
Promoting Youth Civic Engagement Project (PYCE) Yemen

Final Report

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PYCE ... Accessible learning and education; health, well-being and inclusion; and community and social cohesion



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Abbreviations and Acronyms

CBO	Community-Based Organization
CSO	Civil Society Organization
FY	Fiscal Year
MoE	Ministry of Education
MoEG	Ministry of Endowments and Guidance (Awqaf)
MoYS	Ministry of Youth and Sports
M&E	Monitoring and Evaluation
NGO	Non-Governmental Organization
PACA	Participatory Analysis for Community Action
PFPD	Peer Facilitation and Project Development
PN	Peer Network
PNAC	Peer Network Activity Council
PYCE	Promoting Youth Civic Engagement [Project]
SAC	Sports and Activity Coordinator
SC	Steering Committee
TOT	Training of Trainers
Mashroo' Tansheet Al Shabab	Local Name for the PYCE Project

Making a Difference

PYCE prepared Peer Network members to address the needs of at-risk youth, and they led life-changing education, sports, and service activities, reinforcing several cross-cutting themes.

- Career readiness and youth employability
- Health, nutrition and wellness
- Fitness, sports, and team-based recreation
- First aid and safety
- Entrepreneurship and home-based income generation
- Gender inclusion and outreach to disadvantaged groups
- Resource conservation and sustainable development
- Dropout prevention and Second Chance



Glossary

Community Actor—A community actor is defined as an individual who is engaged in the community and to whom people may listen for advice to inform their decisions. A community actor is an individual who resonates within the social fabric of the community and may include those individuals involved in sports, moderate religious leaders, governmental figures, or individuals active in local civil society. In all Yemeni communities, moderate religious actors have played influential roles as community advocates and advisers; they are widely trusted and respected as community spiritual mentors in Yemen’s traditionally conservative society. Moderate religious actors were represented in Steering Committees and the Peer Network.

Direct Beneficiary—Direct beneficiaries of PYCE were the Peer Network members (youth) who completed the PYCE Project Workshop, known as the Community Engagement (CE) Workshop, and who were subsequently monitored by Steering Committee members and the PYCE Project Team. These direct beneficiaries may have attended further workshops including the Peer Facilitation and Project Development Workshop and the Sports and Activity Coordination Workshop. As beneficiaries, they took on the role of mentors to support activities and train other youth, who were indirect beneficiaries. Direct beneficiaries were usually female and male youth ages 18–32.

Indirect Beneficiary—An indirect beneficiary is an individual who participated in the activities conducted by Peer Network members, or other stakeholders such as Steering Committee members. Indirect beneficiaries did not receive direct support from the PYCE Project, and they were usually female and male youth between the ages of 10 and 32. They may have attended education, sports, and recreational activities in youth centers.

Peer Network (PN)—The Peer Network was a group of youth ages of 18 to 32 who worked with PYCE to promote youth civic engagement. PN members served their neighborhoods as role models and volunteers who promoted positive behaviors. PN members participated in leadership and development opportunities and utilized newly acquired knowledge and skills to plan and facilitate sports, education, and community service activities for youth in their neighborhoods. They also integrated cross-cutting themes into their activities, such as gender inclusion, sustainable development, life and vocational training skills, and dropout prevention.

Youth who graduated from the CE Workshop and successfully completed a Participatory Analysis in Community Action (PACA)-informed teamwork activity were eligible for Peer Network membership. The PACA activity consisted of a small, micro-grant to fund a needs assessment and community-based programming. As a prerequisite for PN eligibility, the PACA activity shaped youth to become effective PYCE Peer Network members by providing opportunities for them to lead community development projects.

Steering Committee (SC)—A steering committee was a team of between 10 and 30 community actors who met regularly to provide guidance and resources to the PYCE Project and its Peer Network.

Third-Party Beneficiary—Third-party beneficiaries are individuals who had increased access to youth services and/or benefited from the community work conducted by PN members and volunteers. They may, for example, have benefited from the shade of a bus stop cover or attended workshops in youth centers that PN members and volunteers repaired, cleaned, and painted.

Youth Center—A youth center is a public facility and affiliated spaces utilized by youth to meet, organize or take part in sports, recreation, education, or community service activities. Youth centers may include public clubs, schools, universities, and parks.

EXECUTIVE SUMMARY

Funded by the United States Agency for International Development (USAID) and implemented by AMIDEAST, the Promoting Youth Civic Engagement (PYCE) Project improved the quality of life for communities in five Yemeni governorates. Through impactful community grants and renovations implemented by and for youth, PYCE enhanced local service delivery, promoted good governance, engaged community members in decision-making, and enabled team-based activities. PYCE made learning and education accessible for youth. The project supported health, well-being, and inclusion for Yemenis, and PYCE youth contributed to community and social cohesion in Yemen. PYCE created opportunities and a sense of purpose for youth.

The PYCE Project sought to advance Yemen's stability by: (1) improving community-based institutions and mechanisms to ensure that active participation in governance and locally driven solutions were strengthened, and (2) improving access to and delivery of quality services. To accomplish this stabilization objective, PYCE strengthened and increased interaction between youth and influential community actors—including moderate religious actors—and empowered youth to positively affect their local communities through sports, recreational programming, and other community-based activities.

Between 2010 and 2015, PYCE focused its activities in selected districts in the Aden, Abyan, Lahej, and Marib Governorates, as well as in the Capital Secretariat, with cross-cutting initiatives that positively impacted youth, women, and local communities. PYCE began as a two-year project in October 2010 and was extended three times, ultimately through September 2015. The depth and breadth of the project's impact built on AMIDEAST's experience with youth programming and with Yemeni communities. With inputs from stakeholders at all levels and positive results from surveys and interviews, the project architecture was deemed well-suited to the Yemeni context. This was evident in PYCE's continuous incorporation of lessons learned and scaled-up programming. Further expansion of activities was interrupted suddenly in March 2015, when wide-scale conflict erupted in Yemen.

AMIDEAST, as a long-term U.S. development partner in Yemen dedicated to expanding opportunity through education and training, ensured the success of PYCE by relying on its long-term relationships with local populations and businesses to sustain project outcomes. AMIDEAST has continuously engaged with communities throughout Yemen since the 1980s, and the intensive support it was able to provide to multiple Yemeni communities through the PYCE Project is a manifestation of those long-term partnerships.

PROJECT DESCRIPTION

Objectives

The Promoting Youth Civic Engagement (PYCE) Project was funded by the United States Agency for International Development (USAID) and was implemented by AMIDEAST according to the overarching objective of improving Yemen’s stability. USAID’s stabilization objective was addressed through (1) improving community-based institutions and mechanisms to ensure that active participation in governance and locally driven solutions were strengthened, and (2) improving access to and delivery of quality services. To accomplish this objective, AMIDEAST sought to strengthen and increase interactions between youth and influential community actors—including moderate religious actors—and to empower youth to positively affect their local communities through sports, recreational programming, and other community-based activities.

Cooperation

In its implementation of PYCE, AMIDEAST worked in cooperation with the Ministries of Youth and Sports (MoYS), Endowments and Guidance (MoEG) and Education (MoE) as well as with community leaders such as educators, coaches, referees, athletes, business owners, business leaders, and moderate religious actors. With support from local and governorate-level leaders, community actors were identified as active leaders engaged with youth through their activities with youth centers, sports and recreational events, mosques, and businesses. PYCE convened regular meetings with these stakeholders to exchange ideas, promote PYCE throughout the community, identify lessons learned, and build upon best practices throughout the project lifecycle.

Many of these stakeholders joined PYCE Steering Committees where they volunteered along with youth center administrators and other community members. As volunteers, Steering Committee members modeled positive behaviors, mentored Peer Network members (the project’s direct beneficiaries), and communicated PN accomplishments. Steering Committee members also served as advisors to the AMIDEAST PYCE project team.

Peer Network activities were implemented in cooperation with MoE public schools, technical institutes, and training facilities, as well as with MoYS youth centers, clubs, and recreational facilities. The AMIDEAST PYCE team understood that Peer Network members required youth-friendly public spaces that could serve as an anchor for their activities and gathering places for at-risk youth in their neighborhoods. Therefore, PYCE worked with community leaders at all levels to identify appropriate local institutions. Peer Network members, in turn, cooperated with local associations, businesses, and local officials to implement their activities in these youth centers.

Communities of Practice

Through renovations, community grants, and a key component of the PYCE Project—Participatory Analysis in Community Action (PACA)—youth galvanized community members as volunteers to: 1) rehabilitate existing structures and multipurpose play spaces; 2) install and upgrade equipment; 3) establish libraries, first aid units, and study halls; and 4) form youth sports and recreation teams. With this foundation, Peer Network members planned and implemented non-formal education

workshops, as well as sports and recreational events. These events also provided opportunities for participants to make positive contributions to their communities through service projects.

Peer Network members formed leadership teams that regularly interfaced with youth center administrators to ensure that activities were institutionalized and scaled whenever possible. Teams conducted regular meetings at schools and clubs, where they developed plans to promote their activities and to integrate feedback from residents to ensure that activities were responsive and impactful.



PYCE Peer Network members with girls' teams in Aden.

Once renovations, grants, and PACAs were conducted, the PN leadership teams continued to search for local business persons, companies, and youth-serving institutions to serve as programming partners via in-kind donations, sponsorships, and other forms of ongoing activities support. Thus, through cooperation with youth centers, the participation of youth and community volunteers, and private-public partnerships, Peer Network members formed a vital community of practice that served as a unique platform for inclusive development.

Leadership

To ensure that the PYCE Project's direct beneficiaries were prepared to take on leadership roles, AMIDEAST organized a series of workshops and "hands-on" experiential opportunities including the Community Engagement (CE) Workshop, the Sports and Activity Coordinator (SAC) Program, and the Peer Facilitation and Project Development (PFPD) Program.¹

The CE Workshop served as a springboard for youth leaders and was the first step in PYCE's flagship leadership and development training. After completing the workshop, participants delivered presentations and attended selection interviews for Peer Network membership. Youth who become Peer Network members were invited to participate in the PFPD and SAC Programs that were implemented in cooperation with the Project's two sub-grantees and members of the PYCE team: the Yemen-based [National Organization for the Development of Society \(NODS\)](#) and the Washington, DC-based [Peace Players International \(PPI\)](#), respectively.

¹ Prior to 2014, the Peer Facilitation and Project Development Program was known as the "Training of Trainers" Program. The PFPD was enhanced to support the strategic objective of improving community-based mechanisms to ensure active youth participation, and it permitted more opportunities for youth to attend and lead facilitated events geared towards strengthening understanding among various community groups.

After their introduction to civic engagement in the CE Workshop, the PFPD and SAC programs helped Peer Network members advance their skills in peer facilitation; needs assessment; forming community-based teams and leagues; and planning, developing, and sustaining community-based programs. Site visits to community-based organizations (CBOs) and presentations by business leaders and experts in marketing, positive behavior change, and consensus-building further enhanced these offerings with vital life and career skills.

Complementarity

The PYCE Project aimed to support activities that complemented both national and international development agendas. It was particularly responsive to the standards set forth in the [USAID Youth in Development Policy](#), [Education for All](#) (EFA), and [Millennium Development Goals](#) (MDGs), and it integrated strategies derived from the [Sustainable Development Goals](#), which is the post-2015 global development agenda.

In keeping with these agendas, and with inputs from Yemeni leaders, AMIDEAST integrated the following cross-cutting themes throughout the entire program cycle, including but not limited to PYCE strategic planning, expansion, outreach, program implementation, monitoring, evaluation, and promotion.



AMIDEAST PYCE team also participated in meetings with ministry representatives at the local and national levels to ensure that the objectives and aspirations of Yemenis drove the project's interventions. Moreover, to promote and enhance the 'youth voice,' ministry representatives held several discussions with the PYCE Project team and Peer Network members, thereby providing a youth perspective on community needs and facilitating youth-centered and locally driven solutions.

Building Blocks

PYCE activities were based on the sport-for-development model, which utilizes sports, physical activity, and play to achieve development goals in fields such as education and health. The sport-for-development model is also widely embraced internationally to help youth develop life and employability skills. The AMIDEAST PYCE sport-for-development model also heavily emphasized community service.

As a process improvement, AMIDEAST sought to broaden PYCE activities in such a way as to apply the sport-for-development model to promote interest in careers in such areas as agriculture, sustainable development, science, information technology, water sanitation and hygiene (WASH), art, and health. To help male and female youth develop healthy lifestyles, PYCE further utilized this model to promote proper nutrition, fitness, and positive behaviors. Thus, while the sport-for-development model served as a conceptual building block, thematic building blocks such as education and health anchored the program approach and ensured that the most salient issues facing youth in their communities were aligned with each activity.

CONTEXTUAL ANALYSIS AND PROJECT ACTIVITIES

Challenges for Contemporary Yemeni Youth

Youth represent the largest demographic in Yemen, with almost half of the population—nearly 12 million Yemenis—under 15 years of age.² Youth, by their sheer numbers, are disproportionately affected by Yemen’s underdeveloped economy, weak service institutions, and its inefficient education system that does not meet the needs of the contemporary local or global labor markets. Yemeni youth are also adversely affected by political instability and conflicts, which lead to increased rates of youth unemployment and underemployment. The lack of meaningful employment or any employment, in turn, fuels resentment among youth as they face uncertain futures. Youth, and particularly female youth, feel excluded from participation in their futures; they are frustrated that their voices are not heard in the political processes that affect their day-to-day lives. Thus, youth feel excluded from exercising their civic rights and responsibilities.

High youth unemployment has increasingly limited the ability of Yemeni youth to earn a living and successfully navigate the rites of passage appropriate for their age groups. Their dreams of mobility have been derailed, resulting in diminishing optimism about the future. Shortages of fuel, power, and water have led to widespread distrust in government and a lack of confidence in public officials. Their environment is saturated with longstanding divisions between tribes and opposition groups competing for influence in the public sphere. Meanwhile, recreational facilities and other youth-serving institutions are often in disrepair, and there are few opportunities for youth to overcome a constant feeling of duress.

Decision-making happens at the local, regional, and national levels and among officials, ministry and government leaders. Yet, Yemeni youth are not widely recognized as participants in governance, nor are they represented when decisions that affect them are made. As a result, Yemeni youth feel neither esteemed by the larger community nor strongly connected to it. Though youth are eager to contribute to society, there



Peer Network members lead tennis training in Aden, where PYCE installed a solar power system and completed upgrades in a local youth center to improve its water supply.

² United Nations population estimates for Yemen: World Population Prospects (2017 Revision) at <https://esa.un.org/unpd/wpp/> and analysis at Country Meters at <http://countrymeters.info/en/Yemen/>

are few targeted mechanisms to engage this group. Many existing programs supported by international organizations have been concentrated solely in urban areas, or operate with small numbers of youth participants who have completed secondary school or university. Thus, while youth programming increased between 2010 and 2015, few youth programs targeted those without diplomas, marketable skills, or opportunities for upward mobility.

Organizations also struggle to position youth as role models, whereby they can help their at-risk peers or implement youth-driven programming. As a result, programs are not widely adopted or sustained in the long term, thereby resulting in minimal measurable impact.³ Across the country, Yemeni youth remain unsupervised, idle, and vulnerable, and because of this vulnerability, the long-term success of Yemen's transition hangs in the balance. To foster and sustain recovery, organizations must support youth and communities in helping themselves. PYCE was well-positioned to respond to this stabilization and resilience call because it was both youth-centered and youth-driven. Indeed, PYCE represented a paradigm shift in youth civic engagement in Yemen.

A Platform for Youth Success in Yemen

The biggest obstacle for youth in Yemen—both now, and in the future—is high unemployment. Unemployment or limited employment prospects produces a profound sense of failure and the absence of hope for a better future among Yemeni youth. Throughout Yemen, youth are not linked with many opportunities that can lead to their success and, in turn, the success of their communities.

PYCE provided three integral linkages to address these challenges.

- PYCE linked youth to leadership and development training, where they acquired and enhanced marketable skills.
- PYCE linked youth to mentors and sponsors, from whom they learned how their skills could be applied in the workplace and in youth centers.
- PYCE awarded micro-grants and encouraged in-kind support from community members, thereby linking youth to the financial and material resources they needed to plan and implement community-based programs in their neighborhoods. These experiential opportunities provided a platform for youth to develop as professionals and become successful social entrepreneurs.

Many PYCE participants were recognized by government agencies and businesses for their service, and before the project's suspension, two were appointed to paid positions as activity coordinators within their centers, while others were retained as trainers.

³ Multiple studies on youth programming demonstrate the importance of youth engagement as peer leaders.

“PYCE is one of the best things that happened to me. I was jobless, without clear goals for the future, had strong viewpoints, and did not engage easily with people. Then I heard about PYCE and the project drew me out. Engaging with PYCE gave me incentive and opportunity to be a leader in my field as well as in the community. I met with officials. I gave interviews. I am able now to enhance the value of voluntary work. It is a great project in all aspects: by the impact it left on changing the concepts among youth involved in it and in the structure of the community’s youth such as sports clubs and schools. It qualifies young people to lead their community.”



Arafat Mohamed Ali, PYCE PN member and now Acting Director of the MoYS Al-Mina Club, at a basketball game in Aden, Yemen.

PYCE leadership and development training helped youth accomplish milestones. PYCE youth developed the following new capabilities.

- Speaking in front of an audience
- Working collaboratively in teams
- Developing proposals for mini-grants
- Conducting interviews for television, radio, and online media outlets
- Meeting with elected officials and respected community leaders
- Conducting research and needs assessments to identify community needs
- Using the Internet, social media, and mobile applications to further develop their skills, communicate more broadly, and conduct business

As youth reached these milestones, their sense of failure diminished and the potential for their long-term success seemed more attainable. With renewed optimism, youth volunteered at over 100 youth centers, where PYCE helped youth implement over 260 activities.⁴ These interventions dramatically changed how clubs and schools responded to youth needs.

⁴ See Appendix 1 for a list of youth centers and the activities conducted by PYCE.

Inclusion and Tolerance

“Before participating in PYCE I was just an athletic guy with a narrow range of opinions, and I did not accept people’s ideas easily. After engaging in PYCE I started to learn to accept others and their viewpoints. Also, I became concerned about the administrative issues in any process through leading PYCE community grants, and because of that I am now [2017] studying public administration in the fourth year.”



Peer Network Member, Abdullah Al S, Lahej.

Before PYCE, youth activities were infrequent and limited. Two popular sport activities in Yemen—soccer and basketball—often occurred with little supervision in makeshift areas like residential streets. Also, youth were not engaged in joint education and service activities. With PYCE, youth centers hosted weekly and/or monthly youth activities, ranging from awareness sessions to sports tournaments. Most importantly, these activities were free and available on an ongoing basis, providing a completely new landscape in which youth could prepare for their roles as active citizens.

Common Ground and a Way Forward



Youth enjoy soccer games at MoE Sadeeq School for females in Aden. PYCE Peer Network members rehabilitated the school’s multipurpose court, where students enjoyed a variety of activities such as basketball and court-based soccer.

A significant obstacle to the Yemeni political transition has been a lack of inclusion. Yemeni youth, particularly women and girls, have been denied access to the political decision-making process, and minimal efforts were made to prepare them for positions as active and productive citizens. Without substantive economic and social progress, Yemeni youth have been overcome by the deficits and divisions in their communities.

PYCE operated according to a strengths-based model of intervention. Recognizing common threads, PYCE sought inclusion in four significant ways.

- PYCE strived to achieve gender balance among its direct and indirect beneficiaries. More than 40% of youth participants were female.

- PYCE operated in urban and rural areas, with a diverse group of youth, representing many different backgrounds, experiences, and interests. Nearly one-third of PYCE beneficiaries were unskilled, and nearly two-thirds were unemployed.
- PYCE supported activities that accommodated youth with varying interests and needs, such that all could participate and thrive. PYCE participants benefited from more than two hundred and sixty indoor and outdoor activities.
- Based on the sport-for-development model, PYCE participants combined sports and educational activities with acts of service to strengthen ties with community members. PYCE participants completed more than 150 service project grants.

Youth recognized PYCE as a mechanism through which they could discover what they had in common with one another and where they could gain the skills they needed to move forward in their lives. According to this strengths-based model, PYCE offered three important benefits to its youth volunteers, as outlined below.

Benefits	Peer Network members and youth volunteers
PYCE met youth on their own terms	<p>PYCE worked with youth and encouraged them to improve conditions in the areas where they live. Rather than train youth for opportunities outside of Yemen and contribute to the “brain drain” that negatively impacts many developing countries, PYCE implemented non-formal education programs and awarded grants to youth volunteers, who demonstrated that they were dedicated to improving conditions at home.</p>
PYCE prepared youth to become decision-makers and participate in the democratic process	<p>PYCE encouraged youth to develop programs that directly responded to the needs of their communities. PYCE then supported youth as they scaled up and developed their own programs, which uplifted entire neighborhoods. Their accomplishments were widely covered in the media, and, today, they continue to participate in their communities and have a voice in the decision-making process.</p> <p>PYCE gathered youth and local council members together, where youth talked openly about their needs and concerns and presented ideas for the 2015 Yemeni youth development agenda. Youth also learned about the democratic process through the election of Peer Network Activity Council (PNAC) representatives. More than ten PNAC representatives were elected and worked alongside youth centers and local leaders.</p>
PYCE provided rare and accessible opportunities for	<p>Opportunities for most Yemeni youth to self-develop continue to be either too costly, too far away, or too exclusive. Yet, PYCE supported free activities afterschool, on the weekends, and in the summer for youth from diverse social and economic backgrounds. These activities were especially important for youth who needed a second chance (i.e., youth who had dropped out of school, and youth whose aspirations were not addressed in the formal education system and who needed a</p>

youth to reinvent themselves

non-formal framework to build skills). As a result of their participation in these activities, youth feel more fulfilled and can provide, in turn, opportunities for others. Moreover, many youth who were previously unskilled became experts in safety and emergency response. Though Yemen is experiencing profound and persistent conflict and is widely regarded as an unsafe place, these youth have continued to improve safety standards at K–12 schools and youth clubs. They trained teachers, parents, and students in fire prevention and drills, extinguished fires safely, and removed potential fire hazards. Youth also learned about universal precautions, first aid, water safety, and hygiene. It is now their aim to reduce the number of accidents, injuries and preventable deaths in their neighborhoods. *PYCE was one of the only projects in the country that offered this number, quality, and array of opportunities for youth.*



Abyan youth receive medals for participation in PYCE’s Summer Connection activities, a PYCE initiative to engage youth in a suite of recreation-centered and educational competitions, alongside sports, during the summer months.

PYCE Milestones

PYCE trained more than 800 youth in five governorates and galvanized more than 2,500 community actors—including moderate religious actors, who play an influential role in all Yemeni communities—to address youth needs. Moderate religious actors were key to PYCE youth programming strategy as they also spread positive messaging about youth activities in their gatherings.

In addition, the PYCE team directly renovated 18 youth centers that served as anchors for youth sports, education, and volunteer activities. These activities were implemented by youth beneficiaries known as Peer Network members; nearly 11,000 at-risk or underserved youth participated in these activities, and more than 76,000 additional community members benefited.

AMIDEAST also incorporated into its PYCE activities cross-cutting themes such as gender inclusion, resource conservation, and dropout prevention. Despite limited public spaces and recreational

opportunities for women and girls in Yemen, over 40 percent of PYCE direct and indirect beneficiaries were female. PYCE also improved safety and emergency preparedness standards at both youth clubs and primary and secondary schools. Nearly 20 workshops were conducted on first aid, fire prevention, and emergency procedures, and PYCE youth installed more than 240 fire extinguishers in youth-serving institutions across Yemen. Moreover, PYCE supported training in life and vocational skills such as carpentry and do-it-yourself home repairs.

PYCE enabled youth to become more involved in civic life and acquire greater access to the services they needed to pursue their education and career goals. Through leadership and development training, they planned and implemented their own community-based programs and developed solutions to community needs through collaboration and teamwork. Further, in 2015, three PYCE youth formed their own CBOs that continue to conduct regular activities and awareness-raising events. These CBOs are the female-led Room Corporation for Reconstruction and Development and the Activate Your Mind Initiative, as well as the Khormaksar Youth Union (KYU). The Room Corporation strives to develop human rights and community building through volunteer projects, and the latter female-led initiative, Activate Your Mind, conducts awareness campaigns for dengue fever, cholera, and other public health issues in coordination with local mosques. The Khormaksar Youth Union organizes youth in the Khormaksar district of Aden to cooperate for community action. KYU has most recently organized food distribution centers.

These contributions were a significant first step in helping Yemeni youth as they encounter the challenges of the 21st century globally, and a burgeoning, yet fragile, new system of governance at the local level.

PYCE Partners and Training for Direct Beneficiaries

AMIDEAST and its partners Peace Players International (PPI) and the National Organization for the Development of Society (NODS) adopted a technical approach to strengthening youth community participation via civic engagement as a means to accomplish stabilization and resilience objectives. Specifically, both NODS and PPI contributed to the project's training curricula and delivery.

Peace Players International (PPI) brought its experience working with the sport-for-development model across the Middle East and North Africa (MENA) region. To ensure stronger linkages between Peer Network activities in community service and training with sports and recreation, PPI developed the PYCE Project Sports and Activity Coordinator (SAC) Program curriculum that used physical activity and competition through sports and play to achieve development goals. PPI trainers also conducted workshops for Peer Network members who were either coaches, aspiring activity coordinators, or active youth volunteers. The SAC Program sought to prepare youth to plan and implement their own sports and recreational activities and utilize these programs to promote positive behaviors such as volunteerism in their communities and other forms of civic engagement. PPI refined and continuously updated the project's curriculum in coordination and consultation with the PYCE team. PPI also worked alongside PYCE Steering Committee members in assessing trainee learning, and identified successes, challenges, and lessons learned. PPI also

provided online materials, such as activities and games, for PYCE Peer Network graduates to use in their activities.



Marib basketball games organized by SAC Program PN members at MoYS Naseem Club's new court.

NODS, a registered, local non-governmental organization (NGO), is recognized for its experience with peer facilitation and youth training

in Yemen. NODS has a network of high-quality trainers across Yemen, many of whom are moderate religious actors. NODS supported the PYCE team in localizing training materials for different contexts and governorates in Yemen. Working alongside AMIDEAST, NODS refined and updated the project's curriculum for peer facilitation and trained Peer Network members from all five governorates as peer trainers. The NODS team worked alongside Steering Committee members to assess trainee learning and identify successes, challenges, and lessons learned. NODS trainers served as mentors and resource partners to PYCE Peer Network graduates.

In conjunction with community stakeholders and mentors known as Steering Committee (SC) members, the PYCE Project team trained more than 800 male and female youth ages 18–32 in the principles and methods of civic engagement. PYCE leadership and development training included the Community Engagement (CE) Workshop, the Sports and Activity Coordinator (SAC) Program, and the Peer Facilitation and Project Development (PFPD) Program (a training-of-trainers, or TOT, program). Ongoing monitoring and experiential learning opportunities complemented this programming. These activities advanced skills in peer-facilitation, community needs assessment, program development, formation of community teams and leagues, evaluation of participant learning and gathering long-term support for community programs. Peer Network members identified and trained other youth, thereby increasing the impact of PYCE and promoting the sustainability of youth-led and youth-centered activities.

Working with national level partners such as NODS as well as with international non-governmental organizations was an important component of AMIDEAST's PYCE strategy. National actors supported the localization of curriculum materials and helped craft training concepts and programs to make them more accessible and relevant to project beneficiaries. PPI's sport-for-development model was a central aspect of the project, and PYCE institutionalized this model in participating youth centers. This model utilized sports and recreational activities to accomplish development goals in other areas, such as education and health. It also promoted team-based community service activities as an integral part of overall competitions among community-based teams and leagues. Thus, this model provided the framework on which the project's community grants were subsequently based.

Peer Network Training



PYCE Peer Network members prepare youth at Mansourah Stadium in track and field activities in Aden.

Peer Network training, specifically the SAC and PFPD Programs, was adapted on an ongoing basis. For example, field visits with local non-governmental organizations were added to the PFPD curriculum to facilitate potential partnerships with Peer Network members and to encourage sustainability. Further, Peer Network members were given more decision-making authority over their training experiences; for example, they organized their own refreshments and lunches, and helped to decide the length of training and timing of individual sessions/training days.

Once Peer Network members gained sufficient experience, they co-facilitated the PYCE SAC and PFPD Programs alongside NODS trainers and sports coaches, and they led the CE Workshops for aspiring Peer Network members and local youth themselves. Thus, the PN members were not only trainees but also trainers in PYCE's flagship leadership development activities.

PN members were also included in the process of monitoring PYCE renovations. They conducted official site visits, completed reports, and provided the PYCE Project team with photos. While PYCE received reports from SC members, youth center staff, and other stakeholders as well, the monitoring activities of PN members were especially relevant because they allowed AMIDEAST to understand the status of youth centers from a youth perspective.

Partnerships

Modeling public and private partnerships through its Steering Committees and partners, PYCE also promoted public-private partnerships to help Peer Network members sustain and institutionalize their activities. Between October 2010 and March 2015, PYCE facilitated more than 140 partnerships between Peer Network members and organizations, businesses, and youth-serving entities. These Peer Network partners have: 1) co-facilitated training sessions on



Youth trained by Peer Network members plan a fire drill for their school, Yarmouk Primary School in Sana'a. Fire extinguishers were donated by a PN partner—a fire safety company—identified by PN members.

topics such as first aid and fire safety; 2) donated supplies and equipment in support of rehabilitation programs; and 3) sponsored sports competitions and community-based sports teams. Partners included a range of businesses from local grocery stores to women-owned photography businesses to large-scale companies.

With partners' support, Peer Network members implemented more than 128 community grants and worked with nearly 11,000 youth through March 2015. Their volunteerism benefited more than 76,000 school children and youth club members, as well as thousands more local residents who represent the project's third-party beneficiaries.

CHALLENGES AND OPPORTUNITIES IN IMPLEMENTATION

Operating Context

Economic decline, social unrest, and escalating political upheaval impacted development in Yemen, including PYCE. Significant damage to Yemen’s infrastructure in 2011 and 2012 disrupted supply chains, government services, hospitals, commerce, and civic institutions in many of the governorates in which PYCE was being implemented. Throughout the project’s lifecycle, many facilities that were not damaged were used by displaced persons and/or armed groups. These groups often modified buildings for their housing needs, which resulted in even those spaces that were undamaged becoming unfit for public use in a post-conflict setting. Further, the lack of reliable basic services—such as electricity, household water, and fuel supply—plagued communities throughout Yemen.

Without power and water, facilities were rendered useless. This operating context contributed to the challenges and opportunities of working with youth centers. Beginning in early 2012, AMIDEAST’s PYCE team took steps to address both issues by installing off-grid solar power systems and rainwater harvesting systems in its key youth centers. Twelve PYCE-supported youth centers (with at least one in each of the five target governorates) received solar power systems that allowed those facilities to offer free services to the community.

Infrastructure



Peer Network members develop rooftop rainwater harvesting installations to direct rainwater to gardens at the only operational female MoYS club, Bilquis Club in Sana’a.

Most youth-serving institutions in Yemen were underfunded and in disrepair prior to and during the project period of performance. Many also lacked the basic infrastructure, training, and facilities necessary to respond to youth needs. To improve capacity, PYCE performed a series of renovations at 18 youth centers. Renovations included solar system installations, furniture, rooftop rainwater harvesting tanks and other water storage installations, and structural

upgrades and refurbishments such as court installations and spectator seating. Workshops on safety and solar system maintenance were also conducted.

In addition, Peer Network members, youth, and community volunteers, conducted repairs and service projects to rehabilitate an additional 100 public schools and youth clubs. Many of these

projects included PACA activities, which serve as graduation projects for the Community Engagement (CE) Workshop. One hundred and ninety-four PACAs were performed by teams of aspiring Peer Network members and youth enthusiasts, who utilized the experience as an opportunity to learn how to plan and implement community-based programs.

Gender in PYCE

A significant challenge in Yemen is the lack of access for women. Females are underrepresented in the public sphere—whether in political participation or decision-making processes—and in the social sphere, where they are excluded from recreational activities and spaces deemed as culturally inappropriate. Only one female-only facility, the MoYS Bilquis Club in the Capital Secretariat, was partially operational during the project’s period of performance.

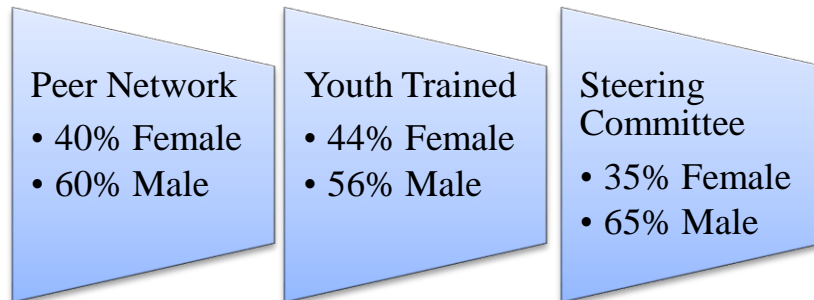
The PYCE Steering Committees worked continuously with the AMIDEAST PYCE team to determine the most suitable framework in which to establish a diverse, inclusive set of activities that both attracted and retained female participants. Programming was localized to facilitate participants’ involvement and emphasize the community-based nature of the PYCE Project. Thus, female participants were not required to travel great distances unless special arrangements were made. For example, PYCE permitted *mahram*, or escorts, to encourage Marib female participation in PN training activities that occurred with females from other villages in district towns in Marib, and, also, for activities in Sana’a.⁵ Additionally, the SC organized and guaranteed female-only bus transport for Laheji women to participate in programming with female colleagues in Aden. For the SAC Program, PYCE ensured that a female trainer facilitated training for all female participants; no male coaches were involved in female-only physical activities.

In conjunction with their participation in PYCE activities, female participants, including indirect beneficiaries, were requested to complete a PYCE photo permission statement. In consideration of the frequent challenges that Yemeni females encounter in seeking to be involved in sports or civic engagement activities, female participants were informed that if they declined to sign the form, no pictures would be taken. Females who agreed to sign the form were informed that photographs would not be taken while they engaged in physical activity, unless they themselves so requested. Photos of classroom activities where females were wearing *hijab* (head scarf), *abaya* (dress cloak), and in some cases *niqab* (face veil) were taken of only those participants who had signed the permission statement.

At the same time, to address gender equity in programming, PYCE supported a female-only club in Sana’a, the MoYS Bilquis Club. A project-installed solar power system allowed the facility to provide activities from morning until late evening, some of which were income-generating such as court rentals and daycare. Female-only clubs in Aden, Marib, Lahej, and Abyan were not operational, and the Aden club was significantly damaged from fires and looting by Internally Displaced Persons (IDPs) from the Abyan governorate fleeing from Ansar Al-Sharia (an Al-Qaeda in

⁵ A mahram is usually a close male relative or spouse who in traditional Yemeni society accompanies a female family member or wife on travel. In some tribal areas, such as in Marib, for example, older female family members are permitted to accompany younger ones as escorts to nearby towns or villages.

the Arabic Peninsula, or AQAP, affiliate), which took over significant portions of the governorate from 2012 to 2013. Thus, PYCE worked with the SC to identify female secondary schools in the target districts,⁶ and to promote female-only times at youth centers wherever possible, such as at MoYS Al-Gelah and Mina Clubs in Aden.



Health and Safety



Peer Network members lead training in Aden on use a fire extinguisher (L), and an Abyan participant learns about medical fields of employment while having blood pressure taken by a PYCE PN member (R). All equipment was donated by PN member partners.

AMIDEAST learned that schools and youth centers did not have high safety standards or appropriate safety and first aid equipment. The PYCE Project initially sought to install fire extinguishers and first aid kits in youth centers alongside solar system battery installations as an integral safety component of key PYCE renovations. Once this equipment was installed and youth center staff and Peer Network members were trained, safety-themed activities proposed by Peer Network members rapidly expanded. The PNs were interested in training other youth in safety, and there was also increased demand for such training from youth-serving institutions such as the Ministry of Vocational Training’s Ma’alla Institute for Technical Training—where PYCE had not installed solar systems or implemented renovations. Therefore, in addition to providing fire

⁶ These schools included 14 October Secondary School, Muheriz Secondary School and Aden Model School (all in Aden); Iqbal School in Lahej; Khawla School in Marib; and Khawla School in Abyan.

extinguishers to the project-supported youth centers, PYCE authorized community grants that encompassed training on fire prevention, on evacuation drills, and on safely extinguishing fires.

PN members began training teachers, school administrators, and parent councils in addition to youth. Youth participants in PN safety workshops were divided into teams to plan ways to make both their homes and schools safer. In some cases, the PN members worked alongside INGOs such as the International Red Crescent and CBOs such as the humanitarian-focused Health and Relief Association to provide first aid training. Coordinating with the Red Crescent, PN members also held workshops at Aden University's Faculty of Medicine to help prepare medical students in basic first aid. In addition to scaling up activities in terms of the locations of training sites and number of total trainings conducted, there was a scaling up of activities in terms of the beneficiaries targeted and extent of community cooperation, with more than a dozen total partnerships established.



Sana'a school students engaged in safety workshop led by Peer Network members. Fire extinguisher equipment was donated by PN members' partners.

PROJECT ACHIEVEMENTS AND LESSONS LEARNED

To strengthen and increase interaction between youth and influential actors, including moderate religious actors, several major activities were implemented. First, PYCE galvanized its contacts at the MoE, MoEG, MoYS, and governmental representatives both at the national and local levels. PYCE conducted outreach to sports enthusiasts, coaches and activity coordinators, youth-serving organizations and clubs, educators, and other community actors. These stakeholders were gathered at regular meetings to discuss project objectives, activities, and achievements, and they related these constructs to the needs of youth in Yemen in order to develop their potential to more fully participate in locally driven solutions and service delivery. Second, many of these leaders participated on Steering Committees, where they served as mentors to PYCE direct beneficiaries, known as the PN, and provided ongoing guidance and support to PYCE. PYCE arranged monthly meetings of Steering Committee members, who recommended, interviewed, and advised PN members as they participated in leadership and development programs and later, planned and implemented activities in their neighborhoods. Third, PN members met regularly, alongside indirect beneficiaries, youth center staff, and other PYCE participants, to organize sports, recreational, educational, and community-service activities. They oriented new members, developed communication and promotional materials, trained peer leaders, and exchanged ideas that supported sustainable peer-facilitated and youth-oriented activities. Fourth, with inputs from participant meetings, PN members implemented their activities in the form of community grants, which were monitored by SC members and the PYCE team. Community Grants were implemented with the inclusion of partners, such as businesses, organizations, and local associations. Partnerships helped PN members sustain their activities via cost-sharing, in-kind donations, sponsorships, and other forms of support.

To empower youth to positively affect their local communities, seven activities were implemented. The PYCE team adopted a strategic approach to the promotion of civic engagement in which clubs and schools served as anchors and are collectively referred to as youth centers. Youth centers were rehabilitated through renovations to increase their capacity to address youth needs. Aspiring PN members complemented these renovations with repairs and upgrades, as part of PACA activities, which were micro-grants that served as graduation projects for the CE Workshop and were a prerequisite for PN membership. Once youth were accepted into the Peer Network, they worked closely with youth centers, conducting various team-based, competitive, and service-oriented activities with their peers. These activities provided valuable opportunities for youth, who received training in career readiness, health, wellness, and other topics, as the PN endeavored to address the dropout rate and employment challenges among Yemeni youth.

Concurrent with these renovations and upgrades, PYCE sought to enhance the knowledge and skills of aspiring youth leaders and prepare them to re-imagine their neighborhoods as safe, vibrant public spaces. PYCE implemented a series of leadership and development programs for the PN, such as training as coaches, referees, and activity coordinators through the Sports and Activity Coordinator Program. These trainings advanced skills in needs assessment and community appraisal; program planning and implementation; sport-for-development methodologies; and

reflection and evaluation. Training was also provided in peer-facilitation through the Peer Facilitation and Project Development Program, through which PN members prepared to develop and gather learning materials and resources for youth-centered workshops and awareness sessions. Further, through collaboration among PN, SC members, and the PYCE team, various communication tools and processes were utilized to ensure two-way interface with community members, as well as increased awareness of and participation in youth activities and ongoing feedback mechanisms. These interventions serve to encourage community buy-in and increase the capacity of the PN to gather and organize larger groups for the purposes of youth teams, leagues, and more sustainable activities.



PNAC member from Aden co-facilitates PFPD training for male PN members.

Outputs

AMIDEAST articulated two expected outputs of diverse interactions among youth and community actors and increased youth engagement from project activities when the program was launched in FY11; however, lessons learned from continuous evaluation indicated that additional outputs should be clarified to communicate project activities more concretely.

AMIDEAST provided these outputs in the Revised Program Description and Mid-Term Evaluation Response in 2013, as well in subsequent annual Project Monitoring and Evaluation Plans. Thus, by 2015, AMIDEAST expanded the number of expected outputs to 10, as follows.

- 1) Reaching out to youth through community and moderate religious actors who volunteer on steering committees
- 2) Preparing youth for their role as volunteers and in community assessment to identify the resources for locally driven solutions
- 3) Organizing youth into peer networks under the guidance of the steering committees
- 4) Providing facilitator training to moderate-risk youth leaders to reach out to peers and to at-risk groups
- 5) Supporting community grants to peer network youth working with local officials, as recommended by the steering committees
- 6) Ensuring the availability of resources and services at youth centers that serve as the spaces from which youth can operate
- 7) Securing proper facilities and renovations, with community support, as required to sustain youth activities
- 8) Preparing youth coaches to engage with their communities and increase volunteerism
- 9) Promoting community service through sports
- 10) Raising awareness of community contributions to promote stabilization-to-sustainability transition through various media channels and with stakeholders

Initially, four activities were established for the first objective and seven for the second. As a process improvement, a fifth activity—partnerships developed by PN members—was added to the first objective. Two activities under the second objective—PN teamwork and communication activities—were further disaggregated to better track and record the progress being made toward targets and to identify the inputs helpful to Peer Network members. Targets for these indicators were all achieved and surpassed before the project end date.

Significant progress on targets was achieved in all activities during 2013, and as a result of this progress, targets in 2014 were adjusted upwards for all activities and the additional targets were added. The most significant progress towards achieving and surpassing targets was made in the last quarter of 2014 and the first two quarters of 2015. PN indirect beneficiaries actually doubled their anticipated numbers in the last three quarters of project activities. This development reflected increased interest in the PYCE approach and in PYCE renovations; PYCE was branded by youth themselves in such a way that it was viewed as an active and engaged youth project (hence its local name of “mashroo tansheet al shabab”). Second, as more PN members engaged in the SAC and PFPD Programs, they had more skills, resources, and partners to actively promote and conduct their activities.

PYCE targets are listed below, followed by a discussion of PYCE activities and lessons learned.

Intermediate Result 1: Strengthen and increase interaction between youth and influential community actors, including moderate religious actors.

PYCE Activity	Initial Target	FY14 Target	FY15 Target	Total Target	Actual Achieved	Percent of Target Achieved
1.1 Number of community actors engaged in governorate level meetings	250	100	300	650	2,546	392%
1.2 Number of Steering Committee meetings	25	10	24	59	105	178%
1.3 Number of meetings for PYCE participants at youth centers	27	10	24	61	102	167%
1.4 Number of community grants awarded to Peer Network members	18	10	15	43	128	298%
1.5 Number of partnerships developed by Peer Network members (new in FY14)	N/A	N/A	14	14	144	1,029%

Intermediate Result 2: Empower youth to positively affect their local communities through sports, recreational programs and other community-based engagement activities

PYCE Activity	Initial Target	FY14 Target	FY 15 Target	Total Target	Actual Achieved	Percent of Target Achieved
2.1 Number of youth centers renovated	11	2	2	15	18	120%
2.2 Number of PACA-informed teamwork activities completed	50	16	8	74	194	262%
2.3 Number of youth trained as coaches (SAC Program)	50	30	30	110	213	194%
2.4 Number of activated and involved teams that work with PYCE	16	3	90	109	159	146%
2.5 Number of youth trained in peer facilitation (PFPD, formerly TOT Program)	48	28	28	104	139	134%
2.6 Number of participants trained by Peer Network members	1,350	300	3,000	4,650	10,391	223%
2.7 Number of channels of communication used by Peer Network members	90	0	70	160	209	131%

1.1 Community actors engaged in governorate-level meetings in selected governorates—More than 2,500 individuals took part in governorate-level meetings with stakeholders under the PYCE Project. Youth valued the opportunity to present their achievements in front of these respected



PYCE SC meeting in the Abyan Governor's office with coaches, moderate religious actors, and other community actors.



Two PYCE SC members in Tuban, Lahej meet outdoors during a match, sketching the game.

community members and to build relationships with different government actors and community leaders with whom they would not otherwise have had a chance to engage.

1.2 Steering Committee (SC) meetings held in selected governorates—There were 105 Steering Committee meetings conducted through March 2015. PYCE monitored Peer Network activities and renovations alongside Steering Committee members, and these activities served as significant points of discussion in Steering Committee meetings.

1.3 Meetings of PYCE participants held at youth centers—One hundred and two PYCE participant meetings were concluded. Peer Network members met frequently at youth centers to plan upcoming community grant activities. As PN members utilized their experiences with PYCE as a bridge to potential careers, these meetings expanded to include brief workshops on resume writing and other topics related to youth employability. PN members also began working alongside local councils and moderate religious leaders to engage youth in such issues as drug-use prevention. This served to increase synergies between PYCE activities and the wider youth development agenda in the governorates.

1.4 Community grants awarded to Peer Network members in selected governorates—A total of 128 community grants were awarded under PYCE through March 2015.⁷ The number of grants



exceeded project targets, with a significant increase in the number and types of grants occurring primarily in the last year of programming. As PN members honed their leadership training and experiences with PYCE, they integrated more fully the sport-for-development model into PYCE programming. In FY14, the SC and PYCE team refined the scope of community grants to include three components: sports or recreation, non-formal education sessions, and community-service activities. By performing civic engagement through all

three of these components, the Peer Network members significantly increased the impact of their interventions and raised the profile of the PYCE Project overall.

To promote sustainability, in FY14, PYCE modified the application process for community grants to include more details on PN communications, fundraising plans, and partnership information, and additional planning session opportunities between Peer Network members and Steering Committee members were incorporated. This latter measure served to strengthen relationships, increase efficiency, and promote greater collaboration between the members of these two bodies. Thus, in the final year of the project, grants included more partnerships involving in-kind support.

⁷ See Appendix #2 for a list of community grants awarded under the PYCE project

Peer Network Testimonies

"I had an issue in interacting with people, and I could not engage with any kind of group or leader; my self-confidence was weak. By [participating in] PYCE, I learned to work as a team member, to trust myself to be an essential team member, and to implement community grants in my former school, Al-Khalifa School for Girls." *Hanan A., a computer teacher at Al-Khalifa School, Aden*

"This project has done many things in my community and helped me... I can organize tournaments for youth in many neighborhoods, analyze the challenges in my neighborhood.... I especially gained skills in organizing activities and analyzing them. All those built my experience and I have become one of the known people in my community." *Samer I., Aden*

1.5 Partnerships developed by Peer Network members—A total of 144 partnerships were developed by Peer Network members to promote the sustainability of activities, far exceeding project targets.⁸ As a process improvement, PYCE added this partnership indicator to its list of activities in FY15. This additional target allowed PYCE to better record and disaggregate the progress being made toward its targets and to identify the inputs that helped Peer Network members achieve the greatest impact.

Partners consisted of businesses, community-based organizations, or other youth-serving and government entities that provided Peer Network members with support for their activities. Peer Network members leveraged services like professional photography and transportation; volunteer technical and professional labor; free facility use and free rentals; gifts and prizes for competitions; training or motivational support from presenters, facilitators, or expert resources; and supplies and materials that included sports equipment, refreshments, and learning materials, as well as the tools, supplies and materials needed to conduct workshops and keep clean and maintain youth centers.



⁸ See Appendix #3 for graphs of types of partnerships and contributions.



PYCE PN members organized a community grant for the “Aden Health and Employment Fair” for females at 14 October Secondary School for Females, a PYCE solar-system renovation site in Aden. PN members organized the fair’s stations with their partners including local associations focused on women’s health issues and including women-owned lab and lab equipment businesses.

2.1 Youth centers renovated in selected governorates—PYCE renovated 18 youth centers, thereby exceeding project targets. These centers ensured vital, accessible, and public spaces for youth. PYCE supported renovations in areas demonstrating the greatest support for youth activities and community buy-in, and PYCE identified ways to encourage children and adolescents to utilize youth centers under the supervision of their caregivers. This approach was a part of a larger project strategy to engage young people before they become at-risk and promote youth centers as inclusive, family-friendly public spaces.



PN members implemented a rainwater harvesting project at MoYS Azal Club in Sana’a, where PYCE also installed a solar system.

Renovations were evaluated via site visits by SC members. The renovations and site visits supported larger project objectives to increase recreational opportunities and provide positive alternatives to delinquency in support of the USAID Mission’s stabilization objectives.



New gates were installed at the MoYS Hassan Club’s lower court, as part of a PYCE Community Grant to rehabilitate underutilized sports fields and transform them into thriving recreational spaces for local youth in Zinjibar, Abyan.

In its implementation of the PYCE Project, AMIDEAST sought to leverage its renovations to facilitate partnerships among community members and encourage the sustainability of youth activities. Therefore, youth invited businessmen and women to sponsor youth centers and to contribute resources to ensure youth had adequate supplies. In addition, once renovations were completed, these partners and other residents were invited to support youth by attending sport competitions and other events as audience members.



PACAs in Abyan, Marib and Aden: upgrading an Abyan school library (L), water upgrade for a school in in Marib (C), and girls’ preparation for tennis matches in Aden at MoYS Gelah Club (R).

2.2 Participatory Analysis for Community Action (PACA)-informed teamwork activities completed by PYCE Peer Network applicants—PYCE youth participants implemented 194 Participatory Analysis for Community Action (PACA)-informed activities. The number of these activities exceeded project targets and included repairs and rehabilitation for more than 70 K–12 schools.

Initially, CE Workshop participants conducted PACA activities in teams at different locations having myriad needs. Subsequently, the strategy was refined so that one site was selected for all PACA activities associated with each workshop. In this way, each PACA team addressed a specific need,

and these efforts were integrated by having team members volunteer at the same location, thereby increasing the impact by helping that site increase its overall capacity. In addition, PACA teams facilitated educational sessions with school students who participated in some of the rehabilitation projects. Civic engagement was not only demonstrated by PACA team members, but also became more accessible to the students involved in the process of repairing their own schools.



PYCE SAC Program graduates at MoYS Mansourah Club Stadium.

2.3 Youth trained as coaches, referees and activity coordinators in selected governorates—Two-hundred and thirteen youth took part in the PYCE Sports and Activity Coordinator (SAC) Program. Throughout the PYCE Project, the SAC Program was continuously enhanced to help Peer Network members increase skills in outreach and sustainability. As part of lessons learned, the PYCE team revised the SAC Program to include a sports clinic as a final component to the training. Clinics were graduation micro projects held subsequent to classroom-based learning activities and involved youth volunteers identified during the SAC Program.

Significant momentum was generated by the SAC Program graduation projects, providing PN members with opportunities to showcase their organizational skills. PN members utilized the SAC Program to expand the sports and recreational activities available at youth centers. In addition to basketball, volleyball and soccer, PN members implemented bicycling competitions, half-marathons, martial arts championships, chess matches, and other activities. The diversity of activities was especially important for youth who might prefer non-physical play, youth with health concerns, and/or for females who may be more interested in indoor play in keeping with cultural norms.

2.4 Activated and involved teams that work with PYCE—One hundred and fifty-nine teams were formed, supporting a variety of youth centers. Team formation increased the capacity of PYCE participants to work collaboratively and utilize sports and recreational activities as a springboard

toward greater participation in community-service. The PYCE team promoted the formation and/or organization of teams among PYCE participants, indirect beneficiaries, and other stakeholders. As a process improvement, PYCE revised the teams' indicator activities in FY15 to disaggregate between team-based service activities and competitive activities. This modification allowed PYCE to identify inputs that helped PN achieve the greatest impact. Under PYCE, teams worked independently of one another. AMIDEAST learned that teams can make a broader impact if they work collaboratively with a youth-serving institution, and when there are opportunities for competition. While PYCE community grants were also awarded in teams, this indicator specifically referred to those team-based activities that were tied to regular events at the same youth centers, were longer lasting, and were competitive with other teams.

2.5 Youth trained in training of trainers (peer facilitation)—One-hundred thirty-nine Peer Network members participated in the PYCE peer facilitation program, known initially as the Training of Trainers Program, and subsequently as the Peer Facilitation and Project Development Program. As the project progressed, AMIDEAST found that a number of TOT curriculum components complemented portions of the SAC Program curriculum, particularly those sections related to the



Tuban Peer Network Sports and Activity Coordinators with their team for MoYS Entalak Club.

areas of long-term program planning, promoting positive behavior, and goal-setting. Thus, the curriculum for the PYCE TOT Program was modified to omit those components, while maintaining them in the SAC Program curricula.

The remaining peer facilitation curriculum components were focused on PN members' underdeveloped skills, including identifying and gathering learning materials for educational and cultural activities and

establishing partnerships as a mechanism for sustainability—all key aspects of program development. These components were imagined as both classroom-based and field-based learning opportunities that could be completed in a shorter timeframe. Therefore, the peer facilitation program was further refined to include site visits to youth centers and CBOs, outreach to potential program partners, and reflection sessions where field experiences were critically examined through shared dialogue. The length of the program was also subsequently reduced from 12 to 6 days. In keeping with these modifications, the TOT program was renamed as the Peer Facilitation and Project Development (PFPD) Program.

As a graduation requirement, PFPD participants presented their ideas for sports, education, or service activities to a panel of business men and women who rated the ideas and selected winners. In the PFPD graduation ceremony, PN members with the winning community-based activity were awarded a donation to cover the costs associated with the activity. This process fostered public speaking skills and further strengthened relationships between Peer Network members and the larger community. In addition, as with the SAC Program clinic, it allowed Peer Network members to become engaged in community work immediately after the training, without any loss of momentum.

2.6 Participants trained by Peer Network members in selected governorates—Nearly 11,000 youth were trained and participated in Peer Network facilitated events. PYCE supported a wide variety of education, sports, and recreational activities in response to youth interests. In addition to basketball, soccer, and volleyball, sports activities included half-marathons, bicycling, martial arts, chess, billiard, jump rope, relay races, fitness, and track and field activities.

Through cooperation with the MoE, PYCE and PN members planned and implemented projects at more than 100 schools. Some projects consisted of stand-alone activities developed in response to a school's specific needs, while others were implemented over time at the same K–12 school, allowing PN members to form strong connections with students and school staff. PN members labored with their own hands to transform schools in various stages of disrepair into centers of discovery. They also donated supplies and trained students—who often served with Peer Network members—to sustain these efforts and increase the students' capacity. Their impact was evident as youth took responsibility to clean and properly maintain schools.

Through informal conversations and teambuilding skill activities, PN members also encouraged students to remain in school and supported the inclusion of girls in sports and competitions. Their dedication inspired students to choose positive alternatives to delinquent behavior. As relations between PN members, students and schools grew stronger, the impact of the PYCE Project was recognized in media coverage.

As their activities and involvement increased, Peer Network members internalized their role as youth leaders and became more confident in their ability to promote positive behaviors, increase the quality of and access to services, and contribute to the development of locally driven solutions. They also re-imagined their neighborhoods as thriving and unified spaces where they could contribute to a more stable and democratic society.



Before and after: PN members organized a community grant to repaint the walls of MoYS Entalak Club’s soccer fields and conduct an anti-drug messaging campaign for fitness and wellness in Tuban District, Lahej.



PN track and field coach at the newly painted MoYS Entalak Club soccer field conducting activities with anti-drug messaging campaign in Tuban District, Lahej.

2.7 Channels of communication utilized by Peer Network members to disseminate information about youth activities

Peer Network members disseminated over 200 communications about their activities.⁹ In the last year of PYCE activity, Peer Network members began utilizing mobile applications in addition to other channels, such as in-person discussions, phone calls, and Facebook posts. They regularly exchanged messages with community members via mobile phones; however, communications from community members to PYCE participants was not systematically gathered and stored. Thus, as a process improvement, PYCE revised the communication channel indicator activities in FY15 to look at three types of communications: communications that the PN used to disseminate information about youth activities; communications that the PN used to gather information about youth; and communications that the PN used to respond to community inquiries about youth. The modification allowed PYCE to better record and disaggregate progress being made toward its targets and identify the communication channels that helped Peer Network members achieve the greatest impact.

As lessons learned, the PYCE Project sought to enhance the quality of communications between Peer Network members and community members and provide multiple platforms for community members to articulate their concerns and ideas for youth activities. Thus, the PYCE Project team and Peer Network members engaged in two-way communications through which information from community members was gathered via the project website, social media, mobile applications, and other methods. The PYCE team and Peer Network members also responded to community members' suggestions through the same channels. In addition, Peer Network members promoted their activities both before and after they were implemented. This strategy served to inform youth and community members about activities in which they might participate; the strategy also invited input on how the activity could be further enhanced and/or on new activities that might address youth needs. This mechanism offered a vital platform for Yemenis to exchange ideas in a public forum and work toward shared goals, which is an important step forward in the country's development.



Basketball camps at 14 October Secondary School for Females in Aden (L) and Bilquis Club (R).

⁹ See Appendix 5 for types of communications used by PN members.

EVIDENCE OF IMPACT

Monitoring and Evaluation

PYCE's approach to monitoring and evaluation included both quantitative and qualitative data. Quantitative and qualitative indicators were reported to USAID on a quarterly basis.

The PYCE team continuously enhanced its monitoring and evaluation methods to incorporate lessons learned and best practices; to identify areas of growth in real time; and to facilitate the adjustments needed to achieve USAID's program objectives. In cases of program components with repeated implementation cycles, such as SAC and PFPD (previously called TOT), pre- and post-surveys were conducted. The same survey questions were used in FY13 and FY15 for comparative purposes.

Evaluations were formative and summative endeavors; the PYCE team collected data throughout the lifecycle of each activity and, significantly, tracked the development of programming and the accomplishments of beneficiaries over time. An initial baseline study of PN members was conducted between January and April 2013. PYCE used a mixed-methods approach comprised of focus groups, surveys, observations, and case studies with a broad spectrum of stakeholders including youth, Steering Committee members, and, whenever possible, local government stakeholders. In cooperation with SC members, NODS and PPI, Peer Network members were evaluated in facilitation and activity coordination as a part of their training. The PYCE team and/or the SC monitored all activities that the PN conducted, including, but not limited to the Summer Connections Initiative (a series of community grants awarded in the summer months when youth are most idle), PYCE community grants, and PN-organized events at youth centers. These ongoing observations helped staff identify milestones and assess impact, as Peer Network members progressed and solidified their positions as role models in their districts. Once they completed training, PN members from Aden, Lahej, Sana'a, and Marib were invited to repeat the baseline over a period from December 2013 to May 2014. Another round of surveys had been planned for 2015 but was deferred due to the conflict.

The AMIDEAST PYCE Team launched a series of administrative and evaluative measures throughout the project, and a number of these were conducted in the last year-and-a-half of the project remotely, given the ongoing security concerns. As part of an impact assessment, the AMIDEAST PYCE Team examined activities led by its direct beneficiaries, known as Peer Network members.

To strengthen alignment between PYCE and the Education for All and Millennium Development Goals, as well as the Sustainable Development Goals, AMIDEAST conducted a thematic analysis. This analysis enabled project team to review the integration of cross-cutting themes into



Students in school selected by PNAC members for support in Aden.

community grants and team-based activities that were planned and facilitated by Peer Network members at MoYS-sponsored youth clubs, K–12 public schools, and public universities. For this exercise, AMIDEAST analyzed datasets from more than 60 activities. The intention of this thematic analysis was to inform the program’s strategic planning process by highlighting the development themes that Peer Network members internalized, and, subsequently, the efforts they made to support Yemen’s progress toward a democratic and inclusive society.


Datasets for these and other activities, such as renovations, were also compared against the financial support provided to more than eighty K–12 schools and youth clubs. This additional measure sorted youth centers by the amount of support they received and included a comparison against the number of activities that each center implemented. Therefore, in addition to identifying progress toward global objectives, AMIDEAST was able to examine the return on project investment in terms of social benefit provided to Yemen’s larger youth demographic. A summary of findings of the impact of PYCE follows.

Cross-Cutting Themes

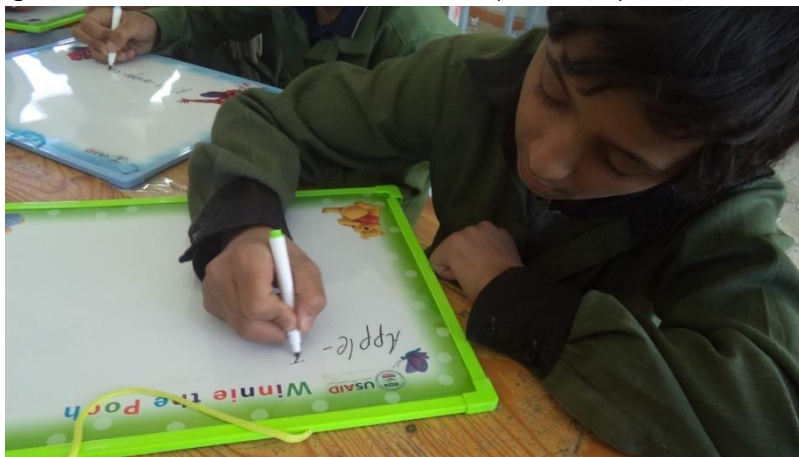
Peer Network members and volunteers planned and implemented community grants and team-based activities at schools and youth clubs. These activities were developed by and for youth and were comprised of sports, non-formal education, and service events for peers ranging in age from 10 to 32. Implementation periods for Community Grants ranged from one day to two weeks, while

team-based activities were developed to take place over periods of up to three months. Though events varied, each one incorporated at least one of the project’s cross-cutting themes. PYCE’s eight key cross-cutting themes were the following.

- Career readiness and youth employability
- Health, nutrition, and wellness
- First aid and safety
- Fitness, sports, and team-based recreation
- Entrepreneurship and home-based income generation
- Gender inclusion and outreach to disadvantaged groups
- Dropout prevention and second-chance learning
- Resource conservation and sustainable development

Read to Recover Initiative	
<p>To scale and sustain literacy events conducted for International Literacy Day and the new academic year for girls in Sho’ub District in Sana’a (September through December 2014), the PYCE PNAC Council at MoYS 22 May Club implemented the ‘Read to Recover’ Initiative at the MoE Socotra School and the Club in Sana’a. ‘Read to Recover’ sought to promote lifelong education and decrease the dropout rate and involved reading and writing games that were enhanced with peer-learning exercises led by PN members. Activities continued through mid-January 2015 and reached more than 200 youth ranging in age from 13 to 26. Participants included secondary school students, sports players, and sports enthusiasts. The small, non-formal setting of each session provided individual attention and teacher contact not found in many formal classrooms and helped to encourage youth who were experiencing learning delays and unmet learning needs to continue their education.</p>	

The cross-cutting themes that Peer Network members most often incorporated in their PYCE community grants and team-based activities were: a) fitness, sports, and team-based recreation; and b) first aid and safety.



These two cross-cutting themes were incorporated into more than fifty percent of community grants and team-based activities. AMIDEAST believes that this high level of integration could be a collective response among Yemeni youth to the relative lack of public spaces to accommodate recreational activities and the corresponding gap in the education and training needed to prevent and respond to sports-related and other injuries.

Additionally, poor security in many project areas likely contributed to youth participants seeking increased knowledge of basic medical assistance skills.

Approximately twenty-five percent of community grants and team-based activities included the themes of (a) entrepreneurship and home-based income generation; and (b) dropout prevention and second chance learning. These cross-cutting themes were particularly significant because the youth demographic in Yemen is comprised of mostly unemployed, underemployed, and vulnerable youth who have few marketable skills. Thus, the high level of interest among youth in these areas indicated an ongoing commitment to education and self-reliance.

AMIDEAST also examined cross-cutting themes against other program variables, such as participant totals for each activity. While these four themes dominated most of the community grants and team-based activities, they were not necessarily the activities with the highest numbers of youth participants. For example, PYCE Peer Network members held fairs centered on other cross-cutting themes that were incorporated into activities less frequently, such as wellness, career readiness, and sustainability. These fairs attracted at least 120 youth participants each; by comparison, grants and team-based activities drew an average of only about 20 participants each. Since fairs require more partnerships and more extensive resource and time commitments to organize, they were held less often. However, these fairs reached higher overall participant totals, and AMIDEAST believes they were more successful than other activities at promoting linkages between youth and potential employers. One fair, a Water and Innovation Fair, is now an annual event in Aden since PYCE launched it in 2015.

Water and Innovation Fair

PYCE Steering Committee and Peer Network members organized the Water and Innovation Fair in March 2015 to share information on urban and rural water-related challenges and solutions, to provide opportunities for youth to network with local businesses leaders, and to increase youth access to potential careers in the water sector. More than 140 local youth attended the original 2015 Fair, which was featured in media outlets, such as *Al Mashhad Online News*, *Al Sijil Online News*, and *Yemen Lens Online News*. The fair included presentations at individual stations led by Peer Network and Steering Committee members and their partners who represented businesses, associations, and local government bodies. Fair stations were centered on topics such as water filtration and purification systems and techniques, hydration in support of fitness goals, water trivia games, water pollution and recycling, preventing water-borne illnesses, wetlands and endangered species, and how to conduct basic repairs to pipes and water containers. Officials from the Aden Water and Sanitation Company, Aden Office of Water Resources, Aden Marine Sciences and Biology Agency, Aden Geological Office, and Tuban (Lahej) Water District Office were available to answer questions. The highlight of the fair was a presentation by a Lahej-based business, Sehab Tech, which focused upon aquaponics and farming with organic matter. This presentation endorsed low-cost methods and utilized materials widely available in Yemen.

Outcomes

AMIDEAST maximized PYCE resources by conceptualizing every cross-cutting theme in terms of both inputs and outcomes. The project developed awareness sessions and sports and service activities, all of which were designed either to introduce or reinforce equity in public



spaces. Thus, as an input, gender inclusion was an intentional part of PYCE Project messaging and program implementation. Accordingly, PYCE targeted 50 female public schools for rehabilitation. As a result of this outreach, schools serving more than 30,000 female students received newly renovated libraries, science laboratories, classrooms, bathrooms, and multipurpose play areas. Schools were therefore able to respond to the needs of their students more effectively than before. Furthermore, the program initiated efforts to lower dropout rates, promote literacy, and increase interest in business among female learners. The renovations fostered an increase in the frequency and type of sports, health-related, and income-generating activities for females—an important development outcome.

PYCE incorporated gender inclusion through both female-only activities and mixed gender activities, such as the CE Workshops and PFPD Program, which focused on citizenship and service. Although the CE Workshop could be delivered in a mixed-gender setting from a pedagogical standpoint, PYCE delivered single-gender sessions where cultural considerations warranted—particularly in rural areas and in female-only spaces such as MoYS Bilquis Club in Sana’a. Furthermore, team activities that developed organically during each CE Workshop were generally not mixed gender. In all cases, both the CE Workshop and PFPD Program covered topics important to civil society, such as inclusion and tolerance. These ideals are important for youth to understand and internalize in civil society.

By contrast, cultural traditions and expectations for females preclude mixed-gender sports events and athletic practices in all areas of Yemen. In addition, most youth clubs offered activities only for males, leaving few, if any, recreational opportunities for females. Thus, PYCE engaged club administrators, community leaders, and other stakeholders around the idea of launching events for females that would adhere to cultural traditions. As a result of this cooperation, several youth clubs planned to become greater resources for females by adjusting the hours in which women-only activities could be conducted. While the security situation delayed full implementation of female-hour scheduling, the groundwork has been laid. Through renovations and cooperation, both the number of female-oriented activities and number of women-only facilities increased, resulting in a level of gender inclusion that youth in many Yemeni communities had not previously experienced. By implementing these plans, youth clubs reflected how communities embraced and approved gender inclusion.

PYCE saw similarly positive outcomes in activities related to the themes of dropout prevention and resource conservation. For example, PYCE launched a series of reading and writing competitions in public K–12 schools, which led to the development of the Read to Recover Initiative in 2014. This initiative was supported through community grants led by Peer Network members who cooperated with SC members and partners to implement competitions. PYCE also renovated the National Library in Crater, Aden, and prior to the deteriorating security situation, had received PN plans to establish libraries and study halls in K–12 schools, where facilities like these are few and far between. Based on communications gathered by PN members following PACA activities supporting libraries in workshop host schools, it was clear to the PN that increasing the quality and number of facilities available to youth for the purposes of remedial learning and improved scholarship could have a

significant impact on dropout rates and overall academic achievement. Further, it was clear that Peer Network activities in this area would be well received by their communities.

Financial Support

Analyses of PYCE financial support to K–12 schools and youth clubs show mixed results. For example, renovations were the project’s most costly intervention; however, only half of the youth centers that hosted four or more PYCE-supported community grants or other team-based activities had been renovated with PYCE support. In fact, while renovations were associated with increases in youth activities in some areas, activities for youth also increased in other areas that received far less financial support. In these instances, it is likely that limited financial support was offset by strong ties forged among youth, school administrators, and other community members. Therefore, a greater emphasis on building relationships of trust and teamwork may be indicated for centers that are less active despite increased financial support.

Furthermore, of the more than 100 schools and clubs with which PYCE worked, the highest participant totals were achieved with investments of USD 1,500 or less—significantly less than the cost of most renovations. High indirect beneficiary numbers at non-renovated clubs could have been the result of successful promotional campaigns developed by Peer Network members and/or strong ties between youth and local residents.

On the other hand, many renovated clubs and schools were selected for renovations because they already worked with larger numbers of youth (the community’s population, its youth center’s administration, and location accessibility were key factors in site selection). Significantly, those PYCE-renovated clubs and schools hosted more activities centered on resource conservation and sustainable development—key development challenges in Yemen—than their non-renovated counterparts. Much of the nation’s growth, stability, and diplomatic relationships have been influenced by its agricultural and natural resource challenges, particularly water resources, and so a greater emphasis on this cross-cutting theme may be indicated, particularly among schools and clubs hosting large youth populations.

The achievements of clubs with limited investments notwithstanding, the most active type of youth center overall was in fact a PYCE-renovated youth club. The PYCE-renovated youth club was host to community grants, team-based activities, and a wide array of other follow-on activities and self-supported events—all of which suggests both strong cooperation and significant impact in the distribution of resources.

The achievements of centers with low investments, though mixed, were encouraging. Local communities with strong ties can accomplish great things with few resources. Despite the frequent closures of schools and universities over the course of PYCE’s implementation, the project ensured that thousands of youth had access to vital information that they could utilize to continue learning and improve conditions in their neighborhoods. Alongside the activities featured above, PYCE identified more than 30 lesson plans, mobile applications, toolkits, and other materials addressing water, sanitation and hygiene, health, and nutrition. These materials incorporated do-it-yourself

methods of water purification and storage—including—passive solar water distillation—that were featured on PYCE’s Facebook page and communicated to beneficiaries via mobile software applications such as WhatsApp. Significantly, these activities were locally driven solutions—a key development objective—and offered a new approach to development actors and organizations in that they embodied a vision of community as a collection of strengths rather than weaknesses.

SYNERGIES AND SUSTAINABILITY

Among the lessons learned on this project, AMIDEAST understood that to sustain the project's impact, additional measures should be taken to promote leadership among Peer Network members, as well as synergies between Peer Network members, Steering Committee members, and others in the community. PYCE worked with members of the Peer Network to form Peer Network Activity Councils (PNAC), the purpose of which was to promote community buy-in by establishing strong relationships with local councils, municipalities, business persons, moderate religious actors or peers, and community leaders. The PNAC members served as the project's



points of contact for youth activities, securing necessary approvals and endorsements for the project and ensuring coordination between national- and governorate-level initiatives and project activities. The PNAC role also empowered youth and contributed to locally driven solutions through collaboration and relationship-building. These experienced-youth will be valuable resources and partners for future programming.

Opportunities and challenges continued in the evolving Yemeni political context. Opportunities included synergistic partnerships with the private sector; this emphasis on partnerships was integral to PYCE's strategy for sustainability and reflected the interest that businessmen and women demonstrated for the project. Scaling up partnerships to maximize impact and encourage sustainability will also be vital for future programming in cross-sectoral partnerships across ages, experiences, and backgrounds.

Steering Committees that maximized the strengths of their members who represent local councils, youth centers, CBOs, moderate religious actors, and entrepreneurs, all of whom are integral parts of local communities, were key to the PYCE approach. These actors shared community concerns and respect with PN members and, most importantly, they raised the profile of PN activities within communities. In all Yemeni communities, moderate religious actors have played influential roles as community advocates and advisers as well as messengers, and building trust relationships and communications with them will continue to be essential for programming.

PYCE also encouraged the continuing promotion of additional, female-only hours at all the clubs or existing centers that the program supported. Additionally, sustainable development activities and indoor events for women and girls were specifically encouraged in rural districts, where participants from different clans or tribes came together. This strategy was in response to concerns that community members in areas such as Lahej, Abyan, and Marib had regarding the appropriateness of activities for women. Indeed, in these areas, outdoor female sports events are

not widely embraced because of cultural expectations for women and girls. Thus, the determination of appropriate sports and recreational activities should continue to be determined locally for all districts.

Activities that reflected local assets were also important to the PYCE strategy. In some instances, traditional games that were acceptable within the community and could be practiced by males and females were conducted along with indoor female recreational activities, such as billiards, table tennis, relays, jump rope, board games, and chess. These activities encompassed competitions to offer to women and girls the same opportunities as those available to the males who participate in outdoor activities, thereby supporting inclusion and respect for the concerns of local residents and cultural norms.

By involving larger segments of society in civic engagement activities using the sport-for-development model applied by PYCE, AMIDEAST sought to help youth feel more connected, empowered, and valued as a part of a larger community. Their sense of belonging to communities became enhanced, recognized, and rewarded, and subsequently, these synergies promoted youth resilience.



PYCE supported a PN community grant at MoE Khalifa School in Aden for a community photography competition. The grant focused on sports and service activities, followed by training in photography and a display of students' photographs at a formal photography fair.

IMPLICATIONS AND RECOMMENDATIONS

Yemen's current context makes the education and health sectors critical areas for humanitarian assistance interventions both now and during the anticipated post-conflict reconstruction phase. Many schools and youth centers have been shut down, are severely damaged, or are in disrepair; books and learning tools have been lost; and computer and laboratory equipment has been destroyed. Moreover, communities are holding very few sports, recreational, or other extracurricular activities, as many parks, soccer fields, and basketball courts are either inaccessible, dilapidated, or have been repurposed. Hospitals and urgent care centers are likewise struggling to operate with limited or no power, fuel shortages, and inadequate medical supplies—in addition to the deteriorating economic situation, which has affected operational costs and staffing. In addition to infrastructure challenges, overcrowded conditions further preclude the use of safe, effective treatments. Despite ongoing efforts by the aid community to deliver food, promote child-friendly spaces, and establish safe zones, the violent conflict continues to exacerbate delivery of crucial services, and the consequent repercussions have had an immediate and long-term impact on the entire geography of Yemen, including civilian casualties. These conditions contribute to a lack of safety and stability for youth today, and they contribute to a future where opportunities for growth, learning, play, and healing seem bleak.

With its focus on accessibility, relevance, and inclusion, the AMIDEAST PYCE approach could serve as a platform for education and community resilience interventions, which could begin as targeted high-impact activities and then be scaled up and anchored at schools and youth clubs as security improves. In a recovery setting, AMIDEAST's PYCE Project approach could be applied to larger-scale sustainability initiatives through additional solar and rainwater harvesting installations at youth-focused and other institutions throughout Yemen. The PYCE approach can, for example, support the development of agricultural fairs in rural areas that can be showcased to urban dwellers. In urban areas, it could support domestic gardens—including rooftop gardens that can be maintained by youth, with water stored through rainwater catchment systems. In addition to improving sustainability, agricultural projects and gardens can improve aesthetics, encourage recreation in public spaces, and provide a vehicle to facilitate projects such as aquaponics, permaculture farming, and arboriculture.

Investment in youth can have far-reaching impact, with key elements being some of those that were effective in PYCE, including steering committees, partnerships, community grants, youth leadership training, renovations, and youth communications. AMIDEAST believes that just as conducted under PYCE, future measures should be collaborative in nature and ensure that networks of youth, community members, businesses, and moderate religious actors remain strong. The structure and outcome of programming should be synthesized, and, along with links to cross-cutting themes seen in PYCE, priorities should include relationship-building, training, and rehabilitation. Future programming can achieve these overarching goals through regular stakeholder meetings to keep strong networks of project supporters engaged, as well as through specific interventions that are valuable in the Yemeni context, including repairs to schools and clubs, leadership and development sessions for youth, and messaging campaigns.

PYCE's experience demonstrates that future programming should focus on short-term, targeted, and high-impact activities that address youth education in a post-conflict setting. These activities should leverage resources in which PYCE has already invested, such as PN and SC members, for management as well as other aspects of implementation. These activities should also draw on partnerships with local civil society organizations and youth clubs, as youth and CBOs working together must implement the bulk of activities. AMIDEAST notes that local actors have experience and access to relevant stakeholders who can help facilitate these youth-driven activities.

Based on the PYCE experience and informed by additional feedback obtained through a survey of stakeholders in five governorates, AMIDEAST recommends that future programming with youth prioritize three integrated areas—youth education and employment, community resilience, and women. Suggested enhancements are also based on recommendations stemming from PYCE monitoring and evaluation activities, as well as documentary review of other successful models of sport-for-development in the region. Some illustrative interventions are listed below.

Youth Education and Employment

- *Countering dropout-related learning deficiencies through remedial and non-formal education activities, including numeracy/literacy games and reading contests*
- *Training youth center staff to work with post-conflict youth and leverage knowledge and skills to support growth and learning in nurturing environments that continue to be safe havens for youth*
- *Supporting youth through peer-facilitated awareness sessions as they transition from internal displacement and/or out-of-school status to structured learning environments*
- *Promoting youth employability through a variety of methods, including life skills training, resume workshops, and job market-focused networking events with business owners and other partners*
- *Fostering a sense of teamwork through after-school and weekend sports and recreational activities to counter delinquency among youth*

Community Resilience

- *Removing safety hazards and improving safety standards through community, school, and youth center engagement and clean-ups*
- *Installing solar power and rainwater harvesting systems in schools and youth clubs to ensure these facilities can reliably accommodate educational and recreational activities and provide access to potable water*
- *Strengthening relationships and cross-cultural awareness through joint training for urban and rural youth*
- *Organizing youth competitions to promote conservation, health, and hygiene through art, mobile technology, and recycling*

Women

- *Promoting the inclusion of females in civic life, through workshops on leadership, volunteerism, and communication by women business owners and other respected women*
- *Enhancing safe space for women where they can contribute to community stability through promotion of their ideas, activities, and talents*

Activities should focus on priorities for youth issues arising from the current crisis; these include, as seen above, remediation for out-of-school youth, community building, and access to information. Applying concepts that are rapidly implemented and sustainable and that involve the community and engage older youth in positive role-modeling such as the PYCE Project's Read to Recover Initiative could be an important part of USAID's development activities in Yemen's post-conflict reconstruction phase. Since students throughout the country have had little opportunity to attend school because of ongoing conflict, many will require remedial learning that could be accomplished at least in part through after-school activities. This PYCE initiative could be scaled up to support students' transition back to school and ensure that youth have supportive mechanisms to help facilitate a return to normalcy.

Activities should also focus on improving employability skills through, for example, scholarships for essential courses on topics that could include Excel, PowerPoint, research and writing, and English language. Information about topics such as health, hygiene, safety, citizenship, and service should be disseminated via cultural activities and sports venues that provide activities that are easy for youth to absorb and enjoy while learning. This could be accomplished through short theater plays, for example, where the theme could center around a cross-cutting concept or on an issue relevant to the local community.

Similarly, future programming could support artistic activities that allow youth to engage with and develop their skills working in teams and speaking in public—all while learning advocacy and communication skills; educating communities about key developmental and educational issues; and identifying, communicating and implementing local solutions. Sports venues and games could also be used to promote cross-cutting themes, and sports teams could hold competitions to raise awareness about issues relating to a specific theme. Future sports programming could be used to change opinions among spectators—for example, with short, youth-prepared comic segments addressing local issues during match breaks.

Community resilience plays a significant role in helping youth and communities in general to heal in the aftermath of violent conflict. Future programming can contribute to more resilient communities by providing venues for youth to tell their stories of resilience through the creative arts, giving them a way to feel connected to their communities and helping those communities regain stability. In addition to youth-focused activities, these centers could also involve residents of all ages in positive activities to reduce stress and improve mental health. Youth-focused creative arts also develop skills in self-marketing by encouraging young peoples to speak publicly about

their work, obtain feedback by sharing their creative talents, meet other youth with similar interests, and even connect with possible work opportunities by inviting private sector representatives to attend exhibitions.

In all cases, future USAID programming in Yemen should include more interactive and participatory leadership and development training; more diverse sports and recreational activities; an increased emphasis on the business sector; expanded income-generating opportunities; employability and vocational training; and more relationship-building and coordination between and among community stakeholders. Future programming could further these goals by integrating mobile applications such as WhatsApp, desktop and cloud-based software such as computer-aided design programs, or other technologies into training programs, facility renovations, and youth-oriented communication channels. Arts can be integrated into youth events through training, competitions, and exhibitions such as cultural fairs. To promote interest among female youth, future programming could utilize agricultural fairs specifically, as well as other competitions and training.

With widespread water and fuel shortages across Yemen, alongside rising inflation, it is also vital to introduce key concepts of sustainable development. Future programming should continue support for youth-led grants and other activities that specifically respond to youth priorities in sports, remedial education, and self-reliance. Going forward, USAID should continue to provide platforms for both small and large groups of participants to meet, but also add new non-formal education initiatives that are more closely linked to employment. Internships and work in micro-finance could provide linkages between young people and employment, assuring that Yemen's youth have a role in the nation's economic development. These priorities directly address Yemen's challenges and make education more accessible for its youth; they also encourage population segments most affected by the current crises to co-construct more vibrant and diverse communities.



During a series of PN meetings, PYCE PN organized a resume workshop for membership members at the National Library in Aden, March 2015.

CONCLUSION



Despite Yemen's volatile political and social environment, the PYCE Project established that most of its participating youth centers could function year-round. Although occasional roadblocks and security concerns led PYCE to reschedule a few events, most activities occurred as planned and were well received by local communities. Local youth found respite from the insecurity they faced, particularly in youth clubs located in their communities. AMIDEAST recognized how important it was from a community perspective to ensure continuity in support for the youth centers. Youth centers in many

communities are one of the few public spaces that residents can access in times of disturbances and protests.

From these centers, youth could learn more about their communities, develop partnerships, and engage in activities that support K-12 schools—which are themselves vital for community fabric. Because of the importance role these centers came to play in daily life and the ways that PYCE used them to engage local youth, all the PYCE Project's activities exceeded planned targets. Many youth took active roles in the repair and maintenance of their schools, clubs, and neighborhoods. These repairs cultivated child-safe spaces and increased safety standards—in some cases, meeting standards for the first time—for more than 76,000 students. K-12 schools and youth clubs worked alongside youth leaders to host regular education-, sports-, and service-oriented activities for youth in five governorates. Youth met regularly with local, regional, and national decision-makers to exchange ideas and co-construct a more inclusive, democratic society, receiving in-kind support and supplies from community members. Women and girls represented 40% of PYCE participants, a significant achievement given Yemen's cultural context. Furthermore, many youth leaders whom PYCE engaged conducted outreach to minority groups and underrepresented populations. More than 800 youth participated in PYCE training programs, where they learned to plan and implement youth-centered activities. By the end of the project, youth reported that they felt more confident in their skills and are now better prepared to enter the marketplace as job seekers and entrepreneurs—key indications of developing resilience. In addition, PYCE youth beneficiaries reported that they felt more connected to other community members by project close; as a result, they are working in teams, building trust, resolving conflicts, and addressing shared concerns. These accomplishments directly counter the drivers of instability and prepare youth—as the future of the nation—to become productive members of society.

The PYCE Project worked in a wide range of neighborhoods, communities, and districts—some as large as 265,000 residents, and others as small as 270. These communities recognized the achievements that occurred under the PYCE Project as a significant step forward and, crucially, welcomed greater recognition of youth voices and higher levels of youth participation in the process of governance.

Throughout the project, the PYCE Project supported crisis mitigation, early recovery, and stabilization activities in Yemen, and PYCE participants have been active participants in current humanitarian assistance and recovery and stabilization efforts in Yemen. The project demonstrated that the PYCE approach—using sport-for-development and applying initiatives like Reading for Recovery—can make a significant contribution to dampening current crises and in the reconstruction and recovery/stabilization phases in Yemen.



Appendix 1

Table of PYCE youth centers where PN members conducted activities with indirect beneficiaries

The table below lists, in chronological order, the youth centers where Peer Network Member activities took place with indirect beneficiaries. Centers are identified by Yemeni governorate, district, center type, name, whether or not the center was being used for the first time, and the type of activity. Center types are disaggregated by these categories: club, primary school, secondary school, primary and secondary school,¹⁰ and “other.” The “other” center type refers to sites that are public spaces including but not limited to post-secondary institutions such as technical institutes, government offices such as the 22 May Stadium that housed governorate offices for the MoYS, and park and recreation centers such as the Tawila Tanks. Activity types are disaggregated by these categories: Community Grant (CG), Community Engagement Workshop (CEW), Participatory Analysis for Community Action (PACA), Renovation, and Other. “Other” activity types may refer to PN and/or PNAC meetings, PN team events, PN outreach sites, and SAC Program activities that involved indirect beneficiaries.

Date	Governorate	District	PYCE Center Type	Name	First Y/N?	Activity Type
Jun-11	Aden	Tawahi	Club	Rawdha Club	Yes	CG
Jul-11	Sana'a	Azal	Club	Azal Club	Yes	CEW
'	Sana'a	Azal	Other	Berlin Park	Yes	CEW
'	Sana'a	Sho'ub	Club	22 May Club	Yes	CEW
Feb-12	Aden	Khormaksar	Other	Aden University	Yes	Other
Mar-12	Aden	Khormaksar	Other	Aden University	No	PACA
"	Sana'a	Maeen	Other	Sana'a University	Yes	PACA
May-12	Aden	Tawahi	Secondary School	Muheriz School	Yes	CG
Jun-12	Aden	Tawahi	Club	Rawdha Club	No	CEW
"	Aden	Tawahi	Club	Mina Club	Yes	CEW
"	Aden	Ma'alla	Club	Shamsan Club	Yes	CEW
Jul-12	Marib	Juba	Club	Naseem Club	Yes	Renovation
"	Aden	Ma'alla	Club	Shamsan Club	No	PACA
"	Aden	Tawahi	Club	Mina Club	No	PACA
"	Aden	Tawahi	Club	Rawdha Club	No	PACA
"	Aden	Ma'alla	Secondary School	14 October Secondary	Yes	PACA
"	Aden	Ma'alla	Secondary School	14 October Secondary	No	PACA
Jul-12	Aden	Ma'alla	Secondary School	14 October Secondary	No	PACA
Sep-12	Sana'a	Sho'ub	Club	22 May Club	No	CEW

¹⁰ Yemeni government primary schools provide instruction for grades 1–9, and secondary schools for grades 10–12. Some Yemeni schools are comprehensive K–12 schools.

Date	Governorate	District	PYCE Center Type	Name	First Y/N?	Activity Type
"	Aden	Khormaksar	Club	Gelah Club	Yes	Renovation
Oct-12	Sana'a	Old City	Primary and Secondary	Shaima School	Yes	PACA
"	Sana'a	Azal	Club	Azal Club	No	PACA
"	Sana'a	Sho'ub	Club	22 May Club	No	PACA
"	Sana'a	Tahrir	Club	Dharafi Club	Yes	Renovation
"	Aden	Tawahi	Club	Mina Club	No	CEW
"	Marib	Juba	Club	Naseem Club	No	CEW
Nov-12	Aden	Tawahi	Secondary School	Muheriz School	No	CG
"	Aden	Ma'alla	Secondary School	14 October Secondary	No	PACA
"	Aden	Ma'alla	Secondary School	Marib Secondary School	Yes	PACA
"	Aden	Tawahi	Primary School	Rawda School	Yes	PACA
"	Sana'a	Sho'ub	Primary and Secondary	Sinan Bin Hatroom	Yes	PACA
"	Sana'a	Azal	Club	Azal Club	No	PACA
"	Sana'a	Wahda	Club	Bilquis Club	Yes	Renovation
Dec-12	Sana'a	Sho'ub	Club	22 May Club	No	CEW
"	Lahej	Tuban	Secondary School	Shawkani School	Yes	CEW
"	Aden	Khormaksar	Club	Gelah Club	No	CEW
"	Aden	Tawahi	Primary School	Rawda School	No	CG
"	Aden	Tawahi	Primary School	Ibn Khaldun Secondary School	Yes	CG
"	Marib	Juba	Primary	Ammar Bin Yasser	Yes	PACA
"	Marib	Juba	Primary and Secondary	Jamal Abdul Nasser School (Marib)	Yes	PACA
"	Marib	Juba	Primary and Secondary	Alqaher School	Yes	PACA
"	Sana'a	Sho'ub	Club	22 May Club	No	PACA
"	Sana'a	Wahda	Club	Bilquis Club	No	PACA
"	Marib	Juba	Club	Naseem Club	No	PACA
Jan-13	Sana'a	Old City	Primary and Secondary	Nashwan Alhemyari School	Yes	PACA
Jan-13	Sana'a	Wahda	Club	Bilquis Club	No	CEW

Date	Governorate	District	PYCE Center Type	Name	First Y/N?	Activity Type
"	Marib	Juba	Club	Naseem Club	Yes	CEW
"	Sana'a	Wahda	Club	Bilquis Club	No	PACA
"	Sana'a	Azal	Other	Berlin Park	No	PACA
"	Aden	Ma'alla	Secondary School	14 October Secondary	No	CG
"	Aden	Ma'alla	Primary School	Qataban	Yes	PACA
"	Aden	Tawahi	Secondary School	Garada School	Yes	PACA
"	Aden	Ma'alla	Primary School	Fatima Al Zahrah	Yes	PACA
"	Aden	Khormaksar	Other	Al-Amal KG	Yes	PACA
"	Aden	Sheikh Othman	School	30 November School	Yes	PACA
"	Aden	Khormaksar	Club	Gelah Club	No	PACA
"	Aden	Tawahi	Club	Rawdha Club	No	PACA
"	Lahej	Tuban	Secondary School	Shawkani School	No	PACA
"	Lahej	Tuban	Secondary School	Shawkani School	No	PACA
"	Lahej	Tuban	Secondary School	Shawkani School	No	PACA
"	Lahej	Tuban	Secondary School	Shawkani School	No	PACA
"	Lahej	Tuban	Secondary School	Shawkani School	No	PACA
"	Lahej	Tuban	Primary and Secondary	Iqbal School	Yes	PACA
"	Lahej	Tuban	Primary	Saeed Haidarah	Yes	PACA
Feb-13	Sana'a	Wahda	Club	Bilquis Club	No	CEW
"	Marib	Juba	Club	Naseem Club	No	CEW
"	Marib	Juba	Primary and Secondary	Bilquis School	Yes	PACA
"	Marib	Juba	Primary and Secondary	Bilquis School	No	PACA
"	Marib	Juba	Primary	22 May School	Yes	PACA
"	Marib	Juba	Primary and Secondary	Albiyan School	Yes	PACA
"	Marib	Juba	Primary	Alfarouq	Yes	PACA
Mar-13	Aden	Tawahi	Primary School	Azal School	Yes	CG
"	Aden	Khormaksar	Primary School	Khalid Bin Waleed	Yes	CG

Date	Governorate	District	PYCE Center Type	Name	First Y/N?	Activity Type
"	Lahej	Tuban	Primary and Secondary	Iqbal School	No	PACA
"	Lahej	Tuban	Primary and Secondary	Iqbal School	No	PACA
"	Lahej	Tuban	Secondary School	Shawkani School	No	PACA
"	Sana'a	Azal	Primary and Secondary	Ghamdan School	Yes	PACA
"	Sana'a	Sho'ub	Club	22 May Club	No	PACA
"	Sana'a	Wahda	Club	Bilquis Club	No	PACA
May-13	Sana'a	Old City	Primary and Secondary	Nashwan Alhemyari School	Yes	CG
"	Sana'a	Old City	Primary	Jaber Bin Hayan	Yes	CG
Jun-13	Sana'a	Sho'ub	Primary	Abdullah Bin Hunaish	Yes	CG
Aug-13	Aden	Khormaksar	Other	Al-Amal	No	CG
"	Sana'a	Sho'ub	Primary	Abdullah Bin Hunaish	No	CG
"	Marib	Juba	Primary	Alnoor School	Yes	CG
"	Marib	Juba	Primary	Khawla School	Yes	CG
"	Sana'a	Tahrir	Club	Dharafi Club	No	CG
Sep-13	Sana'a	Sho'ub	Primary and Secondary	Mutahar Bin Zaid	Yes	CG
"	Sana'a	Sho'ub	Primary	Juraizah Girl School	Yes	CG
"	Sana'a	Sho'ub	Club	22 May Club	No	CG
"	Lahej	Tuban	Club	Entalak Club	No	CG
"	Aden	Ma'alla	Club	Shamsan Club	No	CG
"	Aden	Khormaksar	Club	Gelah Club	No	CG
"	Aden	Tawahi	Club	Mina Club	No	CG
"	Marib	Juba	Club	Naseem Club	No	CG
"	Marib	Juba	Primary	Alfarouq	No	CG
"	Marib	Juba	Primary	Alnoor School	No	CG
"	Marib	Juba	Primary	Ammar Bin Yasser	No	CG
Oct-13	Lahej	Tuban	Secondary School	Shawkani School	No	CG
Oct-13	Sana'a	Sho'ub	Primary and Secondary	Qutaiba Bin Musalam	Yes	PACA

Date	Governorate	District	PYCE Center Type	Name	First Y/N?	Activity Type
"	Aden	Ma'alla	Secondary School	Marib Secondary School	No	CEW
"	Aden	Tawahi	Club	Rawdha Club	No	CG
Nov-13	Aden	Mansourah	Club	Mansourah Stadium	Yes	PACA
"	Aden	Mansourah	Primary School	Idrees Hanbala School	Yes	PACA
Dec-13	Aden	Khormaksar	Other	Aden University	No	CG
"	Aden	Ma'alla	Secondary School	Marib Secondary School	No	PACA
Jan-14	Sana'a	Azal	Club	Azal Club	No	CG
"	Aden	Khormaksar	Other	Al-Amal	No	CG
Feb-14	Aden	Mansourah	Secondary School	Aden Model Girls School	Yes	CEW
"	Aden	Mansourah	Secondary School	Aden Model Girls School	No	PACA
"	Aden	Mansourah	Secondary School	Aden Model Girls School	No	PACA
"	Aden	Mansourah	Secondary School	Aden Model Girls School	No	PACA
"	Aden	Mansourah	Secondary School	Aden Model Girls School	No	PACA
"	Aden	Mansourah	Secondary School	Aden Model Girls School	No	PACA
"	Aden	Mansourah	Secondary School	Aden Model Girls School	No	PACA
"	Aden	Mansourah	Club	Mansourah Stadium	No	CG
"	Sana'a	Sho'ub	Primary	Yarmouk School	Yes	CG
"	Sana'a	Sho'ub	Primary and Secondary	Mutahar Bin Zaid	No	CG
"	Aden	Tawahi	Other	Ma'alla Industrial Institute	Yes	CG
"	Aden	Sheikh Othman	Other	22 May Stadium	Yes	Other
"	Abyan	Zinjibar	Primary and Secondary	Khawla School	Yes	CEW
Mar-14	Aden	Tawahi	Primary School	Alfath School	Yes	CG
"	Aden	Mansourah	Club	Mansourah Stadium	No	Other
Mar-14	Abyan	Zinjibar	Primary and Secondary	Khawla School	No	PACA

Date	Governorate	District	PYCE Center Type	Name	First Y/N?	Activity Type
"	Abyan	Zinjibar	Primary and Secondary	Khawla School	No	PACA
"	Abyan	Zinjibar	Primary and Secondary	Khawla School	No	PACA
"	Abyan	Khanfar	Secondary School	Farouk Boys Schools	Yes	CEW
"	Lahej	Tuban	Primary and Secondary	Iqbal School	No	CG
Apr-14	Abyan	Khanfar	Secondary School	Farouk Boys Schools	No	PACA
"	Abyan	Khanfar	Secondary School	Farouk Boys Schools	No	PACA
"	Abyan	Khanfar	Secondary School	Farouk Boys Schools	No	PACA
"	Abyan	Khanfar	Secondary School	Farouk Boys Schools	No	PACA
"	Abyan	Khanfar	Secondary School	Farouk Boys Schools	No	PACA
"	Abyan	Zinjibar	Primary and Secondary	Al Wahda Sawahel	Yes	PACA
"	Abyan	Khanfar	Club	Khanfar Club	Yes	PACA
"	Aden	Mansourah	Club	Mansourah Stadium	No	CG
May-14	Aden	Ma'alla	Primary and Secondary	Saddiq School	Yes	CG
"	Aden	Mansourah	Other	Block 40 Park	Yes	CG
"	Aden	Khormaksar	Other	Aden University	No	CG
"	Abyan	Khanfar	Primary School	Hamza School	Yes	CG
"	Abyan	Zinjibar	Primary and Secondary	Al Wahda Sawahel	No	CG
"	Abyan	Zinjibar	Primary and Secondary	Al Wahda Sawahel	No	CG
"	Abyan	Khanfar	Primary and Secondary	Ammar Bin Yasser	Yes	CG
"	Abyan	Khanfar	Other	Khanfar Club	No	CG
Jun-14	Aden	Crater	Primary School	Bahamish	Yes	CG
"	Aden	Khormaksar	Primary School	Khalifa	Yes	CG
Jun-14	Aden	Ma'alla	Primary School	Qataban	No	CG

Date	Governorate	District	PYCE Center Type	Name	First Y/N?	Activity Type
"	Aden	Tawahi	Secondary School	Muheriz School	No	CG
"	Aden	Khormaksar	Primary School	Khalifa	No	CG
"	Aden	Ma'alla	Secondary School	Marib Secondary School	No	CG
Aug-14	Abyan	Khanfar	Club	Bana Makhzan Club	Yes	Renovation
"	Abyan	Khanfar	Primary School	Khansa School	Yes	CG
"	Abyan	Khanfar	Club	Bana Makhzan Club	No	CG
"	Abyan	Zinjibar	Club	Hassan Club	Yes	CG
"	Lahej	Tuban	Primary	Saeed Haidarah	No	CG
"	Lahej	Tuban	Secondary School	Shawkani School	No	CG
"	Lahej	Tuban	Primary and Secondary	Iqbal School	No	CG
Sep-14	Abyan	Khanfar	Primary and Secondary	Ammar Bin Yasser	No	CG
"	Abyan	Khanfar	Primary and Secondary	Sumaya Um Ammar	Yes	CG
"	Abyan	Khanfar	Primary and Secondary	Waddah School	Yes	CG
"	Abyan	Khanfar	Primary and Secondary	Waddah School	No	CG
"	Abyan	Khanfar	Primary School	Khansa School	No	CG
"	Sana'a	Maeen	Primary	Socotra School	Yes	CG
"	Sana'a	Sho'ub	Club	22 May Club	No	CG
Oct-14	Aden	Khormaksar	Primary School	Khalifa	No	CG
"	Aden	Khormaksar	Primary School	Khalifa	No	CEW
Nov-14	Abyan	Zinjibar	Primary and Secondary	22 May School	Yes	CG
"	Abyan	Khanfar	Primary and Secondary	Waddah School	No	CG
Nov-14	Aden	Ma'alla	Primary School	Awsan	Yes	CG

Date	Governorate	District	PYCE Center Type	Name	First Y/N?	Activity Type
"	Aden	Khormaksar	Primary School	Khalifa	No	PACA
"	Aden	Khormaksar	Primary School	Khalifa	No	PACA
"	Aden	Crater	Secondary School	Bakatheer	Yes	PACA
"	Aden	Crater	Other	National Library	Yes	PACA
"	Aden	Crater	Club	MoYS Aden Tennis Courts	Yes	PACA
"	Aden	Crater	Club	MoYS Aden Tennis Courts	No	PACA
"	Aden	Khormaksar	Club	Gelah Club	No	PACA
"	Aden	Crater	Other	National Library	No	CG
"	Aden	Crater	Other	National Library	No	CG
"	Aden	Malala	Primary School	Future Generations School	Yes	CG
"	Aden	Crater	Club	MoYS Aden Tennis Courts	No	CG
"	Aden	Khormaksar	Club	Gelah Club	No	CG
"	Abyan	Zinjibar	Primary School	Bilquis School	Yes	CG
"	Aden	Ma'alla	Primary School	Qataban	No	CG
"	Aden	Khormaksar	Primary School	Al-Saada School	Yes	CG
Dec-14	Aden	Khormaksar	Primary School	Al-Saada School	No	CG
"	Aden	Crater	Other	National Library	No	Other
"	Aden	Tawahi	Club	Mina Club	No	Other
"	Aden	Crater	Other	National Library	No	Other
"	Abyan	Zinjibar	Primary and Secondary	Al Wahda Sawahel	No	Other
"	Aden	Crater	Secondary School	Aban Secondary School	Yes	CG
"	Sana'a	Tahrir	Club	Dharafi Club	No	CG
"	Lahej	Tuban	Primary and Secondary	Iqbal School	No	CG
"	Aden	Ma'alla	Secondary School	14 October Secondary	No	Renovation
Dec-14	Aden	Mansourah	Club	Mansourah Stadium	No	Other
"	Lahej	Tawahi	Club	Mina Club	No	Other

Date	Governorate	District	PYCE Center Type	Name	First Y/N?	Activity Type
"	Aden	Crater	Club	MoYS Aden Tennis Courts	No	Renovation
"	Lahej	Hauta	Club	Talea Club	Yes	Renovation
"	Lahej	Tuban	Primary and Secondary	Iqbal School	No	CG
"	Lahej	Tuban	Secondary School	Shawkani School	No	CG
"	Sana'a	Tahrir	Club	Dharafi Club	No	CG
"	Aden	Crater	Club	MoYS Aden Tennis Courts	No	Renovation
"	Lahej	Tawahi	Club	Mina Club	No	Renovation
"	Aden	Mansourah	Club	Mansourah Stadium	No	Renovation
"	Aden	Khormaksar	Primary School	Khalifa	No	CG
"	Aden	Crater	Secondary School	Aban Secondary School	No	Teams
Jan-15	Lahej	Tuban	Primary and Secondary	Iqbal School	No	CEW
"	Lahej	Tuban	Secondary School	Shawkani School	No	CEW
"	Sana'a	Tahrir	Club	Dharafi Club	No	CG
"	Lahej	Tuban	Primary and Secondary	26 September School	Yes	Other
"	Sana'a	Maeen	Primary	Socotra School	No	CG
"	Lahej	Tuban	Primary School	Ammar School	Yes	PACA
"	Lahej	Tuban	Club	Husseini Club	Yes	PACA
"	Lahej	Tuban	Primary and Secondary	26 September School	Yes	Other
"	Lahej	Tuban	Primary and Secondary	26 September School	Yes	Other
"	Lahej	Tuban	Primary School	Ammar School	Yes	PACA
"	Lahej	Tuban	Primary School	Ammar School	Yes	PACA
"	Lahej	Hauta	Club	Talea Club	Yes	PACA
"	Lahej	Hauta	Club	Talea Club	No	PACA
"	Aden	Crater	Other	National Library	No	CEW
Jan-15	Aden	Ma'alla	Secondary School	14 October Secondary	No	Other

Date	Governorate	District	PYCE Center Type	Name	First Y/N?	Activity Type
"	Abyan	Zinjibar	Primary and Secondary	Khawla School	No	Other
"	Aden	Crater	Other	National Library	No	PACA
"	Aden	Crater	Other	National Library	No	PACA
"	Aden	Crater	Other	National Library	No	PACA
"	Aden	Ma'alla	Club	Alhelal Club	Yes	PACA
"	Abyan	Zinjibar	Other	Water Resource Office	Yes	Other
"	Aden	Qalu'a	Primary School	Alrawdah School	Yes	Other
"	Aden	Mansourah	Club	Mansourah Stadium	No	SAC
"	Sana'a	Tahrir	Club	Dharafi	No	CEW
"	Sana'a	Sho'ub	Club	22 May Club	No	Other
"	Abyan	Zinjibar	Primary and Secondary	Al Wahda Sawahel	No	Other
"	Abyan	Zinjibar	Club	Hassan Club	No	Other
Feb-15	Sana'a	Maeen	Club	Shaab Club	Yes	PACA
"	Sana'a	Tahrir	Club	Dharafi	No	PACA
"	Sana'a	Maeen	Club	Shaab Club	No	PACA
"	Sana'a	Tahrir	Club	Dharafi	No	PACA
"	Sana'a	Maeen	Club	Shaab Club	No	PACA
"	Sana'a	Maeen	Club	Shaab Club	No	PACA
"	Aden	Qalu'a	Primary School	Alrawdah School	Yes	Other
"	Aden	Crater	Other	National Library	No	Other
"	Aden	Ma'alla	Primary School	Hamzah School	Yes	CG
"	Aden	Khanfar	Other	Vocational Training Institute	Yes	CEW
"	Aden	Tawahi	Other	Mina Club	No	SAC
"	Sana'a	Sho'ub	Club	22 May Club	No	Other
"	Aden	Crater	Other	National Library	No	Other
"	Abyan	Zinjibar	Club	Hassan Club	Yes	Teams
"	Abyan	Zinjibar	Primary and Secondary	Khawla School	No	Teams
Mar-15	Abyan	Khanfar	Club	Al Fajr Al Gadeed	Yes	Renovation

Date	Governorate	District	PYCE Center Type	Name	First Y/N?	Activity Type
"	Abyan	Zinjibar	Club	Hassan Club	No	PACA
"	Abyan	Zinjibar	Primary School	Khadija School	Yes	PACA
"	Abyan	Zinjibar	Secondary School	Asma Bent Abu-Baker School	Yes	PACA
"	Abyan	Khanfar	Club	Al Fajr Al Gadeed	No	PACA
"	Abyan	Khanfar	Primary and Secondary	Al Methaq School	Yes	PACA
"	Abyan	Khanfar	Primary and Secondary	Al Fateh School	Yes	PACA
"	Abyan	Khanfar	Primary and Secondary	Mosaimeer School	Yes	PACA
"	Abyan	Khanfar	Club	Khanfar Club	No	PACA
"	Abyan	Khanfar	Other	Al Khamlh Court	Yes	PACA
"	Aden	Crater	Other	National Library	No	Other
"	Abyan	Zinjibar	Club	Hassan Club	No	PACA
"	Sana'a	Tahrir	Club	Dharafi	No	Other
"	Lahej	Tuban	Secondary School	Shawkani School	No	Other
"	Aden	Khormaksar	Primary School	Khalifa	No	CG
"	Sana'a	Sho'ub	Primary	Juraizah Girl School	No	CG

Appendix 2 Community grants awarded to PN members

Community grants sought to provide financial support for the implementation of Peer Network members' ideas for youth-centered sports, educational, and community-service activities that they conducted at youth centers in their communities. The table below lists in chronological order the grants awarded to PN members. Grants are identified by Yemeni governorate, center type, grant name, and PYCE theme.

Date	Governorate	Center Type	Community Grant Description	Theme
Jul-11	Aden	Club	Enhance Creativity	Entrepreneurship
Jan-12	Aden	Park/rec area	Beautify Aden	Resource
May-12	Aden	School	Recycling Awareness	Resource
Nov-12	Aden	School	Muheriz School: light repairs post resettlement of Aden children	Dropout
Dec-12	Aden	School	Ibn Khaldun School: light repairs post IDPs	Dropout
Dec-12	Aden	School	Al Rawdha School: light repairs post IDPs	Sports
Dec-12	Sana'a	Park/rec area	Azal District: 12-12-12 Cleanliness Day	Entrepreneurship
Jan-13	Aden	School	14 October School: Court lines painting	Sports
Mar-13	Sana'a	Club	Bilquis Club: Rainwater harvesting awareness	Resource
Mar-13	Aden	School	Azal school: light renovations post IDPs	Dropout
Mar-13	Aden	School	Khaled Bin Waleed School: Sports Day with Gelah Club	Sports
Mar-13	Lahej	Club	Entalak Club: Replace compound gates	Sports
Apr-13	Aden	Club	Mina Club: Replace Bathroom Doors	Sports
Apr-13	Aden	Club	AC Questionnaire First Day	Sports
May-13	Sana'a	Club	22 May Club: closed hall cleaning campaign	Sports
May-13	Sana'a	School	Nashwan Al Hemyari school repairs	Dropout
May-13	Sana'a	School	Jaber Bin Hayan closed hall light repairs, paintings	Dropout
Jun-13	Sana'a	School	Abdullah Bin Hunaish female sports	Equity
Jun-13	Sana'a	Park/rec area	Old City District: Males sports	Sports
Jun-13	Lahej	Club	Entalak Club: Replace doors, tiles and add sports equipment	Sports
Jun-13	Lahej	Club	Entalak Club: Build fence for solar panels array	Sports
Jun-13	Lahej	Club	Mina Club: Replace shattered doors and windows	Sports
Jul-13	Sana'a	Club	Bilquis Club: Fence rainwater tanks and garden	Resource
Jul-13	Aden	Club	Rawdha Club: Sports theme painting with community youth	Sports
Jul-13	Aden	Club	Gelah Club: Gate and Clean-up campaign	Sport

Date	Governorate	Center Type	Community Grant Description	Theme
Aug-13	Sana'a	School	Abdullah Bin Hunaish School: Inclusive Female Activities	Equity
Aug-13	Aden	School	Khormaksar Amal KG: Post IDP School Renovation	Dropout
Aug-13	Lahej	Park/rec area	Wahat Village: Bus Stop Shades and Messaging	Safety
Sep-13	Sana'a	School	Mutahar Bin Zaid School: Inclusive Female Sports Activities	Equity
Sep-13	Sana'a	Park/rec area	Old City District: Male Soccer	Sports
Sep-13	Sana'a	Club	Old Sana'a City: Basketball Training	Sports
Sep-13	Sana'a	School	Juraizah Girls School: Basketball Training	Equity
Sep-13	Aden	Club	Gelah Club: Extended Summer Connections	Sports
Sep-13	Lahej	Club	Entalak Club: Extended Summer Connections	Sports
Sep-13	Aden	Club	Mina Club: Extended Summer Connections	Sports
Sep-13	Aden	Club	Shamsan Club: Summer Connections	Sports
Sep-13	Marib	School	Juba District: Summer Connections Naseem Club/Khawla, Al-Noor, Ammar Bin Yasser&Al-Farouk Schools	Sports
Oct-13	Aden	School	Greening of spaces	Resource
Oct-13	Lahej	School	Photography	Entrepreneurship
Oct-13	Aden	Other	Hairdressing	Entrepreneurship
Oct-13	Aden	Club	Al Rawdha Club cleaning campaign and table maintenance	Sports
Oct-13	Aden	School	Home remedies	Entrepreneurship
Nov-13	Aden	Club	Making Yemeni incense	Entrepreneurship
Nov-13	Aden	School	Choosing college major	Career
Nov-13	Lahej	School	Communication skills	Career
Nov-13	Aden	School	Henna workshop	Entrepreneurship
Nov-13	Aden	School	Presentation on volunteerism	Entrepreneurship
Nov-13	Aden	School	Soccer tournament	Sports
Nov-13	Lahej	School	Raising awareness about civic engagement and PYCE	Career
Nov-13	Lahej	School	Volunteerism	Entrepreneurship
Nov-13	Aden	Club	Al Gelah Cleaning Campaign	Sports
Nov-13	Lahej	School	Hairdressing	Entrepreneurship
Nov-13	Aden	School	Home remedy	Entrepreneurship
Nov-13	Aden	Club	Henna workshop	Entrepreneurship
Nov-13	Lahej	School	Principles of marketing	Entrepreneurship
Nov-13	Aden	School	Raising awareness on drugs and guns nearby schools	Safety
Dec-13	Aden	University	First aid training and cleaning of Faculty of Medicine	Safety
Jan-14	Aden	School	KG fire extinguisher workshop	Safety

Date	Governorate	Center Type	Community Grant Description	Theme
Jan-14	Sana'a	Club	Rainwater Harvesting Azal Club	Resource
Jan-14	Lahej	Club	Entalak Pitch Wall Painting	Sports
Feb-14	Aden	Other	Advanced Incense workshop for females (IGA) and new curtains	Entrepreneurship
Feb-14	Sana'a	School	Fire extinguisher and safety workshop for Sho'ub and Azal Schools	Safety
Feb-14	Sana'a	School	Fire extinguisher and safety workshop for Old City school	Safety
Feb-14	Aden	Other	Fire extinguisher and safety workshop for Ma'alla Vo Tech	Safety
Feb-14	Aden	Club	Fire extinguisher and safety workshop for Stadium	Safety
Feb-14	Aden	Club	Soccer refereeing skills and repairing doors	Sports
Feb-14	Aden	Club	First aid training for youth involved with stadium	Safety
Feb-14	Aden	Club	Air conditioner repair at Gelah Club and chess/karam	Sports
Feb-14	Aden	Club	Soccer substitutes' waiting benches and shade	Sports
Feb-14	Lahej	Club	Entalak Club wall messaging	Sports
Mar-14	Aden	School	Volunteerism, multimedia room refurbishment Al Fateh School, Tawahi	Dropout
Mar-14	Lahej	School	Wiring at Iqbal School	Dropout
Mar-14	Lahej	Club	Entalak Club youth athletics, goal setting and solar	Sports
Apr-14	Aden	Club	Mansourah Club Washing machines, water tanks and boxing techniques	Sports
Apr-14	Lahej	Club	Setting up Gelah old system at clubhouse and solar awareness	Resource
Apr-14	Aden	Club	Gelah Club wiring, fencing, nets, and gate	Sports
May-14	Aden	University	Education Faculty Lecture Hall	Entrepreneurship
May-14	Aden	Park/rec area	Block 40 Garden bathrooms and first aid workshops	Safety
May-14	Aden	School	Repaint Saddiq School Court for Summer/Ramadhan Activities	Sports
May-14	Abyan	Club	Khanfar Club/Electrical Maintenance	Sports
May-14	Abyan	School	Hamza School/F.A WS (Khanfar)	Safety
May-14	Abyan	Club	Ministry Youth House/ CE WS and Electrical maintenance	Sports
May-14	Abyan	School	Make-up WS and Cleaning Sawahel Neighborhood	Entrepreneurship
May-14	Abyan	School	Wahda Sawahel School/ Court Rehabilitation Zinjibar	Dropout
May-14	Abyan	School	Wahda Sawahel School/ Bathrooms maintenance Zinjibar	Dropout
May-14	Abyan	School	Makhzan Ammar School fixing the court	Sports
Jun-14	Aden	School	Qataban School fixing the court	Sports

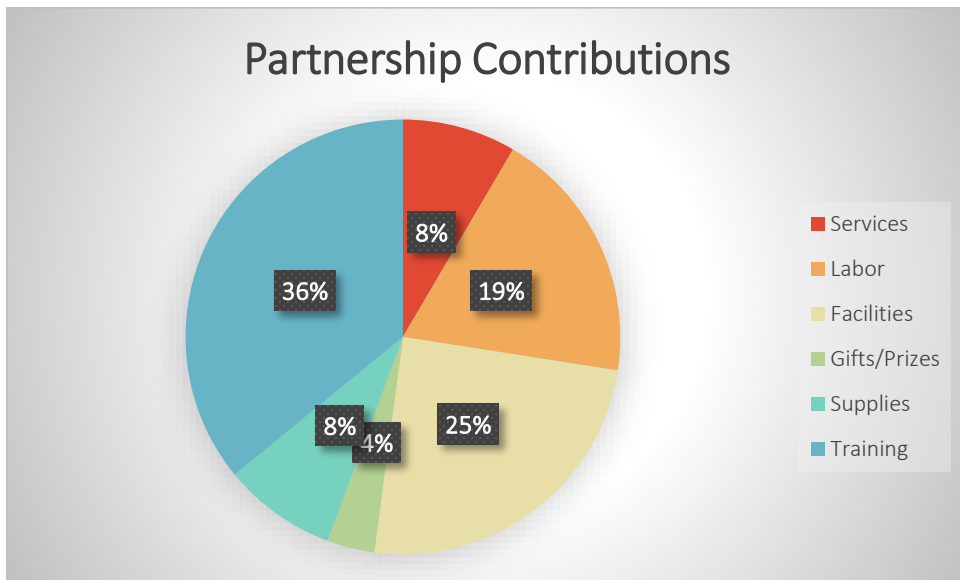
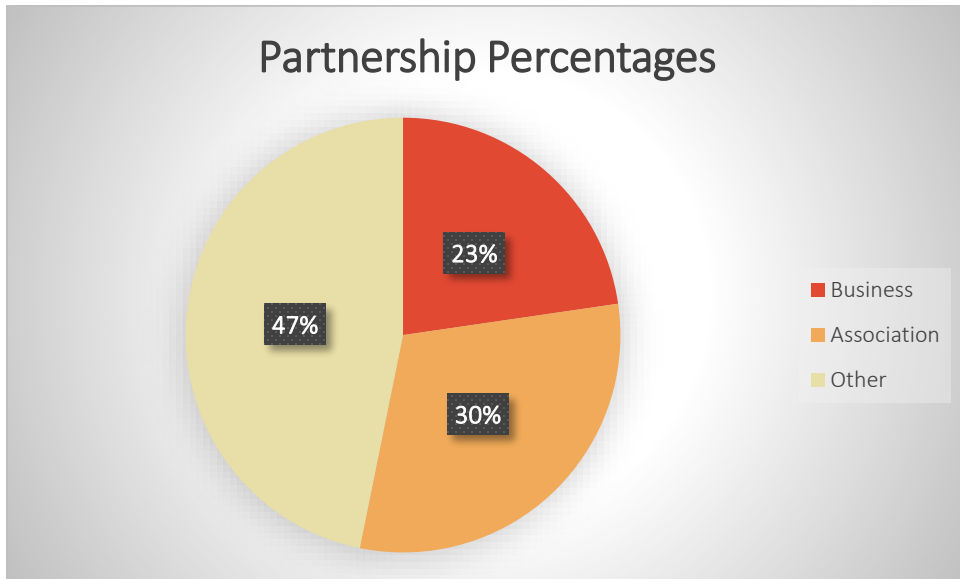
Date	Governorate	Center Type	Community Grant Description	Theme
Jun-14	Aden	School	Fire safety and extinguishers installation at Muheriz School	Safety
Jun-14	Aden	School	Fire safety and extinguishers installation at Khalifa School	Safety
Jun-14	Aden	School	Fire safety and extinguishers installation at Marib School	Safety
Jun-14	Aden	School	Fire safety and extinguishers installation at Bahamish School	Safety
Aug-14	Abyan	Club	Fixing lower court of Hassan Club	Sports
Aug-14	Abyan	Club	Fixing Bana Club court	Sports
Aug-14	Lahej	School	Fire safety and extinguishers (Lahej) Iqbal School, Shawkany and Saeed Haidarah	Safety
Sep-14	Abyan	School	Fire safety and extinguishers for Khansa School (Bana Makzan)	Safety
Sep-14	Abyan	School	School renovations - white boards, fans, lights, planning court, Waddah School	Dropout
Sep-14	Abyan	School	Fire safety and renovations at Sumaya School	Safety
Sep-14	Abyan	School	Fire safety and renovations at Ammar Bin Yasser School	Safety
Sep-14	Aden	Club	Water Safety grant for Mina and Alrawdha Club participants	Safety
Sep-14	Sana'a	Club	22 May Club: literacy program for Sho'ub District and Socotra School	Dropout
Oct-14	Aden	School	Prepare a court and basketball training for girls Khalifa	Equity
Nov-14	Abyan	School	22 May School Literacy Day and Fire Extinguishers	Dropout
Nov-14	Abyan	School	Waddah School fire extinguishers	Safety
Nov-14	Aden	School	Owsan School water storage and drinking water	Safety
Nov-14	Aden	School	New Generations water storage and drinking water	Safety
Nov-14	Aden	Other	National Library Photography, Safety, Awareness of Library	Equity
Nov-14	Aden	Club	Tennis Competition Gelah Club	Sports
Nov-14	Aden	School	Saada School Multi-purpose court	Sports
Nov-14	Aden	School	Qataban School water storage and drinking water	Safety
Dec-14	Aden	School	Alsaadah school court delineation and maintenance of fans and plugs	Sports
Dec-14	Aden	School	Alsaadah school cleaning bathrooms and maintenance of bathrooms	Safety
Dec-14	Aden	School	Planting and cleaning the Khalifah school	Resource
Dec-14	Aden	School	Aban School Cleaning	Safety
Dec-14	Sana'a	Club	Dharafi Club cleaning, gardening Old City neighborhoods & football/basketball matches	Resource
Dec-14	Lahej	School	Iqbal school cleaning and gardening and competitions	Resource

Date	Governorate	Center Type	Community Grant Description	Theme
Jan-15	Sana'a	School	Reading to Recover Literacy: Socotra and 22 May	Dropout
Feb-15	Aden	School	Hamza School	Safety
Mar-15	Aden	School	Art fair (Photography fair) in Khalifa School	Equity
Mar-15	Sana'a	School	Nashwan Al Hemyari male sports and maqashim cleanup	Sports
Mar-15	Sana'a	School	Al Jaraiza for Girls Sports, Literacy and Safety for Girls	Sports
Mar-15	Abyan	Club	Science and Health Fair Zinjibar	Career
Mar-15	Aden	Other	Water Fair for Aden, Abyan and Lahej	Career

Appendix 3 Partnership Types and Contributions

PYCE categorized Peer Network members' partners as for-profit businesses, community-based organizations, or other youth-serving and government entities that provided Peer Network members with support for their activities. "Other" partners represented a range of government offices and local authorities. Partner contributions were categorized as in-kind services, labor, and facilities, as well as gifts/prizes, supplies, and training.

As PN members honed their skills in civic engagement, they organized the largest percentage of their partnerships with government entities (47%) and primarily for training for the project's indirect beneficiaries.



Appendix 4 Peer Network communication types

The goal of PN communications was to promote sports, recreation, and community-service activities. PN communications promoted relationship-building, as PN members sought to work collaboratively with stakeholders to develop and sustain those programs that would be most impactful for youth. PN communications were developed and categorized as follows: online media, posters, videos, social media, print media, and other. “Other” communications comprise in-person meetings, interviews with media outlets, and TV/radio announcements, as well as announcement boards, photo exhibitions, brochures, self-published newsletters, and wall messaging.

PN members primarily used online media outlets (37% of all communications utilized) and social media (23% of all communications utilized) to communicate about their activities.

