kathmandu, Nepal	Suzanne Petroni
August 2016	UNICEF Meeting	Presented ICRW’s research on “Understanding why child marriage persists in Kenya” and discussed the importance of positive youth development in this context.	UNICEF Nairobi, Kenya	Suzanne Petroni

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August 2016	GBV and Youth Series Event	Attended an event series under IGWG GBV Task for on Gender Based Violence and Youth on Gender Transformative Parenting Skills to Interrupt the Cycle of Violence. It was an opportunity to bring the GBV and youth communities together to dialogue on shared challenges and solutions. At the request of PRB, we also cross promoted the event on our platforms.	PRB Washington, DC	Cassandra Jessee
August 2016	Leveraging Youth and Technology for Governance Reforms	Panel discussion focused on how youth and technology contribute to governance reforms around the world.	OpenGov Hub Center for International Private Enterprise (CIPE) Washington, DC	Maria Brindlmayer

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September 2016	Sustainable Poverty Escapes: What Resilience and Risk Factors Really Matter?	Presentation from the Overseas Development Institute on three case studies on rural populations in Ethiopia, Uganda and Bangladesh on risk and resilience factors that influence how and when poverty escapes are sustainable and when they are not. Panelists presented on and discussed the findings from those case studies, as well as the policy and programmatic implications of building resilience to ensure poverty escapes are sustainable over time.	Microlinks, Agrilinks, USAID Center for Resilience, Bureau for Food Security, Bureau for Economic Growth, Education & Environment Washington, DC	Cassandra Jessee
September 2016	Reproductive Empowerment	To update the IRH team as part of their Rise and Shine Breakfast about the work ICRW is doing on reproductive empowerment.	Georgetown University's Institute for Reproductive Health Washington, DC	Laura Hinson

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September 2016	Young Lives Conference	Laura presented on the PYD Measurement Toolkit, and in addition networked with a number of individuals (e.g. from the Search Institute, Global Early Adolescent Study, IRH, and Save the Children who work with very early adolescents), which gave new ideas into the work we're doing for YP and ST3.	Young Lives Oxford, UK	Laura Hinson
September 2016	She Cannot Just Sit Around Waiting to Turn Twenty	This presentation shared findings from research with young girls/child brides in Kenya and Zambia. Many of the issues that young girls face, especially those related to child marriage, are directly related to YouthPower. The team shared ideas for program implementation, especially around young people, very young adolescents (10-14), and how we can facilitate their ability to get and use family planning.	ICRW Washington, DC	Laura Hinson
September 2016	Senate Hearing - Global Efforts to End Child Marriage	Served as an official witness, alongside Assistant Secretary of State Anne Richard and Ambassador for Global Women's Issues Cathy Russell to discuss child marriage globally.	Senate Foreign Relations Committee Washington, DC	Suzanne Petroni

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September 2016	Reproductive Empowerment	At this meeting, Jeff Edmeades discussed his work on the USAID-funded FACT project on developing a framework and indicators for reproductive empowerment. There was significant discussion of girls' agency.	Institute for Reproductive Health, Washington, DC	Laura Hinson
September 2016	Global Youth Family Planning Index Discussion	To provide feedback on their draft index.	Population Reference Bureau Washington, DC	Christy Olenik
September 2016	Global Youth Economic Opportunities Summit	The Summit provides leading global development stakeholders with a platform to exchange information and raise the bar for how to increase economic opportunities for young people worldwide. USAID led a pre-Summit 'mini-training' on PYD and YouthPower Learning and Action presented a breakout session entitled "Applying Evidence: Positive Youth Development Elements Improve Youth Outcomes" and shared findings on YouthPower research into the effectiveness of PYD in low and middle income countries with a specific focus on improving youth's skills and workforce development.	Making Cents International Arlington, VA	Cassandra Jessee Christy Olenik Maria Brindlmayer Lindsey Woolf Colin Tobin Gina Alvarado Laura Hinson Daniel Plaut Caitlin Moss

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Ongoing	Every Woman Every Child Adolescent Workstream	Suzanne is on a small team working with UNFPA to lead the adolescent workstream of the UN Secretary General's Every Woman, Every Child, Every Adolescent strategy. We are working to provide concrete plans for the UN and global advocates on incorporating adolescents into their plans for the next five years. Suzanne has been ensuring a PYD approach to the workstream, through meetings and our written guidance, which will help ensure that UN agencies, donor entities and national governments incorporate such an approach as well.	UNFPA and virtual	Suzanne Petroni
Throughout 2016	Youth Health and Rights Coalition	Participated as an active member of this coalition, seeking to advance comprehensive approaches to adolescent and youth health and rights within the U.S. government and United Nations	Pathfinder International Washington, DC	Suzanne Petroni