



USAID
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TRAINING FOR EDUCATION SECTOR TEAMS (TEST)

Evaluation of the July 28, 2010 Education and Youth
Development In-Depth Course – Washington, DC

Program Project Management Training (PPMT)

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TRAINING FOR EDUCATION SECTOR TEAMS (TEST)

Evaluation of the July 28, 2010 Education and Youth
Development In-Depth Course – Washington, DC

Program Project Management Training (PPMT)

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EXECUTIVE SUMMARY

As a part of its efforts to improve education programming, USAID has undertaken the design and delivery of a suite of professional development courses entitled, Training for Education Sector Teams (TEST). The TEST project is being undertaken to improve education programming, and to contribute to the Office of Education (EGAT/ED)'s goal of creating a professional development path for all Agency education staff.

Youth has emerged as an important priority for USAID as the Agency seeks to build its capacity both in Washington and in the field to increase the quantity and effectiveness of youth development investments. As a result, there is an increasing need for youth development training for Agency staff. To meet this need, the Office of Education included a training activity within the FY 2010 TEST work plan to support USAID program officers and technical staff to assess, develop, implement, monitor, and evaluate youth programs. This training activity includes one-day classroom-based course deliveries and online training components for USAID staff from a variety of sectors.

The Office of Education staff, along with the TEST Advisory Group (TAG), determined that the first delivery of the youth development training should be included within the inaugural Education State-of-the-Art (SOTA) Workshop that was planned for July 2010. As the Education SOTA Workshop was primarily intended for Education Sector staff, the first delivery of the youth development training was designed to address youth development from an education perspective as an in-depth course on Education and Youth Development. In staying true to the cross-sectoral goals of this training activity, the course highlighted the ways in which Education Sector staff can work with other sectors to lead the development of cross-sector collaboration throughout their youth programming.

The process for developing the Education and Youth Development In-depth course topics, outline and content was a collaborative effort between Clare Ignatowski, the Office of Education lead for youth programming, EQUIP3 partners, and the PPMT TEST Team. Some of the course content was adapted from a previous youth development training developed by EQUIP3 partners and the course was broken down into the following sessions: Introductions & Overview, Meaningful Linkages Between Education and Youth Development, Voices from the Domestic Front, and Assessing Opportunities and Developing Programs.

The Education and Youth Development In-depth Course was held on Wednesday, July 28, 2010 and was embedded in the week-long Education State-of-the-Art (SOTA) Workshop in the Washington, DC metropolitan area. Thirty-four participants attended the Education and Youth Development Course. The participants represented 17 countries and USAID Missions, including Washington-based staff. According to the pre-course survey completed by 27 participants, the majority of participants were either USFS (US Direct Hire, Foreign Service or Senior Foreign Service) or FNPSC (Foreign National Personal Services Contractor). Fifteen participants had worked in education for USAID for 0-3 years, seven had worked for 4-5 years, and only three had worked in education for USAID for more than 7 years.

The pre-course survey also asked participants three open-ended questions specifically related to the Education and Youth Development In-depth Course: 1) What guides your Mission in its education funding decision making?; 2) Identify a successful youth education program (in your current or former Mission experience) and briefly describe what makes it successful.; and 3) Briefly describe

which sectors work effectively in partnership with youth education programs, and why. The participants' responses were provided to the course instructors to present them with key contextual information on the participants' attitudes and experiences in regards to youth education programs.

The course content was primarily presented by Clare Ignatowski and Bonnie Politz, Vice-President and Senior Technical Expert at the Academy for Educational Development (AED). Five guest panelists from The Maya Angelou Charter Schools and the Latin American Youth Center discussed youth programs and perspectives in the United States. Selected participants also had an opportunity to formally share their experiences throughout the day, while the rest of the participants were able to contribute through group activities and question and answer periods.

Following the course delivery, participants were asked to complete a two-part evaluation that included both quantitative and qualitative questions in three categories: learning effectiveness, presenter effectiveness (individual to both instructors), and course materials. The second part of the evaluation focused on course format and asked participants to indicate the three activities that they found most valuable from the course. For the categories with questions rated on a numerical scale from 1 (lowest) to 5 (highest), the highest performing category was presenter effectiveness. Clare Ignatowski received an overall average of 4.17 and Bonnie Politz received an average of 4.11. The categories of learning effectiveness and course materials received overall averages of 4.03 and 4.02 respectively. In response to the course format question, the greatest number of participants indicated that the interactive case studies, the participant presentations, and the youth-adult domestic panel were the most valuable activities during the course.

The quantitative evaluation results are summarized in Figure 1 below:

FIGURE 1: QUANTITATIVE COURSE EVALUATION RESULTS

EDUCATION AND YOUTH DEVELOPMENT IN-DEPTH COURSE: EVALUATION SUMMARY	
Learning Effectiveness	
Question	Average
I gained new knowledge from this training.	4.00
I will be able to apply the knowledge that I learned in this course to my job.	4.06
Learning Effectiveness Overall Average	4.03
Presenter Effectiveness (C. Ignatowski)	
Question	Average
The instructor demonstrated a thorough command of the topic.	4.39
The presenter was effective.	3.94
Presenter Effectiveness (C. Ignatowski) Overall Average	4.17
Presenter Effectiveness (B. Politz)	
Question	Average
The instructor demonstrated a thorough command of the topic.	4.33
The presenter was effective.	3.89
Presenter Effectiveness (B. Politz) Overall Average	4.11
Course Materials	
Question	Average
The participant materials were well organized.	4.33
The participant materials contributed to my understanding of the course.	3.89
The participant materials will be helpful in performing my job.	3.83
Course Materials Overall Average	4.02

The Education and Youth Development In-depth Course was an effective first delivery as part of the larger youth development training activity for the FY2010 TEST work plan. Participants indicated in their evaluations that they were able to gain new knowledge from the training and that this knowledge was applicable to their jobs. These knowledge and skills are likely to become even more important as youth becomes a larger priority for USAID and the Education Sector specially. However, the following are brief recommendations that may further strengthen the course for future deliveries:

- The presenters should make clear and distinct linkages between course sessions and how they each relate to the overall learning objectives of the course.
- The lecture-based sessions should be limited to no more than one hour in length and should be alternated with a greater variety of activities.
- More time should be devoted to best practices and successful programs in the field through additional presenters, case studies, discussions, and/or through online resources.
- The IRG TEST Team and the course presenters should support participant presenters to help make sure that their contributions are effective, engaging, and well-aligned with the themes of the course.
- Panelists and guest presenters that participate in the course should be able to provide an international youth perspective. If this is not feasible, then the course facilitators should lead a discussion focused on how participants can apply lessons learned from U.S. youth programming to their own work in the field.
- Content for future deliveries of the youth development training should be adapted from the Education and Youth Development Course where appropriate and so as to be relevant to and appropriate for staff in to other sectors.
- An assessment should be conducted regarding the needs and goals for online resources that will be included as part of the youth development training activity. Some possibilities for online resources include online modules, a youth development program database, and a resource library.

I. EDUCATION AND YOUTH DEVELOPMENT IN-DEPTH COURSE DESIGN AND DELIVERY

DESIGN PROCESS

The Education and Youth Development In-depth Course was developed to provide USAID Education Sector staff with a foundation in the core principles of youth development and to improve their capacity to assess, develop, implement, monitor, and evaluate youth programs. This course was the first delivery of a larger youth development training activity for USAID program officers and technical staff from a range of sectors to meet the increasing need for youth programming and supports in their host countries.

The objectives for the July 2010 delivery of the Education and Youth Development Course were for the participants to:

- Interact with core youth development principles to incorporate into education-focused programs
- Understand the importance of engaging youth and learn about innovative and effective approaches for doing so
- Gain a broad understanding of the range of youth education and skills development program models and how to select the most appropriate based on country context and strategic goals
- Explore effective ways to engage other technical sectors in cross-sectoral youth strategic planning, assessment, and programming

The IRG TEST Team worked closely with Clare Ignatowski, the Workforce Development and Youth Specialist for USAID, throughout the design and delivery of the Education and Youth Development Course. Dr. Ignatowski is the primary point of contact for USAID's youth development training activities as well as an expert in youth and workforce development.

A large portion of the content for the course was adapted from a four-part youth development training developed by EQUIP3 partners and piloted with USAID Washington staff beginning in December 2009. EQUIP3 partners also helped shape the design for the Education and Youth Development Course to ensure that the content met the course's objectives. Significant contributions were made by Bonnie Politz, Vice-President and Senior Technical Expert at the Academy for Educational Development (AED). Ms. Politz led the customization of the existing materials and helped generate new content to supplement the previous core content. Additional EQUIP3 partners provided assistance by identifying key topics for inclusion in the course,

developing the detailed course agenda, and suggesting additional resources (readings, video clips, and online materials) that should be available to the participants.

Because one of the core principles of youth development work is to meaningfully involve young people in youth development efforts, the course presenters wanted to give participants an opportunity to hear directly from young people about their needs, goals, and how youth programming has been a positive influence in their lives. While it would have been ideal to incorporate youth that had been involved in USAID-funded projects, it was determined that it would be cost prohibitive and logistically challenging to bring in host country youth for a one-day course. Instead, the course presenters and the PPMT TEST Team organized a panel with representatives from two U.S.-focused youth development programs. These programs target similar populations and problems to those that USAID Mission staff may encounter. Three young people and two program staff members sat on the panel:

- Lucretia Murphy represented The Maya Angelou Charter Schools along with two students: Clarence and Dylan. The Maya Angelou Charter Schools serve students from lower income, urban areas that have not succeeded in traditional schools and the charter schools are known for their success in working with students who have previously been incarcerated.
- Lori Kaplan represented the Latin American Youth Center (LAYC) along with former LAYC student, Alfredo. The original mission of LAYC was to serve immigrant Latino youth in the Washington, DC area with multi-lingual, culturally sensitive programs. However, the program has since grown to serve a larger population of low-income youth and families beyond just the Latino population.

The panelists responded to a series of questions from the facilitators about their programs including how the programs were designed, their lessons learned, why the young people participate and what the young people have gained from their participation. The participants were also given the opportunity to ask the panelists questions.

PARTICIPANT LIST

Thirty-four participants registered for the Education and Youth Development In-depth Course. A detailed listing of participants by mission is provided in Figure 2 below.

FIGURE 2: PARTICIPANT LIST

No.	Name	Mission
1	Aabira SherAfgan	USAID/Pakistan
2	Abdulhamid Alajami	USAID/Yemen
3	Aivan Amit	USAID/Philippines
4	Aleksandra Braginski	USAID/AME
5	Amena Chenzaie	USAID/EGAT/ED
6	Assefa Berhane	USAID/Ethiopia
7	Befekadu Gebretsadik	USAID/Ethiopia
8	Brian Levey	USAID/Washington
9	Chikondi Maleta	USAID/Malawi
10	Christine Capacci-Carneal	USAID/AME
11	Christine Janes	USAID/LAC/RSD/EHR
12	Cristina Olive	USAID/Peru
13	Demissie Legesse	USAID/Ethiopia
14	Emmanuel Mensah-Ackman	USAID/Ghana
15	Erin Mazursky	USAID/EGAT/AA
16	Felicia Wilson-Young	USAID/Guatemala
17	Gema Jiménez	USAID/Mexico
18	Jannie Kwok	USAID/EGAT/ED
19	Juan Luis Cordova	USAID/Guatemala
20	Karen Towers	USAID/LAC
21	Kevin Roberts	USAID/EGAT/ED
22	LeAnna Marr	Afghanistan/Pakistan Task Force
23	Lee Marshall	USAID/EGAT/ED
24	Mariam Britel Swift	USAID/Morocco
25	Mavjuda Nabieva	USAID/Tajikistan
26	Meredith Fox	USAID/Ghana
27	Mitch Kirby	USAID/AME
28	Mohammad Haroon Raheem	USAID/Pakistan
29	Nader Ayoub	USAID/Egypt
30	Naazlee Sardar	USAID/Pakistan
31	Pete Cronin	USAID/EGAT/ED
32	Rasheena Harris	USAID/EGAT/ED
33	Sarah Crites	USAID/AFR
34	Thomas LeBlanc	USAID/Tanzania

PRE-COURSE SURVEY

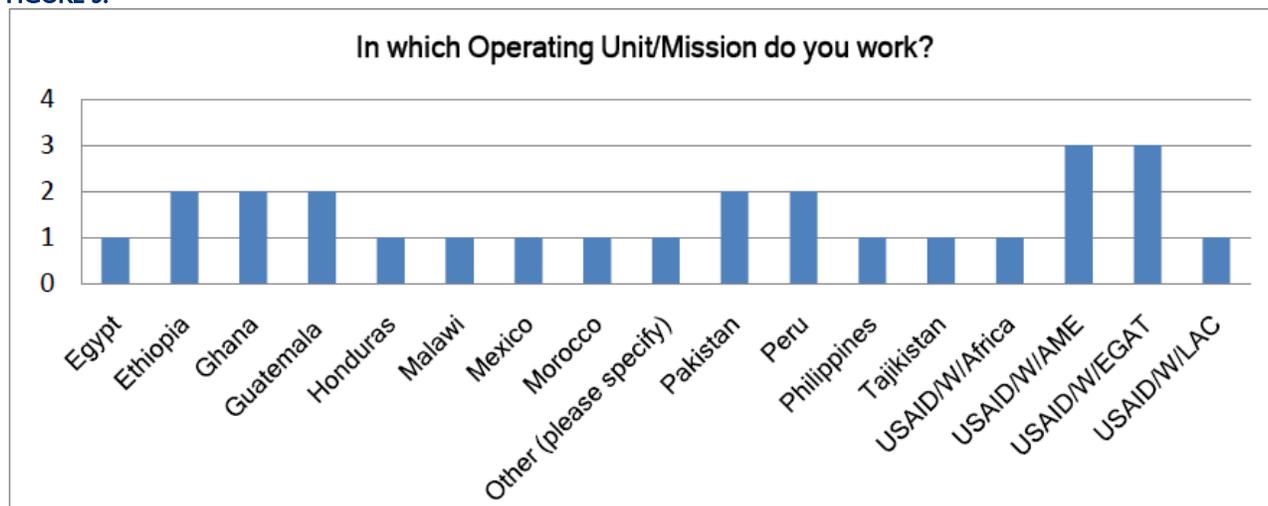
As part of the registration process, participants were asked to complete an online survey which was intended to develop a demographic profile of the group. This profile was used by the course facilitators as key information for the design and delivery of the course.

The results of the survey for the July 2010 Education and Youth Development In-depth Course are as follows:

Twenty-seven participants responded to the online survey, 25 of whom entered their name and operating unit/missions. The respondents represented at least 17 operating missions/countries (see Figure 3 below) and six different hiring statuses: USFS, USFSL, USCS, FNDH, FNPSC, and FSN. Of these respondents, the vast majority were relatively new to the Agency, as 73.1 percent had been employed by USAID in any capacity for six years or less and 88 percent had worked for USAID in the education sector for six years or less. A majority of respondents—69.2 percent—hold a degree in education (see Figure 4 below) and 88.4 percent of said respondents have a masters and/or doctorate degree.

Seventeen participants responded to the second of three qualitative questions related directly to the Education and Youth Development Course. The first question asked participants about funding decisions, and the second asked them to identify a successful youth education program (in current or former Mission experience) and to briefly describe what makes it successful. Several participants responded that their portfolios do not include any current youth education programs, or they have not yet seen a wholly successful youth education program. Other answers included: the SEED Program, The Egyptian Education and Employment Alliance program (EEEA), workforce development programs that use sports to keep youth interested, technical skills training for OSCY, Global School Partnerships, and a Merit and Needs-Based Scholarship Program (see Figure 5 below). The third question asked participants to briefly describe which sectors work effectively in partnership with youth education programs, and why. Again, 17 participants out of the total 27 responded to this question. The most common answers were: economic growth, education, health, tourism, and agriculture (see Figure 6 below).

FIGURE 3:



Answer Options	Response Count
	25
<i>answered question</i>	25
<i>skipped question</i>	0

Number	Please enter your full name:	In which Operating Unit/Mission do you work?
1	Mariam Britel Swift	Morocco
2	Gema Jiménez O'Farrill Tirado	Mexico
3	Juan Luis Cordova Guirola	Guatemala
4	Felicia R. Wilson	Guatemala
5	Ms. Aabira SherAfgan	Pakistan
6	Emmanuel Mensah-Ackman	Ghana
7	Meredith Fox	Ghana
8	Haroon Raheem	Pakistan
9	Rebecca Cobb Adams	USAID/W/AME
10	Chikondi Maleta	Malawi
11	Befekadu Gebretsadik	Ethiopia
12	Christine Janes	Honduras
13	Mitch Kirby	USAID/W/AME
14	Aleksandra E. Braginski	USAID/W/AME
15	Sarah Crites	USAID/W/Africa
16	Kevin Patrick Roberts	USAID/W/EGAT
17	Rasheena Harris	USAID/W/EGAT
18	Jannie Kwok	USAID/W/EGAT
19	Aiyan Leo R. Amit	Philippines
20	Demissie Legesse	Ethiopia
21	Mavjuda Nabieva	Tajikistan
22	Cristina A. Olive	Peru
23	Karen Towers	USAID/W/LAC
24	Nader Ayoub	Egypt
25	LeAnna Marr	Other (please specify)

FIGURE 4:

Were any of your degrees earned in education?

Answer Options	Response Percent	Response Count
Yes	69.2%	18
No	30.8%	8
	<i>answered question</i>	26
	<i>skipped question</i>	1



FIGURE 5:

Identify a successful youth education program (in your current or former Mission experience) and briefly describe what makes it successful.

Answer Options	Response Count
	17
<i>answered question</i>	17
<i>skipped question</i>	10

No. Response Text

- 1 The portfolio I supervise does not include youth education programs.
- 2 I have not yet seen a fully successful youth education program. Those that I have seen or been involved in were partially successful, but did provide many lessons that would inform future programming. One of the USAID funded youth education programs that I have been involved in prior to joining USAID was the Morocco Education and Employment Alliance (MEEA), which was a grant to the International Youth Foundation. 7 projects (sub-grants) were funded under the MEEA. Most of them were relatively successful. What made them so is the fact that they served different categories of disadvantaged youth using a panoply of tools that were specifically adapted to the needs of each category of youth, but most importantly, the success was due to the partnership approach that was adopted: partnerships among the projects themselves (cross fertilization), and partnerships among the public sector, the private sector, and civil society actors.
- 3 .Merit and Needs-Based Scholarship Program which gives full funding for poor and needy students to undertake their higher education degree programs in Agriculture and Business Administration. These students are those whose families are struggling with serious poverty
- 4 Not applicable
- 5 We do not have any current youth education programs.
- 6 The sector needs guidance on what constitutes good "outcomes" for youth programming in education vs workforce. We've got to move beyond outputs such as the number of youth trained. Are we trying to retain youth in school or get them back into school? What are we trying to achieve for youth in the education sector? Beyond these objectives, other sector support is needed because youth is a cross cutting issue.
- 7 "Mitigating Conflict through Employment Generation and Peurban youth was a training in viable economic skills in vocational trades, as well as life-skills training to help unemployed youth become more attractive to potential employers in Addis Ababa." Those who got the opportunity to participate in this activity were able to be employed or self-employed.
- 8 In my experience, Global School Partnerships was the most successful program. The aim was to motivate young people's commitment to a fairer, more sustainable world. The project supported partnerships that promote global education through the curriculum. Support and guidance was provided to teachers and grants to schools to make the most of a school partnership as a learning tool. Funding was available for visits between partner schools to enable them to develop curriculum projects together based on global themes. Following were key benefits:
 - Encouraging discussion of development issues
 - Embedding a global dimension in the curriculum
 - Emphasizing equality and reciprocity
 - Creating a greater global understanding
 - Working towards whole school involvement
 - Involving students
 - Contributing to teachers' personal and professional development
 - Engaging with communities
- 9 NA
- 10 This is my first tour, however I worked on the initial stages of a youth employability project during my time in Washington that used sports and teamwork themes to promote viability in the workforce.
- 11 technical Skills training for OSCY in partnership with local business groups and organizing the learners into a community based business enterprise.
- 12 We don't yet begun implementing this program
- 13 The basic education program is focused on youth assiting the young generation to be trained through interactive teaching practices increasing their interest into learning via modern practices used by teachers, strengthening their skills and knowledge, developing their critical and analytical skills and making the learning process of fun rather than riote memorization process and preparing youth to be active memebers of the society of the new Milleneum.
- 14 Our current youth (education-focused) program is still nascent. However, we have an ongoing youth program related to counternarcotics which has proven to be effective in improving leadership among the youth and helping them decide to choose licit activities vs. a coca-driven lifestyle.

A ganar is a workforce development program which uses a sports (soccer, baseball) as a hook to teach employability skills. The sports aspect really appeals to youth and makes them excited about the program, but yet is integrated with vocational skills courses, basic math/reading skills, internships etc. The program is successful because of the sports aspect, but also because the implementing partner really works hard to find private sector partners who are interested in taking on participants as interns and helps contribute to the coursework.

The Egyptian Education and Employment Alliance program (EEEE), its goal was to develop partnerships among the public, private and NGO communities to pilot and expand innovative, new approaches that would address critical education and employment gaps for young Egyptians. Public sector involvement was a key component of the program in order to promote scale and sustainability. . EEEA engaged Egypt's public sector as strategic partners in the program model laying the foundation for scaling successful pilot projects at the national level. Partnerships with Egypt's two largest public universities, Cairo and Ain Shams, allowed for the creation of the first ever Career Development Centers in Egypt's public universities, setting the stage for the replication of their model to Egypt's other public universities

SEED Program. It's successful since it provides training to indigenous youth, teachers and technical advisors in education in the U.S. Upon their return to our country they become agents of change, they implement the gained skills, and also implement development projects in their indigenous/rural communities.

FIGURE 6:

Briefly describe which sectors work effectively in partnership with youth education programs, and why.	
Answer Options	Response Count
	17
<i>answered question</i>	17
<i>skipped question</i>	10

No. Response Text

- 1 According to my experience with MEEA and with the workforce development component of the recently completed USAID ALEF project, the sectors that have worked most effectively in partnership with youth education programs are the tourism sector and the agriculture sector. These are the sectors that are in need of entry level qualified young workkforce, and therefore these are the sectors that have gradually started investing and getting involved in youth education and training.
- 2 Government of Pakistan (Ministry of Education, Department of Provincial Education and Higher Education Commission-HEC) have shown great support and effectiveness in partnership with our programs. Especially when it comes to reaching out to remote areas and vulnerable youth. Private sector lacks that trust from local population as they work on high profit basis and do not conform to local culture and practices.
- 3 I don't believe there is much effective cross-sector programming for youth. The agency needs a cross-sector strategy with outcomes for each sector. Otherwise, youth programming will continue to be ad hoc, without meaningful objectives or outcomes and continue to be small efforts at training youth for employment, which is more of a EG objective than an education one.
- 4 Complementary basic education
- 5 Agriculture in rural areas and small-scale businesses in urban
- 6 Education is a critical part of humanitarian response in diverse situations, just as it is an integral part of early recovery and longer-term reconstruction in disrupted societies. Education is an essential service in "fragile" States, just as it is vital for communities/countries threatened by HIV/AIDS, persistent drought, food insecurity, social violence or deepening poverty. Education is integral to initiatives and policies for community/national development. All of these situations require different types of operational competencies and capabilities for achieving educational goals.
- 7 Health; EG sometimes
- 8 we are currently partnering with health, dg, and eg in different ways in our mission, but there are myriad ways other sectors can work effectively w/ education. In fact most programs incorporate some form of education. i think there just needs to be a willingness to work together and then any program can involve education in some way.
- 9 agri-industrial sector. OSCY program should complement local development strategy. Thus an effective program should be relevant to the development needs of the area. Since more than 60% of poor and underserved are in rural areas, skills training should contribute to agri or rural development.
- 10 Health and economic growth programs. They worked because they are all closely related. Our education program supports the health program and vice versa, our education also supports the econmic growth in the country.
- 11 It's effective to staregize the education project in interaction with the health, economic growth and democracy portfolio as it educates students to value the importnace of the healthy life skills; linkages with economic growth programs helps to strengthen the vocational skill and be prepared for labour market and to find employment opportunities and through the democracy programs to be confident and open for building the democratic society.
- 12 Economic growth -- because of its link to defining market needs and employment.¶
Counternarcotics - as they apply to impacting behaviour change and improving leadership among youth to stay away from illicit, coca-driven activities.
- 13 economic growth is a natural fit for obvious reasons, but youth is so cross-sectoral is links to all the other technical areas. In LAC, our youth activities are often DG because of the gang problem
- 14 Education, Health
- 15 Some of the sectors are: the Secretariat of Public Education, through its Office of Indigenous Education. While their stay in the U.S. this Office continues paying the teachers' and advisors' salary, and provide a substitute teacher and advisor.

AGENDA AND LOCATION

To ensure that participants would have a full week of events, the TAG decided that the Education and Youth Development Course should be a one-day course embedded within the SOTA Workshop week. The TAG had selected the Key Bridge Marriott in Rosslyn, Virginia for the Education SOTA Workshop, which necessitated that the Education and Youth Development In-depth Course be held there as well. The TAG had previously selected the Marriott as the venue for the August 2009 Effective Education Portfolio Management Course (EPPM), and worked with the Marriott to create a seamless reservation process for non-Washington staff, secure meeting and workspace, as well as use of the hotel's Capital View Ballroom for a participant reception.

The Education and Youth Development Course was held July 28, 2010. The course focused on understanding the importance of engaging youth and learning about innovative and effective approaches based on the notion that doing so is critical to effectively designing an education strategy that supports core youth development principles and engages other technical sectors in youth strategic planning, assessment and programming.

As an interactive course, it allowed for participants to gain a broad understanding of the range of youth education and skills development program models and how to select the most appropriate based on country context and strategic goals. Participants were introduced to the program models of The Maya Angelou Charter Schools and the Latin American Youth Center through the Voices from the Domestic Front panel and learned how both programs were able to effectively scale up their activities.

Two participants were also asked to formally present their experiences with youth programming in their Missions: Mariam Britel-Swift from USAID/Morocco and Aivan Amit from USAID/Philippines. Through the Q&A sessions throughout the day, participants were able to consider how these and other program models might be applied in their host country contexts. The participants were then able to apply course's key concepts during the group activity at the end of the day which tasked participants with developing "an innovative and sustainable education program" for USAID/Jamaica. After the groups presented their program designs, they were provided with specific feedback from the course facilitators and they were shown a video of Karen Hilliard, the Mission director from USAID/Jamaica, discussing the programming that was actually designed for Jamaica's youth. The PPMT TEST Team produced the video of Mission Director Karen Hilliard in March 2010 for used in the EQUIP3 designed and delivered Youth Development training series.

The agenda for the Education and Youth Development In-depth Course follows below:

WEDNESDAY, JULY 28, 2010

8:30 am Introductions & Overview

Georgetown Ballroom

Presenter:

Clare Ignatowski, EGAT/ED/HEW

Bonnie Politz, Academy for Educational Development (AED)

Topics:

- Introductions
- Group Activity: Who are you and what life shaping events got you to where you are now?
- USAID Youth Objectives
- Youth Development Overview

9:15 am Meaningful Linkages Between Education and Youth Development

Georgetown Ballroom

Presenter:

Clare Ignatowski, EGAT/ED/HEW
Bonnie Politz, Academy for Educational Development (AED)

Topics:

- Working effectively with other sectors regarding youth
- Core youth development principles to incorporate into education programs

10:00 am Coffee Break

Hallway immediately outside the Georgetown Ballroom

10:15 am Voices from the Domestic Front

Georgetown Ballroom

Presenter:

Bonnie Politz, Academy for Educational Development (AED)
Lori Kaplan, Latin American Youth Center
Rosetta Lai, Asian American LEAD
Lucretia Moore, See Forever/Maya Angelou Charter School Representative
Youth representatives from local youth/education programs

Topics:

- Why youth actively participate in current education programs; how their skills and knowledge are assessed; how these programs differ from their past educational experiences and their next steps in education and/or career
- Insight into youth education programs: design, implementation, assessment and evaluation

12:15 pm Lunch

Capital View Foyer 2

1:30 pm Assessing Opportunities & Developing Programs

Georgetown Ballroom

Presenters:

Clare Ignatowski, EGAT/ED/HEW
Bonnie Politz, AED
Mariam Britel-Swift, USAID/Morocco
Aivan Amit, USAID/Philippines

Topics:

- USAID Project Cycle

- Assessment Approaches
- Selecting implementation models
- Presentations: Morocco and Philippines

3:00 pm Coffee Break

Hallway immediately outside Georgetown Ballroom

3:15 pm Assessing Opportunities & Developing Programs (continued)

Georgetown Ballroom

Presenters:

Clare Ignatowski, EGAT/ED/HEW
Bonnie Politz, AED

Topics:

- Applying skills to a case study
- Interactive Jamaica case study
- Resources/key documents
- How to stay connected

5:00 pm Education and Youth Development Course Evaluation

Georgetown Ballroom

COURSE FACILITATORS

As youth issues have become a growing priority for USAID, Clare Ignatowski, the Senior Advisor for Workforce Development and Youth, has taken the lead in improving the capacity of USAID program officers and technical staff to assess, develop, implement, monitor, and evaluate youth programs as well as to raise their awareness of how to take a cross-sectoral, holistic approach to youth activities. This youth development training effort began under the EQUIP3 project which developed and piloted four youth development training modules for USAID Washington staff. Under the TEST project, the goal was to adapt this content for USAID professional development trainings through classroom-based course deliveries and online training components. The Education and Youth Development Course was the first youth delivery as part of this effort.

Clare Ignatowski was a key course facilitator for the Education and Youth Development Course and provided the USAID perspective as well as the context for why youth is a growing priority for international development work. Dr. Ignatowski invited Bonnie Politz to co-facilitate the course under the EQUIP3 Leader-with-Associates Cooperative Agreement because of her substantial expertise in youth development.

Brief bios for Dr. Ignatowski and Ms. Politz follow:

Clare Ignatowski

Workforce Development and Youth Specialist, Office of Education, USAID

Clare Ignatowski is Senior Advisor for Workforce Development and Youth in the Bureau of Economic Growth, Agriculture and Trade (EGAT)'s Office of Education, U.S. Agency for International Development. In this position, she provides technical assistance to USAID Missions in the design of technical/vocational training, youth development and employment, workforce assessment, and human capital development in post-conflict contexts.

A Ph.D. anthropologist with specialty in sub-Saharan Africa, Ignatowski began her career at USAID in 2003 in the Bureau of Democracy, Conflict and Humanitarian Assistance (DCHA)'s Office of Conflict Management and Mitigation. Prior to joining USAID, Ignatowski held a position at Public/Private Ventures, Inc. where she designed innovative social and education programs for disadvantaged youth in the U.S. Other education-related experiences include Peace Corps (Cameroon, 1985-87) in a young farmer's training center, and work in adult literacy in Philadelphia.

She holds a Master's in Educational Leadership from the University of Pennsylvania, and has authored a book on performance arts and modernity in Northern Cameroon (Indiana University Press, 2006). Her most recent journal article is "Framing Youth Within the Politics of Foreign Assistance" published in November 2007 in *Research in Comparative and International Education*, Vol. 2(3).



Bonnie Politz**Vice-President and Senior Technical Expert,
Academy for Educational Development (AED)**

Bonnie Politz is Vice-President and Senior Technical Expert at the Academy for Educational Development (AED) in Washington, D.C. In this capacity, she focuses on domestic and international efforts to strengthen the youth development infrastructure at local, regional and national levels. Project management, proposal development and fundraising, enhancing organization and community linkages, and meeting facilitation are tasks associated with this position.



Since 1972, Ms. Politz has been actively engaged in efforts to improve community and public systems serving children, youth and families. Prior to her tenure at AED, she served as a site manager for the Annie E. Casey Foundation's New Futures Initiative, a multi-year comprehensive reform effort designed to improve school achievement, reduce adolescent pregnancy and school dropout rates, and increase employment skills and opportunities for youth. Over an eight-year period, Ms. Politz worked in several capacities for the District of Columbia government, including: Deputy Director of the Mayor's Policy Office; Special Assistant on Human Services to the City Administrator; and Special Assistant to the Commissioner of Social Services focusing on child welfare, juvenile justice and children's mental health systems.

Prior to this, Ms. Politz had several years of experience at both the D.C. Public Defender Service developing sentencing alternatives for juvenile clients and the National Child Day Care Association working as a developmental teacher/tester on a federally funded research project.

Ms. Politz holds a Master of Public Administration degree from Harvard University, John F. Kennedy School of Government and a B.S. in Early Childhood Education from the University of Maryland.

II. EVALUATION METHODOLOGY

Course Evaluation – Participants were asked to fill out an evaluation at the conclusion of the Education and Youth Development course that asked questions in four categories: learning effectiveness, presenter effectiveness (individual to both instructors), course format, and course materials. The evaluations also provided a comment space for participants to voice their opinion on specific topics or address the course as a whole. The evaluations questions are in Figure 7 below:

FIGURE 7: IN-DEPTH COURSE EVALUATION QUESTIONS

Education and Youth Development In-depth Course Evaluation Questions

Learning Effectiveness

- I gained new knowledge from this session. (1-5 disagree/agree)
- I will be able to apply the knowledge I learned in this course to my job. (1-5 disagree/agree)
- What changes to the training content would have improved or enhanced your understanding of the material? (open-ended answer)
- What are 3 specific things (i.e. tools, insights, strategies) you learned that will help you be more effective in your position? (open-ended answer)

Presenter Effectiveness (Clare Ignatowski):

- The instructor demonstrated a thorough command of the topic. (1-5 disagree/agree)
- The instructor was effective. (1-5 disagree/agree)
- Please provide any additional feedback about the presenter. (open-ended answer)

Presenter Effectiveness (Bonnie Politz):

- The instructor demonstrated a thorough command of the topic. (1-5 disagree/agree)
- The instructor was effective. (1-5 disagree/agree)
- Please provide any additional feedback about the presenter. (open-ended answer)

Course Format:

- Which of the following were the three most valuable activities for you from the course? (Select from the following list: introductory group activity, presenter lectures, participant presentations, youth-adult domestic panel, domestic expert presentations, and interactive case studies)

Course Materials

- The participant materials were well organized. (1-5 disagree/agree)
- The participant materials contributed to my understanding of the course. (1-5 disagree/agree)
- The participant materials will be helpful in performing my job. (1-5 disagree/agree)

Additional Comments (open-ended answer)

III. COURSE EVALUATIONS

LEARNING EFFECTIVENESS AND COURSE FORMAT

Course evaluations, comments and informal feedback indicate that the training was very beneficial to participants. On the course evaluations, participants were asked to rank how strongly they agreed that they gained new knowledge from the training. On average, participants rated the course a 4 on a scale of 1-5, with 5 indicating that they agreed that they had gained new knowledge from this training. Participants also rated the course with an average of 4.06 when asked if they will be able to apply the knowledge they learned to their job.

For the open-ended evaluation questions, participants most commonly cited the “examples from other countries” as the major course aspect that contributed to their learning. One participant “loved the small group work on Jamaica,” which had groups work together on a case study of youth programming in Jamaica before reporting back to the entire class with their proposed plans. Other participants noted that they “learned a lot from the work in Philippines and Morocco,” particularly “common issues in working with youth around the world” from presentations by participants from the Morocco and the Philippines missions who described their youth development programs and their challenges and successes.

The case study and the participant presentations were the highest ranked activities during the training. Thirteen out of 18 respondents indicated that the case study was one of the three most valuable activities, and 10 out of 18 respondents indicated the high value of the participant presentations. In fact, when asked what changes should be made to the training, participants asked for “more in-depth examples of best practices” from the field, more “state-of-the-art international experiences in developing countries” and a list of “current USAID supported education and youth development points of contact.” These comments indicate participants’ strong interest in learning from the work of their peers.

Participants also enjoyed the Voices from the Domestic Front Panel, which featured youths and adults from The Maya Angelou Charter Schools and the Latin American Youth Center. Nine out 18 participants indicated in their evaluations that this panel was valuable and mentioned in their comments that it helped them learn the importance of “understanding the needs and wants of our program participants” and integrating “youth and their experiences.”

The remaining activities were ranked in their value to participants as follows: presenter lectures (6 out 18 respondents), introductory group activity (4 out 18 respondents), and domestic expert presentations (3 out of 18). Other topics there were highlighted as valuable in the participants’ comments included: performing assessments for youth programming (3 comments), involving stakeholders (3 comments), and exploring the linkages between education and youth development, specifically the connections between in-school and out-of-school youth (3 comments).

PRESENTER EFFECTIVENESS

The participant evaluation scores and comments indicate that they appreciated the presenting style and expertise of both Dr. Ignatowski and Ms. Politz. Participants were asked to rank both presenters individually on whether they demonstrated a thorough command of the topic and were effective presenters. On average, participants gave Dr. Ignatowski a score of 4.39 for command of the topic and 3.94 for effectiveness. Ms. Politz was given a score of 4.33 for command of the topic and 3.89 for effectiveness. Overall average ratings by category reveal that participants valued the expertise and presentation styles of Dr. Ignatowski and Ms. Politz (overall average of 4.17 and 4.11 respectively) more than any other aspect of the course.

While participants had the opportunity to leave specific feedback for each presenter, many of their comments addressed both presenters simultaneously, stating that they appreciated that the “session was very interactive,” the presenters’ efficient coordination and organization, and their professionalism and expertise. Comments specific to Dr. Ignatowski indicated that she possessed “strong knowledge and skills” in the subject matter and interacted well with the audience. One participant noted that Ms. Politz encouraged active participation and was able to provide examples from projects implemented by AED. One commenter however, mentioned that both presenters should have had a stronger command of the challenges of the field and that there should be more activities throughout the course.

COURSE MATERIALS

The evaluations also asked participants to provide feedback on the course materials, which included a binder of PowerPoint slides, Jamaica case study materials, and readings. Each question was ranked on a scale on 1-5, with five indicating strongest agreement. Participants indicated that the materials were very organized, with an average score of 4.33, that they contributed to the participants’ understanding of the course, with an average score of 3.89, and that they will be helpful in performing their job average score of 3.83—very strong ratings for a pilot course.

IV. RECOMMENDATIONS FOR FUTURE OFFERINGS

The Education and Youth Development In-depth Course was the first delivery of the Office of Education's youth development training activities for the FY2010 TEST work plan. As originally conceptualized, these training activities would have been created for staff in a variety of sectors. However, because of the unique opportunity of the Education SOTA Workshop, the Education and Youth Development In-depth Course was delivered from the perspective of only the education sector and focused on how that sector's staff can be most effective in their own programming, as well as in partnership with other sectors. Looking forward to future deliveries, it is possible to use this model for other sectors by identifying the youth development core content from within the Education and Youth Development In-depth Course that could be incorporated in all future deliveries. Then, this content would be adapted and built upon as needed to create sector-specific versions of a youth development course that would be presented to staff in a familiar context.

CLASSROOM DELIVERIES

As indicated by the course assessments, participants generally had a favorable opinion of the first delivery of the Education and Youth Development In-depth Course. Three participants even indicated in their comments that they would not change anything about the course. However, there were a few recommendations that should be taken into consideration for future deliveries.

- **Use introductory sessions to define course objectives and make linkages across sessions.** This could be accomplished at the start of each session by addressing how the session relates to the preceding and following sessions to make key linkages for the participants and help keep them focused. In addition, the course objectives were shared at the beginning of the course, but they were not addressed again throughout the day. It may be helpful to be more explicit at the start of each session about what participants should expect to gain, and check in using one or two questions at the conclusion of each session to determine whether this was successfully addressed.
- **Shorten the length of each session to no more than one hour and incorporate more varied activities and speakers.** Several participants remarked that the sessions which exceeded one hour were exhausting, and participants were unable to remain focused. Substituting different types of activities for some of the lectures could help keep participants motivated throughout the day. In general, added variety to the course structure through the youth panel, the participant presentations, and the case study was very effective and well-liked, as shown by the quantitative evaluations. While the lecture-based sessions contained valuable information that needed to be communicated to the participants, retention might be enhanced by limiting the length of lecture-based instruction and alternating it with other interactive types of activities.

Participants also expressed a strong interest in altering the course content to be able to learn more about best practices from the field, programs that have been developed by their peers,

and how to address challenges that they may face in their work. This area can be expanded through additional presenters, case studies, discussions and the development of online resources.

- **Ensure that participant presenters are prepared to deliver a dynamic presentation.** One important issue that was observed during the Education and Youth Development In-depth course as well as the week of the Education State-of-the-Art Workshop, was that many participants were not experienced presenters and found it difficult to engage the audience and deliver a presentation within specific time limitations. Therefore, one possibility is to allow more time for the PPMT TEST team or the formal course instructors to work with participant presenters on their content and to provide them with support to make their presentation interactive and engaging. Another option is to utilize experts, be they participants or course instructors, who are more experienced presenters for longer, more in-depth presentations, and allow less-experienced participants to give shorter, more informal presentations and/or question and answer sessions based on their work.
- **Substitute the U.S.-based panel for an international one so that participants can better identify the links to their own work.** The youth panel was a successful and very moving part of the Education and Youth Development In-depth Course. It communicated a strong message on how programs can profoundly affect the lives of youth and provided a real perspective on the opportunities and program elements in which youth are interested. However, participant comments reveal that the participants were less willing and less able to relate to U.S. youth programming. To amend this, it might be better to have a panel that focuses on the international youth development perspective. If this is not feasible, then participants might benefit from a discussion specifically focused on what participants can apply to their own programs and activities from the panel, so that the value of the examples and lessons learned are clear. It may also be possible to dedicate less time to this activity.

ONLINE LEARNING APPLICATIONS

Another key component of the youth development training activity is the development of web-based training resources that would support the instructional goals of improving youth development programming and encouraging cross-sectoral efforts. An assessment of the needs and goals for the online learning tools should be conducted to identify the most appropriate resources for meeting those goals. However, some initial online learning opportunities that emerged from the Education and Youth Development In-depth Course include:

- **An online module introducing the importance of youth development:** A self-paced module that would provide learners with a historical background as well as the current context for the growing need to support youth and harness their potential is essential to provide USAID staff with critical knowledge moving forward.
- **Youth development program database:** An online resource that would highlight USAID-supported youth programs detailing their objectives, what was done, the successes and lessons learned, and points of contact in order to help Missions in the development and improvement of their own youth development programs. This could be a static resource populated with examples that are used in live deliveries or an ongoing project toward the goal of compiling information from as many programs as possible. It may also include

interactive elements such as community comments and online presentations by the Mission staff involved in some of the highlighted programs.

- **Resource library and book club:** This online library could either host just the additional resources suggested as part of the youth development trainings or could expand to include other community-recommended tools, websites, and books. Keywords, tags and a search function would allow users to find resources to meet their individual needs. To make this resource more interactive, “book clubs” on longer youth development readings could be held, which would ask participants to read an identified resource every month (or less frequently) and then participate in synchronous or asynchronous discussions to identify key themes and applications to USAID’s work in youth development.

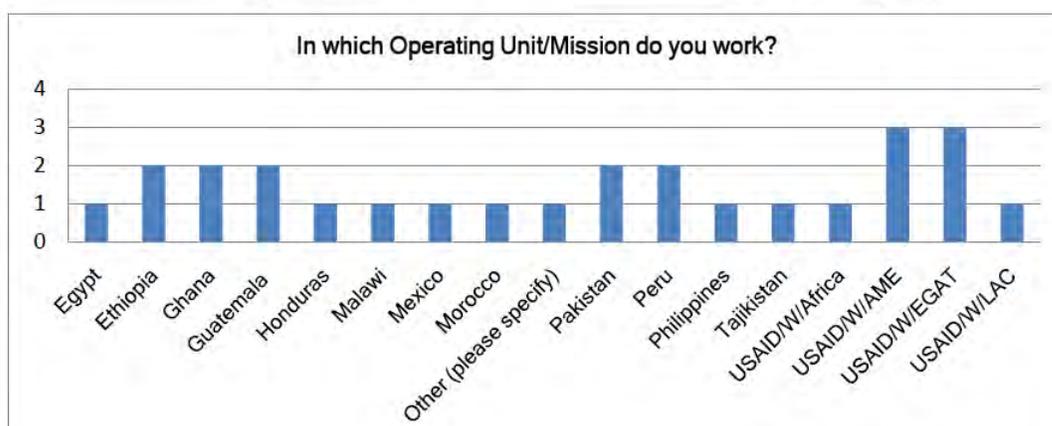
V.APPENDIX A

COMPREHENSIVE PARTICIPANT SURVEY RESULTS

2010 Education State-Of-The-Art (SOTA) Workshop Registration Survey

Answer Options	Response Count
	25
<i>answered question</i>	25
<i>skipped question</i>	0

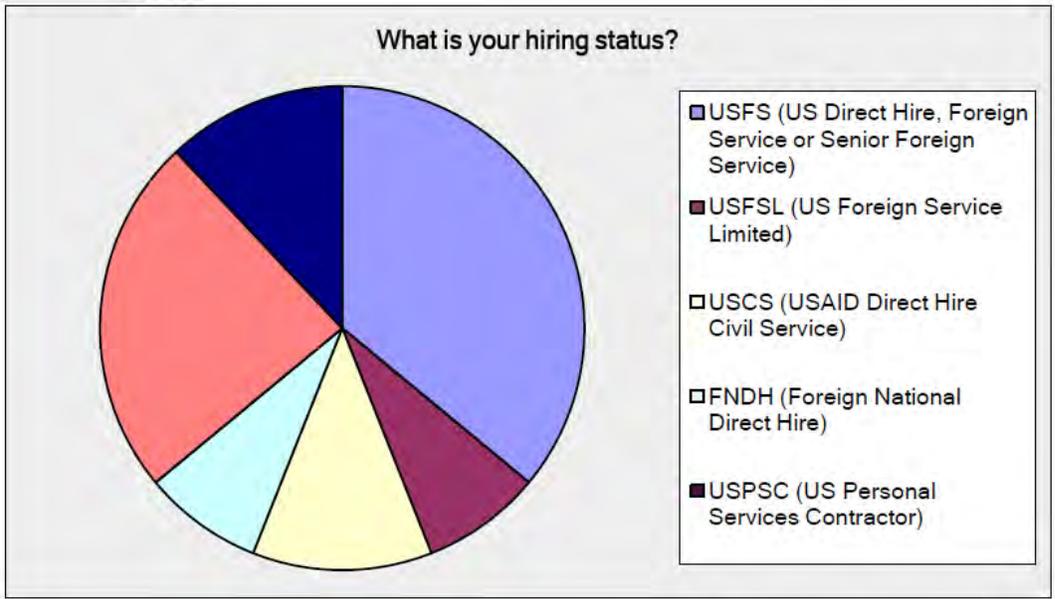
Number	Please enter your full name:	In which Operating Unit/Mission do you work?
1	Mariam Britel Swift	Morocco
2	Gema Jiménez O'Farrill Tirado	Mexico
3	Juan Luis Cordova Guirola	Guatemala
4	Felicia R. Wilson	Guatemala
5	Ms. Aabira SherAfgan	Pakistan
6	Emmanuel Mensah-Ackman	Ghana
7	Meredith Fox	Ghana
8	Haroon Raheem	Pakistan
9	Rebecca Cobb Adams	USAID/W/AME
10	Chikondi Maleta	Malawi
11	Befekadu Gebretsadik	Ethiopia
12	Christine Janes	Honduras
13	Mitch Kirby	USAID/W/AME
14	Aleksandra E. Braginski	USAID/W/AME
15	Sarah Crites	USAID/W/Africa
16	Kevin Patrick Roberts	USAID/W/EGAT
17	Rasheena Harris	USAID/W/EGAT
18	Jannie Kwok	USAID/W/EGAT
19	Aivan Leo R. Amit	Philippines
20	Demissie Legesse	Ethiopia
21	Mavjuda Nabieva	Tajikistan
22	Cristina A. Olive	Peru
23	Karen Towers	USAID/W/LAC
24	Nader Ayoub	Egypt
25	LeAnna Marr	Other (please specify)



What is your hiring status?

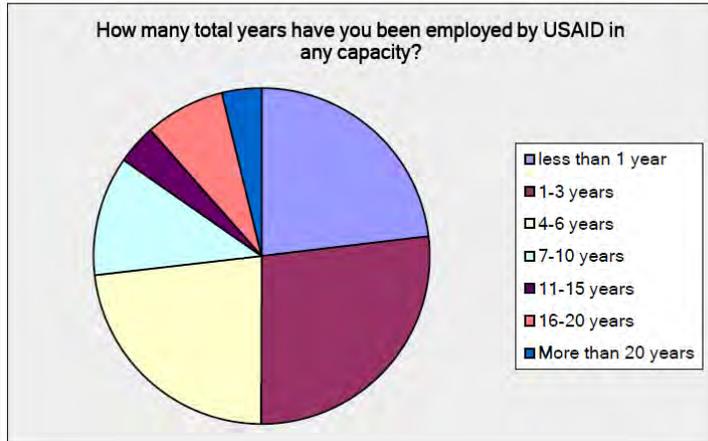
Answer Options	Response Percent	Response Count
USFS (US Direct Hire, Foreign Service or Senior Foreign Service)	36.0%	9
USFSL (US Foreign Service Limited)	8.0%	2
USCS (USAID Direct Hire Civil Service)	12.0%	3
FNDH (Foreign National Direct Hire)	8.0%	2
USPSC (US Personal Services Contractor)	0.0%	0
FNPSC (Foreign National Personal Services Contractor)	24.0%	6
TCNPSC (Third Country National Personal Services Contractor)	0.0%	0
PASA (employee detailed from another USG agency)	0.0%	0
Other (please specify)	12.0%	3
<i>answered question</i>		25
<i>skipped question</i>		2

- Number** **Other (please specify)**
- 1 Foreign Service National (FSN)
 - 2 FSN
 - 3 FSN



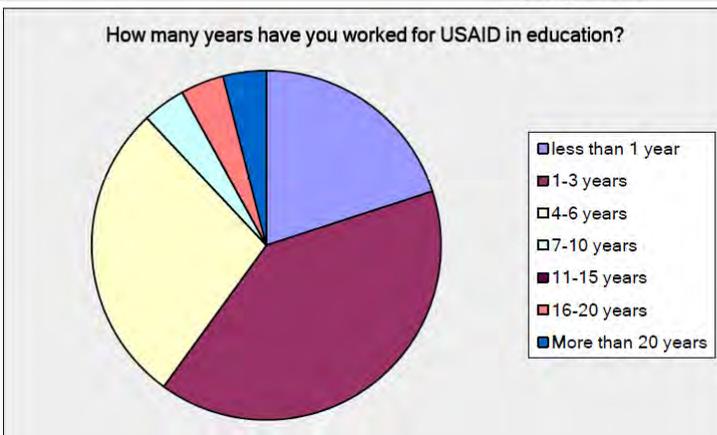
How many total years have you been employed by USAID in any capacity?

Answer Options	Response Percent	Response Count
less than 1 year	23.1%	6
1-3 years	26.9%	7
4-6 years	23.1%	6
7-10 years	11.5%	3
11-15 years	3.8%	1
16-20 years	7.7%	2
More than 20 years	3.8%	1
<i>answered question</i>		26
<i>skipped question</i>		1



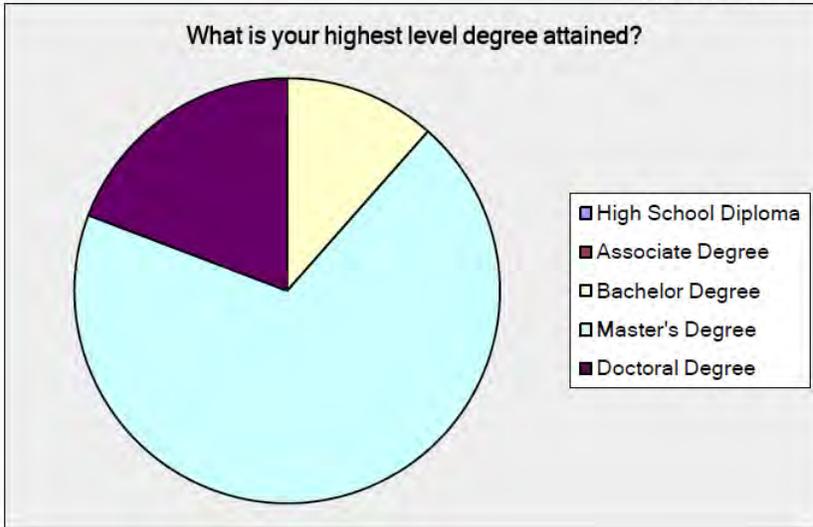
How many years have you worked for USAID in education?

Answer Options	Response Percent	Response Count
less than 1 year	20.0%	5
1-3 years	40.0%	10
4-6 years	28.0%	7
7-10 years	4.0%	1
11-15 years	0.0%	0
16-20 years	4.0%	1
More than 20 years	4.0%	1
<i>answered question</i>		25
<i>skipped question</i>		2



What is your highest level degree attained?

Answer Options	Response Percent	Response Count
High School Diploma	0.0%	0
Associate Degree	0.0%	0
Bachelor Degree	11.5%	3
Master's Degree	69.2%	18
Doctoral Degree	19.2%	5
<i>answered question</i>		26
<i>skipped question</i>		1



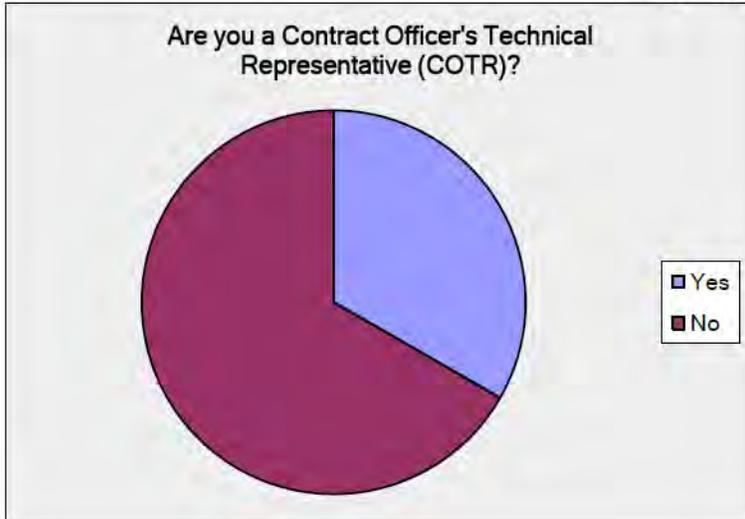
Were any of your degrees earned in education?

Answer Options	Response Percent	Response Count
Yes	69.2%	18
No	30.8%	8
<i>answered question</i>		26
<i>skipped question</i>		1



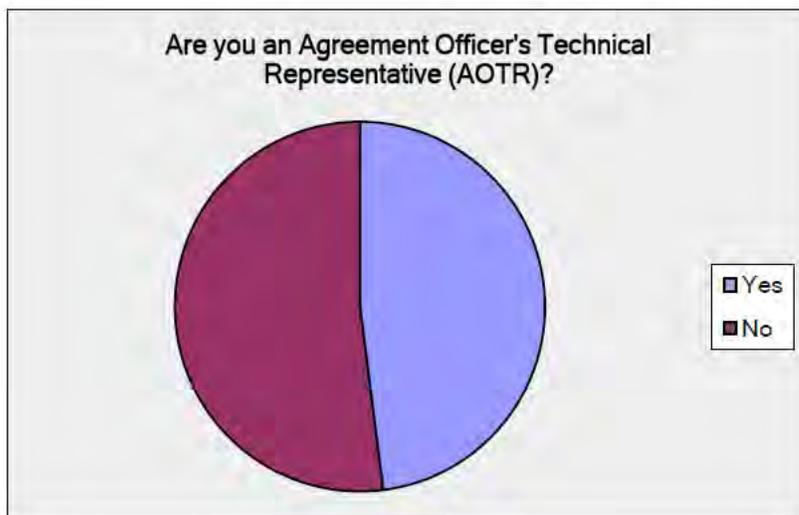
Are you a Contract Officer's Technical Representative (COTR)?

Answer Options	Response Percent	Response Count	
Yes	33.3%	8	
No	66.7%	16	
			<i>answered question</i> 24
			<i>skipped question</i> 3



Are you an Agreement Officer's Technical Representative (AOTR)?

Answer Options	Response Percent	Response Count	
Yes	48.0%	12	
No	52.0%	13	
			<i>answered question</i> 25
			<i>skipped question</i> 2



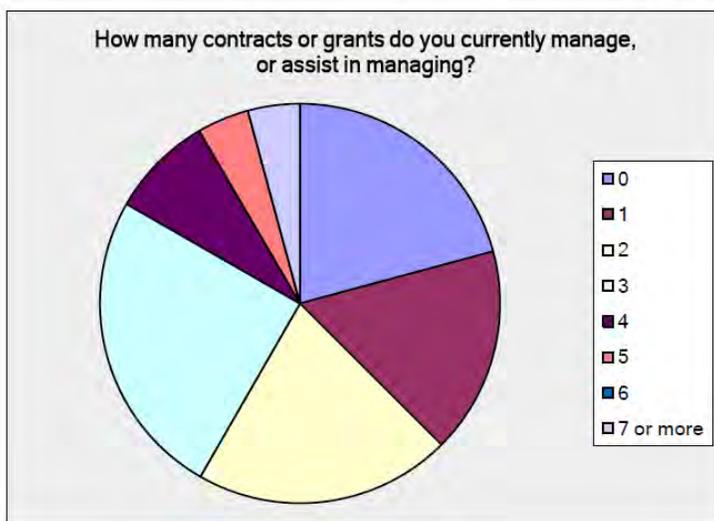
Are you an Activity Manager?

Answer Options	Response Percent	Response Count
Yes	57.7%	15
No	42.3%	11
		<i>answered question</i> 26
		<i>skipped question</i> 1



How many contracts or grants do you currently manage, or assist in managing?

Answer Options	Response Percent	Response Count
0	20.8%	5
1	16.7%	4
2	20.8%	5
3	25.0%	6
4	8.3%	2
5	4.2%	1
6	0.0%	0
7 or more	4.2%	1
		<i>answered question</i> 24
		<i>skipped question</i> 3



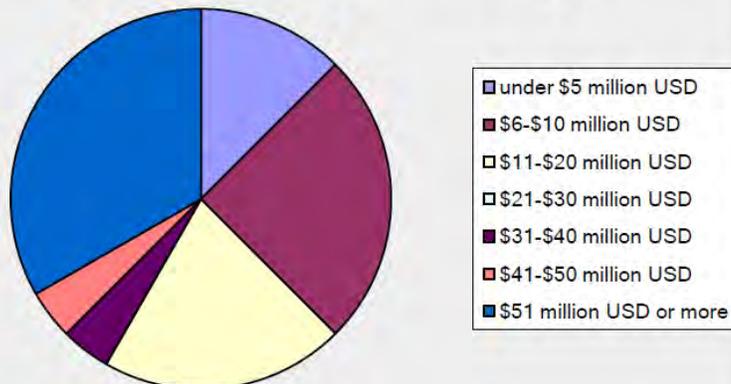
Please indicate what percentage of time you manage or assist in the management of programs in the following areas (should total 100%):

Number	Name	Operating Unit/Mission	Basic education	Higher education	Workforce development
1	Mariam Britel Swift	Morocco	90		10
2	Gema Jiménez O'Farr	Mexico		100	
3	Juan Luis Cordova Gu	Guatemala (Bilateral)	90	5	5
4	Felicia R. Wilson	Guatemala (Bilateral)	88	2	10
5	Ms. Aabira SherAfgan	Peru	5	80	15
6	Emmanuel Mensah-Ac	Ghana	100		
7	Meredith Fox	Ghana	100	0	0
8	Haroon Raheem	Pakistan	90	10	0
9	Rebecca Cobb Adams	USAID/W/AME	95	5	0
10	Chikondi Maleta	Malawi	80		20
11	Befekadu Gebretsadik	Ethiopia	100		
12	Christine Janes	Honduras	90		10
13	Mitch Kirby	USAID/W/AME	80	10	10
14	Aleksandra E. Bragins	USAID/W/AME	50	40	10
15	Rasheena Harris	USAID/W/EGAT	0	0	0
16	Aivan Leo R. Amit	Philippines	40	10	50
17	Demissie Legesse	Ethiopia	100		
18	Mavjuda Nabieva	Tajikistan	90		10
19	Cristina Olive	Peru	70	10	20
20	Karen Towers	USAID/W/LAC	0	15	85
21	Nader Ayoub	Egypt	5	95	0
22	LeAnna Marr	Other (please specify)	45	45	10

What is the total dollar value of the portfolio of contracts and grants you currently manage, or assist in managing?

Answer Options	Response Percent	Response Count
under \$5 million USD	12.5%	3
\$6-\$10 million USD	25.0%	6
\$11-\$20 million USD	20.8%	5
\$21-\$30 million USD	0.0%	0
\$31-\$40 million USD	4.2%	1
\$41-\$50 million USD	4.2%	1
\$51 million USD or more	33.3%	8
<i>answered question</i>		24
<i>skipped question</i>		3

What is the total dollar value of the portfolio of contracts and grants you currently manage, or assist in managing?

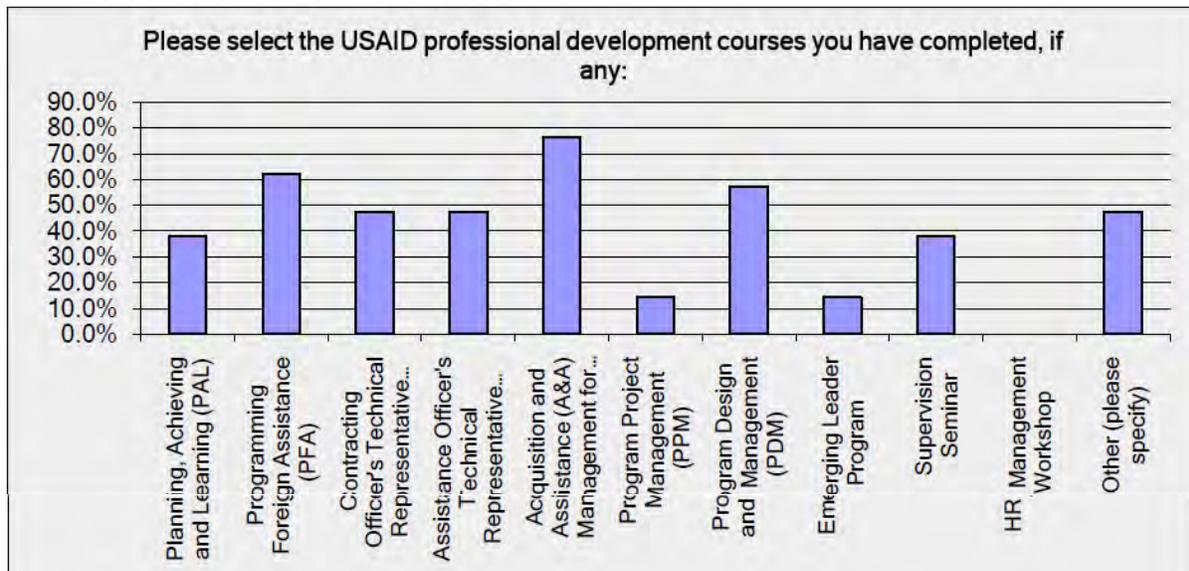


Please select the USAID professional development courses you have completed, if any:

Answer Options	Response Percent	Response Count
Planning, Achieving and Learning (PAL)	38.1%	8
Programming Foreign Assistance (PFA)	61.9%	13
Contracting Officer's Technical Representative (COTR)	47.6%	10
Assistance Officer's Technical Representative (AOTR)	47.6%	10
Acquisition and Assistance (A&A) Management for	76.2%	16
Program Project Management (PPM)	14.3%	3
Program Design and Management (PDM)	57.1%	12
Emerging Leader Program	14.3%	3
Supervision Seminar	38.1%	8
HR Management Workshop	0.0%	0
Other (please specify)	47.6%	10
	<i>answered question</i>	21
	<i>skipped question</i>	6

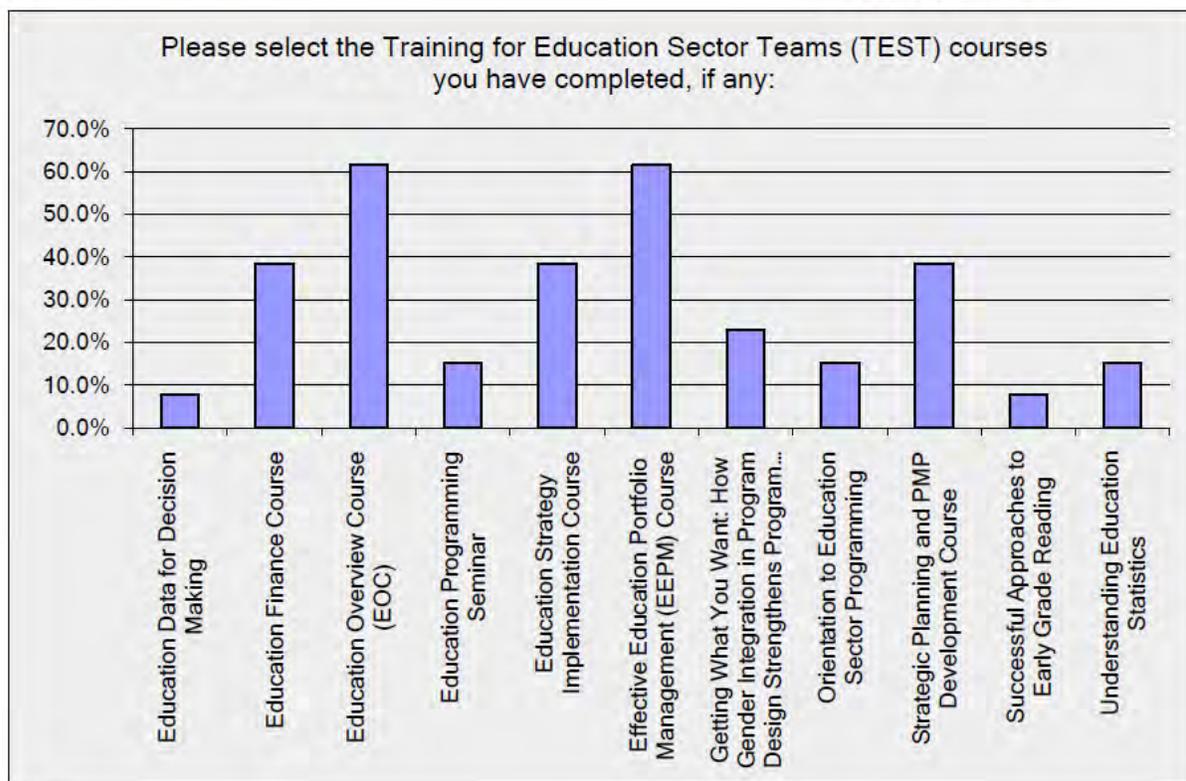
Number Other (please specify)

- 1 Education Worldwide Workshop, August 2009
COTR Prerequisite Course Completed; Foreign Assistance Performance Monitoring and Evaluation Completed; Foundations of Effective Thinking Incomplete; New Employee Orientation
- 2 Completed; Phoenix Accruals Online Training v.113007 completed
- 3 Accruals, COTR/AOTR on-line prerequisite course
- 4 Environmental Compliance, Programming for Conflict-Prone Environments
- 5 2 Week Leadership Program in Charlottesville
- 6 DLI
- 7 Environment Training
- 8 Effective Education Portfolio management Course, October, 2008
Small Acquisitions Contracting Course, Financial Management/Phoenix, Education SOTAs, Economic Growth Training, Environment Training, Global Development Alliances, Performance
- 9 Management, etc.
- 10 Financial Management and Audit



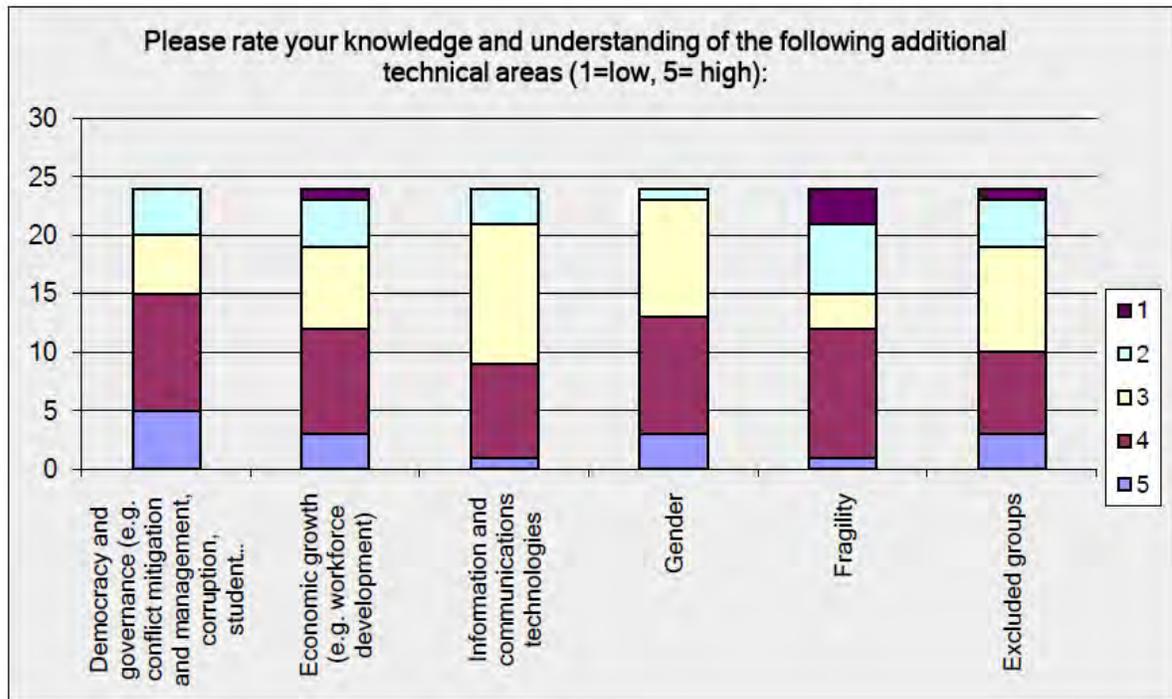
Please select the Training for Education Sector Teams (TEST) courses you have completed, if any:

Answer Options	Response Percent	Response Count
Education Data for Decision Making	7.7%	1
Education Finance Course	38.5%	5
Education Overview Course (EOC)	61.5%	8
Education Programming Seminar	15.4%	2
Education Strategy Implementation Course	38.5%	5
Effective Education Portfolio Management (EPPM) Course	61.5%	8
Getting What You Want: How Gender Integration in Program Design Strengthens Program Effectiveness	23.1%	3
Orientation to Education Sector Programming	15.4%	2
Strategic Planning and PMP Development Course	38.5%	5
Successful Approaches to Early Grade Reading	7.7%	1
Understanding Education Statistics	15.4%	2
	<i>answered question</i>	13
	<i>skipped question</i>	14



Please rate your knowledge and understanding of the following additional technical areas (1=low, 5= high):

Answer Options	1	2	3	4	5	Average	Response Count
Democracy and governance (e.g. conflict mitigation and management, corruption, student..)	0	4	5	10	5	3.7	24
Economic growth (e.g. workforce development)	1	4	7	9	3	3.4	24
Information and communications technologies	0	3	12	8	1	3.3	24
Gender	0	1	10	10	3	3.6	24
Fragility	3	6	3	11	1	3.0	24
Excluded groups	1	4	9	7	3	3.3	24
	<i>answered question</i>						24
	<i>skipped question</i>						3



What guides your Mission in its education funding decision making?

Answer Options	Response Count
	18
<i>answered question</i>	18
<i>skipped question</i>	9

No. Response Text

- 1 A participatory approach among education stakeholders, education nationwide assessments and diagnostics; official information/data.
- 2 the Mission's funding decision making for education is based on 2 main factors: the Mission's five year strategy and the Moroccan Government priorities as related to education.
- 3 USG policy and to some extent host government needs and requirements
- 4 Priorities identified by the Government of Ghana for education development
- 5 The host government's Education Strategic Plan (ESP). We only work on education issues identified as priorities in the ESP.
- 6 Technical input related to education challenges and program opportunities.
- 7 National Education Sector Plans and Mission Strategic Plan
- 8 Mission Strategic Plan that complements with Host Government policy and strategy
Local community needs and consultation with relevant stakeholders including local governments who
- 9 have largest network of public sector schools though we always look for overlaps with the USG assistance policy priorities; in our case Kerry - Lugar Legislation.
- 10 NA I'm USAID/W
The political crisis in the country has played a major role due to the politization of the school system at
- 11 every level. The needs of the people, studies, and donor coordination all play a role in guiding our decisions.
- 12 Not in the order of importance...
1) Funds availability; 2) sector priorities; 3) synergy of other Mission activities; 4) Mission priorities
- 13 The host country education pains and programs and USG starategic objective in the host country.
Education is important pilar to improve the socio economic sectors in Tajikistan. The system is declining due to many problems such as limitted finacing, lack of teachers, high turnover, outdated
- 14 curriculum, textbook, inefficient management and planning at all levels, poor teaching and learning performance, high rate of drop out, poor attendance, etc The economy is declining increasing poverty and decrease government capacity thus sector needs serious attention and technicalsupport.
- 15 Country needs and USG/USAID priorities, earmarks and availability of funds.
Earmarks or where the funding is coming from. For example, I am working on the youth portfolio and a large chunk of our money is from state to deal with youth gang/violence issues in the region. The
- 16 types of programs we program often needs to be agreed upon with state. Once this general agreement is made, we general do an assessment for the most appropriate use of resources given the context around youth.
- 17 Basic and Higher Education Earmarks. Discussions with the Government officials
- 18 The current needs of the country aligned with the Mission objectives

Identify a successful youth education program (in your current or former Mission experience) and briefly describe what makes it successful.

Answer Options	Response Count
	17
<i>answered question</i>	17
<i>skipped question</i>	8

No. Response Text

1 The portfolio I supervise does not include youth education programs.

2 I have not yet seen a fully successful youth education program. Those that I have seen or been involved in were partially successful, but did provide many lessons that would inform future programming. One of the USAID funded youth education programs that I have been involved in prior to joining USAID was the Morocco Education and Employment Alliance (MEEA), which was a grant to the International Youth Foundation. 7 projects (sub-grants) were funded under the MEEA. Most of them were relatively successful. What made them so is the fact that they served different categories of disadvantaged youth using a panoply of tools that were specifically adapted to the needs of each category of youth, but most importantly, the success was due to the partnership approach that was adopted: partnerships among the projects themselves (cross fertilization), and partnerships among the public sector, the private sector, and civil society actors.

3 .Merit and Needs-Based Scholarship Program which gives full funding for poor and needy students to undertake their higher education degree programs in Agriculture and Business Administration. These students are those whose families are struggling with serious poverty

4 Not applicable

5 We do not have any current youth education programs.

6 The sector needs guidance on what constitutes good "outcomes" for youth programming in education vs workforce. We've got to move beyond outputs such as the number of youth trained. Are we trying to retain youth in school or get them back into school? What are we trying to achieve for youth in the education sector? Beyond these objectives, other sector support is needed because youth is a cross cutting issue.

7 "Mitigating Conflict through Employment Generation and Peurban youth was a training in viable economic skills in vocational trades, as well as life-skills training to help unemployed youth become more attractive to potential employers in Addis Ababa." Those who git the oppourtuny to particpate in this actvity were able to be employed or self-employed.

In my experience, Global School Partnerships was the most successful program. The aim was to motivate young people's commitment to a fairer, more sustainable world. The project supported partnerships that promote global education through the curriculum. Support and guidance was provided to teachers and grants to schools to make the most of a school partnership as a learning tool. Funding was available for visits between partner schools to enable them to develop curricular projects together based on global themes. Following were key benefits:[]

- 8
- Encouraging discussion of development issues[]
 - Embedding a global dimension in the curriculum[]
 - Emphasizing equality and reciprocity []
 - Creating a greater global understanding[]
 - Working towards whole school involvement []
 - Involving students[]
 - Contributing to teachers' personal and professional development[]
 - Engaging with communities

10 This is my first tour, however I worked on the initial stages of a youth employability project during my time in Washington that used sports and teamwork themes to promote viability in the workforce.

11 technical Skills training for OSCY in partnership with local business groups and organizing the learners into a community based business enterprise.

12 We don't yet begun implementing this program

13 The basic education program is focused on youth assisting the young generation to be trained through interactive teaching practices increasing their interest into learning via modern practices used by teachers, strengthening their skills and knowledge, developing their critical and analytical skills and making the learning process of fun rather than rote memorization process and preparing youth to be active members of the society of the new Millennium.

14 Our current youth (education-focused) program is still nascent. However, we have an ongoing youth program related to counternarcotics which has proven to be effective in improving leadership among the youth and helping them decide to choose licit activities vs. a coca-driven lifestyle.

15 A ganar is a workforce development program which uses a sports (soccer,baseball) as a hook to teach employability skills. The sports aspect really appeals to youth and makes them excited about the program, but yet is integrated with vocational skills courses, basic math/reading skills, internships etc. The program is successful because of the sports aspect, but also because the implementing partner really works hard to find private sector partners who are interested in taking on participants as interns and helps contribute to the coursework.

16 The Egyptian Education and Employment Alliance program (EEEE). its goal was to develop partnerships among the public, private and NGO communities to pilot and expand innovative, new approaches that would address critical education and employment gaps for young Egyptians. Public sector involvement was a key component of the program in order to promote scale and sustainability. , EEEA engaged Egypt's public sector as strategic partners in the program model laying the foundation for scaling successful pilot projects at the national level. Partnerships with Egypt's two largest public universities, Cairo and Ain Shams, allowed for the creation of the first ever Career Development Centers in Egypt's public universities, setting the stage for the replication of their model to Egypt's other public universities

- 17 SEED Program. It's successful since it provides training to indigenous youth, teachers and technical advisors in education in the U.S. Upon their return to our country they become agents of change, they implement the gained skills, and also implement development projects in their indigenous/rural communities.

Briefly describe which sectors work effectively in partnership with youth education programs, and why.

Answer Options	Response Count
	16
<i>answered question</i>	16
<i>skipped question</i>	9

No. Response Text

1 According to my experience with MEEA and with the workforce development component of the recently completed USAID ALEF project, the sectors that have worked most effectively in partnership with youth education programs are the tourism sector and the agriculture sector. These are the sectors that are in need of entry level qualified young workkforce, and therefore these are the sectors that have gradually started investing and getting involved in youth education and training. Government of Pakistan (Ministry of Education, Department of Provincial Education and Higher Education Commission-HEC) have shown great support and effectiveness in partnership with our programs. Especially when it comes to reaching out to remote areas and vulnerable youth. Private sector lacks that trust from local population as they work on high profit 2 basis and do not conform to local culture and practices.

I don't believe there is much effective cross-sector programming for youth. The agency needs a cross-sector strategy with outcomes for each sector. Otherwise, youth programming will continue to be ad hoc, without meaningful objectives or outcomes and continue to be small efforts at training youth for employment, which is more of a EG objective than an 4 education one.

5 Complimentary basic education

6 Agriculture in rural areas and small-scale businesses in urban

7 Education is a critical part of humanitarian response in diverse situations, just as it is an integral part of early recovery and longer-term reconstruction in disrupted societies. Education is an essential service in "fragile" States, just as it is vital for communities/countries threatened by HIV/AIDS, persistent drought, food insecurity, social violence or deepening poverty. Education is integral to initiatives and policies for community/national development. All of these situations require different 7 types of operational competencies and capabilities for achieving educational goals.

8 Health; EG sometimes

9 we are currently partnering with health, dg, and eg in different ways in our mission, but there are myriad ways other sectors can work effectively w/ education. In fact most programs incorporate some form of education. i think there just needs to be a willingness to work together and then any program can involve education in some way. agri-industrial sector. OSCY program should complement local development strategy. Thus an effective program should be relevant to the development needs of the area. Since more than 60% of poor and underserved are in rural areas, skills 10 training should contribute to agri or rural development.

11 Health and economic growth programs. They worked because they are all closely related. Our education program supports the health program and vice versa, our education also supports the econmic growth in the country.

12 It's effective to staregize the education project in interaction with the health, economic growth and democracy portfolio as it educates students to value the importnace of the healthy life skills; linkages with economic growth programs helps to strengthen the vocational skill and be prepared for labour market and to find employment opportunities and through the democracy programs to be confident and open for building the democratic society.

Economic growth -- because of its link to defining market needs and employment.!!

13 Counternarcotics - as they apply to impacting behaviour change and improving leadership among youth to stay away from illicit, coca-driven activities.

economic growth is a natural fit for obvious reasons, but youth is so cross-sectoral is links to all the other technical areas.

14 In LAC, our youth activities are often DG because of the gang problem

15 Education, Health

16 Some of the sectors are: the Secretariat of Public Education, through its Office of Indigenous Education. While their stay in the U.S. this Office continues paying the teachers' and advisors' salary, and provide a substitute teacher and advisor.

Lunch will be provided during the training courses. Please let us know if you have any dietary restrictions (vegan, vegetarian, etc.) so we can

Answer Options	Response Count
	14
<i>answered question</i>	14
<i>skipped question</i>	13

Number	Response Text
1	none, healthy food. I unfortunately have many dietary restrictions: Low sodium, preferably gluten and lactose free, no pork. However, I will do with what is available. Generally a bit of rice, a small piece of a protein (other than proc) source or some
2	vegetables work perfectly when and if available.
3	All products of Pig (Pork and Ham etc.) I dont eat.
4	No restrictions
5	I prefer salt free foods
6	none
7	vegetarian + fish
8	No. Thanks
9	No restriction
10	No restrictions
11	none
12	None
13	White flour
14	Vegetarian (but I do eat fish)

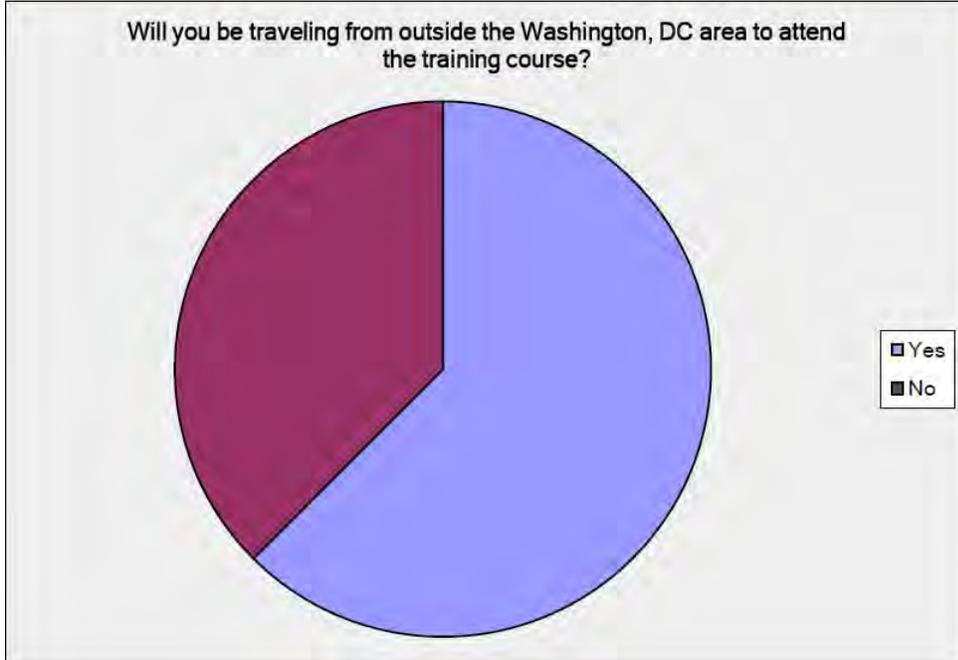
Please provide us with contact information for your EXO (work number and, if available, cell phone number):

Answer Options	Response Count
	18
<i>answered question</i>	18
<i>skipped question</i>	9

No.	Response Text
1	Sheila Samuels (502) 2422-4000
2	Mahmaz, Amal Deputy EXO +212 5 37 63 20 01 X2329 (0661-37-35-06)
3	Mr. Alan Lewter Executive Officer USAID/Pakistan 0092-51-2082794 Mobile: 0092-300-8528547
4	Corwin Edwards, TDY Executive Officer, 233-302-741162, Cell: 233-244-313529
5	Corwin Edwards, Acting EXO, +233 30 274 1162
6	2.66E+11
7	251-11-551-0088 Ext 223 cellphone 251-091-119-9933
8	0092 51 2080000
9	n/a
10	na
11	Mike De La Rosa X 4194 / 4985
12	Yash Kaint; 63 (2) 5529961
13	Robert Appiah, Telephone 251-115-510-088 ext.279
14	mob 992 98 580 82 23 Off 992 37 229 26 06
15	Kurt Pope, EXO kpope@usaid.gov 511- 618-1401
16	202-2522-6550
17	Harold J. Ashby Executive Specialist USAID/Mexico ph.(52+55) 5080-2841 hashby@usaid.gov
18	N/A Washington based

Will you be traveling from outside the Washington, DC area to attend the training course?

Answer Options	Response Percent	Response Count
Yes	62.5%	15
No	37.5%	9
<i>answered question</i>		24
<i>skipped question</i>		3



What date and time will your flight be arriving in the Washington, DC area?

Answer Options	Response Count
	14
<i>answered question</i>	14
<i>skipped question</i>	13

Number	Response Text
1	07/25/10 afternoon
2	FRI 23JUL at 22:33
3	July 24 -Flight:UA1001--Time:16:00
4	July 24 at 8:31 pm
5	July 21, 6:30am
6	July 24, 2010 (11:30)
7	24 July , 15:45. Flight #UA8827
8	#####
9	not sure yet; sunday evening 7/25
10	07/24/2010
11	Date: July 18, 2010 Time: 2 pm
12	07/24/2010
13	July 25, 12:45
14	Saturday, July 24. Dulles Airport, UA 0822

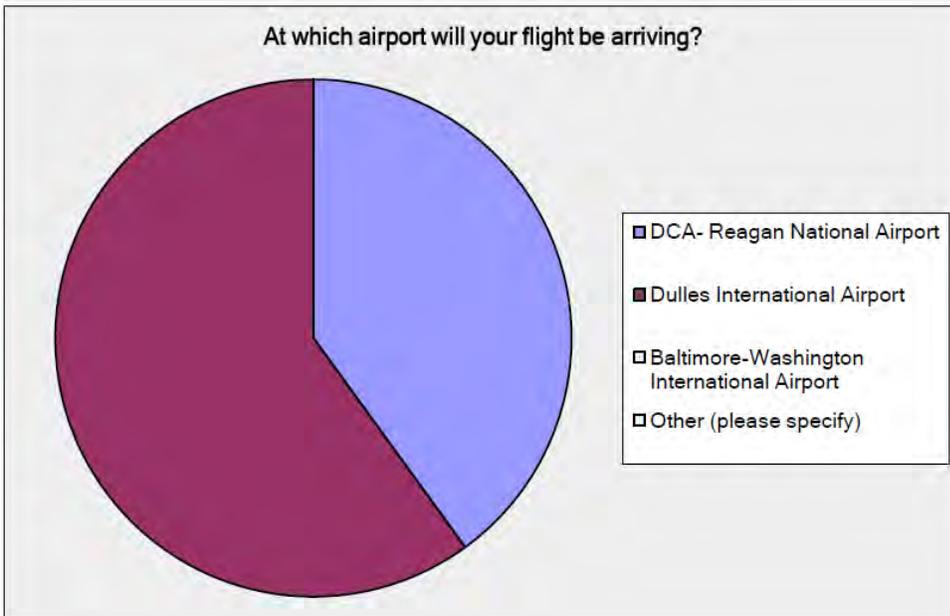
What date and time will your flight be departing the Washington, DC area?

Answer Options	Response Count
	15
<i>answered question</i>	15
<i>skipped question</i>	12

Number	Response Text
1	07/31/10 morning
2	MON 16AUG at 20:01
3	July 31- Flight:UA918--Time:18:05
4	August 14 at 7 pm
5	07/14/2010
6	August 3, 2010 (16:09)
7	31 July, 16:30, Flight # UA2081
8	07/31/2219
9	saturday 7/31 am
10	August 2, 2010. Will be doing TDY in DC from August 2-3
11	Date: July 31, 2010 Time:6:49pm
12	22 July, arrival at 19:40
13	07/31/2010
14	07/14/2010
15	Sunday, August 1, Dulles Airport, UA 0823

At which airport will your flight be arriving?

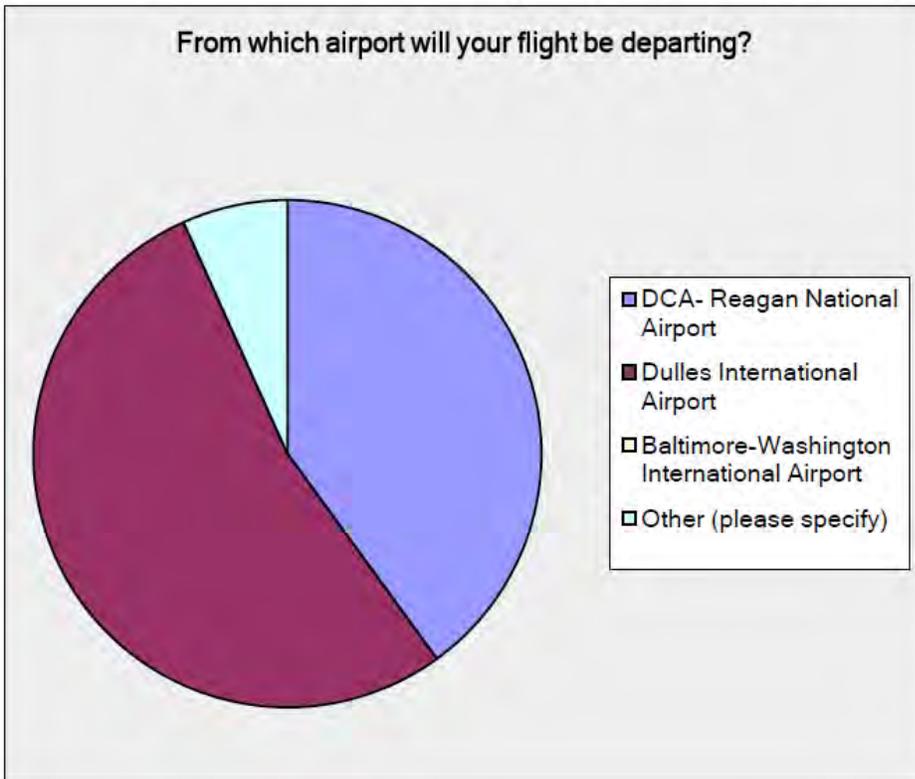
Answer Options	Response Percent	Response Count
DCA- Reagan National Airport	40.0%	6
Dulles International Airport	60.0%	9
Baltimore-Washington International Airport	0.0%	0
Other (please specify)	0.0%	0
<i>answered question</i>		15
<i>skipped question</i>		12



From which airport will your flight be departing?

Answer Options	Response Percent	Response Count
DCA- Reagan National Airport	40.0%	6
Dulles International Airport	53.3%	8
Baltimore-Washington International Airport	0.0%	0
Other (please specify)	6.7%	1
<i>answered question</i>		15
<i>skipped question</i>		12

Number	Response Date	Other (please specify)
1	Jul 1, 2010 4:18 PM	Guatemala City airport, La Aurora



What date will you be checking into the hotel?

Answer Options	Response Count
	15
<i>answered question</i>	15
<i>skipped question</i>	12

Number	Response Date	Response Text
1	Jul 1, 2010 4:18 PM	07/25/2010
2	Jul 1, 2010 4:38 PM	July 25th
3	Jul 2, 2010 5:09 AM	July 24 at 5:00p.m.
4	Jul 2, 2010 8:13 AM	07/24/2010
5	Jul 2, 2010 8:22 AM	Not staying at a hotel
6	Jul 5, 2010 7:24 AM	07/24/2010
7	Jul 7, 2010 1:01 PM	07/24/2010
8	Jul 8, 2010 11:36 AM	07/24/2010
9	Jul 9, 2010 8:43 PM	07/25/2010
10	Jul 12, 2010 1:39 AM	07/24/2010
11	Jul 12, 2010 5:53 AM	07/24/2010
12	Jul 12, 2010 7:52 AM	07/22/2010
13	Jul 12, 2010 6:15 PM	07/24/2010
14	Jul 13, 2010 12:18 PM	07/25/2010
15	Jul 13, 2010 5:02 PM	07/25/2010

What date will you be checking out of the hotel?

Answer Options	Response Count
	15
<i>answered question</i>	15
<i>skipped question</i>	12

Number	Response Date	Response Text
1	Jul 1, 2010 4:18 PM	07/31/2010
2	Jul 1, 2010 4:38 PM	07/30/2010
3	Jul 2, 2010 5:09 AM	July 31 at 1:00p.m.
4	Jul 2, 2010 8:13 AM	07/31/2010
5	Jul 2, 2010 8:22 AM	Not staying at a hotel
6	Jul 5, 2010 7:24 AM	07/31/2010
7	Jul 7, 2010 1:01 PM	07/31/2010
8	Jul 8, 2010 11:36 AM	07/31/2010
9	Jul 9, 2010 8:43 PM	07/31/2010
10	Jul 12, 2010 1:39 AM	08/04/2010
11	Jul 12, 2010 5:53 AM	07/31/2010
12	Jul 12, 2010 7:52 AM	07/31/2010
13	Jul 12, 2010 6:15 PM	07/31/2010
14	Jul 13, 2010 12:18 PM	07/04/2010
15	Jul 13, 2010 5:02 PM	07/31/2010

VI. APPENDIX B

COMPREHENSIVE QUANTITATIVE EVALUATIONS

EDUCATION AND YOUTH DEVELOPMENT IN-DEPTH COURSE EVALUATIONS July 28, 2010							
Learning Effectiveness							
I gained new knowledge from this training.							
1	2	3	4	5	N/R	Total	Average
2	0	2	6	8	0	18	4.00
I will be able to apply the knowledge that I learned in this course to my job.							
1	2	3	4	5	N/R	Total	Average
2	0	0	9	7	0	18	4.06
Learning Effectiveness Overall Average							4.03
Presenter Effectiveness (C. Ignatowski)							
The instructor demonstrated a thorough command of the topic.							
1	2	3	4	5	N/R	Total	Average
0	1	1	6	10	0	18	4.39
The presenter was effective.							
1	2	3	4	5	N/R	Total	Average
1	0	2	6	8	1	18	3.94
Presenter Effectiveness (C. Ignatowski) Overall Average							4.17
Presenter Effectiveness (B. Politz)							
The instructor demonstrated a thorough command of the topic.							
1	2	3	4	5	N/R	Total	Average
0	1	1	7	9	0	18	4.33
The presenter was effective.							
1	2	3	4	5	N/R	Total	Average
1	0	2	7	7	1	18	3.89
Presenter Effectiveness (B. Politz) Overall Average							4.11
Course Format							
Which of the following were the three most valuable activities for you from the course?							
Introductory Group Activity	Presenter Lectures	Participant presentations	Youth-Adult domestic panel	Domestic expert presentations	Interactive Case Studies	Total	N/R
4	6	10	9	3	13	45	2.00
Course Materials							
The participant materials were well organized.							
1	2	3	4	5	N/R	Total	Average
0	0	1	5	11	1	18	4.33
The participant materials contributed to my understanding of the course.							
1	2	3	4	5	N/R	Total	Average
0	1	1	10	5	1	18	3.89
The participant materials will be helpful in performing my job.							
1	2	3	4	5	N/R	Total	Average
0	1	1	11	4	1	18	3.83
Course Materials Overall Average							4.02

VII. APPENDIX C

COMPREHENSIVE EVALUATION COMMENTS

What changes to the training content would have improved or enhanced your understanding of the material?

- I found the panel with the youth inspiring, but I wonder if non-American youth who are here now, but recently arrived could provide an interesting perspective – they would have exposure to both contexts.
- More State of the Art – international experiences in developing countries
- More discussion surrounding the funding for youth programming
- Nothing.
- Should have more in depth examples of best practices that field offices can take back.
- It would have been clearer if the presenters in their introduction would have explained the morning and afternoon sessions and how they'll fit together.
- No changes needed
- Sessions not longer than one hour in length
- Including a list (condensed) of current USAID supported education and youth development and points of contact

What are three specific things (i.e., tools, insights, strategies) you learned that will help you to be more effective in your position?

- Assessment is a requirement before development of SOW
- Learnt more on linkages between education and youth development
- Formal and non-formal education for youth
- Working with and knowing the community – this is key!
- Qualitative data should not be overlooked as a tool for assessment
- Understanding the needs and wants of our program participants
- Learn other Missions' experiences
- Engage with more partners in order to be more efficient and successful. To have more impact and to be more sustainable.
- Insight: we need start working with youth that does not have any opportunities now. Those who are left out now, so they won't get involved in organized crime.
- Sensitivity to youth needs
- Responsive strategies
- Stakeholder collaboration
- Learned a lot from the work in Philippines and Morocco. Great case studies.
- Also loved the small group work on Jamaica.
- Common issues in working w/ youth around the world
- Approaches to youth programming
- Linkage b/n out of school youth within school population
- Youth development be spiritually grounded
- IDEJEN's Training and Accompaniment cycle

- Involve youth stake holders in design of youth programs.
- Cross-sectoral design for youth is more than a convenient programming technique. It will make a program more effective.
- Examples from other countries (Phil.)
- Example of youth centers in USA
- Assessment guidelines
- Current USAID country activities opportunities and challenges
- Overview of youth development strategy
- Direct integration of youth and their experience (excellent quotes from them)

Please provide any additional feedback about the presenter (Clare Ignatowski):

- She possesses strong knowledge and skills and talent to interact with audience.
- I liked very much that both presenters coordinated efficiently their presentations. They were well-organized.
- Need to have command on challenges of field and issues. Beside lecture, activity can be added.
- Excellent work!
- Both presenters were very good.
- The session was very interactive and that is exactly what we needed.
- Good grasp of subject

Please provide any additional feedback about the presenter (Bonnie Politz):

- She knows the area raising all issues for attention of participants, encouraging for active participation, bringing examples from the projects implemented by AED, etc.
- Both presenters impressed me with their very professional presentation, good coordination, they were very clear, they are experts on this theme.
- Need to have command on challenges of field and issues. Beside lecture, activity can be added
- Too local centric
- Great job!
- Both presenters were very good.

Additional Comments:

- Thank you for providing the additional material which will be very helpful for our reference (i.e. World Development Report 2007).
- This is new material for me. I am impressed with cross-cutting nature of the work. I think we can address this in my country.
- It would have been nice to have had more time to go through the materials.