



# Positive Youth Development 101 eCourse Transcript

## Overview

The Positive Youth Development (PYD) 101 course: The Fundamentals of Effective Youth Programming is for all PYD practitioners to understand the principles and practices behind effective youth programming. You will walk away from this interactive, scenario-based course with an understanding of what PYD is, the PYD domains and features, how PYD connects with and considers other sectors, and links to key resources and tools.

This 508-compliant transcript with embedded screenshots from the course can be used as a resource along with the course or as a standalone.

## 1. Introduction

### 1.1 Positive Youth Development 101



#### Notes:

#### Narrator:

Welcome to the USAID Positive Youth Development E-Course: Fundamentals of Effective Youth Programming. We're so glad you're here! When you're ready to begin,

click the “dive in” arrow to get started.

## 1.2 Navigating this Course



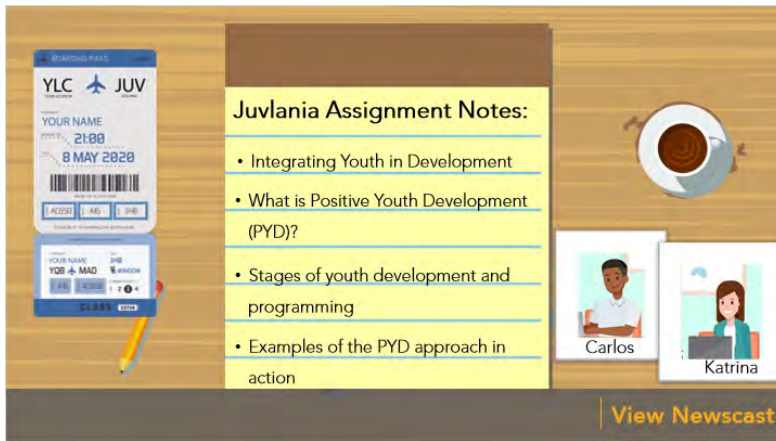
### Notes:

### Narrator:

Before we begin, let's walk through a few ins and outs of navigating PYD 101:

- In the top left-hand corner of the screen, you will find a menu bar. This will open or collapse the side menu with a list of the slides and modules in the course.
- In the top right-hand corner of the screen, there is a resources folder with any additional documents, links and information you may want to reference during or after the course.
- On the bottom of the screen you will find player options, including:
  - Volume,
  - Closed Captioning,
  - Pause/Play,
  - A “seek bar” you can drag backward to view content again,
  - A replay button that will start a slide from the beginning,
  - And back and next buttons you can use to move backward or forward in the course.

## 1.3 Boarding Pass to Juvlania



### Notes:

### Narrator:

This course is designed to immerse you as a team member in the country of Juvlania with other technical staff, Carlos and Katrina, working on youth programming. As you begin your journey to Juvlania, here are some notes about what you are going to learn on this assignment from a pre-trip phone call with Carlos.

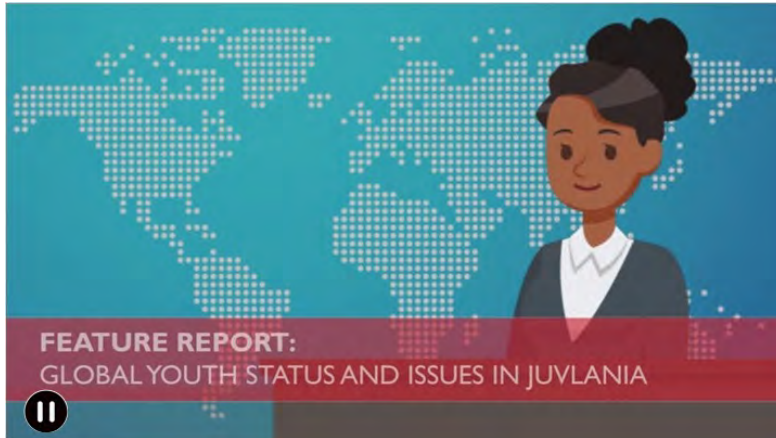
### Assignment Notes (On Screen):

- Learn about why integrating youth is important and about the key issues affecting youth today
- Discover what Positive Youth Development (PYD) is and how we approach it at USAID
- Find out about the stages of youth development and why they matter for programming
- Get to know examples of the different domains and features of the PYD approach in action

As you are getting ready for your trip, a special news report on the “State of Youth” is airing, with a short feature on Juvlania. Grab a pen and paper to take some notes. Click “View Newscast” when you are ready to begin your learning experience.

## 2. Newscast

### 2.1 Newscast Intro



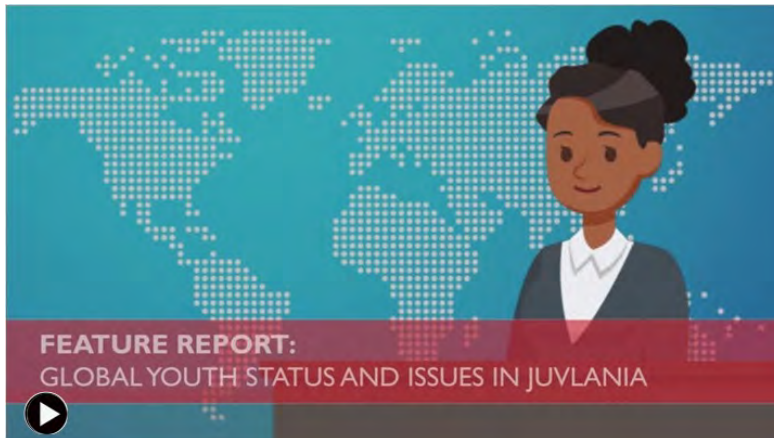
#### Notes:

##### **Michaela:**

Good Evening, I am Michaela Daily with Global News. Tonight's feature report focuses on the status and issues facing youth across the globe.

Right now, an estimated 1.8 billion people on the planet are between the ages of 10-24. Today's youth population is the largest generation ever to transition to adulthood. Nine out of 10 of the world's youth live in developing countries, and 45 percent of these live in the lowest income countries. In many developing countries, over 65 percent of the population is under age 30. This has big implications for many countries' ability to provide quality human capital investment, but also the potential for mobilizing a large segment of the working age population in productive and civic efforts.

## Pause/Play Layer (Slide Layer)



### 2.2 Which of the following statistics did you find most surprising so far?

(Pick Many, 0 points, 1 attempt permitted)



Which of the following statistics did you find most surprising so far?

- 1.8 billion people are between the ages of 10-24
- 9 out of 10 youth live in developing countries
- Over 65% of the population is under age 30 in many developing countries
- None are surprising to me. I knew these facts already.

TIP: When you are ready to submit your response click the checkmark (bottom right hand corner of your screen)

Choice
1.8 billion people are between the ages of 10-24
9 out of 10 youth live in developing countries
Over 65% of the population is under age 30 in many developing countries
None are surprising to me. I knew these facts already.

**Notes:**

**Narrator**

Which of the following statistics did you find most surprising so far?

### Feedback (Slide Layer)



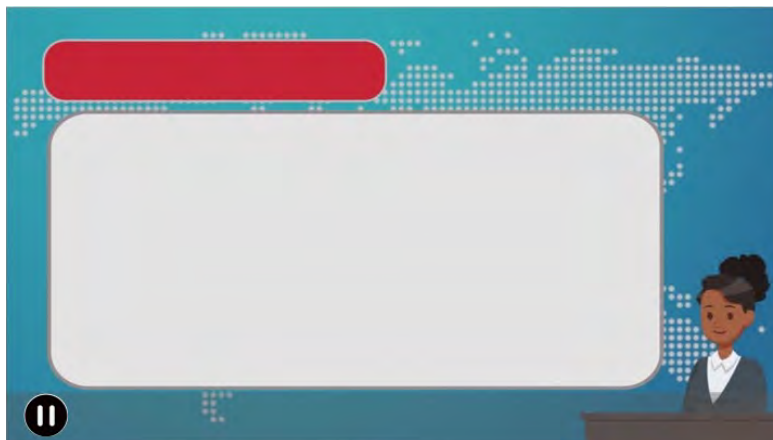
Which of the following statistics did you find most surprising so far?

We appreciate your response. There is no right or wrong answer here; we were just curious to find out what statistics were most interesting to you or if you are coming into the course with knowledge already about the status of youth. Throughout the rest of this newscast we will stop and ask you some additional questions. Click "continue" to go to the next part and learn about youth bulge and demographic transitions.

Continue

TIP: When you are ready to submit your response click the checkmark (bottom right hand corner of your screen)

## 2.3 Youth Bulge and Demographic Dividend



11

**Notes:**

**Michaela**

Fewer births and reduced mortality have created this large global cohort of youth leading to what is known as a "youth bulge" in many countries. Some countries in Asia, Europe, and Eurasia have already gone through their youth bulge.

If working-age individuals can be fully employed in productive activities, the opportunities



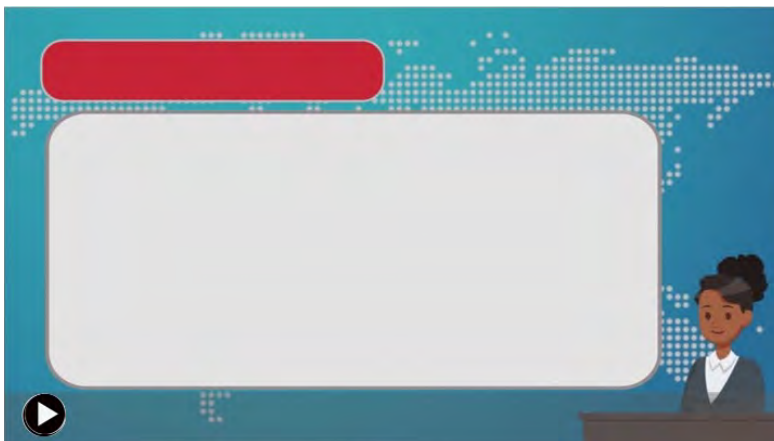
for the average level of income per capita should increase. This is known as the **demographic dividend**. **To learn more about the demographic dividend, please click on the UNFPA video on your screen.**

What we have learned from watching these countries in Asia, Eurasia, and Europe is that to reach the demographic dividend, you need to increase the capacity and commitment for human capital investments to improve the quality of basic health, education, protection services, and skills development.

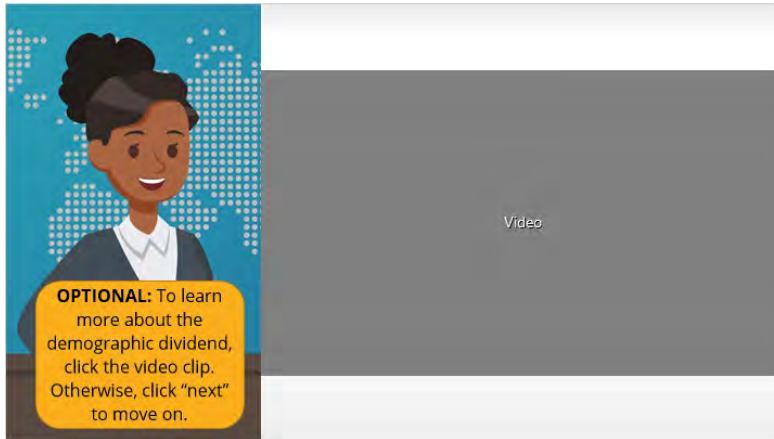
The World Bank's Human Capital Index, or HCI, shows that one of the most important determinants of long-term success is a country's pattern of investing in their human capital. **In a recent evaluation of intervention programs, investments in adolescent education and health services programs showed a robust cost benefit of between \$6 and \$12 for every dollar invested.** Other social programs such as addressing child marriage, violence against women, and road safety had a ratio of 5-6 times. Other results show that, for girls, finishing secondary education delivered big benefits and, for all adolescents, living healthier and better educated lives provided sizeable social, as well as economic, gains.

Organizations like the World Bank and USAID are using this information to work with governments to build their capacity and commitment and to ensure programming has an impact. Children and youth are key demographics from which long-term benefits or consequences can be seen, depending on these critical investments.

### Pause/Play Layer (Slide Layer)



## 2.4 Youth Bulge



**OPTIONAL:** To learn more about the demographic dividend, click the video clip. Otherwise, click “next” to move on.

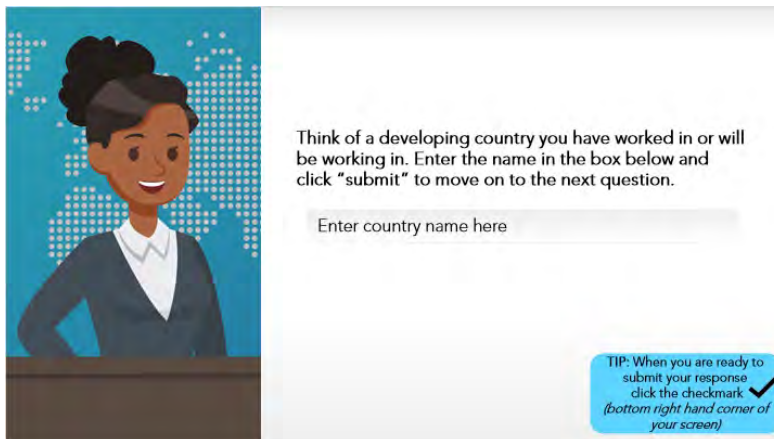
Video

### Notes:

#### Narrator

To learn more about the demographic dividend, click the video clip. Otherwise, click “next” to move on.

## 2.5 Country Name



Think of a developing country you have worked in or will be working in. Enter the name in the box below and click “submit” to move on to the next question.

Enter country name here

**TIP:** When you are ready to submit your response click the checkmark (bottom right hand corner of your screen)

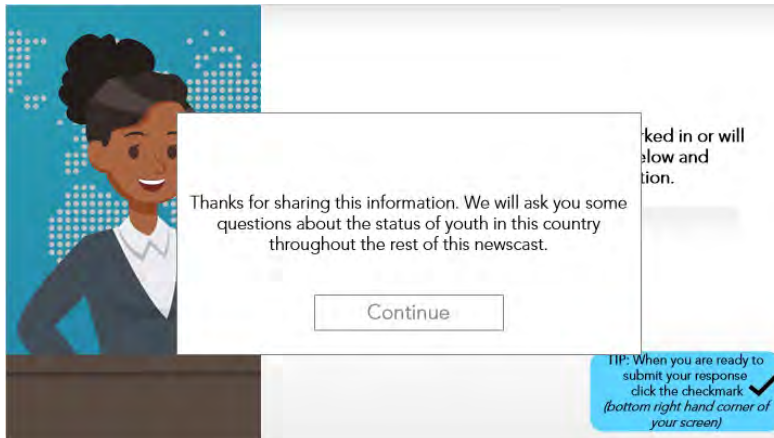
### Notes:

#### Narrator

Think of a developing country you have worked in or will be working in. Enter the name in the box below and click “submit” to move on to the next question.



## Feedback (Slide Layer)

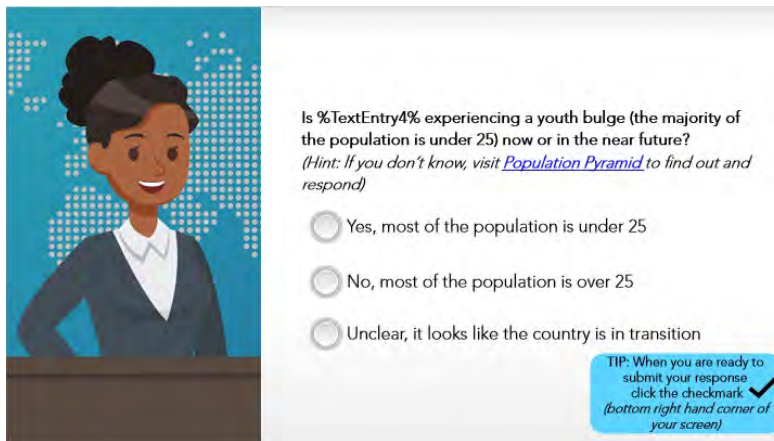


Thanks for sharing this information. We will ask you some questions about the status of youth in this country throughout the rest of this newscast.

Continue

TIP: When you are ready to submit your response click the checkmark (bottom right hand corner of your screen)

## 2.6 Demographic Question



Is %TextEntry4% experiencing a youth bulge (the majority of the population is under 25) now or in the near future?  
(Hint: If you don't know, visit [Population Pyramid](#) to find out and respond)

Yes, most of the population is under 25

No, most of the population is over 25

Unclear, it looks like the country is in transition

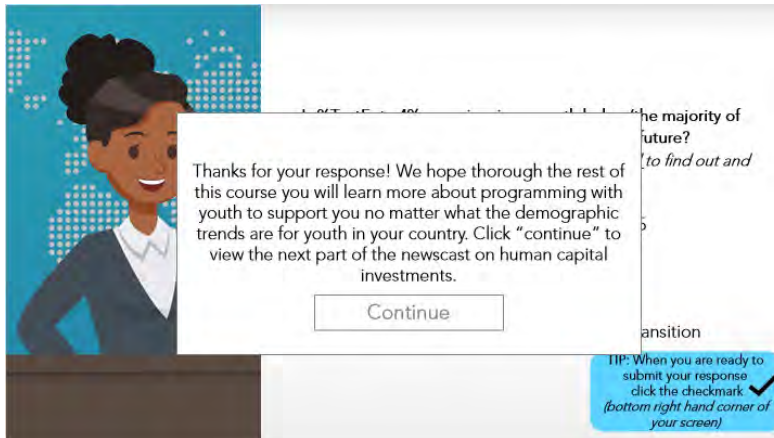
TIP: When you are ready to submit your response click the checkmark (bottom right hand corner of your screen)

### Notes:

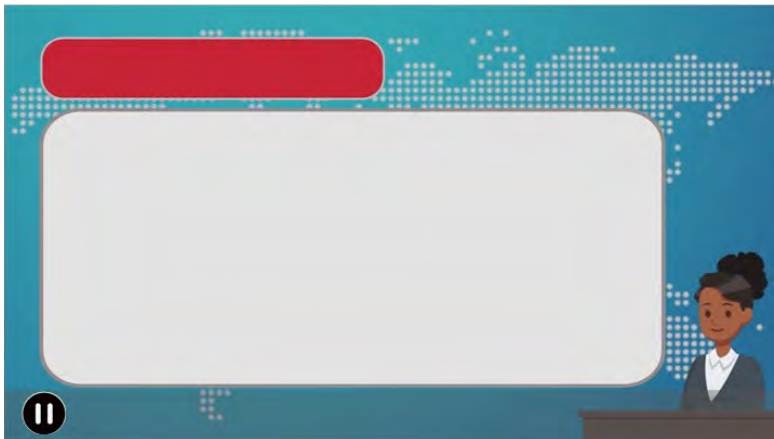
#### Narrator

Is your country experiencing a youth bulge now or in the near future? Hint: If you don't know, visit Population Pyramid to find out and respond.

## Feedback (Slide Layer)



## 2.7 Human Capital Index and Return on Investment



### Notes:

#### Michaela

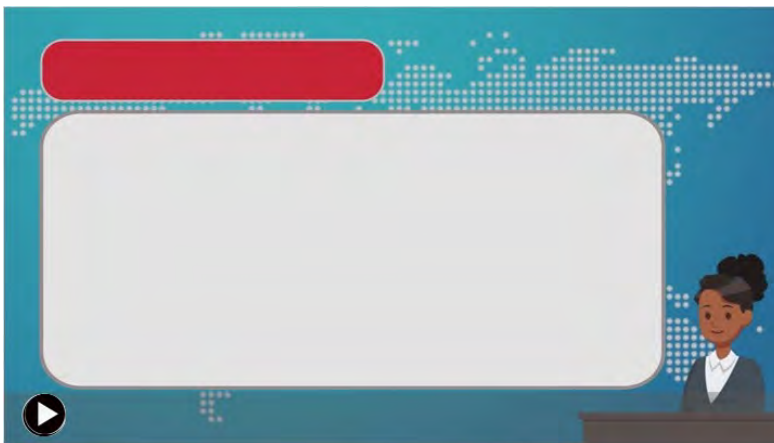
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Organizations like the World Bank and USAID are using this information to work with governments to build their capacity and commitment and to ensure programming has an impact. Children and youth are key demographics from which long-term benefits or consequences can be seen, depending on these critical investments.

### Pause/Play Layer (Slide Layer)



***2.8 To reach the demographic dividend, we know that we need to increase the capacity and commitment for human capital investments in developing countries. For %TextEntry4%, which of the following human capital areas are they not investing in for youth that could make a difference?***

*(Pick Many, 0 points, 1 attempt permitted)*



To reach the demographic dividend, we know that we need to increase the capacity and commitment for human capital investments in developing countries. For your country, which of the following human capital areas are they not investing in for youth that could make a difference?

- Adolescent education
- Adolescent health services
- Investing in social programs (e.g. addressing child marriage, violence against women, road safety)
- Workforce preparedness
- I don't know at this time
- Other factors not on this list

**TIP:** When you are ready to submit your response click the checkmark (bottom right hand corner of your screen)

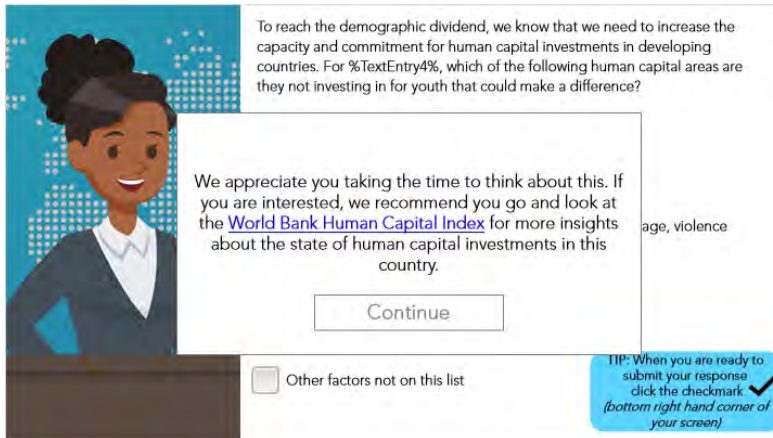
Choice
Adolescent education
Adolescent health services
Investing in social programs (e.g. addressing child marriage, violence against women, road safety)
Workforce preparedness
I don't know at this time
Other factors not on this list

**Notes:**

**Narrator**

To reach the demographic dividend, we know that we need to increase the capacity and commitment for human capital investments in developing countries. For your country, which of the following human capital areas are they not investing in for youth that could make a difference?

## Feedback (Slide Layer)



To reach the demographic dividend, we know that we need to increase the capacity and commitment for human capital investments in developing countries. For %TextEntry4%, which of the following human capital areas are they not investing in for youth that could make a difference?

We appreciate you taking the time to think about this. If you are interested, we recommend you go and look at the [World Bank Human Capital Index](#) for more insights about the state of human capital investments in this country.

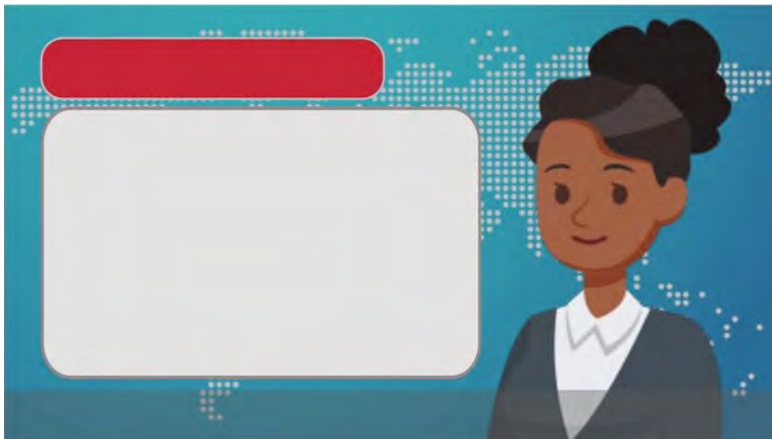
age, violence

Continue

Other factors not on this list

**Tip:** When you are ready to submit your response click the checkmark (bottom right hand corner of your screen)

## 2.9 Critical Issues Facing Youth



### Notes:

#### Michaela:

Our adolescents are facing critical issues. Youth unemployment is typically double the rate of adult unemployment; youth are disproportionately victims, as well as sometimes being perpetrators, of violence and conflict. They also are the majority of those affected by human trafficking, environmental degradation, mass migration, or displacement. These are just a few of the challenges many of our youth face.

Research shows that between the ages of 10-29 is a pivotal phase in determining long-term opportunities and consequences emotionally, physically, and cognitively. During this time, youth are influenced by media and peer groups more than at any other stage in their lives, and this period can lock in long-term habits.

These 1.8 billion young people are not only the leaders of tomorrow, they are valuable partners in their communities' development today. Please join us next week as we continue talking about this topic. In this next episode we will take a special look at the country of Juvlania and what they are doing to address the needs of their growing youth

population.

## 2.10 Critical Issues Question

(Pick Many, 0 points, 1 attempt permitted)



Going back to %TextEntry4%, what critical issues are most impacting youth? (select all that apply)

- Unemployment
- Violence and marginalization
- Human trafficking
- Environmental degradation
- Mass migration
- Lack of quality education
- Other factors not on this list

TIP: When you are ready to submit your response click the checkmark (bottom right hand corner of your screen)

Choice
Unemployment
Violence and marginalization
Human trafficking
Environmental degradation
Mass migration
Lack of quality education
Other factors not on this list

### Notes:

### Narrator

Going back to your country, what critical issues are most impacting youth? (select all that apply)



## Feedback (Slide Layer)

Going back to %TextEntry4%, what critical issues are most impacting youth? (select all that apply)

There are many critical issues facing youth today and we appreciate you sharing some of the ones impacting the country you selected. For now, we will wrap up this part of the newscast and move on to meeting your colleagues in Juvlania, Carlos and Katrina.

Continue

Lack of quality education

Other factors not on this list

TIP: When you are ready to submit your response click the checkmark (bottom right hand corner of your screen)

## 3. Office

### 3.1 Objectives

How do these objectives sound to you? (Select one response)

Yes, these are the areas I came to learn more about.

Okay, they sound interesting.

Ummm, this is not what I expected. I think I will leave now.

I'm Carlos, the Youth Development Specialist at USAID/Juvlania.

Exit

#### Notes:

##### Carlos:

Welcome to Juvlania. We are glad to have you on this learning assignment with our team. My name is Carlos and I am the lead youth specialist here in Juvlania. This is Katrina, a youth engagement specialist, and the three of us will be working together to improve the USAID's investment in youth development programming.

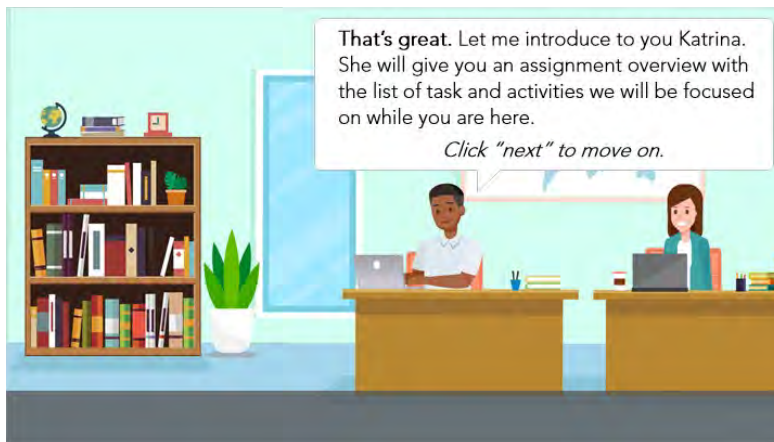
Here are the objectives I want us to focus on while you are here on assignment:

- Define what PYD is and why it is important

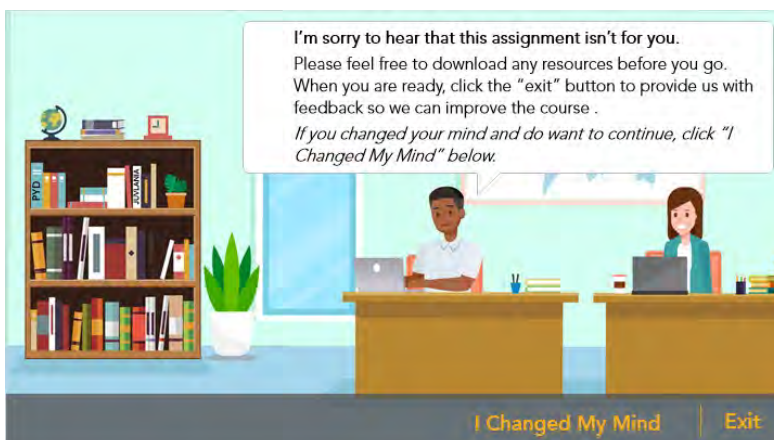
- Describe, in your own words, why USAID takes a PYD approach to youth programming
- Understand the stages of youth development
- Explain the domains and features of PYD
- Select appropriate interventions taking into consideration the stage of development, domains, and facets

How do these objectives sound to you?

### That's great (Slide Layer)



### I'm sorry (Slide Layer)



## 3.2 Assignment Overview and Resources



### Notes:

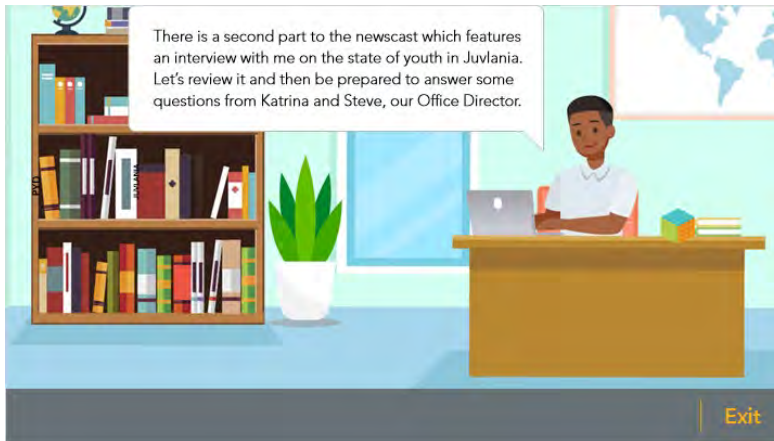
#### Katrina:

Welcome, my name is Katrina, I am a Youth Specialist in the Program Office. I am from Juvlania, and I was previously an educator. As you can imagine, this issue is very near to my heart. Here is an overview of what is on our agenda for while you are here and some of the things we will be doing together.

1. First, we are going to do a quick review of the preliminary youth assessment results on Juvlania. You have heard most of these in the newscast.
2. This is to prepare for a meeting we have shortly with Steve, the office director. He will be a key person we need to influence if we want to do youth programming in Juvlania.
3. Then, Carlos has agreed to do a presentation for the Mission and implementing partners on adolescent youth development.
4. Once we finish with those, we have a case study review to look for evidence-based practices in other USAID programs that apply the facets and domains of positive youth development.
5. Finally, we will be developing a draft intervention plan to share with Steve to show where we might target our efforts and how they link with other sector programming.

We have a lot of resources you are welcome to use throughout our time together. I recommend you go there now to download the Juvlania factsheet, the Juvlania Mission profile, and the PYD overview to have on hand as we prepare for the meeting with Steve. There are also some other resources there that we will reference during your visit.

### 3.3 Newscast, Part 2 Intro

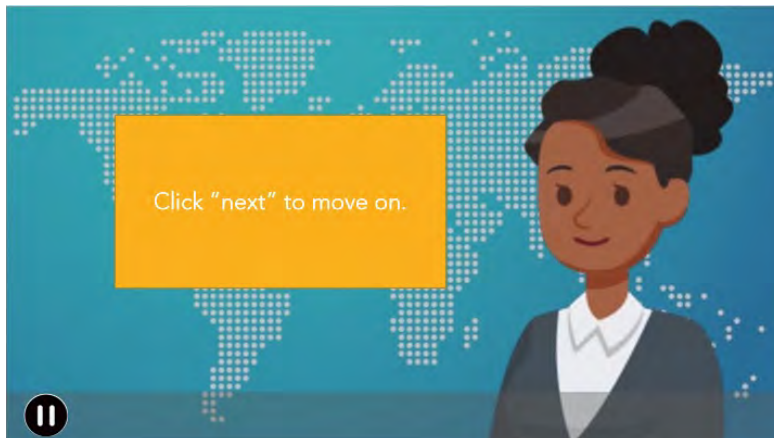


#### Notes:

#### Carlos

There is a second part to the newscast which features an interview with me on the state of youth in Juvlania. Let's review it and then be prepared to answer some questions from Katrina and Steve, our Office Director.

### 3.4 Juvlania Newscast, Part 2



#### Notes:

#### Michaela:

Good Evening, I am Michaela Daily with Global News. Following on from our previous

newscast, today's feature report focuses the country of Juvlania and how efforts are being made, post-conflict, to address the needs of our growing population between the ages of 10-29.

Over 64 percent of our population in Juvlania is under the age of 30 - the highest proportion in more than a century. More than 40 percent of the workforce is between the ages of 15-29, with almost 4 million youth attaining working age every year. Juvlania has one of the lowest per capita rates of investment in education globally. In addition, many youth drop out of school, needing to find work to support themselves and their families. Only 2 out of every 10 girls complete secondary education.

There are big differences across the country in terms of opportunities and choices for youth employment. While there are many jobs available, most are poor quality jobs and have deplorable working conditions.

In a collaboration between the Government of Juvlania, USAID, and implementing partners, this post-conflict country is looking to build youth-focus programs to harness the power of their demographic dividend and a youth population that is eager to engage in their communities and workforce. Here to tell us more about it is Senior Youth Development Specialist Carlos from USAID/Juvlania.

**Michaela:** *Welcome to the show, Carlos*

**Carlos:** Thank you for having me.

**Michaela:** *First, tell me a bit about USAID's Youth Policy?*

**Carlos:** USAID's 2012 Youth in Development Policy supports, protects, prepares, and engages youth across a number of areas including economics, education, health, and safety and security. Our policy creates a framework to structure our approach to working with youth.

**Michaela:** *Why is it important for USAID to invest in youth programming for adolescents between 10-29?*

**Carlos:** There are three key reasons why it is important for USAID to invest in youth programming.

One, youth demographic transitions help developing countries *IF* good policies are put in place, but they could be a demographic time bomb in struggling nations who do not invest in human capital policies. Youth bulges are occurring or coming soon in many of the countries USAID works with.

Secondly, we know that what happens during adolescence can have life-long benefits

and consequences. For example, most healthy or unhealthy behaviors like risky sexual behaviors, smoking, substance abuse, or mental health issues begin mainly in the adolescent period and last into adulthood manifesting in different ways such as cancer, obesity, and sexually transmitted diseases and early pregnancy. We now know a lot more about brain growth during adolescence. Between the ages of 14-21, a second key period of brain growth occurs that allows us to address trauma from adverse experiences, and adapt behaviors that are important for future well-being and employment. Therefore, youth programming is critical during this phase.

And finally, we know we will not be able to reach country-established development goals and support youth on their journey to self-reliance if we don't build their educational and health capacities, as well as leverage the resources and creativity of this massive segment of the population to meet key development needs. This is critical at the community level and plays a part in contributing to reaching a country's sustainable development goals.

**Michaela:** *Tell me about USAID's approach to working with youth?*

**Carlos:** At USAID, we take a Positive Youth Development approach. Positive youth development, or PYD for short, is both an approach based on 30 years of evidence-based research. It helps us understand the kinds of opportunities and support young people need to thrive. Positive Youth Development engages youth along with their families, communities, and/or governments so that youth are empowered to reach their full potential. PYD approaches build skills, assets, and competencies; foster healthy relationships; strengthen the environment; and transform systems.

**Michaela:** *I understand that you just recently were assigned to USAID/Juventus. Tell me about the youth of Juventus and why USAID is investing here.*

**Carlos:** Juventus presents a unique opportunity to work with youth. As you know, it is a country just coming out of conflict and with a booming youth population. They are a very important population to work with. At the Mission, we are in the process of working on our Country Development Strategy and consulting with the Government of Juventus to ensure our priorities are aligned. We are conducting youth and other assessments to better understand the systems, trends, and interests to inform our programming approach.

**Michaela:** *What are you learning from the assessments so far?*

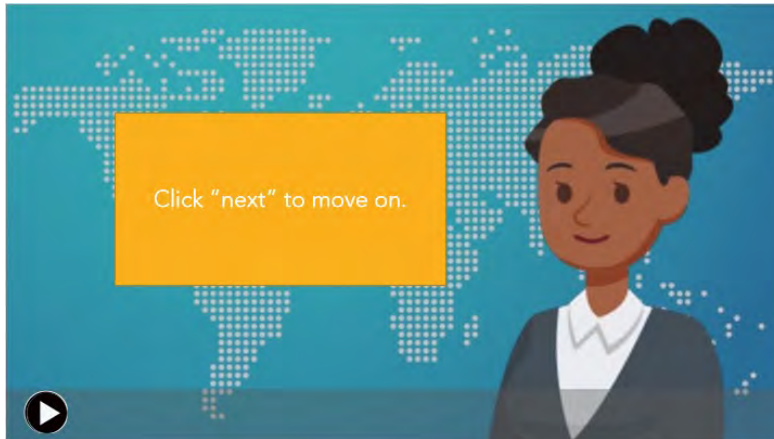
**Carlos:** What we know so far is that school enrollment, even at the primary level, is quite low and literacy levels vary greatly across the country. Almost 77 percent of youth are estimated to have dropped out of school to begin working for financial reasons. The quantity of available jobs are high, but the quality of jobs and workforce training is low, and millions more youth are coming into the workforce each year. There is a huge need to focus on youth ages 15-29 to ensure they are positively engaged and included in their communities and society to affect policy making over the next decade in particular. They will be instrumental drivers of economic, social, institutional, and political change.



**Michaela:** Thank you for those insights, Carlos. We look forward to hearing more as your work in Juvlania is underway.

**Carlos:** Thank you, Michaela.

## Pause/Play Layer (Slide Layer)




**3.5 What were some of the key points from the newscast that are important for me to know?**

**(Select all that apply)**

*(Multiple Response, 10 points, 1 attempt permitted)*

What were some of the key points from the newscast that are important for me to know?  
(Select all that apply)

- Juvlania has one of the highest youth populations of the last century. Over 60% of the total population is under the age of 30.
- Youth between the ages of 15-29 make up over 40% of the total labor force in the country.
- Most youth in Juvlania are not employed or are looking for work right now.
- Juvlania has one of the lowest per capita investments in education in the world.
- Close to 77% of youth quit education to begin working for financial reasons.
- Young people are not willing or interested in more community level engagement.



TIP: When you are ready to submit your response, click the checkmark (bottom right hand corner of your screen)

Correct	Choice
X	Juvlania has one of the highest youth populations of the last century. Over 60% of the total population is under the age of 30.
X	Youth between the ages of 15-29 make up over 40% of the total labor force in the country.
	Most youth in Juvlania are not employed or are looking for work right now.
X	Juvlania has one of the lowest per capita investments in education in the world.
X	Close to 77% of youth quit education to begin working for financial reasons.
	Young people are not willing or interested in more community level engagement.

**Feedback when correct:**

Yes, those were all the key points I had from the newscast. Thank you for the great summary. If you want, you can look under “resources” at the factsheet I pulled together on Juvlania.

I think we are ready to meet with Steve. Let’s go!

**Feedback when incorrect:**

Not quite. I agree with all the points there except that most youth are not employed or are looking for work and that youth are not willing to participate in community engagement. We see that youth are being employed and they are interested based on our preliminary assessment findings. If you want, you can look under “resources” at the factsheet I pulled together on Juvlania.

I want to be sure we are on the same page before we meet with Steve. Let’s go!

**Notes:**

**Katrina:**

I know there was a newscast, but I was not able to watch it. What were some of the key

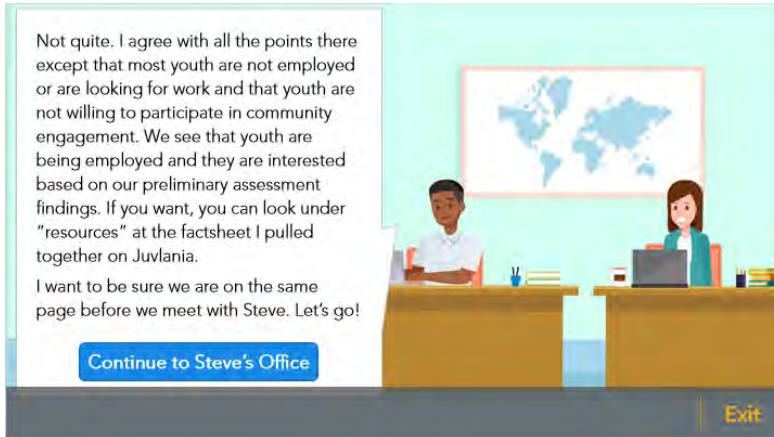
points you think are important for me to know before we meet with Steve?

1.

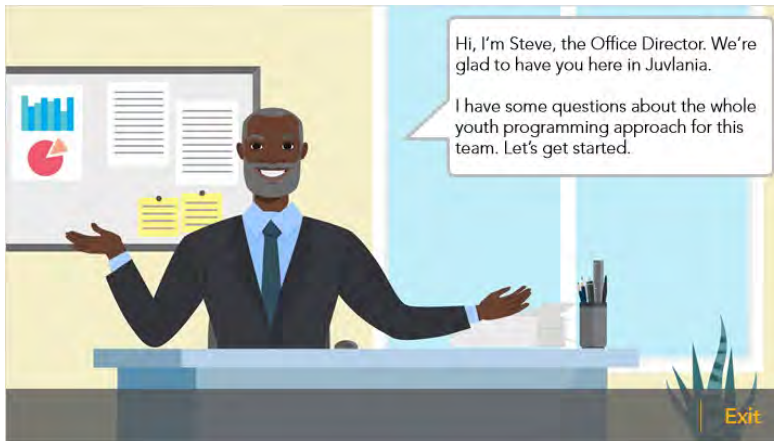
### Correct (Slide Layer)



### Incorrect (Slide Layer)



### 3.6 Steve Q&A

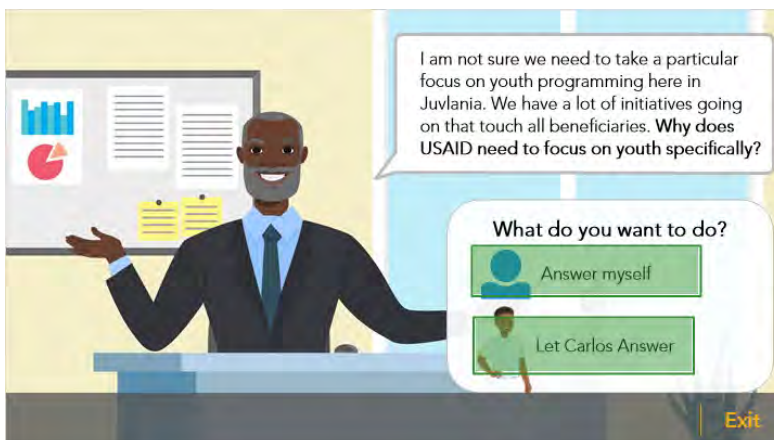


**Notes:**

**Steve:**

Hi, I'm Steve, the Office Director. We're glad to have you here in Juvlania. I have some questions about this whole youth programming approach for this team. Let's get started.

### 3.7 Steve Q1: Why focus on youth



**Notes:**

**Steve:**

I am not sure we need to take a particular focus on youth programming here in Juvlania. We have a lot of initiatives going on that touch all beneficiaries. Why does USAID need to focus on youth specifically?

## Carlos' Response:

Effectively investing in youth now leads to greater economic, social, and personal benefits for years to come.

They are the largest generation now to transition to adulthood - over 64 percent of Juvlania's population right now is between the ages of 15-29 and can be mobilized to support development interventions.

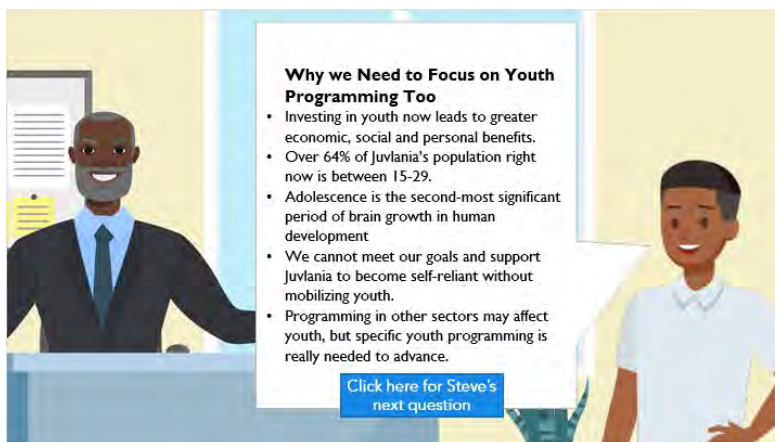
Adolescence is the second-most significant period of brain growth in human development after early childhood.

There are life-long benefits and consequences to their development at this stage.

We cannot meet our country-established goals and support Juvlania to become self-reliant without mobilizing youth.

Programming in other sectors may affect youth, but targeted youth programming is really needed to advance both country and USAID objectives. Education is important to invest in and does directly meet youth needs, but a more holistic approach taking into consideration cross-sectoral efforts in health and economic development tends to show better development outcomes.

### 3.8 Q1: Carlos Response



#### Notes:

## Carlos' Response:

Effectively investing in youth now leads to greater economic, social, and personal benefits for years to come.

They are the largest generation now to transition to adulthood - over 64 percent of Juvlania's population right now is between the ages of 15-29 and can be mobilized to support development interventions.

Adolescence is the second-most significant period of brain growth in human development after early childhood.

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We cannot meet our country-established goals and support Juvlania to become self-reliant without mobilizing youth.

Programming in other sectors may affect youth, but targeted youth programming is really needed to advance both country and USAID objectives. Education is important to invest in and does directly meet youth needs, but a more holistic approach taking into consideration cross-sectoral efforts in health and economic development tends to show better development outcomes.

### 3.9 Steve Q2: Other Priorities



#### Notes:

#### Steve:

Those are all relevant, but in a country like Juvlania, just coming out a time of crisis and conflict, there are a lot of other development priorities to focus on like our Food for Peace activities. Don't we need to do focus on this before we address youth?

#### Katrina:

Yes, our goal is to bring an **age-appropriate and intentional understanding of youth engagement** into all our sectors' work. This builds long-term sustainability and nurtures productive and engaged citizens.

The rapid urban growth we are seeing in Juvlania can lead to additional stress on a



country in this fragile state. Food for Peace programming does great work, but it can get even better results when bringing in this intentional youth engagement approach.

When young people are uprooted and jobless, with few opportunities for positive engagement, they can be more easily swayed to engage in violence out of a sense of marginalization and/or for social or economic gains.

Marginalized youth who are not integrated into their community or social structures can lack the important skills they need to lead constructive and peaceful adult lives.

But most of all, building the capacity and commitment of young people and emerging leaders helps us leverage all our other development priorities better and with longer-term sustainability.

### 3.10 Q1: Your Response

*(Multiple Response, 10 points, 1 attempt permitted)*

Why does USAID need to focus on youth specifically?

Select all that apply.  
Click "Submit" to check your response.

- Actually, if we just increase our support for education, that would be sufficient.
- Investing in youth now can lead to long-term economic, social and personal benefits.
- Other programs in food security and economic development don't really affect youth.
- Over 64% of Juvlania's population is between 15-29, which is a critical time for their development which requires youth-focused programming.

Correct	Choice
	Actually, if we just increase our support for education, that would be sufficient.
X	Investing in youth now can lead to long-term economic, social and personal benefits.
	Other programs in food security and economic development don't really affect youth.
X	Over 64% of Juvlania's population is between 15-29, which is a critical time

for their development which requires youth-focused programming.

**Feedback when correct:**

Great response! I agree with the key points you selected.

Click “hear my response” to get some additional points on what I would say to answer Steve’s question. If you are ready to move on to the next question, click “continue”.

**Feedback when incorrect:**

Let me offer some suggestions to enhance your response.

Click “continue” to get a summary of my key points to respond to Steve's question.

**Notes:**

**Steve:**

I am not sure we need to take a particular focus on youth programming here in Juvlania. We have a lot of initiatives going on that touch all beneficiaries. Why does USAID need to focus on youth specifically?

**Carlos' Response:**

Effectively investing in youth now leads to greater economic, social, and personal benefits for years to come.

They are the largest generation now to transition to adulthood - over 64 percent of Juvlania’s population right now is between the ages of 15-29 and can be mobilized to support development interventions.

Adolescence is the second-most significant period of brain growth in human development after early childhood.

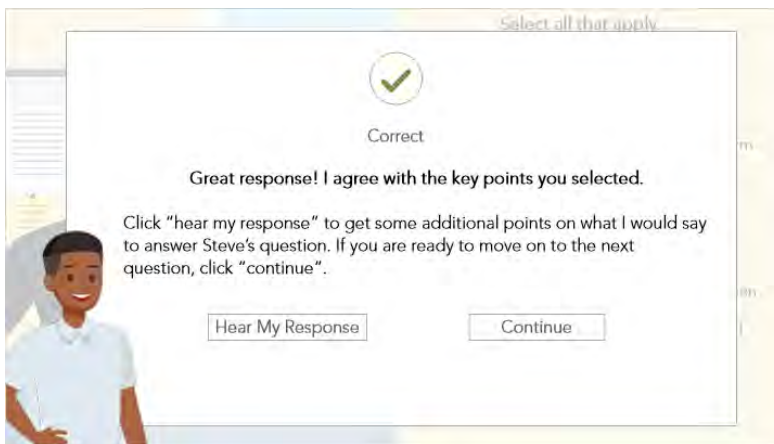
There are life-long benefits and consequences to their development at this stage.

We cannot meet our country-established goals and support Juvlania to become self-

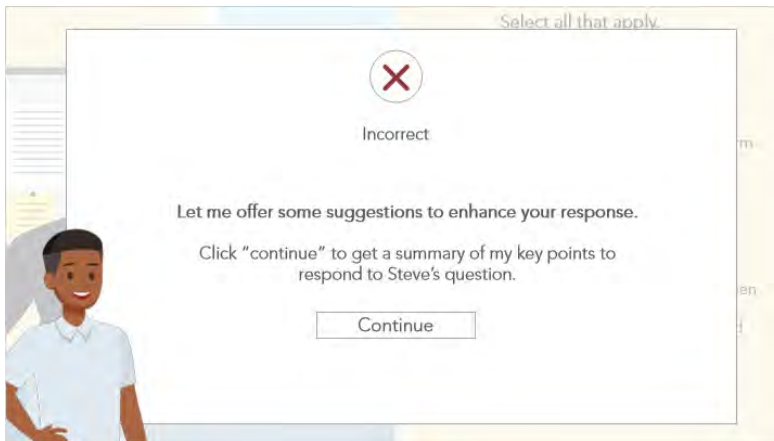
reliant without mobilizing youth.

Programming in other sectors may affect youth, but targeted youth programming is really needed to advance both country and USAID objectives. Education is important to invest in and does directly meet youth needs, but a more holistic approach taking into consideration cross-sectoral efforts in health and economic development tends to show better development outcomes.

### Correct (Slide Layer)



### Incorrect (Slide Layer)



## 3.11 Q4: Your Response

*(Multiple Response, 10 points, 1 attempt permitted)*

So we need to take this holistic approach by focusing on youth and their environment. Are there other factors you need to consider when doing this type of programming?

Select all that apply. Click "Submit" to check your response.

- No, the youth and their family, community and systems are the most critical factors.
- Yes, we also need to consider the age band and stage of development youth are at to do this programming right.
- Yes, we need to consider multiple needs that require cross-sectoral interventions.

Correct	Choice
	No, the youth and their family, community and systems are the most critical factors.
X	Yes, we also need to consider the age band and stage of development youth are at to do this programming right.
X	Yes, we need to consider multiple needs that require cross-sectoral interventions.

**Feedback when correct:**

Great response! I agree with the key points you selected.

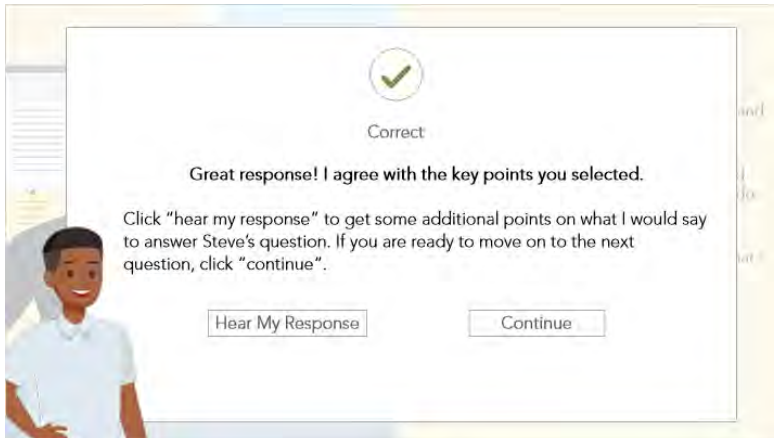
Click "hear my response" to get some additional points on what I would say to answer Steve's question. If you are ready to move on to the next question, click "continue".

**Feedback when incorrect:**

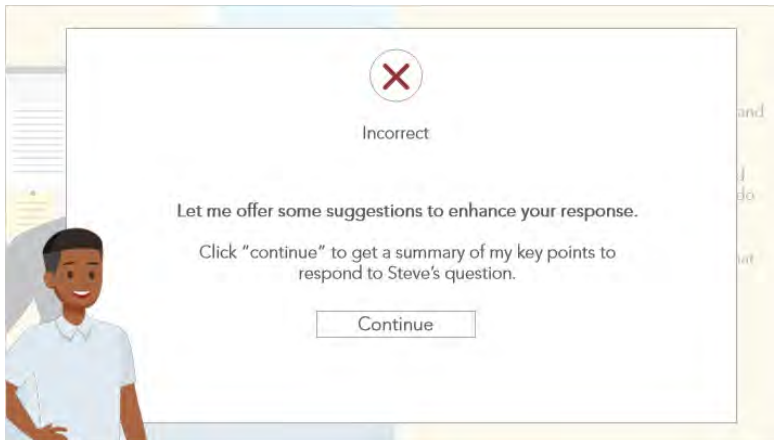
Let me offer some suggestions to enhance your response.

Click "continue" to get a summary of my key points to respond to Steve's question.

## Correct (Slide Layer)




## Incorrect (Slide Layer)



## 3.12 Q2: Your Response

*(Multiple Response, 10 points, 1 attempt permitted)*



We are just coming out of a time of crisis and conflict. There are a lot of other development priorities to focus on like our Food for Peace activities. Don't we need to focus on this before we address youth?

Select all that apply.  
Click "Submit" to check your response.

- Our goal is to bring an age-appropriate and intentional understanding of youth engagement into all our sectors' work. This builds long-term sustainability and nurtures productive and engaged citizens
- The rapid urban growth we are seeing in Juvlania can lead to additional stress on the country in its fragile state.
- Uprooted and jobless youth with few opportunities for positive engagement can be more easily swayed to join conflict.
- Marginalized youth who are not integrated into their community or social structures can lack the important skills they need to lead constructive and peaceful adult lives.
- Building the capacity and commitment of young people and emerging leaders helps us leverage all our other development priorities better and with longer term sustainability.

Correct	Choice
X	Our goal is to bring an age-appropriate and intentional understanding of youth engagement into all our sectors' work. This builds long-term sustainability and nurtures productive and engaged citizens
X	The rapid urban growth we are seeing in Juvlania can lead to additional stress on the country in its fragile state.
X	Uprooted and jobless youth with few opportunities for positive engagement can be more easily swayed to join conflict.
X	Marginalized youth who are not integrated into their community or social structures can lack the important skills they need to lead constructive and peaceful adult lives.
X	Building the capacity and commitment of young people and emerging leaders helps us leverage all our other development priorities better and with longer term sustainability.

**Feedback when correct:**

Great response! I agree with the key points you selected.

Click "hear my response" to get some additional points on what I would say to answer Steve's question. If you are ready to move on to the next question, click "continue".

**Feedback when incorrect:**

Let me offer some suggestions to enhance your response.

Click “continue” to get a summary of my key points to respond to Steve’s question.

**Notes:****Steve:**

Those are all relevant, but in a country like Juvlania, just coming out a time of crisis and conflict, there are a lot of other development priorities to focus on like our Food for Peace activities. Don’t we need to do focus on this before we address youth?

**Katrina:**

Yes, our goal is to bring an **age-appropriate and intentional understanding of youth engagement** into all our sectors’ work. This builds long-term sustainability and nurtures productive and engaged citizens.

The rapid urban growth we are seeing in Juvlania can lead to additional stress on a country in this fragile state. Food for Peace programming does great work, but it can get even better results when bringing in this intentional youth engagement approach.

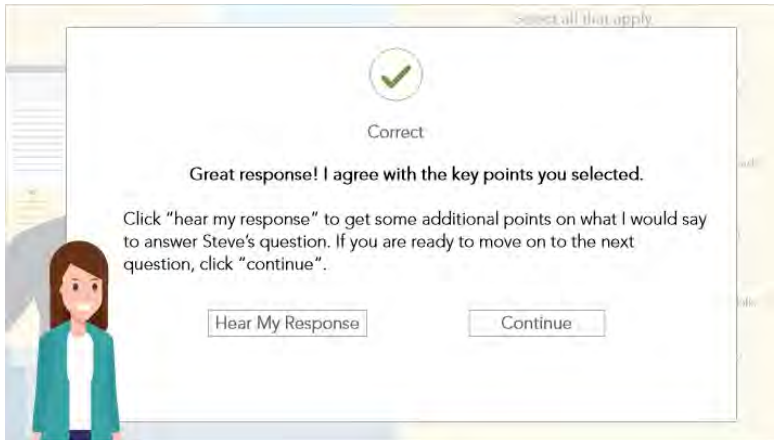
When young people are uprooted and jobless, with few opportunities for positive engagement, they can be more easily swayed to engage in violence out of a sense of marginalization and/or for social or economic gains.

Marginalized youth who are not integrated into their community or social structures can lack the important skills they need to lead constructive and peaceful adult lives.

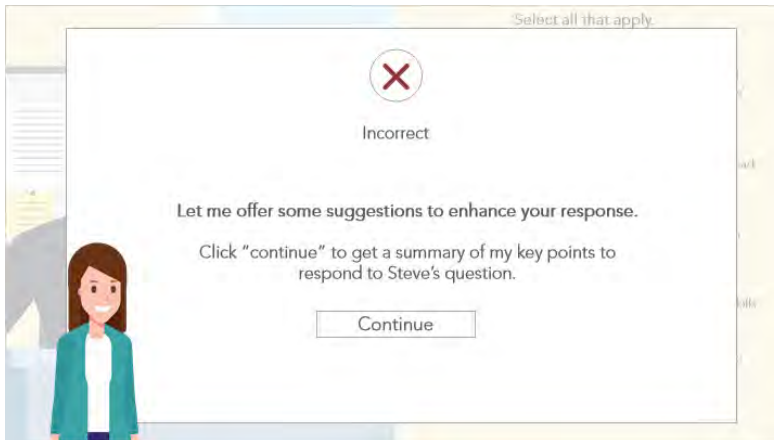
But most of all, building the capacity and commitment of young people and emerging leaders helps us leverage all our other development priorities better and with longer-term sustainability.



## Correct (Slide Layer)



## Incorrect (Slide Layer)



### 3.13 Q3: *Your Response*

*(Multiple Response, 10 points, 1 attempt permitted)*

Okay, I understand now that there is some relevance for this type of programming specifically focused on youth. What approach do we take? Is there evidence to back it up?

Select all that apply.  
Click "Submit" to check your response.

- USAID promotes a Positive Youth Development (PYD) approach that focuses on skill-building and youth engagement.
- PYD is a fairly new area, so there is not a lot of evidence to back up this approach yet, but we feel confident there will be.
- The PYD approach emerged out of research started in the 1990s and takes a holistic approach to youth, their family, community and the systems around them.
- This PYD approach focuses mostly on the problem behaviors of youth and how to prevent them.

Correct	Choice
X	USAID promotes a Positive Youth Development (PYD) approach that focuses on skill-building and youth engagement.
	PYD is a fairly new area, so there is not a lot of evidence to back up this approach yet, but we feel confident there will be.
X	The PYD approach emerged out of research started in the 1990s and takes a holistic approach to youth, their family, community and the systems around them.
	This PYD approach focuses mostly on the problem behaviors of youth and how to prevent them.

**Feedback when correct:**

Great response! I agree with the key points you selected.

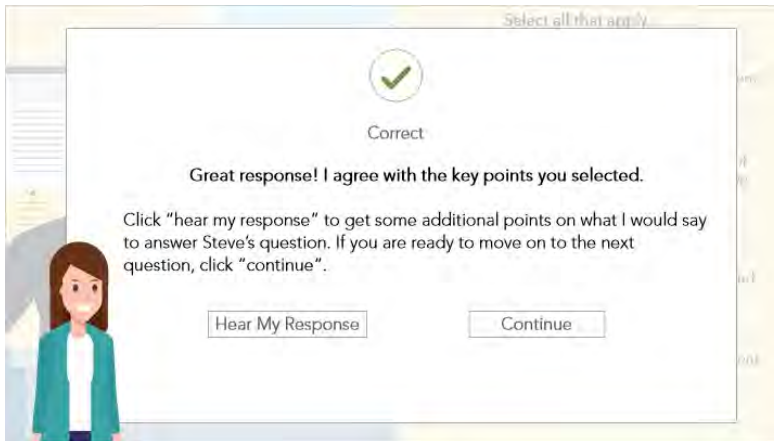
Click "hear my response" to get some additional points on what I would say to answer Steve's question. If you are ready to move on to the next question, click "continue".

**Feedback when incorrect:**

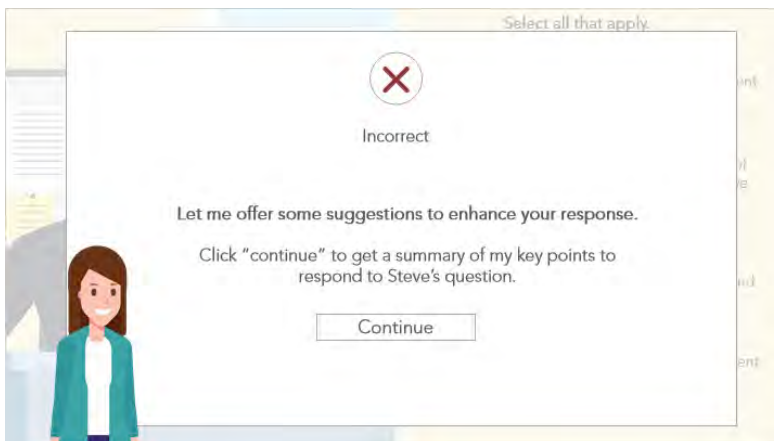
Let me offer some suggestions to enhance your response.

Click “continue” to get a summary of my key points to respond to Steve’s question.

### Correct (Slide Layer)



### Incorrect (Slide Layer)



### 3.14 Q2: Katrina's Response



#### Notes:

#### Katrina:

Yes, our goal is to bring an **age-appropriate and intentional understanding of youth engagement** into all our sectors' work. This builds long-term sustainability and nurtures productive and engaged citizens.

The rapid urban growth we are seeing in Juvlania can lead to additional stress on a country in this fragile state. Food for Peace programming does great work, but it can get even better results when bringing in this intentional youth engagement approach.

When young people are uprooted and jobless, with few opportunities for positive engagement, they can be more easily swayed to engage in violence out of a sense of marginalization and/or for social or economic gains.

Marginalized youth who are not integrated into their community or social structures can lack the important skills they need to lead constructive and peaceful adult lives.

But most of all, building the capacity and commitment of young people and emerging leaders helps us leverage all our other development priorities better and with longer-term sustainability.

### 3.15 Steve Q3: PYD



#### Notes:

#### Steve:

Okay, I understand now that there is some relevance for this type of programming specifically focused on youth. What approach do we take? Is there evidence to back it up?

#### Katrina:

USAID promotes a positive youth development, or PYD, approach that focuses on skill-building and youth engagement. This approach emerged in the 1990s and is based on research.

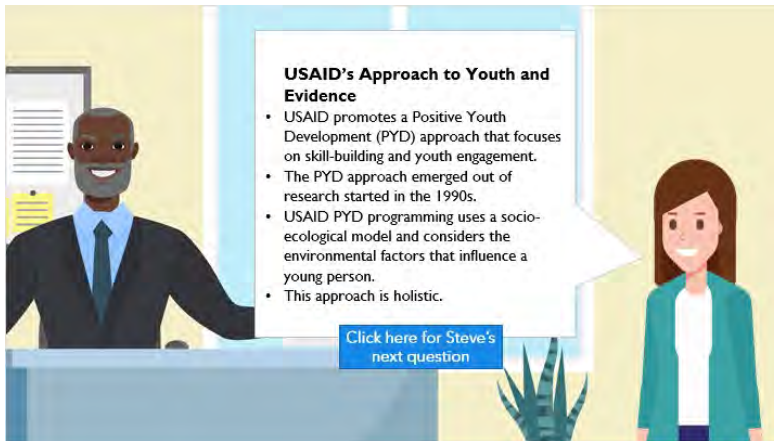
Researchers have found that a young person's relationship with his or her environment (such as social norms and peer influence) has a major influence on, and serves as a catalyst for, youth mindsets and actions.

So, programming should shift from a focus on the individual to a socio-ecological model and consider the environmental factors that influence a young person in both positive and negative ways. This includes a youth's family, community, and the systems around them.

This approach looks at the whole child, both an individual and the environment around them, and on preventing problem behaviors and promoting assets, strengths, and positive factors.

- 
-

### 3.16 Q3: Katrina's Response



#### Notes:

#### Katrina:

USAID promotes a positive youth development, or PYD, approach that focuses on skill-building and youth engagement. This approach emerged in the 1990s and is based on research.

Researchers have found that a young person's relationship with his or her environment (such as social norms and peer influence) has a major influence on, and serves as a catalyst for, youth mindsets and actions.

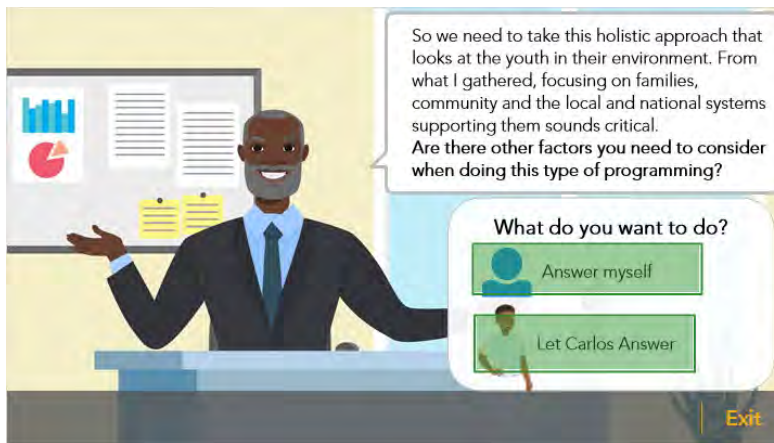
So, programming should shift from a focus on the individual to a socio-ecological model and consider the environmental factors that influence a young person in both positive and negative ways. This includes a youth's family, community, and the systems around them.

This approach looks at the holistic youth, considering both the individual and the environment around them, and on preventing problem behaviors and promoting assets, strengths, and positive factors.

•



### 3.17 Steve Q4: Programming Factors



#### Notes:

#### Steve:

So we need to take this holistic approach that looks at the youth in their environment. From what I gathered focusing on families, community and the local and national systems supporting them sounds critical. **Are there other factors you need to consider when doing this type of programming?**

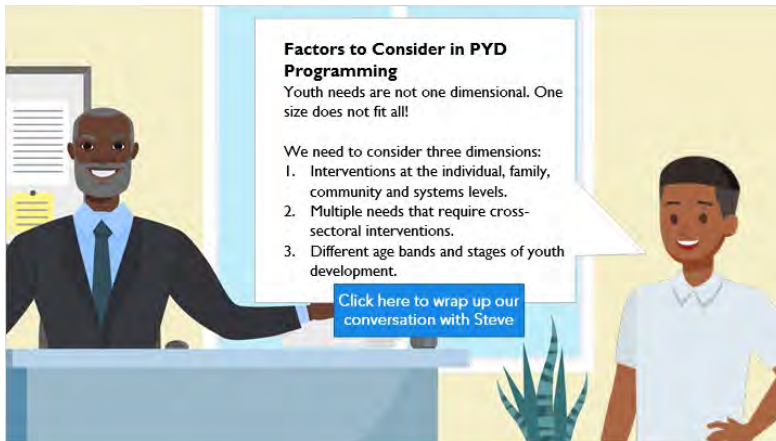
#### Carlos:

We know that youth needs are not just one dimensional nor are they common across ages or developmental phases. **One size does not fit all!** One way of thinking about the different programmatic approaches is like a Rubik's Cube - multidimensional. We must consider three dimensions:

- The need to support appropriate interventions at the individual, family, community, and system levels;
- Multiple needs require cross-sectoral interventions; and
- Different age bands and stages of development.

•

### 3.18 Q4: Carlos' Response



#### Notes:

#### Steve:

So we need to take this holistic approach that looks at the youth in their environment. From what I gathered focusing on families, community and the local and national systems supporting them sounds critical. **Are there other factors you need to consider when doing this type of programming?**

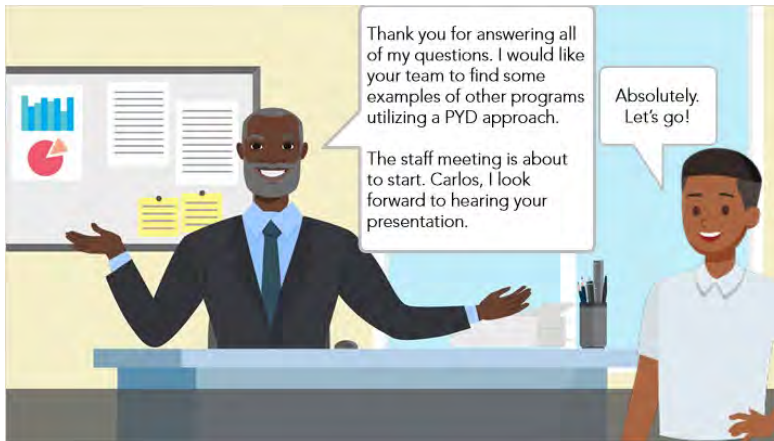
#### Carlos:

We know that youth needs are not just one dimensional nor are they common across ages or developmental phases. **One size does not fit all!** We must consider three dimensions:

1. The need to support appropriate interventions at the individual, family, community, and system levels;
2. Multiple needs require cross-sectoral interventions; and
3. Different age bands and stages of development.

•

### 3.19 Steve Transition



**Notes:**

**Steve:**

Thank you for answering all of my questions so far. I would like your team to find some examples of other programs utilizing a PYD approach and what might be some interventions that are appropriate for Juvlania. The staff meeting is about to start, and Carlos, I look forward to hearing your presentation on adolescent development.

**Carlos:** Absolutely, let's go!

### 3.20 Presentation: Adolescent Development



**Notes:**

**Carlos:**

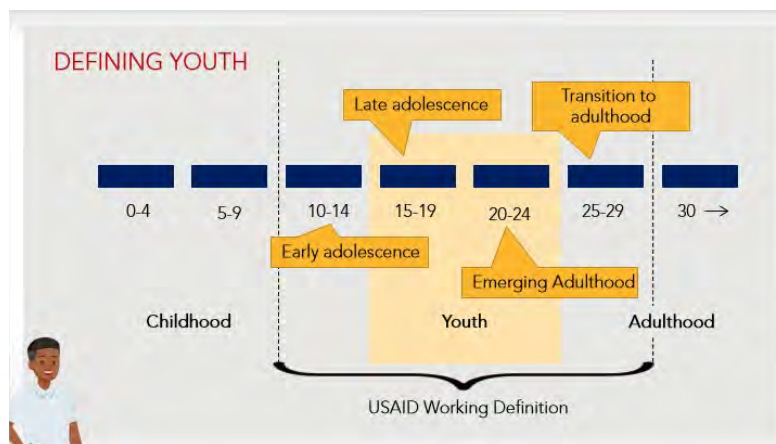
Thank you for coming to this presentation on the stages and facets of youth

development. I hope by the end, you see the relevance of this to our work and programming in Juvlania.

In today's presentation I will cover four topics:

- USAID's PYD age bracket or stage of development;
- Facts of brain development for adolescents;
- The five key facets of youth development; and
- The "so what" of PYD - what does it really mean for programming at USAID?

### 3.21 Defining Youth



#### Notes:

#### Carlos:

We define youth at USAID as the age range between 10-29 years old. Based on research by the World Bank and others, we know that there are four specific stages of development and transition that youth go through: early adolescence, late adolescence, emerging adulthood, and transition to adulthood. There are specific physical, cognitive, social, emotional, and moral facets particular to each stage as you might remember from your own youth. At USAID, we take a Positive Youth Development Approach, or PYD. One component of PYD is to provide programming for youth in their appropriate age bracket or stage of development.

Think about it, if I were to offer you at 13 years old the same programs as when you were 24, what would you think? Youth are looking for and need differentiated programming.

When we understand and program to these changes, we can more effectively help youth adopt positive behaviors and practices.

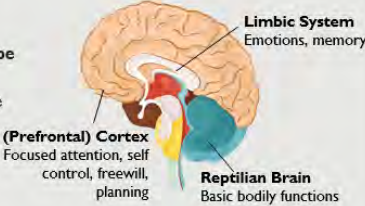
### 3.22 Do You Know Your Brain Facts?

**DO YOU KNOW YOUR BRAIN FACTS?**

Write down your responses to the questions below. Click "raise your hand" when you are ready to check your answers.

Use the brain diagram below to help you with questions 2 and 3.


1. **At what age is the brain fully developed?**
2. **What is the last part of the brain to be developed?**
3. **What part of the brain is most active during adolescence?**



**(Prefrontal) Cortex**  
Focused attention, self control, freewill, planning

**Limbic System**  
Emotions, memory

**Reptilian Brain**  
Basic bodily functions



**Notes:**

**Carlos:**

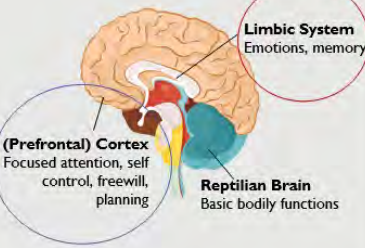
There are three questions on your screen about the brain. Take a moment to look at the questions and the brain diagram, and note down your responses. Raise your hand when you are ready and I will reveal the answers.

### 3.23 Brain Facts Answers

**BRAIN FACTS**

**Questions & Responses**


1. At what age is the brain fully developed?
2. What is the last part of the brain to be developed?
3. What part of the brain is most active during adolescence?



**(Prefrontal) Cortex**  
Focused attention, self control, freewill, planning

**Limbic System**  
Emotions, memory

**Reptilian Brain**  
Basic bodily functions



**Notes:**

**Carlos:**

Let's look at these responses.

For the first question, the brain is going through its second-most important stage of development from 14 to about 24. It is extremely important to support activities that stimulate brain development in this particular period.

For the second question, the response is the “prefrontal cortex.” This part of the brain that is responsible for decision-making, impulse control, and setting goals, which develops last.

Lastly, the limbic system, which helps with sensory processing, emotions, and instincts is the MOST active during adolescence. This begins to explain why youth may be more prone to risk taking, both positive and negative, as well as impulsiveness. We can design programs that leverage this reality.

### 3.24 Use it or Lose it



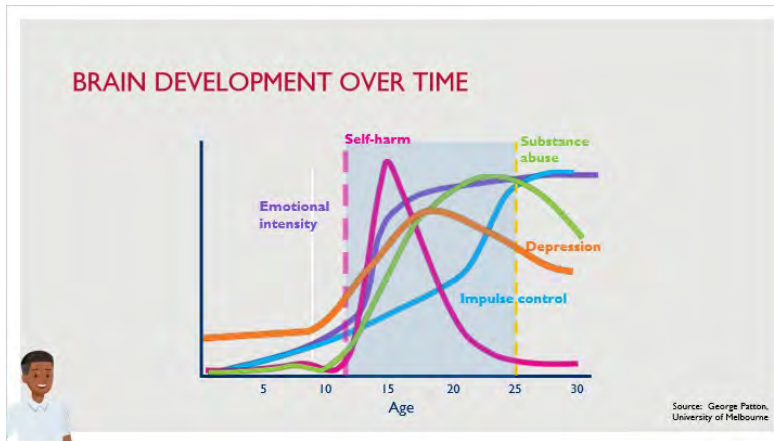
#### Notes:

#### Carlos:

Another thing that happens during this phase is what I like to call “Use it or lose it.” Around age 11, research shows that we begin to undergo a pruning of the neurons and synapses that are not as frequently used. This results in withering of those connections. On the other hand, connections that are used more frequently get stronger. This is a period in life when people can channel their natural willingness to take risks into negative activities, such as joining a gang or participating in other criminal activities, or positive risk-taking activities such as sports, skateboarding, music, education, and language, which stimulates brain growth and influences outcomes across the rest of our lives.



### 3.25 The Big Picture



**Notes:**

**Carlos:**

As we look at the stages of brain development, it is important to acknowledge this can also be the time adolescents experience major issues, while their emotional intensity is naturally high and impulse control has not caught up yet. As shown in the graph, this development spans between 11-25. During this phase, we can see issues relating to depression, self-harm, substance abuse, and other risky behaviors.

### 3.26 What are ACES?



**Notes:**

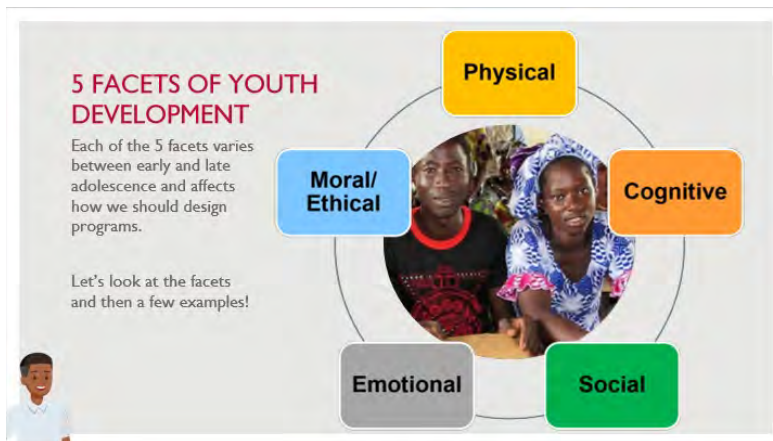
**Carlos:**

Another key set of issues that is important to note are ACEs. ACEs are **Adverse**

**Childhood Experiences** such as abuse, neglect, and household dysfunctions, which research has linked to risk outcomes such as injury, mental health, maternal and child health, non-communicable and communicable diseases, and risk behaviors.

Additional research has identified violence as the most powerful indicator of life-long trauma. Not included in the study is community dysfunctions and trauma, such as conflict, genocide, famine and terrorism, which should also be considered and addressed, especially in some of the countries in which USAID works.

### ***3.27 5 Facets of Youth Development Overview***

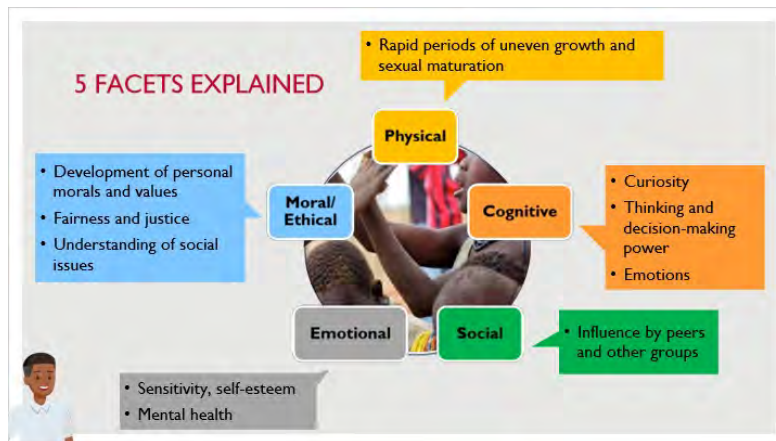


**Notes:**

**Carlos:**

Now that we have an overview of brain development, let's look at five facets of adolescent development. It is important to understand these facets and characteristics by looking at early and mid-late adolescents. That way, we can design appropriate programs based on where adolescents are in their stage of development.

### 3.28 5 Facets Explained



#### Notes:

#### Carlos:

Across each of the five facets, there is a wide degree of variance between how early and mid-late adolescents experience these facets. Here are some examples of the types of characteristics you will see in each group.

The physical facet includes rapid periods of uneven growth and sexual maturation.

The cognitive facet includes elements such as curiosity, thinking and decision-making power, and emotions.

Under the social facet, we include influences by peers and other groups.

Emotional facets include sensitivity and self-esteem as well as mental health.

Finally, the moral and ethical facet includes development of personal morals and values, fairness, and justice, as well as understanding of social issues.

We can get better outcomes in our programs when we recognize how to leverage each of these facets in our design. Let's move on to see how these differ at different age ranges, or bands, of adolescence.

### 3.29 Early Adolescence

**EARLY ADOLESCENCE:**  
10-14 years old

Take a moment to think of yourself between the ages between 10-14 and how you experienced these facets. **What was happening to you physically? What were some of the social experiences you may have had?**

**Physical**

**Moral/Ethical**

**Cognitive**

**Emotional**

**Social**

**Click here**  
when you have a few answers in mind and are ready to move on

#### Notes:

#### Carlos:

Before we take a look at the facets of early adolescence, take a moment to think of yourself at the ages between 10-14 and how you experienced these facets. What was happening to you physically? What were some of the social experiences you may have had?

### 3.30 Early Adolescence

**EARLY ADOLESCENCE:**  
10-14 years old

**Physical**

- Rapid physical growth
- Early sexual maturation

**Moral/Ethical**

- Sees the world in shades of gray
- Strong sense of fairness
- Greater openness to different norms

**Cognitive**

- Move from concrete to abstract thinking
- Lack of executive function skills

**Emotional**

- Crave approval, feels alone
- Search for identity and independence

**Social**

- Self-identity connected to peer groups
- May be argumentative and test limits

#### Notes:

#### Carlos:

Now, compare your responses to this overview of what we find in the research.

Many 10-14 year olds are experiencing physical growth and the start of sexual maturation.

Cognitively, they are moving from more concrete to abstract thinking, but they still lack that “executive” for decision-making function we talked about earlier. This group has a strong social identity to their peer groups, and may be argumentative and test limits. These young people crave approval and are searching for identity and independence. They “see the world in gray” or in other words, still see a continuum of what is moral and ethical in their world. They have a strong sense of fairness and are open to different norms.

### 3.31 Mid to Late Adolescence

**MID-LATE ADOLESCENCE:**  
15-19 years old

Now, think about the same facets when you were between 15-19 years old. **What were some different things you experienced?**

**Physical**  
**Cognitive**  
**Moral/Ethical**  
**Emotional**  
**Social**

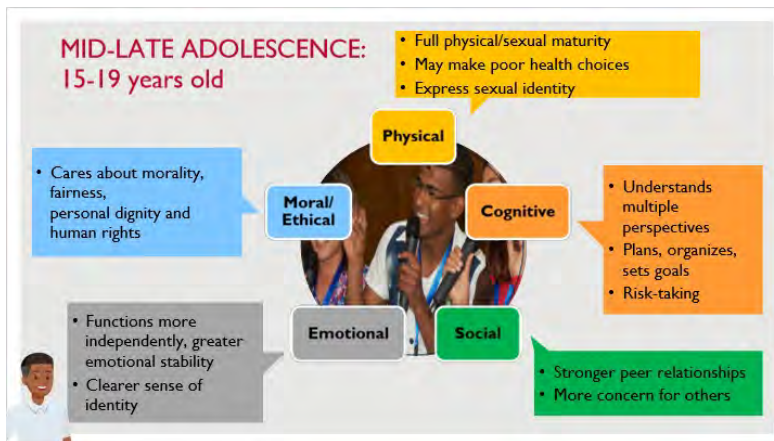
**Click here**  
when you have a few answers in mind and are ready to move on

**Notes:**

**Carlos:**

Now, think about the same facets when you were between 15-19 years old. What were some different things you experienced? Take a moment to think before I share an overview.

### 3.32 Mid to Late Adolescence



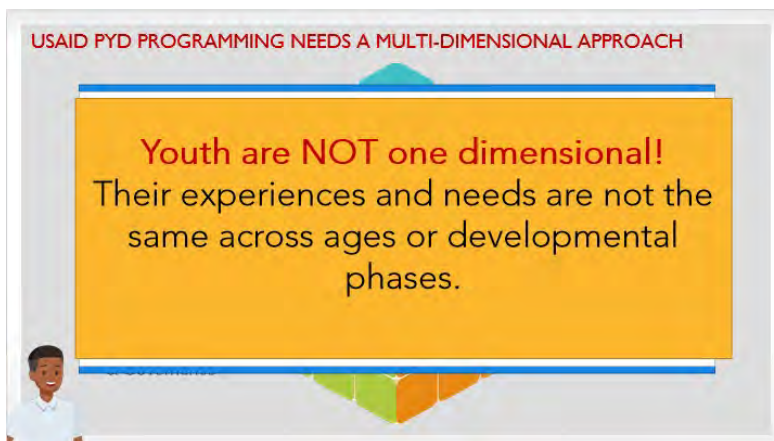
#### Notes:

#### Carlos:

Now, think about the same facets when you were between 15-19 years old. What were some different things you experienced? Take a moment to think before I share an overview.

Based on what we see in the research, 15-19 year olds are at their height of physical and sexual maturation. They may be prone to make poor health choices and are learning to express their sexual identity. Cognitively, they have shifted to be better able to take in perspectives and plan; however, they also take more risks. Socially, they experience stronger relationships and show more concern for others. Emotionally, they are more independent and have a clearer sense of their identity. In addition, they have a stronger sense of and care about morality, fairness, dignity, and human rights.

### 3.33 Rubik's Cube





## **Notes:**

### **Carlos**

Okay, so hopefully you have had some fun reminiscing about your adolescence and starting to get some insights as to what kids now might be going through. We also have learned that youth are not “one dimensional,” their experiences, and therefore their needs, are not the same across ages or developmental phases, not to mention differences due to gender, ethnicity, and other variances.

What is emerging from the initial youth assessment is that youth in late adolescence, between 15-19, are a key target audience for us given their population size and needs, especially their need for second chances after being exposed to violence and conflict, and going without basic education, health, and other services over the past several years.

The big question is “so what does this mean for USAID programming?” As I shared before, at USAID, we take a PYD, or Positive Youth Development, approach. PYD is an approach that helps us understand the kinds of opportunities and supports young people need to thrive. This approach acknowledges that there is no “one size fits all” programming for youth. It’s more like a multi-dimensional Rubik’s Cube.

On one side, we need to consider and support the different age bands and developmental stages of our youth.

On the second side, we need to identify the support and appropriate interventions needed for the individual, family, community, and system to ensure youth are supported.

Finally, we need to consider the cross-sectoral interventions that can affect and support youth, such as in our education, health, economic growth, food security, and democracy, rights and governance work, including special considerations for conflict and crisis environments. We will discuss how USAID’s PYD approach allows us to address these three dimensions effectively in our program design.

### 3.34 Adolescent Development Wrap Up

Thank you! We will be following up with more information.

**SUMMARY**

Critical time to influence behavior

Focus on youth between 10-29

Development stage

Cross-sectoral considerations

Socio-ecological level

Multi-dimensional approach

5 facets of youth development

Physical

Moral/Ethical

Cognitive

Emotional

Social

Exit

#### Notes:

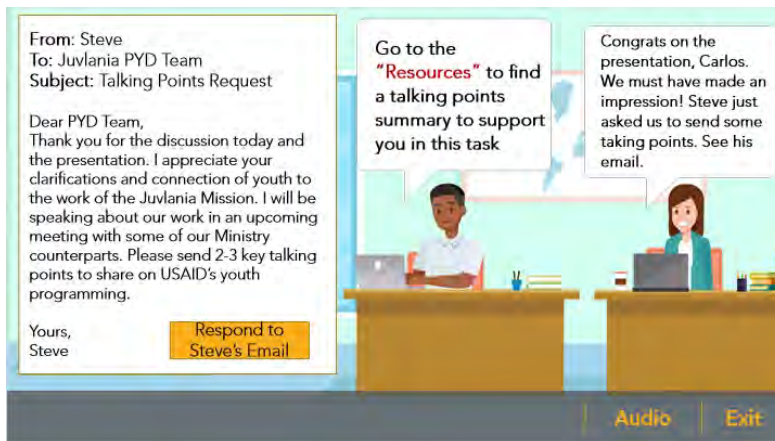
#### Carlos:

In summary, here are the points I hope you have taken away from this presentation:

1. USAID PYD programming focuses on youth between the ages of 10-29.
2. Adolescence is a critical time for influencing youth behavior going into adulthood.
3. There are 5 facets to youth development: physical, cognitive, emotional, social, moral/ethical. Youth between the ages of 10-15 and 16-29 have very different experiences during these different stages.
4. There is no one right approach to working with youth. We need to take a multi-dimensional approach that takes into account development age and stage, different socio-ecological levels (e.g. family, community) and cross-sectoral considerations.

I hope you have found this presentation informative for our work here in Juvlania. Thank you for attending and we will be following up with more information.

### 3.35 Email from Steve



#### Notes:

#### Katrina:

Congrats on the presentation, Carlos. We must have made an impression! Steve just asked to us to send some taking points. See his email. You can read it on the screen or click "audio" and I will read it out loud. Click "close" on the email when you are ready to move on.

#### Email Language (On screen)

**From:** Steve

**To:** Juvlania PYD Team

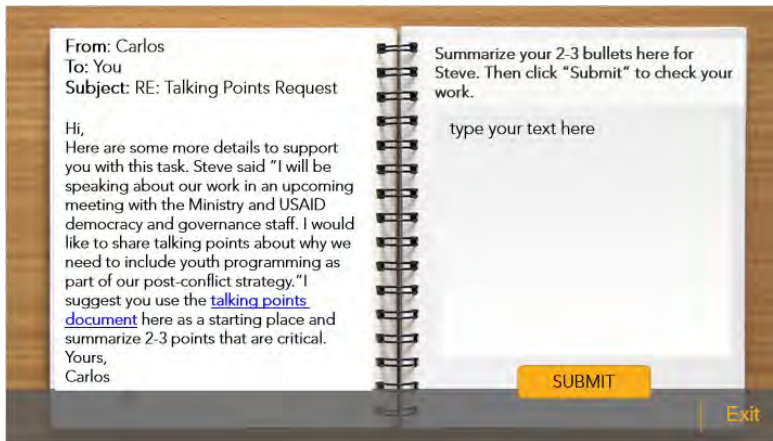
**Subject:** Talking Points Request

Dear PYD Team,

Thank you for the discussion today and the presentation. I appreciate your clarifications and connection of this youth to the work of the Juvlania Mission. I will be speaking about our work in an upcoming meeting with some of our Ministry counterparts. Please send 2-3 key talking points to share on USAID's youth programming.

Yours, Steve

### 3.36 Talking Points Task



#### Notes:

#### Katrina:

Congrats on the presentation, Carlos. We must have made an impression! Steve just asked to us to send some taking points. See his email. You can read it on the screen or click “audio” and I will read it out loud. Click “close” on the email when you are ready to move on.

#### Email Language (On screen)

**From:** Steve

**To:** Juvlania PYD Team

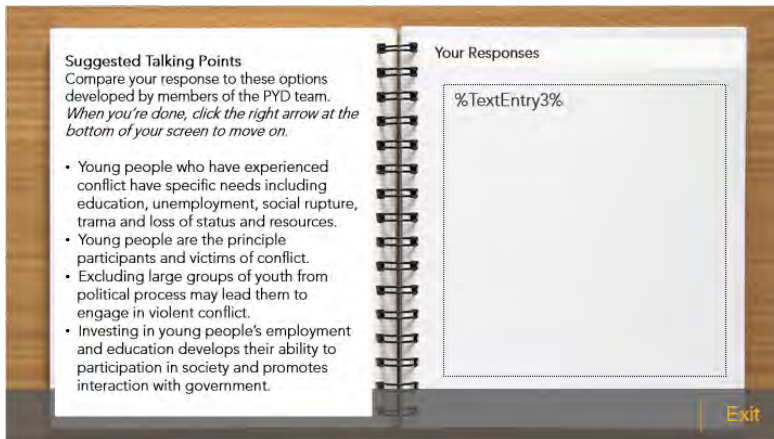
**Subject:** Talking Points Request

Dear PYD Team,

Thank you for the discussion today and the presentation. I appreciate your clarifications and connection of this youth to the work of the Juvlania Mission. I will be speaking about our work in an upcoming meeting with some of our Ministry counterparts. Please send 2-3 key talking points to share on USAID’s youth programming.

Yours, Steve

### 3.37 Your Responses



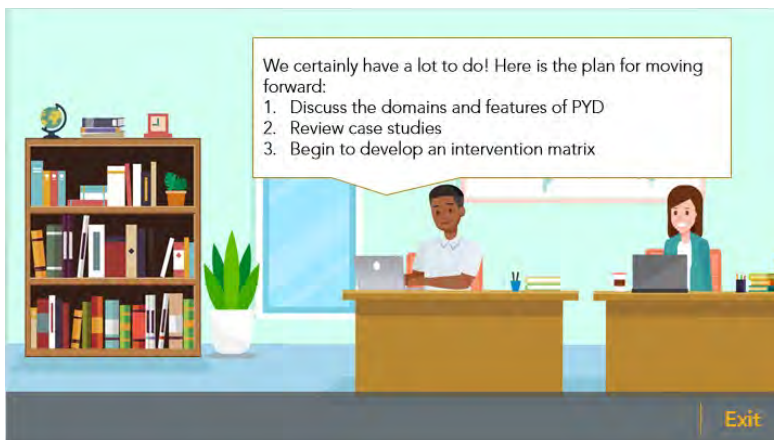
#### Notes:

#### No Narration

Compare your response to these options developed by members of the PYD team. *When you're done, click the right arrow at the bottom of your screen to move on.*

## 4. PYD Features and Domains

### 4.1 PYD Domains and Features Overview



#### Notes:

#### Carlos:

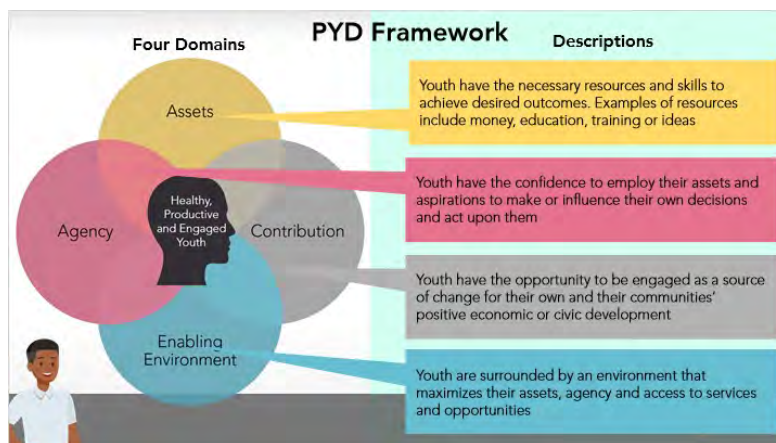
Well, we certainly have our work cut out for us to be prepared with a plan for Steve. Let's

get to work.

Here are the three steps we will take together next:

1. Discuss the domains and features of PYD to ensure we are all clear;
2. Review case studies; and
3. Begin to develop an intervention matrix.

## 4.2 PYD Domains Overview



**Notes:**

**Carlos:**

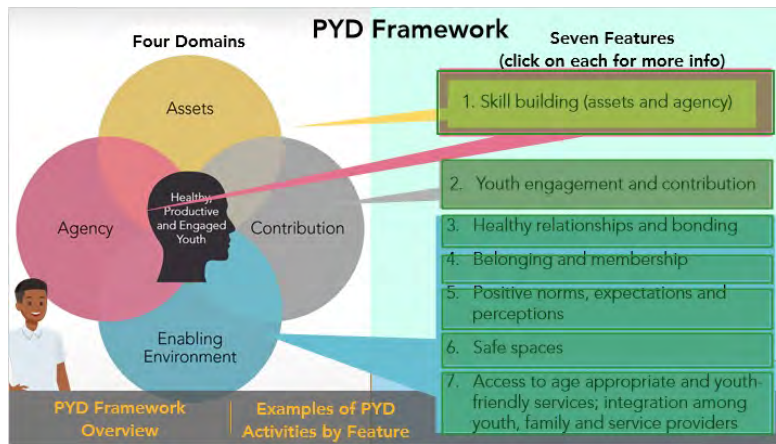
Now that we have a good sense of what PYD is, and what their key principles are, let's dig a little deeper to better understand the PYD framework. There are four critical domains to PYD:

- **Assets:** Youth have the necessary resources and skills to achieve desired outcomes. Resources can be tangible, such as money, or more foundational underpinnings like education or training. It may also include intangible resources, such as ideas.
- **Agency:** Youth have the confidence to employ their assets and aspirations to make or influence their own decisions about their lives and set their own goals, and to act upon these decisions in order to achieve desired outcomes without fear of violence or retribution.
- **Contribution:** Youth have the opportunity to be engaged as a source of change for their own and their communities' positive economic or civic development.
- **Enabling Environment:** Youth are surrounded by an environment that provides mentors, a sense of belonging, access to services and opportunities, and the ability to

avoid risks and stay safe, secure, and protected while promoting their social and emotional competence to thrive.

PYD programs result in youth who have assets, the ability to leverage those assets (agency), and the ability to contribute to positive change for themselves and their communities, surrounded by an enabling environment that supports them. It is important that PYD programs address not just one but multiple domains to be successful.

### 4.3 PYD Features



#### Notes:

#### Carlos:

Across the domains, there are seven features of PYD. You will see that some of the features are linked to multiple domains. For example, skill building can be an outcome from work done in “assets” or “agency.” If we dive into agency a bit more, we recognize agency is empowerment; it connects youth to their environment and allows them to contribute. Research in low- and middle-income countries has found that **when more of these seven features are intentionally designed into programs, they reach more multi-sectoral outcomes with youth and better technical outcomes overall.** Bottom line, we need to design these features into any program we are developing.

One other tip, many programs make the mistake of focusing only on the skills or assets development and building confidence and a sense of agency. Successful programs have found it is vital to design in opportunities to contribute civically or economically, as well as a supportive enabling environment. Otherwise youth become frustrated or resentful when they become skilled but have no opportunities to apply those skills.

You can click on each feature to learn more and we encourage you to download a copy of a great PYD framework with in-depth descriptions and examples.



## Feature Descriptions and Examples

**Skill building:** Develop soft and life skills through skills building activities.

**Youth engagement and contribution:** Allow youth engagement to take different shapes including youth expression, involvement in community service and creating opportunities for decision-making.

**Healthy relationships and bonding:** Identify and link youth to positive adult role models, mentors, coaches, teachers, health care providers and community leaders. Healthy peer to peer relationships are also important.


**Belonging and membership:** Foster activities where youth feel included regardless of gender, ethnicity, sexual orientation, disabilities or other factors. This may include school activities, sports, community service and/or faith-based youth groups.

**Positive norms, expectations and perceptions:** Have clear and consistent norms and expectations about health, relationships, and forms of engagement that provide youth an increasing amount of responsibility and independence and allow youth to grow and take on new roles.

**Safe spaces:** Create safe spaces that are tailored to the needs of youth - including physical infrastructure as well as emotional safety for youth to practice, engage and learn creatively and collaboratively.

**Access to age appropriate and youth friendly services:** Make information available to youth and families, connecting and integrating health and social services so there is a continuum of care and support at a community level.


## Skill Building (Slide Layer)

 Feature: Skill Building  
Domains: Assets and Agency

Description	Example Activities
<b>Develop soft and life skills through skills building activities within individual, family, peer and community settings.</b>	<ul style="list-style-type: none"><li>• Provide training</li><li>• Structure peer engagement to support modeling and practice</li><li>• Create ways for parents to connect to youth skill building activities</li><li>• Create extra-curricular opportunities</li><li>• Include soft skills in education</li></ul>

[Click here to return to other features](#)


## Youth Engagement (Slide Layer)

 Feature: Youth Engagement and Contribution  
Domains: Contribution

Description	Example Activities
<b>Allow youth engagement to take different shapes including youth expression, involvement in community service and creating opportunities for decision-making.</b>	<ul style="list-style-type: none"><li>• Offer opportunities for you to participate in independent or shared decision-making</li><li>• Support youth the volunteer</li><li>• Create opportunities for peer mentoring, education and tutoring</li><li>• Establish student government bodies</li><li>• Encourage national youth councils</li></ul>

[Click here to return to other features](#)


## Health relationships (Slide Layer)

 Feature: Healthy Relationships and Bonding  
Domains: Enabling Environment

Description	Example Activities
<b>Identify and link youth to positive adult role models, mentors, coaches, teachers, health care providers and community leaders. Healthy peer to peer relationships are also important.</b>	<ul style="list-style-type: none"><li>• Provide opportunities for positive adult and peer relationships</li><li>• Provide parent education and support groups</li><li>• Link youth to positive roles models</li><li>• Train those who work, teach, mentor and coach youth</li><li>• Create media programs (e.g. parenting) and campaigns (e.g. anti-bullying)</li></ul>

[Click here to return to other features](#)

## Belonging and membership (Slide Layer)




**Feature: Belonging and Membership**  
Domains: Enabling Environment

Description	Example Activities
Foster activities where youth feel included regardless of gender, ethnicity, sexual orientation, disabilities or other factors. This may include school activities, sports, community service and/or faith-based youth groups.	<ul style="list-style-type: none"><li>• Identify marginalized youth and help them link to opportunities for social interaction</li><li>• Help youth build skills in social inclusion</li><li>• Provide activities that provide a sense of community</li><li>• Develop curriculum that promotes cross-cultural awareness and addresses stigma and discrimination</li></ul>

[Click here to return to other features](#)

## Positive norms, perceptions (Slide Layer)



**Feature: Positive Norms, Expectations and Perceptions**  
Domains: Enabling Environment

Description	Example Activities
Have clear and consistent norms and expectations about health, relationships, and forms of engagement that provide youth an increasing amount of responsibility and independence and allow youth to grow and take on new roles.	<ul style="list-style-type: none"><li>• Help youth understand pro-social norms, rules, behavior and consequences</li><li>• Promote and model inclusive social norms and behavior</li><li>• Teachers, youth workers, coaches and other youth-serving adult recognize and reward youth contributions</li><li>• Law enforcement and social services staff are trained on strategies to support young people</li></ul>

[Click here to return to other features](#)

## Safe spaces (Slide Layer)



**Feature: Safe Spaces**  
Domains: Enabling Environment

Description	Example Activities
Create safe spaces that are tailored to the needs of youth – including physical infrastructure as well as emotional safety for youth to practice, engage and learn creatively and collaboratively.	<ul style="list-style-type: none"><li>• Help youth access physical, emotional and virtual safe spaces</li><li>• Train youth on communicating with others, including defining respectful behavior</li><li>• Set standards for youth workers (e.g. teachers, mentors, etc.)</li><li>• Ensure youth spaces are protective and accessible</li></ul>

[Click here to return to other features](#)

## Access to age appropriate (Slide Layer)

**i** Feature: Access to Age Appropriate and Youth Friendly Services  
Domains: Enabling Environment

Description	Example Activities
<b>Make information available to youth and families, connecting and integrating health and social services so there is a continuum of care and support at a community level.</b>	<ul style="list-style-type: none"><li>• Inform youth and their families where and how to access services</li><li>• Train youth service providers</li><li>• Establish policies on youth friendly services</li><li>• Establish mechanisms for coordination across services</li></ul>

[Click here to return to other features](#)

## 4.4 Transition

Okay, now that we are all on the same page about the basic PYD domains and features, let's look at how they are put into practice in some USAID case studies. Follow us to the map!

[Take me to the map!](#)

Exit

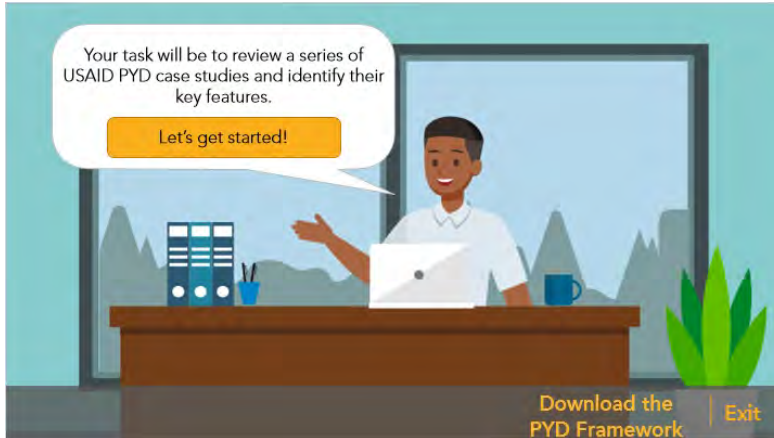
### Notes:

#### Carlos:

Okay, now that we are all on the same page about the basic PYD domains and features, let's look at how they are put into practice in some USAID case studies. Follow us to the map!

## 5. Case Studies

### 5.1 Case Study Intro

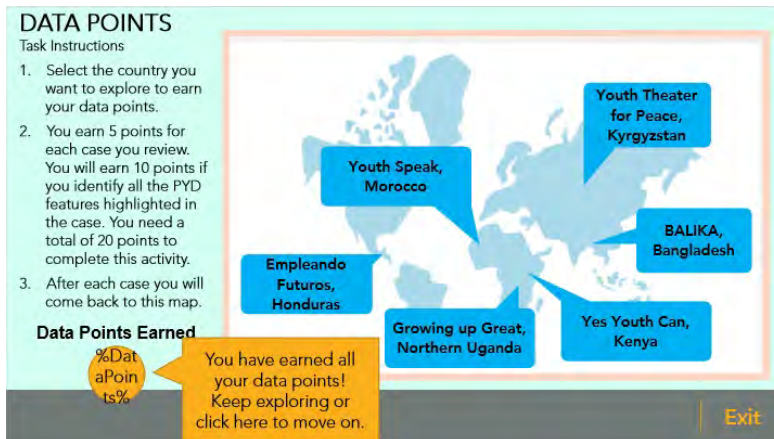


#### Notes:

#### Carlos:

One of the things we need to do before we meet with Steve again is capture some program examples of these features. Your task will be to review a series of USAID PYD case studies and identify the key features they are putting into practice. Let me show you the map and some files that will help describe each of the PYD features and how they combine to create powerful programming. I highly recommend that you download the features overview page from your resources before we get started on this task. When you are ready, click "Let's get started."

### 5.2 Case Study Map





**Notes:**

**Narrator:**

**Task instructions**

1. Select the country you want to explore to earn your data points.
2. You earn 5 points for each case you review. You will earn 10 points if you identify all the PYD features highlighted in the case. You need a total of 20 points to complete this activity.
3. After each case you will come back to this map.

When you are ready to start, click the title of the case study you want to start with.

### 5.3 Youth Theater for Peace

The screenshot shows a digital interface for a case study. On the left, the title 'Youth Theater for Peace Kyrgyzstan' is displayed above a paragraph of text. The text describes the YTP program's use of community theater to transform attitudes and behaviors. On the right, there is a photograph of a group of young people sitting in a circle, some with their hands in the center. In the top right corner, there is a green button labeled 'Collect Your Data Points'. At the bottom, there are three buttons: 'Audio', 'Video', and 'Exit'.

**Notes:**

**Narrator:**

**Youth Theater for Peace**

Take a moment to review the Youth Theater for Peace case study from Kyrgyzstan on your screen. You can select “audio” to listen to the case study overview as well. As an alternative, you can also click on “video” to listen to or watch a three-minute video on this same program. When you are ready, click “collect your data points” to identify the PYD features this case demonstrates.

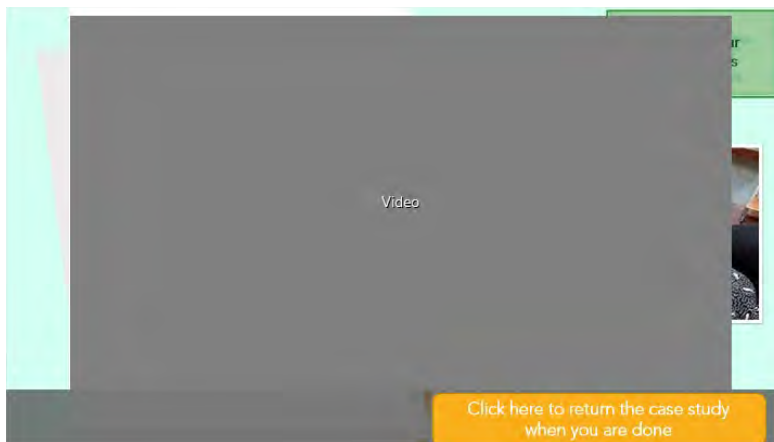
**Text/Narrative for the Youth Theater for Peace Case Study:**

The Youth Theater for Peace (YTP) program in Kyrgyzstan used community theater to transform the attitudes and behaviors of youth, mentors, and community members

from different ethnic groups. It illustrated some of the old conflicts they experienced from a new perspective and introduced peaceful solutions. The program created safe spaces for trust and dialogue and enabled youth to take the lead in the class. It also encouraged youth to lead participatory plays back in their communities in order to facilitate reflection on conflict stories and paths to resolution.

**Features Highlighted in this Case: 1, 3, 4 and 6**

### **Video Clip (Slide Layer)**



***5.4 Youth Theater for Peace: Which PYD features does this case study most highlight?***

***(Hint: There are 4 features highlighted in this case)***

*(Multiple Response, 10 points, 2 attempts permitted)*



**Youth Theater for Peace: Which PYD features does this case study most highlight?**  
*(Hint: There are 4 features highlighted in this case)*

**The Youth Theater for Peace (YTP) program in Kyrgyzstan** used community theater to transform the attitudes and behaviors of youth, mentors and community members from different ethnic groups by showing some of the old conflicts they experienced from a new perspective and introducing peaceful solutions. The program created safe spaces for trust and dialogue and enabled youth to take the lead in the class. It also encouraged youth to lead participatory plays back in their communities to facilitate reflection on conflict stories and paths to resolution.

- 1. Build skills, assets and competencies
- 2. Youth engagement and contribution
- 3. Healthy relationships and bonding
- 4. Belonging and membership
- 5. Clear norms, expectations and perceptions
- 6. Safe spaces
- 7. Access integrated youth-friendly services

Correct	Choice
X	1. Build skills, assets and competencies
	2. Youth engagement and contribution
X	3. Healthy relationships and bonding
X	4. Belonging and membership
	5. Clear norms, expectations and perceptions
X	6. Safe spaces
	7. Access integrated youth-friendly services

**Feedback when correct:**

That's right! The PYD features this case best highlights are:

- 1) Building skills, assets and competencies through the teaching of the drama technique and methods for discussion and finding peaceful resolutions in their own communities;
- 3) Healthy relationships and role models by working together with peers, mentors and with their community;
- 4) Belonging and membership through inclusion in a group; and
- 6) Safe spaces by creating ways for youth to dialogue and build trust.

You earned 10 points!

Click the continue button below to go back to the map and collect more points or to finish this activity.

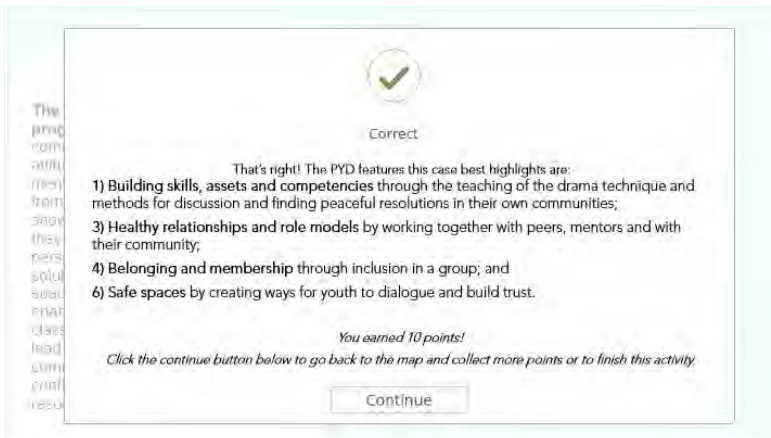
**Feedback when incorrect:**

The PYD features this case best highlights are:

- 1) Building skills, assets and competencies through the teaching of the drama technique and methods for discussion and finding peaceful resolutions in their own communities;
- 3) Healthy relationships and role models by working together with peers, mentors and with their community;
- 4) Belonging and membership through inclusion in a group; and
- 6) Safe spaces by creating ways for youth to dialogue and build trust.


You earned 5 points for reviewing this case. Click the continue button below to go back to the map and earn more points or wrap up this activity.

**Correct (Slide Layer)**



## Incorrect (Slide Layer)

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The PYD features this case best highlights are:

- 1) Building skills, assets and competencies through the teaching of the drama technique and methods for discussion and finding peaceful resolutions in their own communities;
- 2) Healthy relationships and role models by working together with peers, mentors and with their community;
- 3) Belonging and membership through inclusion in a group; and
- 4) Safe spaces by creating ways for youth to dialogue and build trust.

You earned 5 points for reviewing this case. Click the continue button below to go back to the map and earn more points or wrap up this activity.

Continue

## Try Again (Slide Layer)

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Not quite

You may have some, but not all the features we are looking for in this case. Please try again one more time.

Try Again

**5.5 Growing up GREAT: Which PYD features does this case study most highlight?**

**(Hint: There are 2 features highlighted in this case)**

*(Multiple Response, 10 points, 2 attempts permitted)*

**Growing up GREAT: Which PYD features does this case study most highlight?**  
*(Hint: There are 2 features highlighted in this case)*

The Gender Roles, Equality and Transformation (GREAT) project aims to promote gender-equitable attitudes and behaviors among 10-19 year olds and their communities with the goal of reducing gender-based violence and improving sexual and reproductive health outcomes in post-conflict communities in northern Uganda. The project started by conducting research to understand the trends in the learning, internalizing, and transfer of gender norms in northern Ugandan society. This led to the development of a number of community engagement games, theater activities and resources for youth to address norms and perceptions. It also included training of health teams to improve access to and quality of youth-friendly services.

- 1. Build skills, assets and competencies
- 2. Youth engagement and contribution
- 3. Healthy relationships and bonding
- 4. Belonging and membership
- 5. Clear norms, expectations and perceptions
- 6. Safe spaces
- 7. Access integrated youth-friendly services

Correct	Choice
	1. Build skills, assets and competencies
	2. Youth engagement and contribution
	3. Healthy relationships and bonding
	4. Belonging and membership
X	5. Clear norms, expectations and perceptions
	6. Safe spaces
X	7. Access integrated youth-friendly services

**Feedback when correct:**

That's right! The PYD features this case best highlights are:

5) Clear norms, expectations and perceptions by conducting gender norms research and developing resources and engagement activities for youth; and

7) Access integrated youth-friendly services through the training for village workers on youth services.

You earned 10 points!

Click the continue button below to go back to the map and collect more points

or to finish this activity.

### Feedback when incorrect:

The PYD features this case best highlights are:

5) Clear norms, expectations and perceptions by conducting gender norms research and developing resources and engagement activities for youth; and

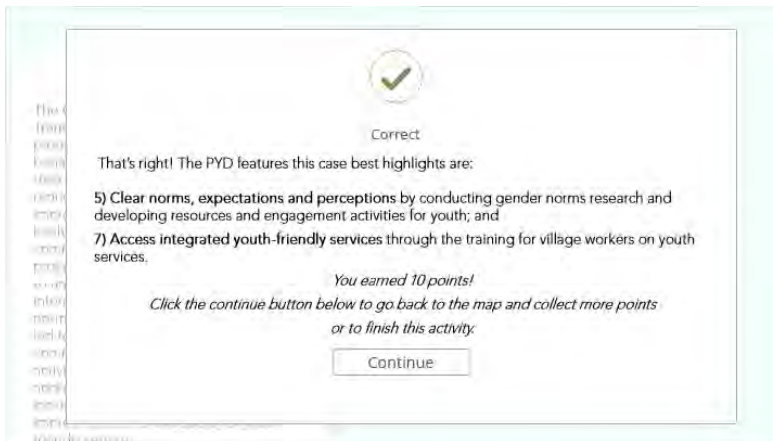
7) Access integrated youth-friendly services through the training for village workers on youth services.

You earned 5 points for reviewing this case.

Click the continue button below to go back to the map and earn more points

or wrap up this activity.

### Correct (Slide Layer)



## Incorrect (Slide Layer)



## Try Again (Slide Layer)



**5.6 BALIKA: Which PYD features does this case study most highlight?**

**(Hint: There are 4 features highlighted in this case)**

*(Multiple Response, 10 points, 2 attempts permitted)*

**BALIKA: Which PYD features does this case study most highlight?**  
*(Hint: There are 4 features highlighted in this case)*

The Bangladeshi Association for Life Skills, Income and Knowledge for Adolescents (BALIKA) project looked at the effectiveness of three different skill-building approaches to empower girls – education support, gender-rights awareness training and livelihoods training. They particularly focused on places which are “hotspots” for early marriage. Girls, their parents and other community leaders were engaged to meet the project objective of changing perceptions so girls are seen as assets rather than burdens or liabilities. In this project, local support groups were formed of community members, girls meet with mentors and peers in safe, girl-only locations; tutoring and or other skills training was provided; and all participants received training on gender rights, negotiation, critical thinking, decision-making and livelihood skills.

- 1. Build skills, assets and competencies
- 2. Youth engagement and contribution
- 3. Healthy relationships and bonding
- 4. Belonging and membership
- 5. Clear norms, expectations and perceptions
- 6. Safe spaces
- 7. Access integrated youth-friendly services

Correct	Choice
X	1. Build skills, assets and competencies
	2. Youth engagement and contribution
X	3. Healthy relationships and bonding
	4. Belonging and membership
X	5. Clear norms, expectations and perceptions
X	6. Safe spaces
	7. Access integrated youth-friendly services

**Feedback when correct:**

That’s right! The PYD features this case best highlights are:

- 1) Building skills, assets and competencies through education and training in other areas, such as negotiation skills;
- 3) Healthy relationships and role models by having discussions with parents and in their communities;
- 5) Clear norms, expectations and perceptions by working with communities and families to see girls as assets;
- 6) Safe spaces by utilizing girl-only spaces for meeting with peers and mentors.



You earned 10 points!

Click the continue button below to go back to the map and collect more points or to finish this activity.

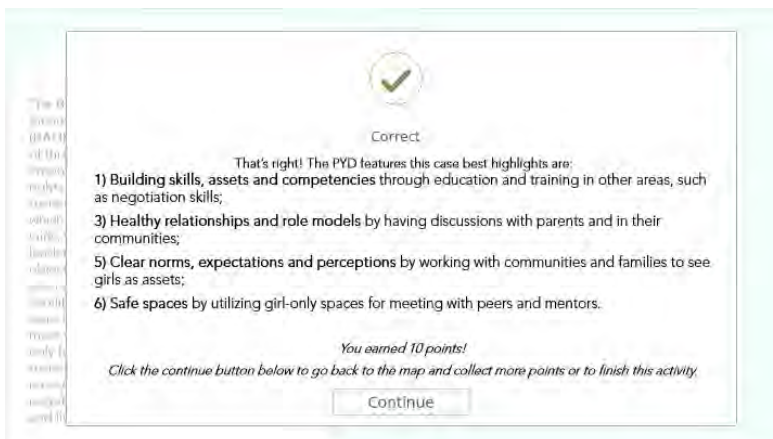
**Feedback when incorrect:**

The PYD features this case best highlights are:

- 1) Building skills, assets and competencies through education and training in other areas, such as negotiation skills;
- 3) Healthy relationships and role models by having discussions with parents and in their communities;
- 5) Clear norms, expectations and perceptions by working with communities and families to see girls as assets;
- 6) Safe spaces by utilizing girl-only spaces for meeting with peers and mentors.

You earned 5 points for reviewing this case. Click the continue button below to go back to the map and earn more points or wrap up this activity.

**Correct (Slide Layer)**



## Incorrect (Slide Layer)

The PYD features this case best highlights are:

- 1) Building skills, assets and competencies through education and training in other areas, such as negotiation skills;
- 2) Safe spaces by utilizing girl-only spaces for meeting with peers and mentors;
- 3) Healthy relationships and role models by having discussions with parents and in their communities;
- 4) Clear norms, expectations and perceptions by working with communities and families to see girls as assets;
- 5) Clear norms, expectations and perceptions by working with communities and families to see girls as assets;
- 6) Safe spaces by utilizing girl-only spaces for meeting with peers and mentors.

You earned 5 points for reviewing this case. Click the continue button below to go back to the map and earn more points or wrap up this activity.

Continue

## Try Again (Slide Layer)

Not quite

You may have some, but not all the features we are looking for in this case. Please try again one more time.

Try Again

## **5.7 Yes Youth Can: Which PYD features does this case study most highlight?**

**(Hint: There are 3 features highlighted in this case)**

*(Multiple Response, 10 points, 2 attempts permitted)*

**Yes Youth Can: Which PYD features does this case study most highlight?**  
*(Hint: There are 3 features highlighted in this case)*

Yes Youth Can was a youth-led, owned and managed approach to support youth to expand economic opportunities, contribute to their communities and be responsible members of society. One part of this program worked in partnership with the National Youth Bunge Association (bunge is Kiswahili for "parliaments"). These bunges provide a structure for over 1 million young people ages 18-35 organized in more than 20,000 bunges to take action to improve their lives and communities, develop leadership skills and empower them to be positive forces for change. For example, one youth bunge decided to invest in pig farming as an income generation activity, supporting their community and encouraging youth to see other career paths other than engaging in criminal activity or joining local gangs. Today, the National Bunge Association runs village savings and loan associations for youth as well as serving as a USAID implementing partner.

- 1. Build skills, assets and competencies
- 2. Youth engagement and contribution
- 3. Healthy relationships and bonding
- 4. Belonging and membership
- 5. Clear norms, expectations and perceptions
- 6. Safe spaces
- 7. Access integrated youth-friendly services

Correct	Choice
X	1. Build skills, assets and competencies
X	2. Youth engagement and contribution
	3. Healthy relationships and bonding
X	4. Belonging and membership
	5. Clear norms, expectations and perceptions
	6. Safe spaces
	7. Access integrated youth-friendly services

**Feedback when correct:**

That's right! The PYD features this case best highlights are:

- 1) Skill building, assets and competencies by acquiring new skills in investments, loans and running businesses;
- 2) Youth engagement and contribution through effective leveraging of the youth bunges to their peers, communities and society; and
- 4) Belonging and membership by being part of these peer groups and implementing activities together.

You earned 10 points!

Click the continue button below to go back to the map and collect more points or to finish this activity.

**Feedback when incorrect:**

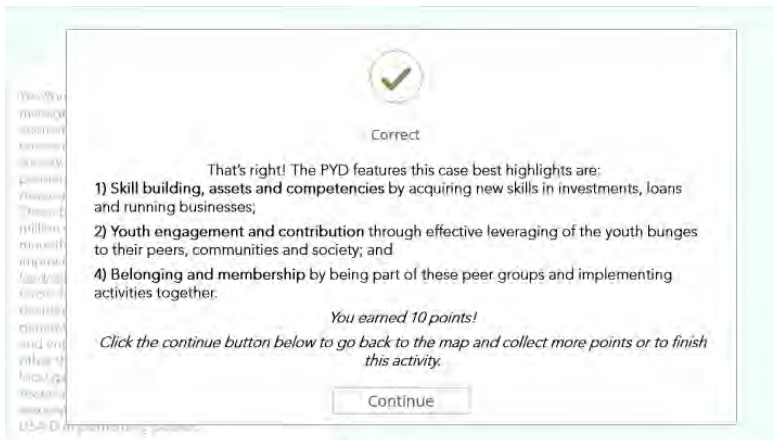
The PYD features this case best highlights are:

- 1) Skill building, assets and competencies by acquiring new skills in investments, loans and running businesses;
- 2) Youth engagement and contribution through effective leveraging of the youth bungs to their peers, communities and society; and
- 4) Belonging and membership by being part of these peer groups and implementing activities together.

You earned 5 points for reviewing this case.

Click the continue button below to go back to the map and earn more points or wrap up this activity.

**Correct (Slide Layer)**



## Incorrect (Slide Layer)

Incorrect

The PYD features this case best highlights are:

- 1) Skill building, assets and competencies by acquiring new skills in investments, loans and running businesses;
- 2) Youth engagement and contribution through effective leveraging of the youth bungees to their peers, communities and society; and
- 3) Belonging and membership by being part of these peer groups and implementing activities together.

You earned 5 points for reviewing this case.

Click the continue button below to go back to the map and earn more points or wrap up this activity.

Continue

## Try Again (Slide Layer)

Not quite

You may have some, but not all the features we are looking for in this case. Please try again one more time.

Try Again

## 5.8 Empleando Futuros: Which PYD features does this case study most highlight?

**(Hint: There are 3 features highlighted in this case)**

*(Multiple Response, 10 points, 2 attempts permitted)*

**Empleando Futuros: Which PYD features does this case study most highlight?**  
*(Hint: There are 3 features highlighted in this case)*

The Empleando Futuros project employs a PYD model that builds capacity across individuals and communities to train youth in at-risk communities and get them into the job market. The Empleando Futuros training model includes life skills, cognitive behavioral therapy, basic labor competencies, technical/vocational training and job insertion. Each youth is assigned a mentor that assists him or her in staying in the training program, supports job placement and continues to provide guidance throughout their work experience.

- 1. Build skills, assets and competencies
- 2. Youth engagement and contribution
- 3. Healthy relationships and bonding
- 4. Belonging and membership
- 5. Clear norms, expectations and perceptions
- 6. Safe spaces
- 7. Access integrated youth-friendly services

Correct	Choice
X	1. Build skills, assets and competencies
	2. Youth engagement and contribution
X	3. Healthy relationships and bonding
	4. Belonging and membership
	5. Clear norms, expectations and perceptions
	6. Safe spaces
X	7. Access integrated youth-friendly services

**Feedback when correct:**

That's right! The PYD features this case best highlights are:

- 1) Building skills, assets and competencies through the workforce training program;
- 3) Healthy relationships and role models through mentoring; and
- 7) Access integrated youth-friendly services by offering things like therapy.

You earned 10 points!

Click the continue button below to go back to the map and collect more points or to finish this activity.

**Feedback when incorrect:**

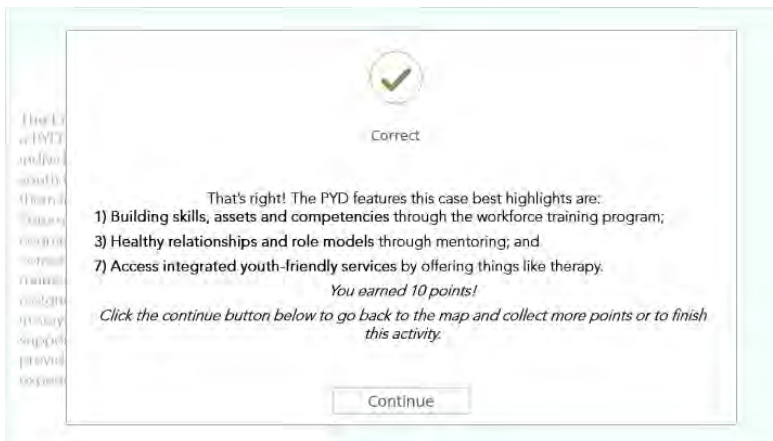
The PYD features this case best highlights are:

- 1) Building skills, assets and competencies through the workforce training program;
- 3) Healthy relationships and role models through mentoring; and
- 7) Access integrated youth-friendly services by offering things like therapy.

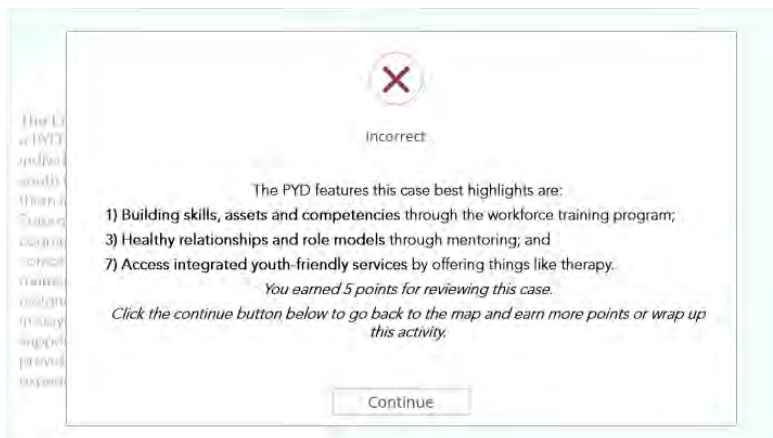
You earned 5 points for reviewing this case.

Click the continue button below to go back to the map and earn more points or wrap up this activity.

### Correct (Slide Layer)



### Incorrect (Slide Layer)





## Try Again (Slide Layer)



### 5.9 Youth Speak Morocco: Which PYD features does this case study most highlight?

**(Hint: There are 4 features highlighted in this case)**

*(Multiple Response, 10 points, 2 attempts permitted)*

**Youth Speak Morocco: Which PYD features does this case study most highlight?**  
*(Hint: There are 4 features highlighted in this case)*

Youth Speak Morocco is an initiative with the Ministry of Education that enables middle school students and young people who have dropped out of school to lead efforts to reduce the number of students who drop out of school. In this program, youth gain skills, attitudes and behaviors so they can plan and lead local efforts. A key feature of this program is having youth leaders, guided by coaches, to plan and carry out investigations into the underlying factors that cause students to drop out of school. The program also enables young people to share their perspectives on how to reduce drop outs and make it easier to re-enroll. The youth leaders also investigate practical actions that schools and communities can implement to prevent dropouts.

- 1. Build skills, assets and competencies
- 2. Youth engagement and contribution
- 3. Healthy relationships and bonding
- 4. Belonging and membership
- 5. Clear norms, expectations and perceptions
- 6. Safe spaces
- 7. Access integrated youth-friendly services

Correct	Choice
X	1. Build skills, assets and competencies
X	2. Youth engagement and contribution
X	3. Healthy relationships and bonding
	4. Belonging and membership

X	5. Clear norms, expectations and perceptions
	6. Safe spaces
	7. Access integrated youth-friendly services

**Feedback when correct:**

That's right! The PYD features this case best highlights are:

- 1) Building skills, assets and competencies to plan and lead local efforts;
- 2) Youth engagement and contribution through leadership and participation in local activities;
- 3) Healthy relationships and role models, including guides and youth leaders;
- 5) Clear norms, expectations and perceptions by working with communities to see how to prevent dropouts or help youth to re-enroll in education based on their local factors.

You earned 10 points!

Click the continue button below to go back to the map and collect more points or to finish this activity.

**Feedback when incorrect:**

The PYD features this case best highlights are:

- 1) Building skills, assets and competencies to plan and lead local efforts;
- 2) Youth engagement and contribution through leadership and participation in local activities;
- 3) Healthy relationships and role models, including guides and youth leaders;
- 5) Clear norms, expectations and perceptions by working with communities to see how to prevent dropouts or help youth to re-enroll in education based on their local factors.

You earned 5 points for reviewing this case.

Click the continue button below to go back to the map and earn more points or wrap up this activity.

## Correct (Slide Layer)



A feedback slide with a green checkmark icon at the top center. Below the icon, the word "Correct" is displayed. The main text reads: "That's right! The PYD features this case best highlights are:" followed by a numbered list of five items. Below the list, it says "You earned 10 points!" and "Click the continue button below to go back to the map and collect more points or to finish this activity:". At the bottom center is a "Continue" button.

Correct

That's right! The PYD features this case best highlights are:

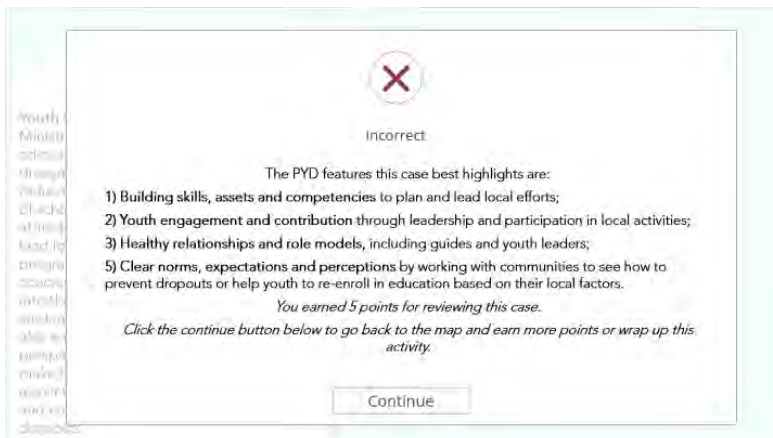
- 1) Building skills, assets and competencies to plan and lead local efforts;
- 2) Youth engagement and contribution through leadership and participation in local activities;
- 3) Healthy relationships and role models, including guides and youth leaders;
- 4) Clear norms, expectations and perceptions by working with communities to see how to prevent dropouts or help youth to re-enroll in education based on their local factors.
- 5) Clear norms, expectations and perceptions by working with communities to see how to prevent dropouts or help youth to re-enroll in education based on their local factors.

You earned 10 points!

Click the continue button below to go back to the map and collect more points or to finish this activity:

Continue

## Incorrect (Slide Layer)



A feedback slide with a red 'X' icon at the top center. Below the icon, the word "Incorrect" is displayed. The main text reads: "The PYD features this case best highlights are:" followed by a numbered list of five items. Below the list, it says "You earned 5 points for reviewing this case." and "Click the continue button below to go back to the map and earn more points or wrap up this activity:". At the bottom center is a "Continue" button.

Incorrect

The PYD features this case best highlights are:

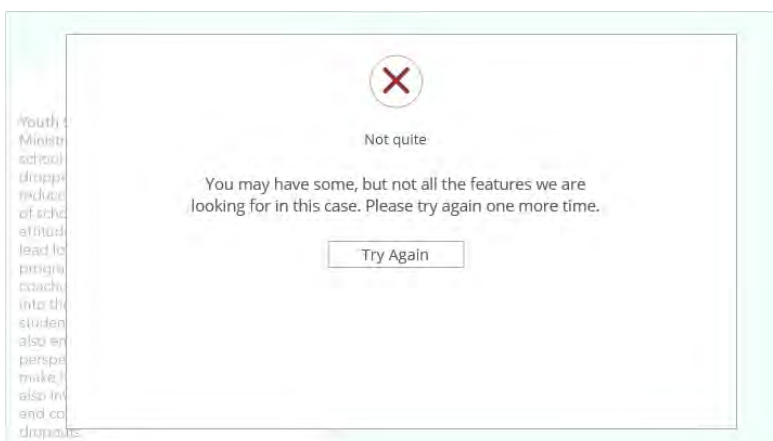
- 1) Building skills, assets and competencies to plan and lead local efforts;
- 2) Youth engagement and contribution through leadership and participation in local activities;
- 3) Healthy relationships and role models, including guides and youth leaders;
- 4) Clear norms, expectations and perceptions by working with communities to see how to prevent dropouts or help youth to re-enroll in education based on their local factors.
- 5) Clear norms, expectations and perceptions by working with communities to see how to prevent dropouts or help youth to re-enroll in education based on their local factors.

You earned 5 points for reviewing this case.

Click the continue button below to go back to the map and earn more points or wrap up this activity:

Continue

## Try Again (Slide Layer)



A feedback slide with a red 'X' icon at the top center. Below the icon, the text "Not quite" is displayed. The main text reads: "You may have some, but not all the features we are looking for in this case. Please try again one more time." At the bottom center is a "Try Again" button.

Not quite

You may have some, but not all the features we are looking for in this case. Please try again one more time.

Try Again

## 5.10 Growing Up Great Uganda

**Growing Up GREAT Uganda**

The Gender Roles, Equality and Transformation (GREAT) Project aims to promote gender-equitable attitudes and behaviors among 10-19 year olds and their communities with the goal of reducing gender-based violence and improving sexual and reproductive health outcomes in post-conflict communities in northern Uganda. The project started by conducting research to understand the trends in the learning, internalizing, and transfer of gender norms in northern Ugandan society. This led to the development of a number of community engagement games, theater activities and resources for youth to address norms and perceptions. It also included training of health teams to improve access to and quality of youth-friendly services.

Collect Your Data Points

Audio | Exit

### Notes:

arrator:

### Growing Up GREAT Uganda

Take a moment to review the Growing Up Great case study from Uganda on your screen, you can select “audio” to listen to the case study overview as well. When you are ready, click “collect your data points” to identify which PYD features this case demonstrates.

### Text/Narrative for the Youth Theater for Peace Case Study:

The Gender Roles, Equality and Transformation (GREAT) Project aims to promote gender-equitable attitudes and behaviors among 10-19 year olds and their communities with the goal of reducing gender-based violence and improving sexual and reproductive health outcomes in post-conflict communities in northern Uganda. The project started by conducting research to understand the trends in the learning, internalizing, and transfer of gender norms in northern Ugandan society. This led to the development of a number of community engagement games and theater activities and training of health teams to improve access to and quality of youth-friendly services.

**Features Highlighted in this Case: 5, 7**

## 5.11 BALIKA

### BALIKA

Bangladesh

The Bangladeshi Association for Life Skills, Income and Knowledge for Adolescents (BALIKA) project looked at the effectiveness of three different skill-building approaches to empower girls – education support, gender-rights awareness training and livelihoods training. They particularly focused on places which are “hotspots” for early marriage. Girls, their parents and other community leaders were engaged to meet the project objective of changing perceptions so girls are seen as assets rather than burdens or liabilities. In this project, local support groups were formed of community members, girls meet with mentors and peers in safe, girl-only locations; tutoring and or other skills training was provided; and all participants received training on gender rights, negotiation, critical thinking, decision-making and livelihood skills.



Collect Your Data Points

Audio | Exit

### Notes:

### Narrator:

#### **BALIKA**

Take a moment to review the BALIKA case study from Bangladesh on your screen. You can select “audio” to listen to the case study overview as well. When you are ready, click “collect your data points” to identify the PYD features this case demonstrates.

#### **Text/Narrative:**

The Bangladeshi Association for Life Skills, Income, and Knowledge for Adolescents (BALIKA) project looked at the effectiveness of three different skill-building approaches to empower girls - education support, gender-rights awareness training, and livelihoods training - in “hotspots” for early marriage. Girls, their parents, and other community leaders were engaged to meet the project objective of changing perceptions so girls are considered assets rather than burdens or liabilities. In this project, local support groups were formed of community members; girls meet with mentors and peers in safe, girl-only locations; tutoring and or other skills training was provided; and all participants received training on gender rights, negotiation, critical thinking, decision-making, and livelihood skills.

**Features Highlighted in this Case: 1, 3, 5, 6**

## 5.12 Youth Speak Morocco

The screenshot shows a digital interface for a case study. On the left, there is a text block titled "Youth Speak Morocco" with a detailed description of the program. On the right, there is a video player showing a man in a dark shirt standing in front of a poster that says "We're proud" and "Hilton". In the top right corner, there is a green button labeled "Collect Your Data Points". At the bottom of the interface, there are two orange buttons labeled "Audio" and "Exit".

### Notes:

### Narrator:

### Youth Speak

Take a moment to review the Youth Speak case study from Morocco on your screen. You can select “audio” to listen to the case study overview as well. When you are ready, click “collect your data points” to identify the PYD features this case demonstrates.

### Text/Narrative:

Youth Speak Morocco is an initiative with the Ministry of Education that enables middle school students and young people who have dropped out of school to lead efforts to reduce the number of students who drop out of school in the future. In this program, youth gain skills, attitudes, and behaviors so they can plan and lead local efforts. A key feature of this program is having youth leaders, guided by coaches, to plan and carry out investigations into the underlying factors that cause students to drop out of school. The program also enables young people to share their perspectives on how to reduce dropouts and make it easier to re-enroll. The youth leaders also investigate practical actions that schools and communities can implement to prevent dropouts.


**Features Highlighted in this Case: 1, 2, 3, 5**



## 5.13 Yes Youth Can Kenya

### Yes Youth Can Kenya

Yes Youth Can was a youth-led, owned and managed approach to support youth to expand economic opportunities, contribute to their communities and be responsible members of society. One part of this program worked in partnership with the National Youth Bunge Association (*bunge* is Kiswahili for “parliaments”). These bunges provide a structure for over 1 million young people ages 18-35 organized in more than 20,000 bunges to take action to improve their lives and communities, develop leadership skills and empower them to be positive forces for change. For example, one youth bunge decided to invest in pig farming as an income generation activity, supporting their community and encouraging youth to see other career paths other than engaging in criminal activity or joining local gangs. Today, the National Bunge Association runs village savings and loan associations for youth as well as serving as a USAID implementing partner.



Collect Your Data Points

Audio | Video | Exit

### Notes:

### Narrator:

### Yes Youth Can Kenya

Take a moment to review the Yes Youth Can case study from Kenya on your screen. You can select “audio” to listen to the case study overview as well. A short video clip is available if you click the “video” button. A young father named Elijah talks about turning farming into successful enterprise with support from the Yes Youth Can program. A longer description of the program can also be viewed in your resources.

### Text/Narrative:

Yes Youth Can was a youth-led, owned, and managed approach to support youth to expand economic opportunities, contribute to their communities, and be responsible members of society. One part of this program worked in partnership with the National Youth Bunge Association (*bunge* is Kiswahili for “parliaments”). These bunges provide a structure for more than 1 million young people ages 18-35 in more than 20,000 bunges to take action to improve their lives and communities, develop leadership skills, and empower them to be positive forces for change. For example, one youth bunge decided to invest in pig farming as an income-generation activity, supporting their community and encouraging youth to see career paths other than engaging in criminal activity or joining local gangs. Today, the National Bunge Association runs village savings and loan associations for youth as well as serving as a USAID implementing partner.

### Features Highlighted in this Case: 1, 2 and 4



## Video Clip (Slide Layer)

Yes Youth C approach t opportunit responsible program w Bunge Ass "parliamer over 1 millio more than their lives a and empov For examp farming as their comm career path joining loc Association for youth a partner.

Video

Collect Your Data Points

Click here to return the case study when you are done

## 5.14 Empleando Futuros

### Empleando Futuros Honduras

The Empleando Futuros project employs a PYD model that builds capacity across individuals and communities to train youth in at-risk communities and get them into the job market. The Empleando Futuros training model (graphic on the right) includes life skills, cognitive behavioral therapy, basic labor competencies, technical/vocational training and job insertion. Each youth is assigned a mentor that assists him or her in staying in the training program, supports job placement and continues to provide guidance throughout their work experience.

USAID EMPLANDO FUTUROS

Collect Your Data Points

Audio Enlarge Graphic Exit

### Notes:

### Narrator:

#### Empleando Futuros

Take a moment to review the *Empleando Futuros* case study from Honduras on your screen. You can select “audio” to listen to the case study overview as well. When you are ready, click “collect your data points” to identify the PYD features this case demonstrates.

#### Text/Narrative for the Case Study:

The Empleando Futuros project employs a PYD model that builds capacity across individuals and communities to train youth in at-risk communities and get them into the job market. The Empleando Futuros training model (graphic on the right) includes life skills, cognitive behavioral therapy, basic labor competencies, technical/vocational

training, and job insertion. Each youth is assigned a mentor that assists him or her in staying in the training program, supports job placement, and continues to provide guidance throughout the work experience.

**Features Highlighted in this Case: 1, 3, 7**

## Empleando Futures Graphic (Slide Layer)



## 6. PYD Interventions

**6.1 What were some of the insights you gained from reviewing the case studies that we should think about as we look at PYD programming interventions in Juvlania?**

*(Pick Many, 0 points, 1 attempt permitted)*

**What were some of the insights you gained from reviewing the case studies that we should think about as we look at PYD programming interventions in Juvlania?**

- Interventions need to be tailored to the country context and targeted youth stages and facets of development to be relevant.
- Many activities seek to take a cross-sectoral approach to the multiple needs of youth sectors.
- Youth assessments help us to understand how to best engage and integrate youth.
- Integrating more than one of the PYD features in our design gets better outcomes.
- To be honest, I didn't really read or listen to the cases.

**SUBMIT** | Exit

We hoped that you enjoyed learning more about the PYD features through the USAID case studies.

Choice
Interventions need to be tailored to the country context and targeted youth stages and facets of development to be relevant.
Many activities seek to take a cross-sectoral approach to the multiple needs of youth sectors.
Youth assessments help us to understand how to best engage and integrate youth.
Integrating more than one of the PYD features in our design gets better outcomes.
To be honest, I didn't really read or listen to the cases.
It is critical to not only target youth but also their families, communities and other parts of the system around them.
There is a clear "one size fits all" set of interventions that work in every country we should consider.

**Notes:**

**Katrina:**

We hoped that you enjoyed learning more about the PYD features through the USAID case studies. What did you learn from your research?

## Thank You (Slide Layer)



## 6.2 Juvlania Youth Assessment



### Notes:

#### Katrina:

I have just gotten back some additional data from the youth assessment. While it is not complete yet, we wanted to pull together a sample of key activities to show Steve some options in our next meeting. Let me share what we have learned so far and share the matrix I will be asking you to develop.

#### Juvlania Youth Assessment: Preliminary Findings (On Screen)

The biggest demographic concern by our partners is with youth between between 15-19 years old.

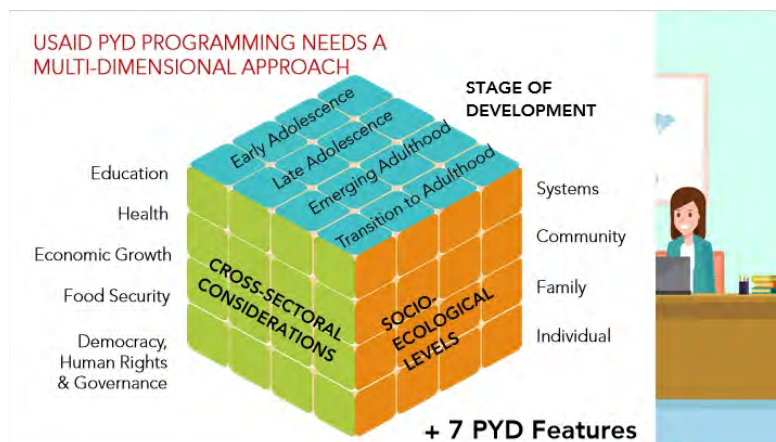
Two areas of the country where the conflict had the greatest impact, Abtil and Bezu, have large youth populations living below the poverty line and suffering from socio-emotional trauma. There is also a lack of access to food and reliable water and

sanitation. USAID does have Food for Peace programming is working in these areas.

Key issues for girls include a lack of support for their education and access to safe spaces to meet. They are often perceived by their families and communities as a burden rather than an asset. In addition, girls don't have the skills they need to productively join the workforce, nor it is perceived as appropriate for them to find jobs outside their home or families. Thus, it is important to work with their parents as well.

Key issues for boys include recruitment by militant groups and gangs. The country is still ripe for conflict and violence since youth still feel uprooted and distrustful of government security forces. Militant groups have been observed in Abtil and Bezu trying to recruit youth, especially young boys, promising protection from rival groups and the ability to make more money. In addition, while boys are interested and do engage in work, job opportunities are often of low quality and for low pay in these areas. The growing garment and textile industry offers an untapped opportunity for boys.

### 6.3 Rubik's Cube Revisited



#### Notes:

#### Katrina:

You might remember the Rubik's Cube I shared in the presentation on adolescent development. As we learned in the case studies, it is important that as we consider interventions, we take a multi-dimensional approach to our work looking at three factors:

1. Stage of adolescent development of our target group;
2. Different socio-ecological levels, such as families and communities; and
3. Cross-sectoral dimensions.

It's also important to select what mix of the seven PYD features should be considered to get the best results.

## 6.4 PYD Matrix Overview

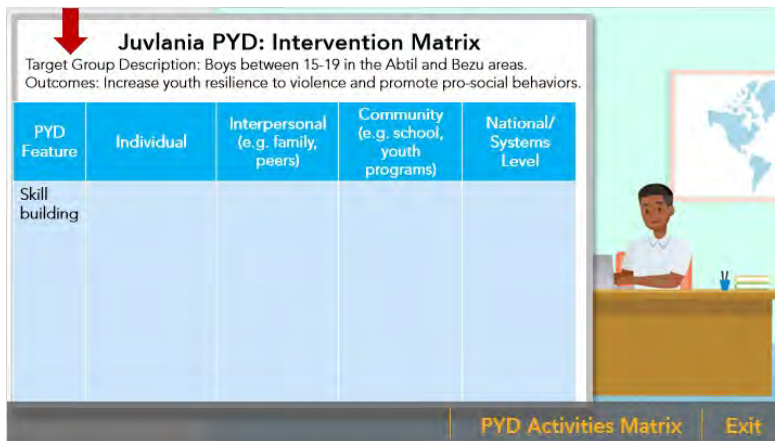
PYD Feature	Individual	Interpersonal (e.g. family, peers)	Community (e.g. school, youth programs)	National/Systems Level
Skill building				
Healthy relationships/bonding				
Belonging/membership				
Safe spaces				

### Notes:

#### Carlos:

When we pull all these pieces together, we can begin to form a matrix of illustrative interventions to look at the possibilities. A sample is on the screen that shows the target group and outcome. The socio-ecological elements are across the top and the PYD features, like skill building and healthy relationships, are on the left. As we begin to fill in illustrative interventions, we can consider cross-sectoral opportunities to engage with or complement the work of other sectors or how they can better engage and reach youth. The objective is not to have interventions for every box in the matrix, but to see if there are features or levels that should be considered to ensure an integrated approach.

## 6.5 PYD Matrix Sample



**Juvlania PYD: Intervention Matrix**  
 Target Group Description: Boys between 15-19 in the Abtil and Bezu areas.  
 Outcomes: Increase youth resilience to violence and promote pro-social behaviors.

PYD Feature	Individual	Interpersonal (e.g. family, peers)	Community (e.g. school, youth programs)	National/ Systems Level
Skill building				

PYD Activities Matrix | Exit

### Notes:

#### Carlos:

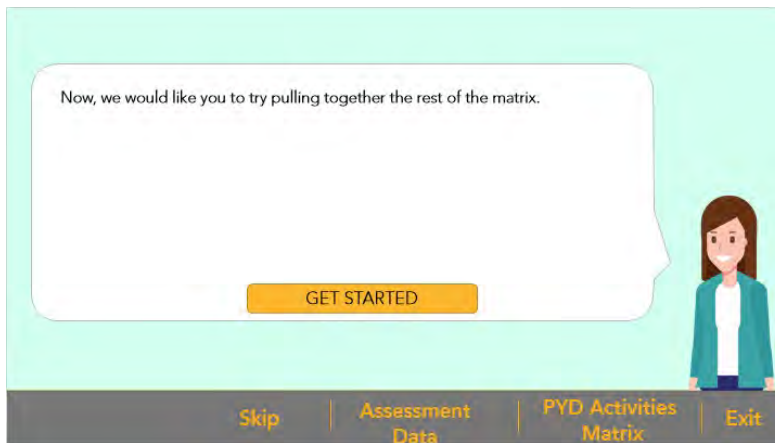
Here is an example I have started on for our work in Juvlania based on the information Katrina provided from the preliminary assessment.

One of our target groups is boys between 15-19 in the Abtil and Bezu areas. The proposed outcomes are to increase their resilience to violence and promote pro-social behaviors, such as conflict resolution and peace building. Here were some ideas I came up with for the skill building feature:

- At the individual level, provide training opportunities youth on conflict resolution and peace building skills.
- At the interpersonal level, create clubs for boys to come together with peers to practice their skills.
- Moving to the community level, one activity I suggest is to provide conflict resolution training to community center staff who will be working with youth. We might also consider providing after school volunteer opportunities for young men to foster their skill building. .
- Finally, at the national or systems level, I think the Ministry of Labor will need some support on youth work opportunities and skills, particularly for at-risk youth.



## 6.6 Create Juvlania's Draft Activity Matrix



### Notes:

#### Katrina:

Now, we would like you to try pulling together the rest of the matrix. Using the data I previously provided from the assessment, review the remaining six PYD features, and drop and drag the opportunities you think are most relevant to each socio-ecological group for Juvlania. I have broken these into 3 sections.

For each matrix, there will a list of 6-8 interventions that you will need to place in the matrix or decide if they do not belong. Carlos and I will be working on our samples too and we will compare responses as we go. If you would like to review the assessment data again, just click “data” button now or you can see a copy in the resources. I have also included a link to a high-level PYD activities matrix which gives descriptions of interventions for each socio-logical group by feature at the bottom of your screen and in the resources as well. When you are ready to start the activity click, “get started”.

If you cannot complete the drag and drop activity as designed, please click “skip” to move past this activity and get an accessible version of the matrix for your review. You can try the activity and click “next” at any point to advance.

## 6.7 Matrix Development Part 1

*(Drag and Drop, 10 points, 1 attempt permitted)*

**Juvalnia PYD: Draft Plan**

Target Group Description: Boys between 15-19 in the Abtil and Bezu areas.  
 Outcomes: Increase youth resilience to violence; and promote pro-social behaviors.

PYD Feature	Individual	Interpersonal (e.g. family, peers)	Community (e.g. school, youth programs)	National/ Systems Level
Engagement and Contribution				
Healthy Relationships / Bonding				

Activity options that do not fit →

**Activity Instructions**  
 Drag and drop the activity options below to the right place on the matrix or, if an option doesn't fit, into the red box below.  
 Click submit when you are done.

- Promote youth volunteering
- Girls community theater initiative
- Support national youth service platform
- Create on-the-job mentoring program
- Offer individual counseling
- Establish community violence prevention committees
- Create peer-to-peer mentoring program

Drag Item	Drop Target
Promote youth volunteering	Hotspot 1
	Hotspot 2
	Hotspot 3
Offer individual counseling	Hotspot 5
Create peer-to-peer mentoring program	Hotspot 6
Create on-the-job mentoring program	Hotspot 7
	Hotspot 8
Girls community theater initiative	
Establish community violence prevention committees	
Support national youth service platform	Hotspot 4

Drag and drop properties
Return item to start point if dropped outside the correct drop target

Snap dropped items to drop target (Tile)

**Feedback when correct:**

We agree! Youth volunteering is a good example of an individual activity for engagement and contribution.

**Feedback when incorrect:**

While youth volunteering can be done in groups, this particular example is focused on opportunities for individual youth action. With this feedback, try again to see if you can find a better fit.

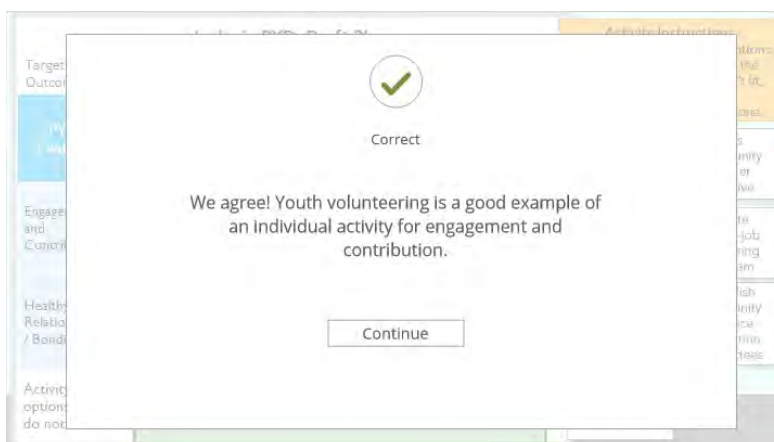
**Notes:**

**Narrator:**

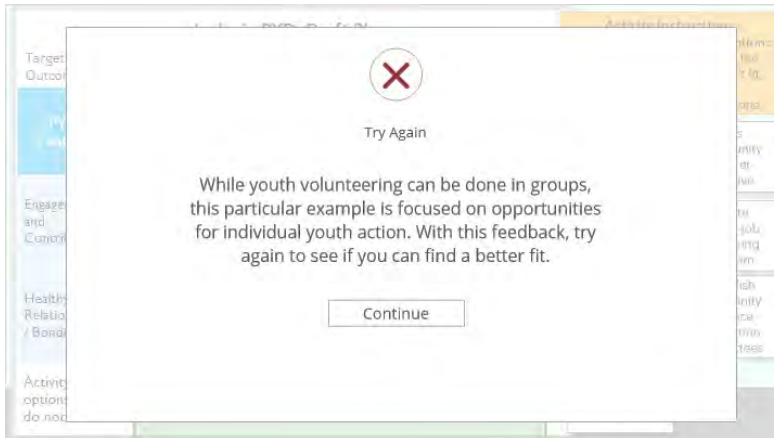
When you are ready, drop and drag the activity options to the best place on the matrix to the left. Carlos and I will compare our responses and offer feedback as you go. When you are done, click submit to move to the next activity.

If you choose not to or cannot complete this activity, click “next” to skip over it.

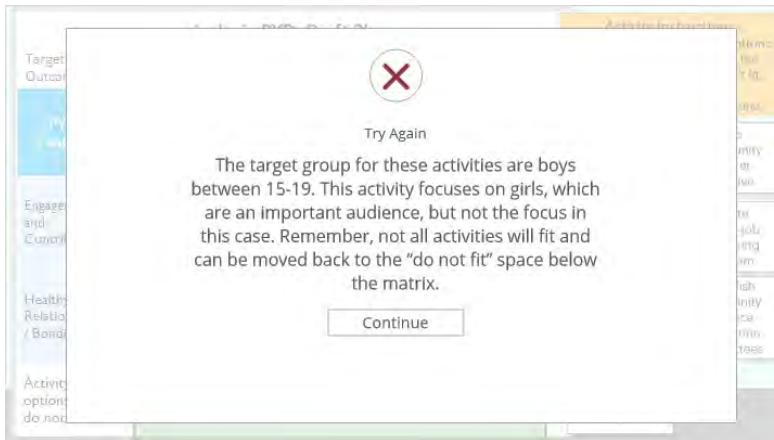
**Correct - Volunteering (Slide Layer)**



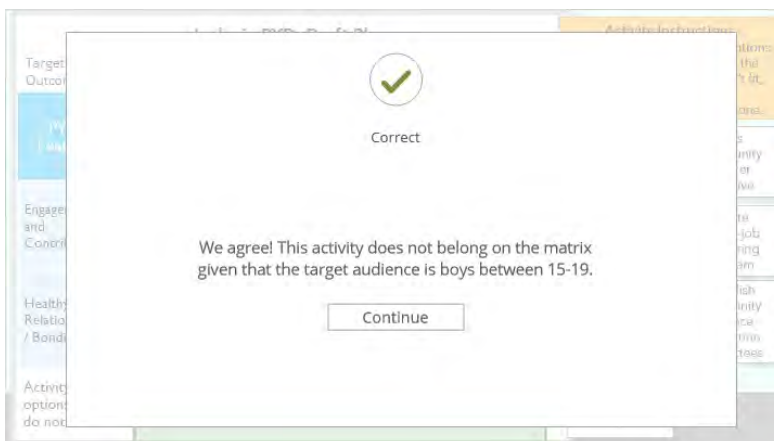
## Try Again - Volunteering (Slide Layer)



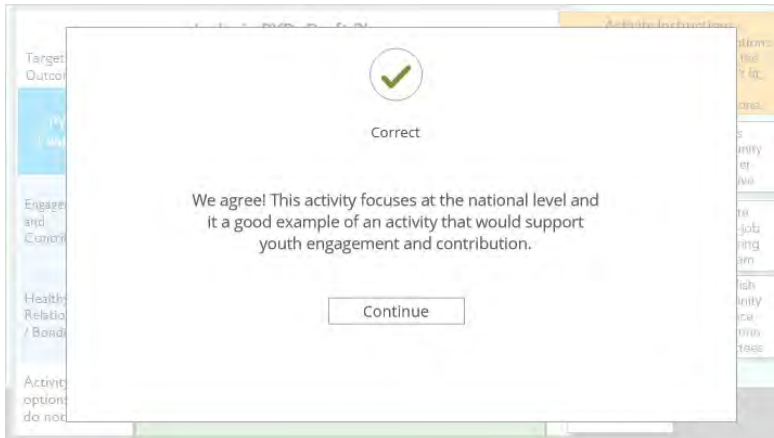
## TA - Community Theater (Slide Layer)



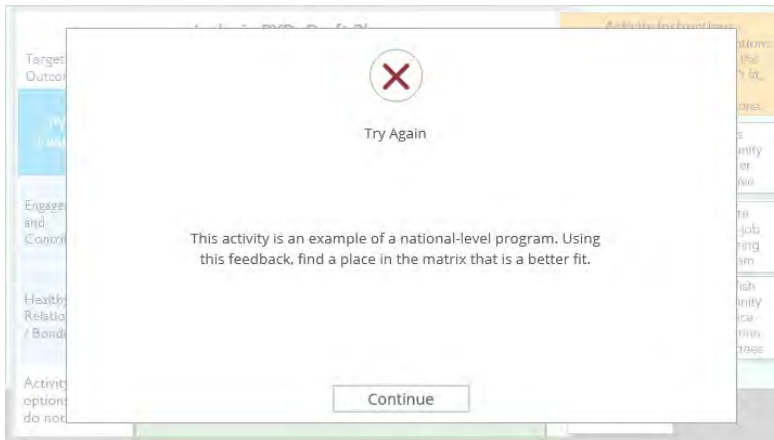
## Correct - Community Theater (Slide Layer)



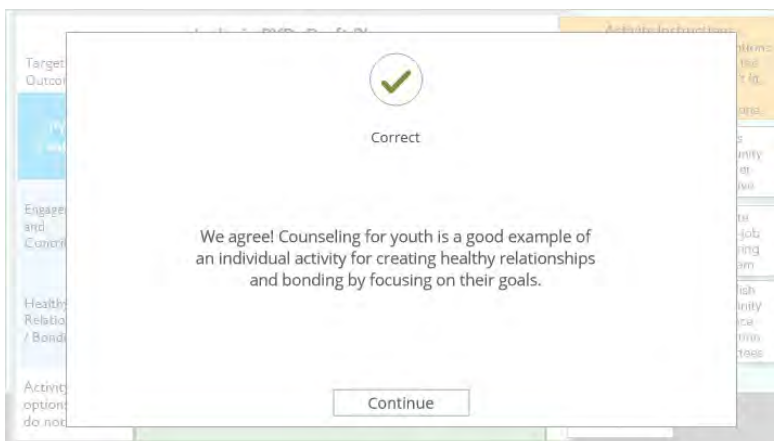
## Correct - National (Slide Layer)



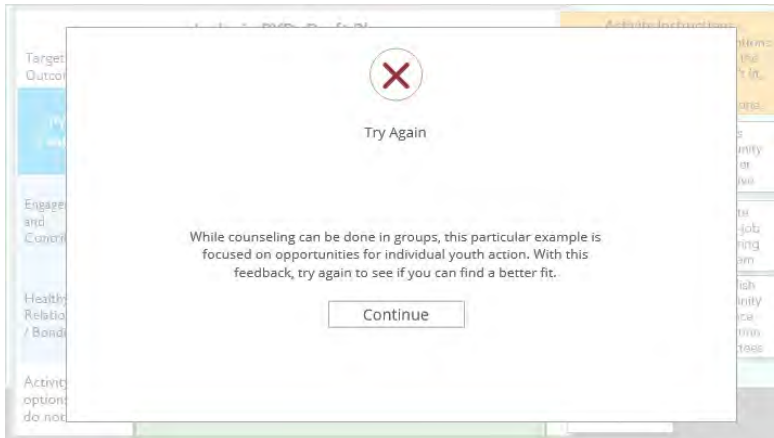
## TA - National (Slide Layer)



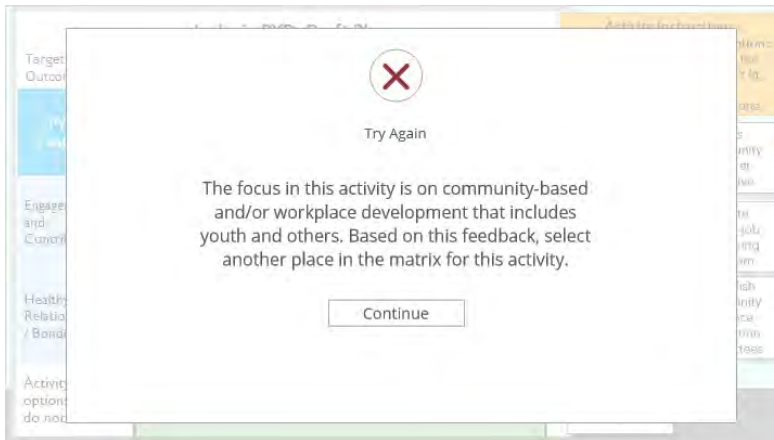
## Correct - Counseling (Slide Layer)



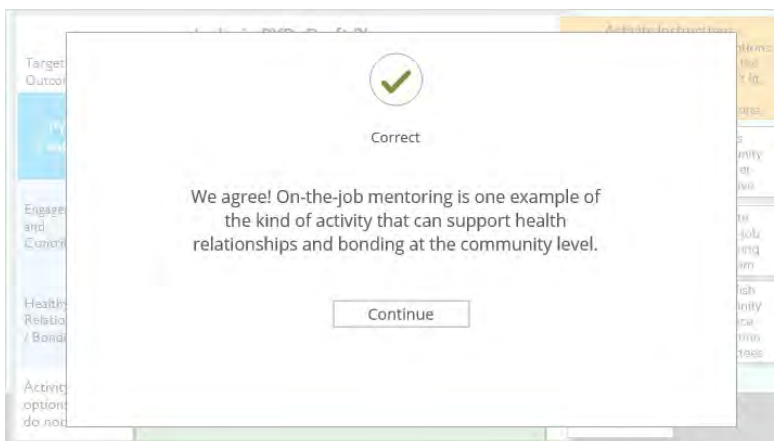
## Try Again - Counseling (Slide Layer)



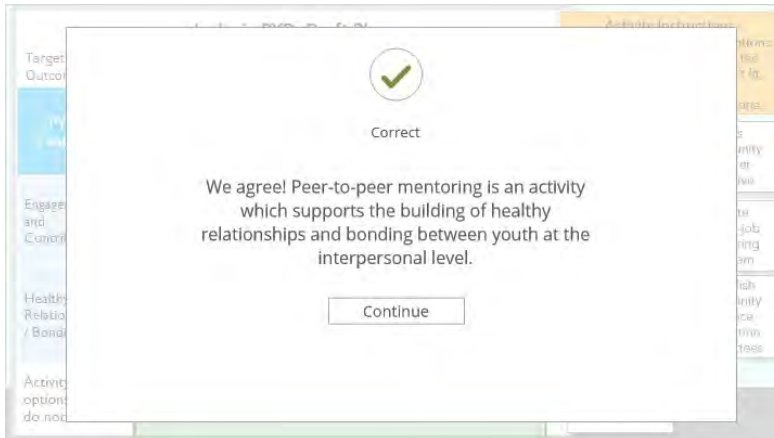
## Try Again - On the Job (Slide Layer)



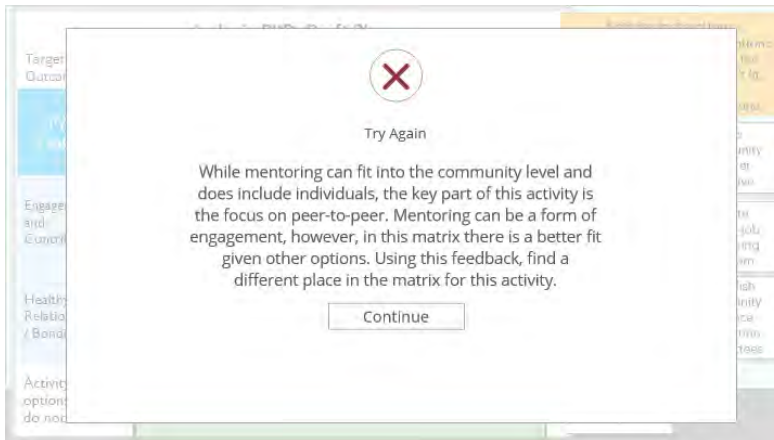
## Correct - On the Job (Slide Layer)



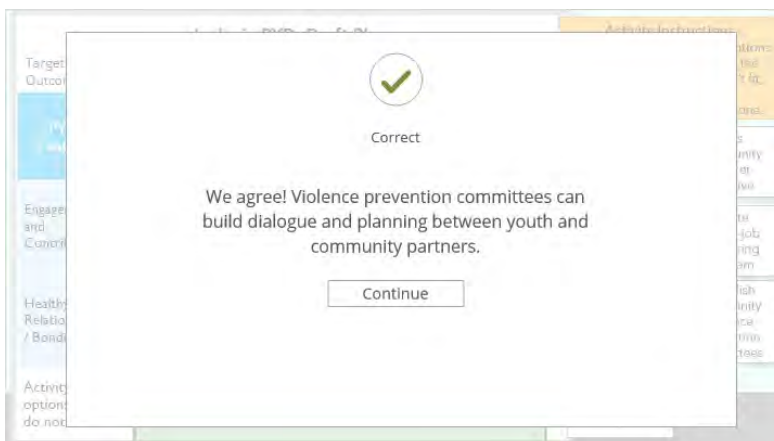
## Correct - Mentoring (Slide Layer)



## Try Again - Mentoring (Slide Layer)

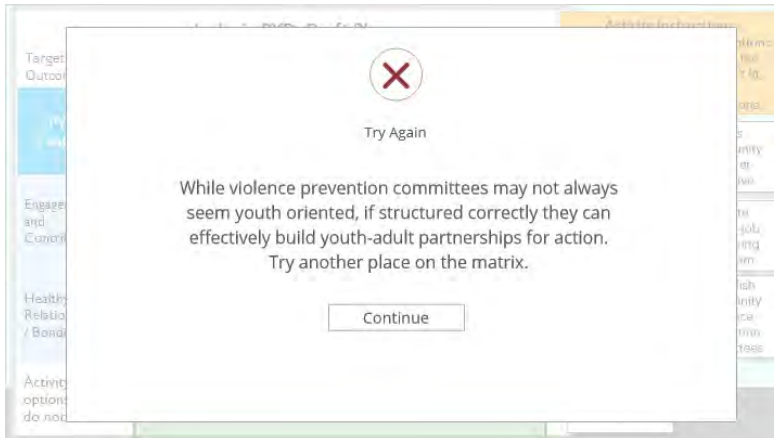


## Correct - Committe (Slide Layer)





## Try Again - Committee (Slide Layer)



## 6.8 NEW Matrix Development Part 2

(Drag and Drop, 10 points, 1 attempt permitted)

**Juvlania PYD: Draft Plan**

Target Group Description: Boys between 15-19 in the Abtil and Bezu areas  
 Outcomes: Increase work readiness and employment, pro-social behaviors.

**Activity Instructions**  
 Drag and drop the activity options below to the right place on the matrix or, if an option doesn't fit, into the red box below. Click submit when you are done.

PYD Feature	Individual	Interpersonal (e.g. family, peers)	Community (e.g. school, youth programs)	National/ Systems Level	
Belonging and Membership					Help youth build social inclusion skills
Safe Spaces					Offer sports league activities to build social relationships
Activity options that do not fit					Host a radio program on political issues
					Launch media campaign to foster hiring of at-risk youth
					Provide family counseling on teen violence
					Create youth outreach centers
					Create guidelines for school violence prevention

Drag Item	Drop Target
Help youth build social inclusion skills	Hotspot 1
Launch media campaign to foster hiring of at-risk youth	Hotspot 4
Offer sports league activities to build social relationships	Hotspot 3
	Hotspot 2

Provide family counseling on teen violence	Hotspot 6
Create youth outreach centers	Hotspot 7
Create guidelines for school violence prevention	Hotspot 8
	Hotspot 5
Host a radio program on political issues	Hotspot 9

Drag and drop properties
Return item to start point if dropped outside the correct drop target
Snap dropped items to drop target (Tile)

**Feedback when correct:**

Yes, helping youth to build social inclusion skills is focused on individual youth engagement.

**Feedback when incorrect:**

While building social inclusion skills can happen in groups or communities, the focus of this activity is on the individual. Given this feedback, go back and try again.

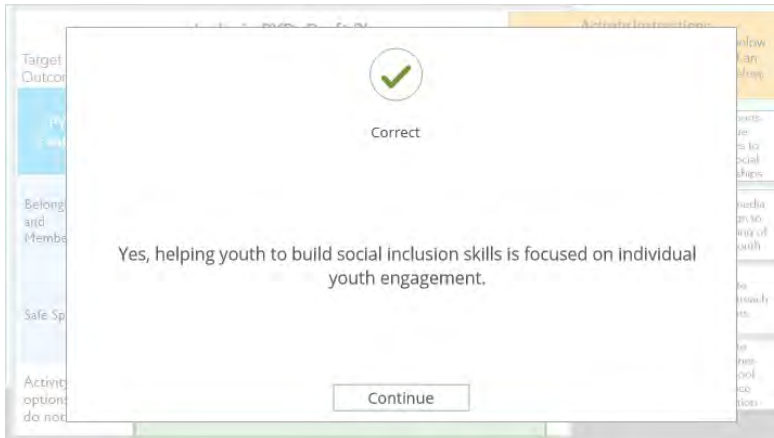
**Notes:**

**Narrator:**

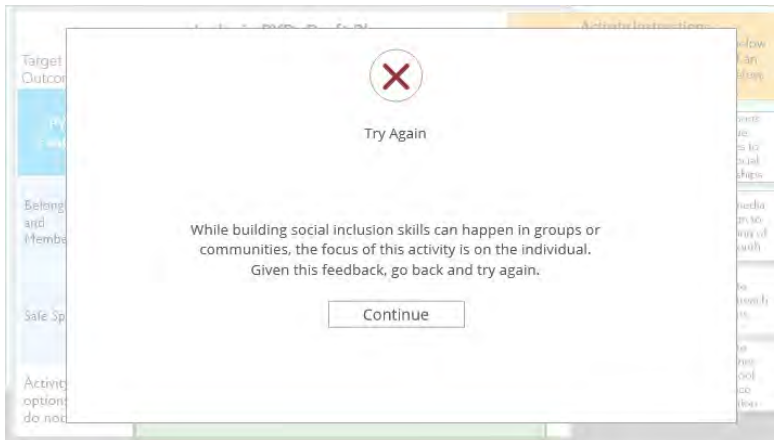
When you are ready, drop and drag the activity options to the best place on the matrix to the left. Carlos and I will compare our responses and offer feedback as you go. When you are done, click submit to move to the next activity.

If you choose not to or cannot complete this activity, click “next” to skip over it.

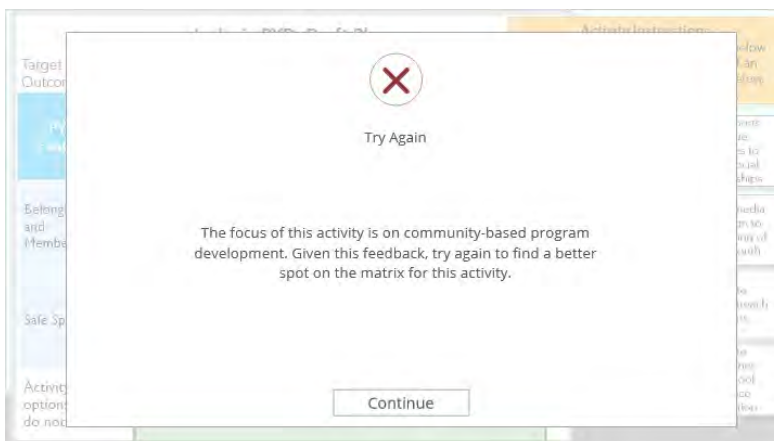
## Correct - Social inclusion (Slide Layer)



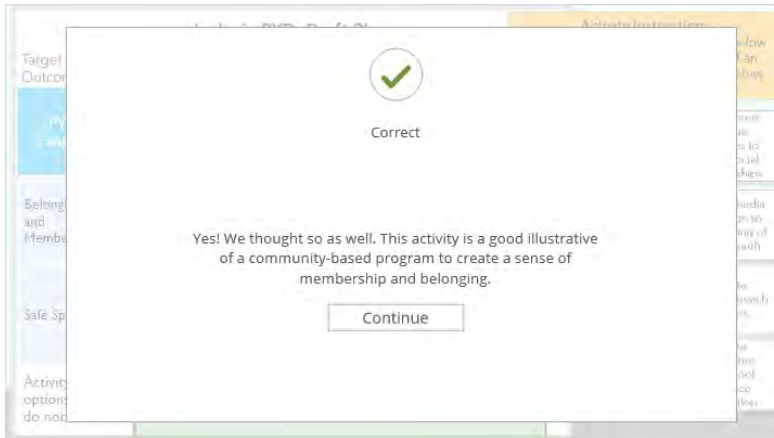
## Try Again - Social Inclusion (Slide Layer)



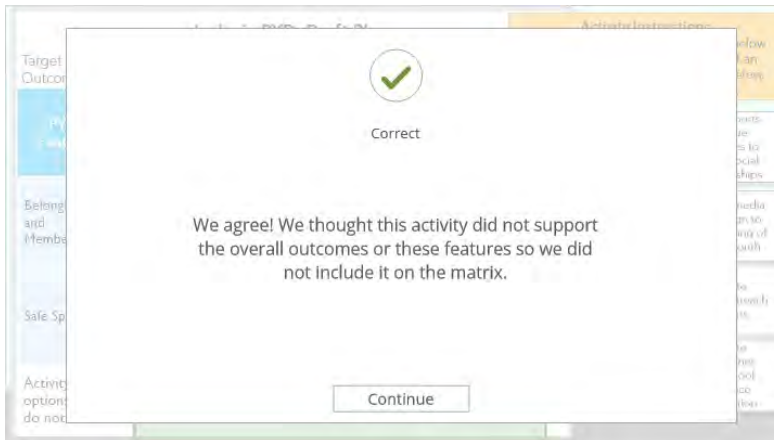
## TA - Sports League (Slide Layer)



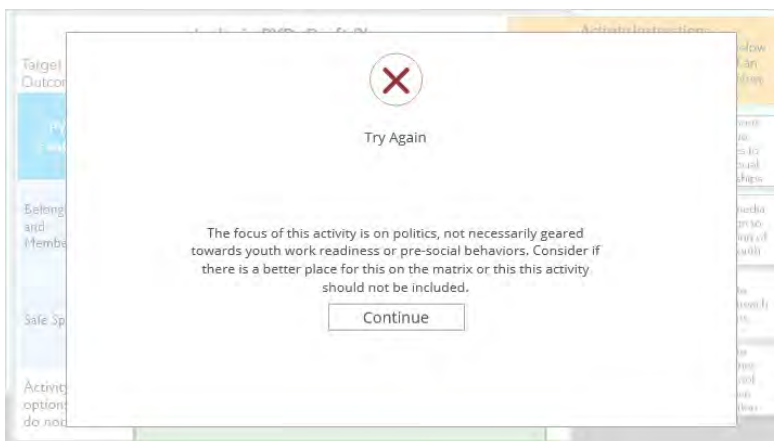
## Correct - Sports League (Slide Layer)



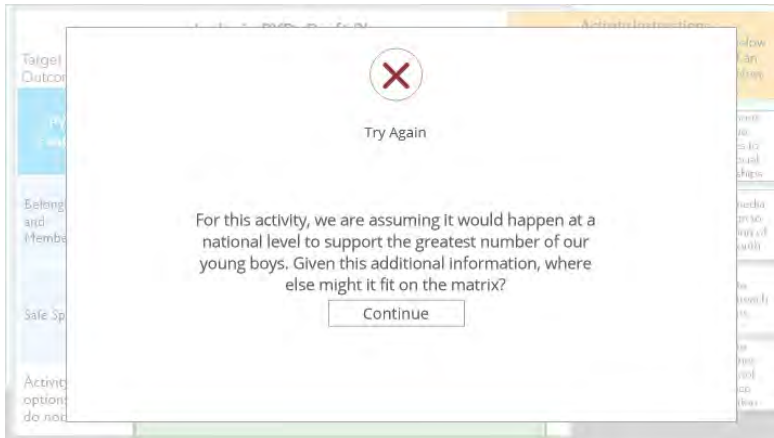
## Correct - Radio program (Slide Layer)



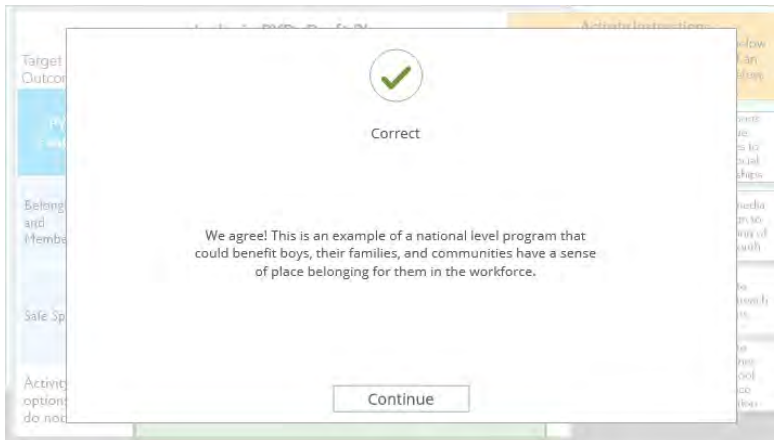
## TA - Radio program (Slide Layer)



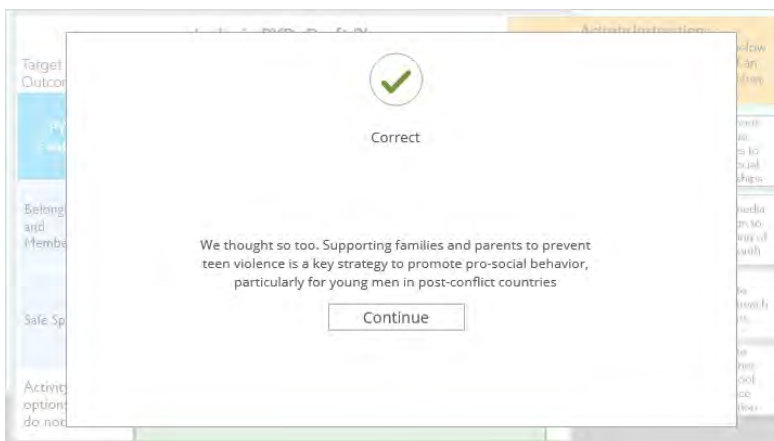
## Try Again - Campaign (Slide Layer)



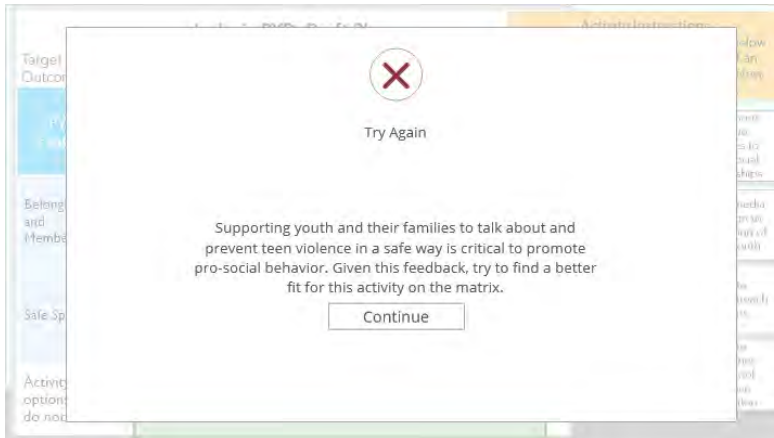
## Correct - Campaign (Slide Layer)



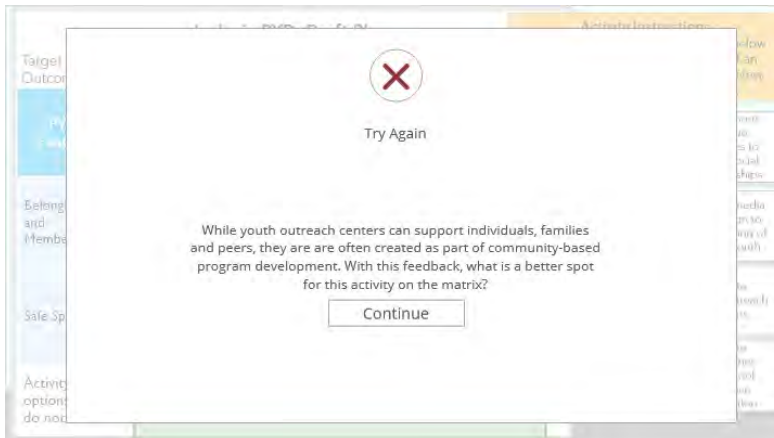
## Correct - Teen violence (Slide Layer)



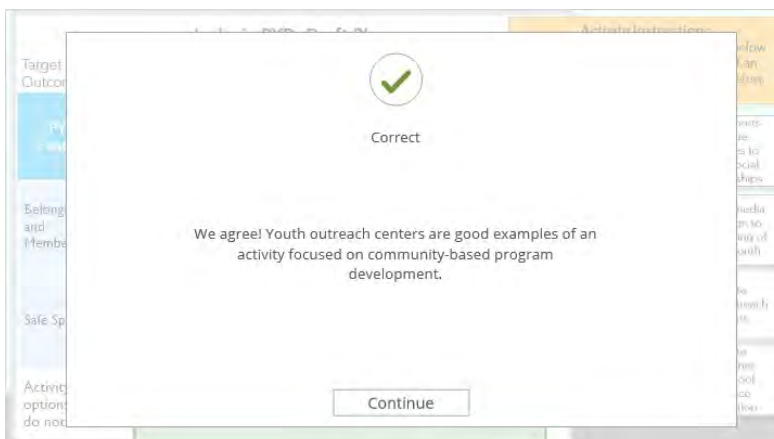
## Try Again - Teen violence (Slide Layer)



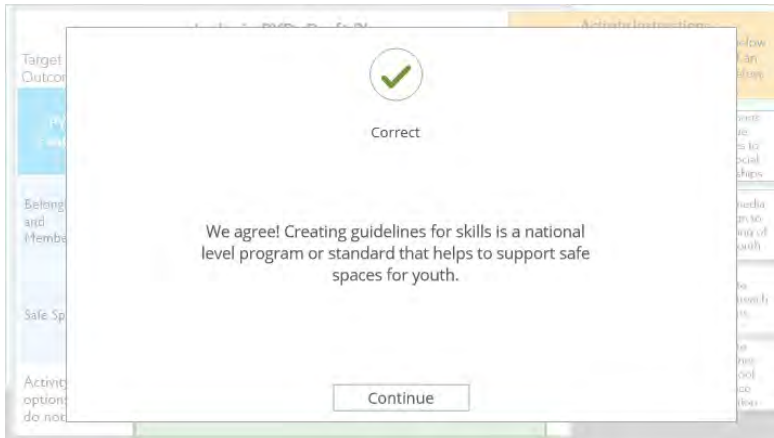
## Try Again - Youth outreach centers (Slide Layer)



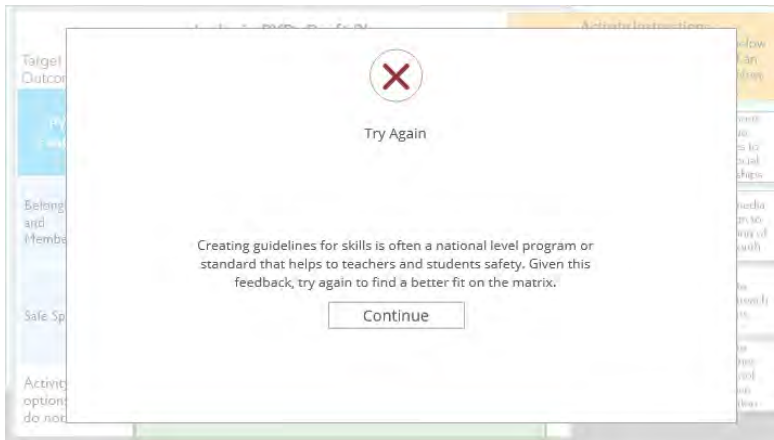
## Correct - Youth outreach centers (Slide Layer)



## Correct - school violence (Slide Layer)



## Try Again - school violence (Slide Layer)



## 6.9 NEW Matrix Development Part 3

*(Drag and Drop, 10 points, 1 attempt permitted)*



**Juvlania PYD: Draft Plan**

Target Group Description: Boys between 15-19 in the Abtil and Bezu areas  
 Outcomes: Increase work readiness and employment, pro-social behaviors.

**Activity Instructions**  
 Drag and drop the activity options below to the right place on the matrix or, if an option doesn't fit, into the red box below. Click submit when you are done.

PYD Feature	Individual	Interpersonal (e.g. family, peers)	Community (e.g. school, youth programs)	National/ Systems Level
Norms, Expectations and Perceptions				
Access to Age-Appropriate, Youth Friendly Services				
Activity options that do not fit				

Establish career center one-stop at tertiary institutions

Community youth radio show on priorities of youth

Inform youth on how to access youth employment services

Engage youth to define pro-social norms

Establish mechanisms for coordination across youth - focused job services

Offer family programs on emotional support for boys

Host a youth charity event

Drag Item	Drop Target
Establish career center one-stop at tertiary institutions	Hotspot 7
Engage youth to define pro-social norms	Hotspot 1
Community youth radio show on priorities of youth	Hotspot 3
Establish mechanisms for coordination across youth -focused job services	Hotspot 8
Offer family programs on emotional support for boys	Hotspot 2
Host a youth charity event	Hotspot 9
Inform youth on how to access youth employment services	Hotspot 5
	Hotspot 4
	Hotspot 6

Drag and drop properties

Return item to start point if dropped outside the correct drop target

Snap dropped items to drop target (Tile)

**Feedback when correct:**

Yes, helping youth to build social inclusion skills is focused on individual youth engagement.

**Feedback when incorrect:**

While building social inclusion skills can happen in groups or communities, the focus of this activity is on the individual. Given this feedback, go back and try again.

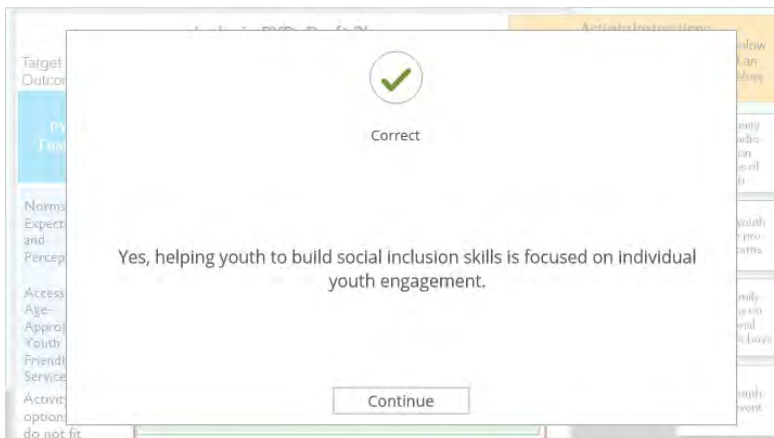
**Notes:**

**Narrator:**

When you are ready, drop and drag the activity options to the best place on the matrix to the left. Carlos and I will compare our responses and offer feedback as you go. When you are done, click submit to move to the next activity.

If you choose not to or cannot complete this activity, click “next” to skip over it.

**Correct - Social inclusion (Slide Layer)**



## Try Again - Social Inclusion (Slide Layer)

This screenshot shows a feedback slide with a red 'X' icon at the top center. Below the icon, the text reads: "Try Again". A larger paragraph follows: "While building social inclusion skills can happen in groups or communities, the focus of this activity is on the individual. Given this feedback, go back and try again." At the bottom center, there is a "Continue" button. The slide is part of a larger interface with various sidebar elements.

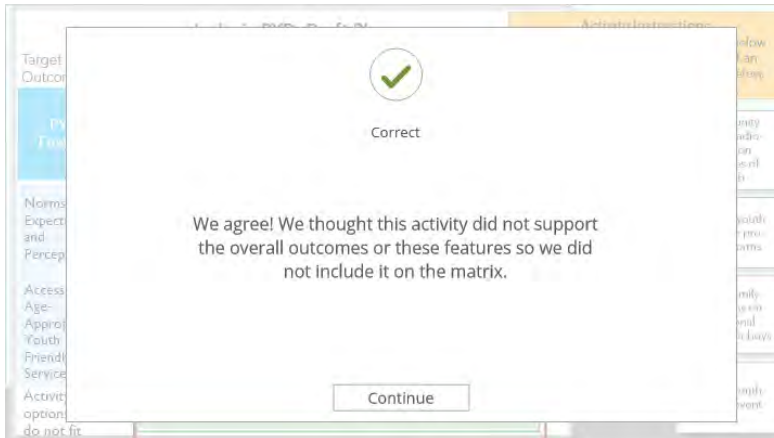
## TA - Sports League (Slide Layer)

This screenshot shows a feedback slide with a red 'X' icon at the top center. Below the icon, the text reads: "Try Again". A larger paragraph follows: "The focus of this activity is on community-based program development. Given this feedback, try again to find a better spot on the matrix for this activity." At the bottom center, there is a "Continue" button. The slide is part of a larger interface with various sidebar elements.

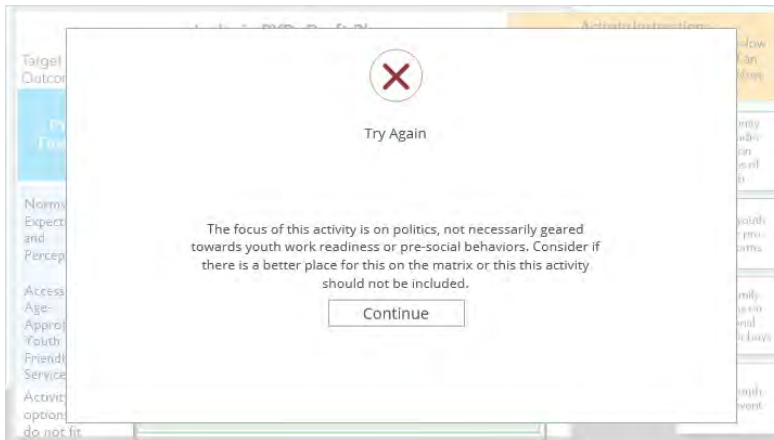
## Correct - Sports League (Slide Layer)

This screenshot shows a feedback slide with a green checkmark icon at the top center. Below the icon, the text reads: "Correct". A larger paragraph follows: "Yes! We thought so as well. This activity is a good illustrative of a community-based program to create a sense of membership and belonging." At the bottom center, there is a "Continue" button. The slide is part of a larger interface with various sidebar elements.

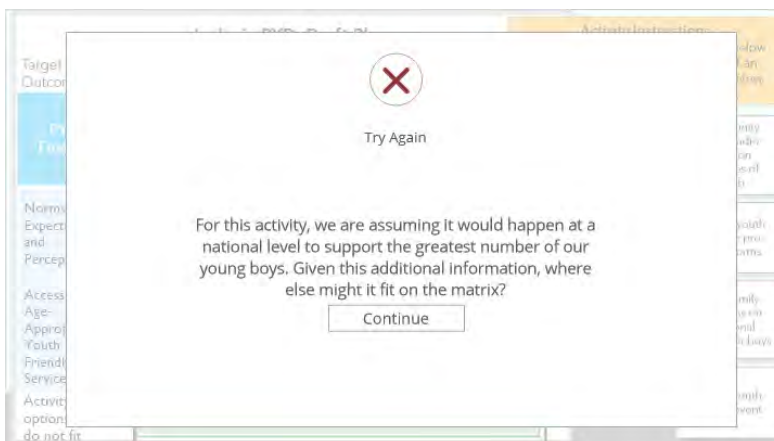
## Correct - Radio program (Slide Layer)



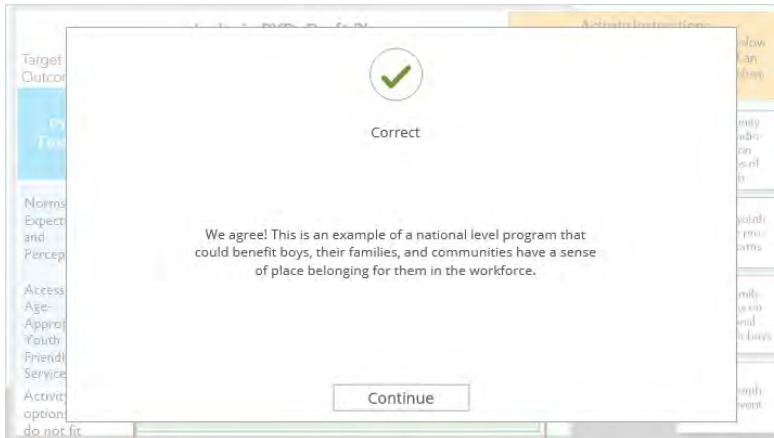
## TA - Radio program (Slide Layer)



## Try Again - Campaign (Slide Layer)



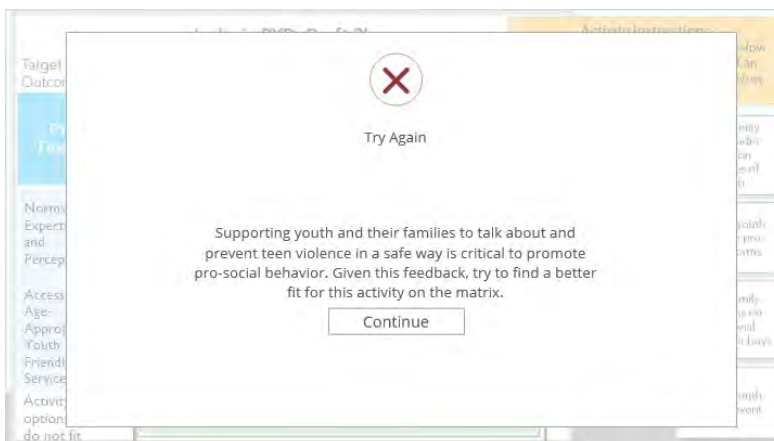
## Correct - Campaign (Slide Layer)



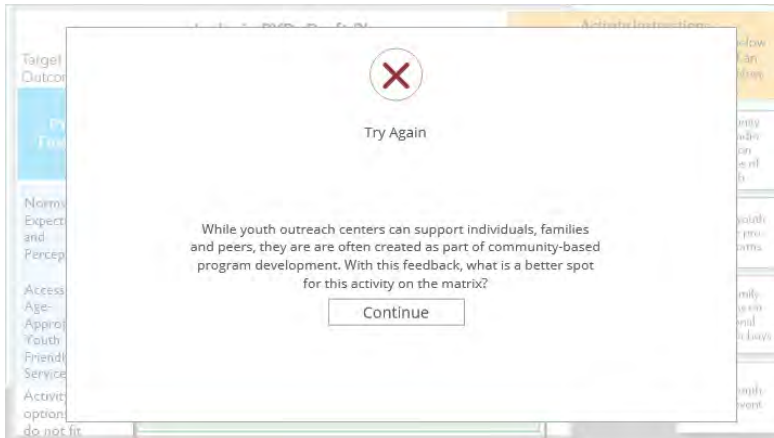
## Correct - Teen violence (Slide Layer)



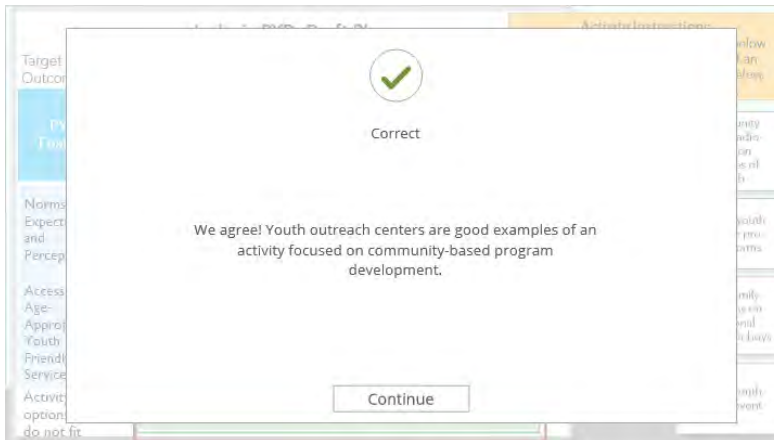
## Try Again - Teen violence (Slide Layer)



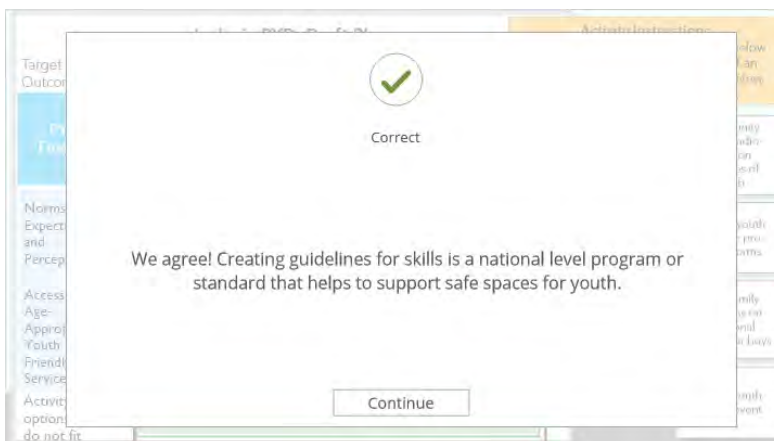
## Try Again - Youth outreach centers (Slide Layer)



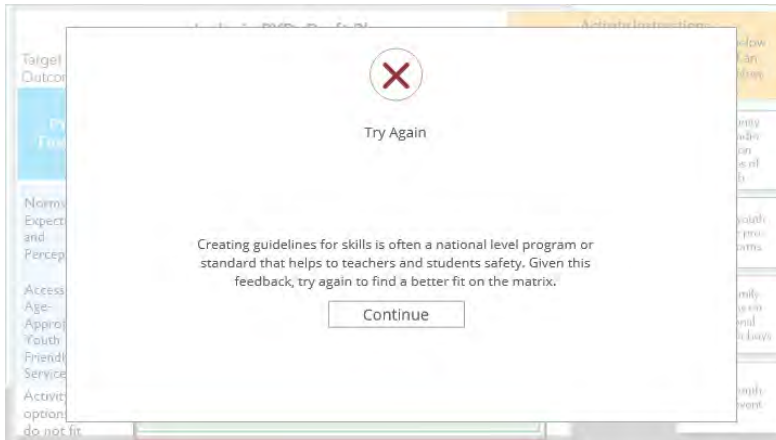
## Correct - Youth outreach centers (Slide Layer)



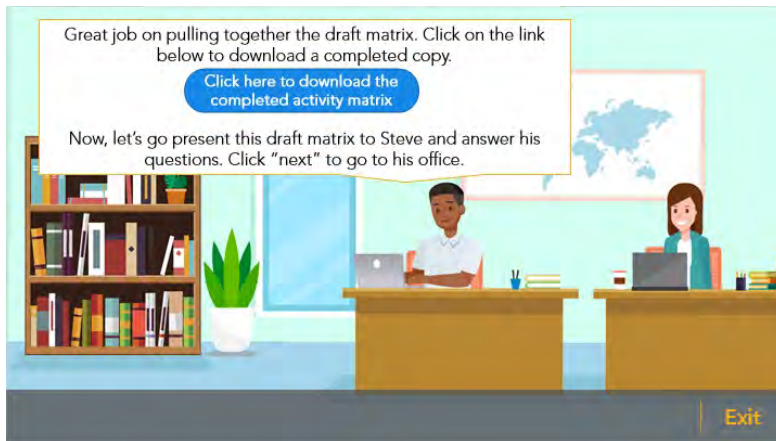
## Correct - school violence (Slide Layer)



## Try Again - school violence (Slide Layer)



## 6.10 Matrix Wrap Up and Transition



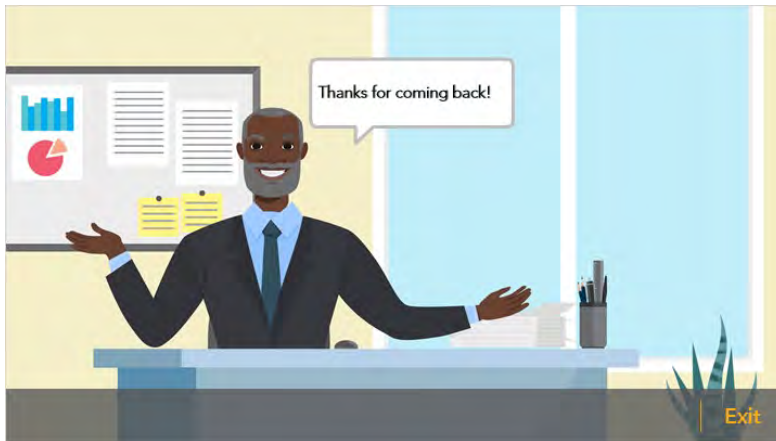
### Notes:

#### Carlos

Great job pulling together the draft matrix. Click on the link below to download a completed copy. Now, let's go present this draft matrix to Steve and answer his questions. Click "next" to go to his office.



## 6.11 Meeting with Steve, Part 2



### Notes:

### Steve:

Thanks for coming back! I have a few questions for the team before we wrap up the first part of our work together.

## 6.12 What are the most important dimensions of youth programming that we need to think about at USAID?

*(Multiple Response, 10 points, 1 attempt permitted)*

What are the most important dimensions of youth programming that we need to think about at USAID?

- Focus on the socio-ecological dimension including youth themselves, their families, peers, community and national systems.
- Consider the age and developmental stage of our targeted youth in the interventions.
- Work with our other units for cross-sectoral interventions.
- Incorporate more than one of the PYD features, like skills building and health relationships, into our programming work for more impact.

Remember to click **SUBMIT** to check your response.

Correct	Choice
X	Focus on the socio-ecological dimension including youth themselves, their families, peers, community and national systems.
X	Consider the age and developmental stage of our targeted youth in the interventions.
X	Work with our other units for cross-sectoral interventions.
X	Incorporate more than one of the PYD features, like skills building and health relationships, into our programming work for more impact.

**Feedback when correct:**

We agree. All these dimensions are important to mention.

**Feedback when incorrect:**

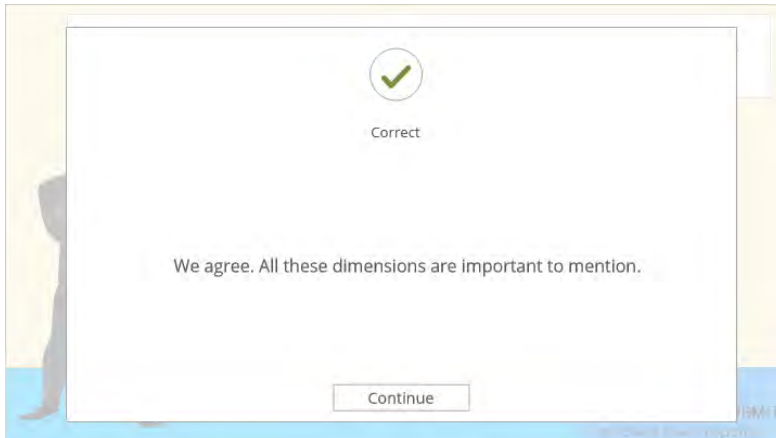
Actually, ALL the options are important dimensions of youth programming.

**Notes:**

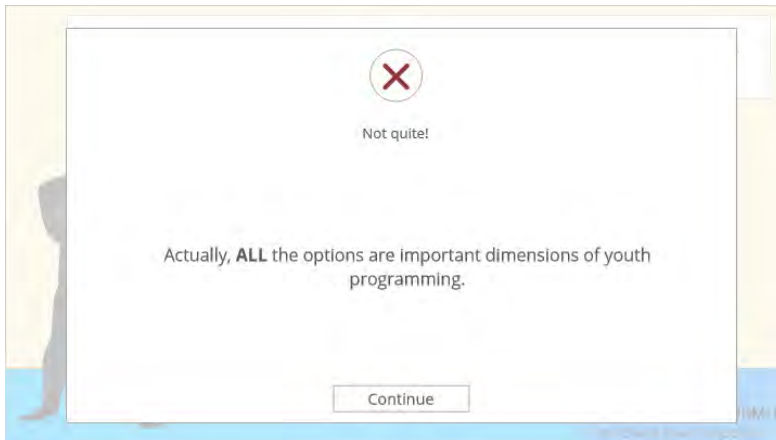
**Steve:**

What are the most important dimensions of youth programming that we need to think about at USAID?

### Correct (Slide Layer)




### Not quite! (Slide Layer)



### ***6.13 What did you learn about what other USAID Missions are doing that can be applied here in Juvlania?***

*(Multiple Response, 10 points, 1 attempt permitted)*

What did you learn about what other USAID Missions are doing that can be applied here in Juvlania?



- We need to look at the different realities, interests, and needs of diverse groups of youth (disabled, boys/girls, age-level, marginalized, etc) as we consider how to approach our programming.
- Integrating multiple features like skills-building, integrated youth services and creating safe spaces leads to programming with a greater impact.
- We really need to gather data through assessments or plan for research to understand the needs of various groups of youth and their context.
- Many of the program activities like life/soft skills, safe spaces, youth civic action clubs or links to technology opportunities should be considered in all programs.

Remember to click **SUBMIT** to check your response

Correct	Choice
X	We need to look at the different realities, interests, and needs of diverse groups of youth (disabled, boys/girls, age-level, marginalized, etc) as we consider how to approach our programming.
X	Integrating multiple features like skills-building, integrated youth services and creating safe spaces leads to programming with a greater impact.
X	We really need to gather data through assessments or plan for research to understand the needs of various groups of youth and their context.
	Many of the program activities like life/soft skills, safe spaces, youth civic action clubs or links to technology opportunities should be considered in all programs.

**Feedback when correct:**

That's right! There are a lot of lessons that can be applied to our work.

**Feedback when incorrect:**

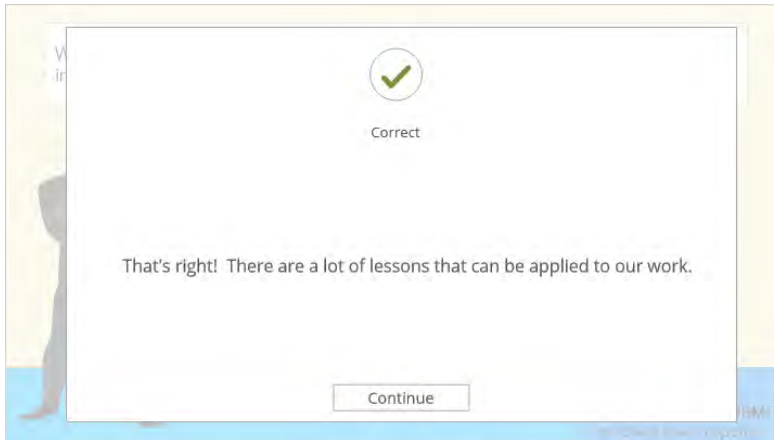
Some programs, but not all programs might benefit from youth parliament, sports and media efforts. These are not appropriate in all country contexts and should not be generalized. All the other responses we agree with.

**Notes:**

**Steve:**

What did you learn about what other USAID Missions are doing that can be applied here in Juvlania?

### **Correct (Slide Layer)**




### **Not quite! (Slide Layer)**



***6.14 What intervention(s) would you recommend based on our current priorities around preventing the resurgence of violence?***

*(Multiple Response, 10 points, 1 attempt permitted)*

What intervention(s) would you recommend based on our current priorities around preventing the resurgence of violence?



- At the individual level, engage youth to join in Youth Action Councils to identify actions they can take to prevent violence and choose other paths.
- Engage local businesses in providing apprenticeships and job placements for trained youth.
- Develop safe spaces for youth such as community outreach centers with mentors, counseling and empowerment programs.
- Focus on what communities can do to get rid of militant groups who are trying to recruit in their area, instead of focusing on youth .

Remember to click **SUBMIT** to check your response.

Correct	Choice
X	At the individual level, engage youth to join in Youth Action Councils to identify actions they can take to prevent violence and choose other paths.
X	Engage local businesses in providing apprenticeships and job placements for trained youth.
X	Develop safe spaces for youth such as community outreach centers with mentors, counseling and empowerment programs.
	Focus on what communities can do to get rid of militant groups who are trying to recruit in their area, instead of focusing on youth .

**Feedback when correct:**

That's right! We agree with all the possible interventions you shared.

**Feedback when incorrect:**

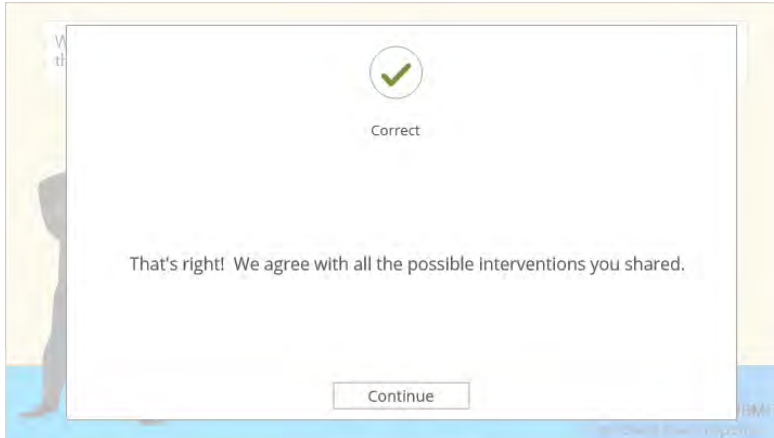
We agree with all responses except for focusing on adults to address the militant groups and not on youth. This is an issue we need engage youth in on in a safe way.

**Notes:**

**Steve:**

What intervention(s) would you recommend based on our current priorities around preventing the resurgence of violence?

## Correct (Slide Layer)



## Not quite! (Slide Layer)



## ***6.15 Where do you see opportunities for engagement with other sectors?***

*(Multiple Response, 10 points, 1 attempt permitted)*



Where do you see opportunities for engagement with other sectors?



- Collaborate with democracy and governance efforts to engage youth in civic action to promote new policies or support elections.
- Work with private sector to expand opportunities for youth to engage in the growing garment and textile industry and supply chain.
- Explore what education is doing to keep youth, especially girls, in school and increase the quality of teacher training.
- Work with Food for Peace and health programs to train youth to offer health and nutrition information to families.

Remember to click **SUBMIT** to check your response.

Correct	Choice
X	Collaborate with democracy and governance efforts to engage youth in civic action to promote new policies or support elections.
X	Work with private sector to expand opportunities for youth to engage in the growing garment and textile industry and supply chain.
X	Explore what education is doing to keep youth, especially girls, in school and increase the quality of teacher training.
X	Work with Food for Peace and health programs to train youth to offer health and nutrition information to families.

**Feedback when correct:**

We agree! All of these are great opportunities to engage with other sectors.

**Feedback when incorrect:**

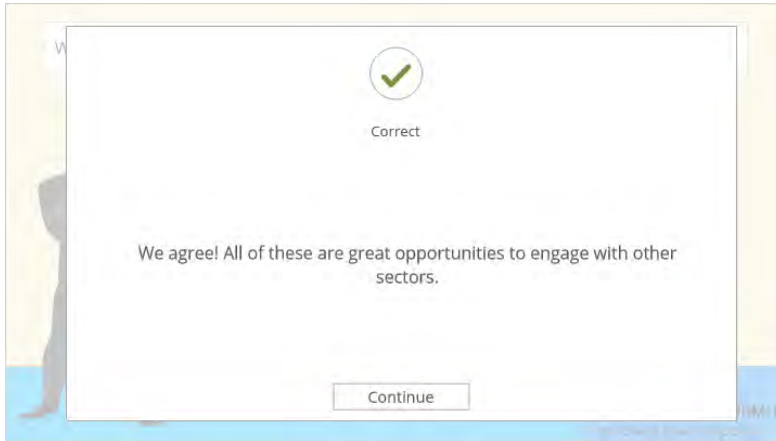
We thought that ALL the responses were good opportunities for engagement with other sectors.

**Notes:**

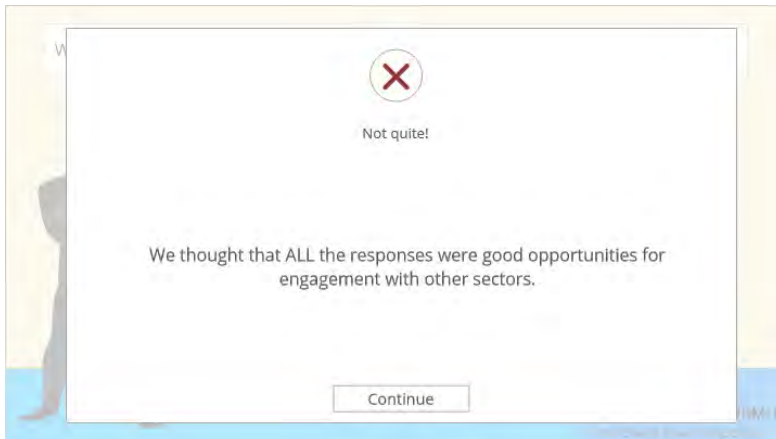
**Steve:**

Where do you see opportunities for engagement with other sectors?

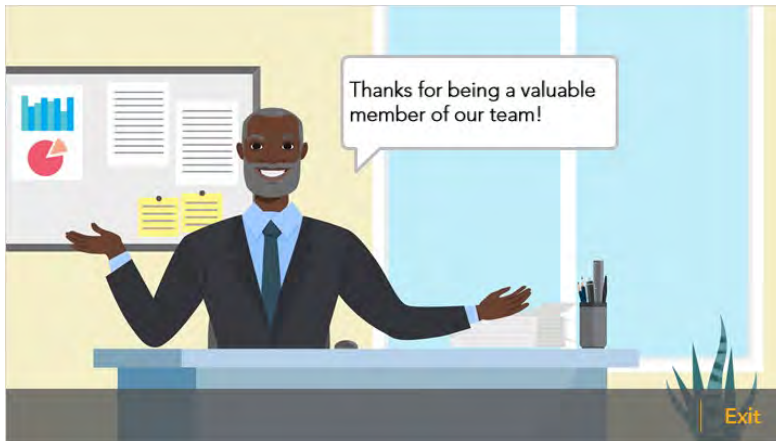
## Correct (Slide Layer)



## Not quite! (Slide Layer)



## 6.16 Meeting with Steve, Part 2



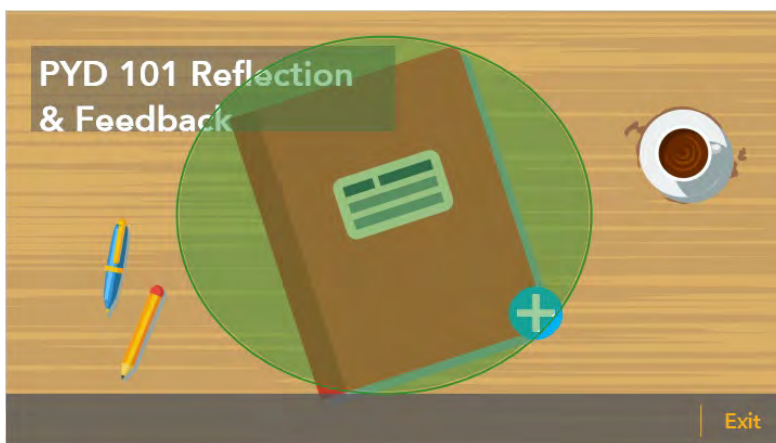
**Notes:**

**Steve:**

Thanks for being a valuable member of our team!

## 7. Course Wrap Up

### 7.1 Final Reflection



**Notes:**

**Narrator:**

Before we bring your PYD 101 eCourse experience to a close, we want to offer you some time for reflection and feedback on what you have learned. Click on the notebook to get started.

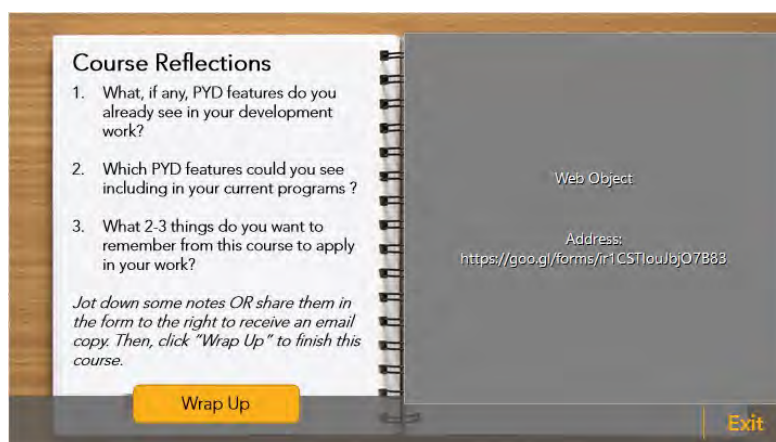
## 7.2 Course Reflections

What, if any, PYD features do you already see in your development work?

Which PYD features could you see including in your current programs ?

What 2-3 things do you want to remember from this course to apply in your work?

Jot down some notes OR share them in the form to the right to receive an email copy. Then, click “Wrap Up” to finish this course.



**Notes:**

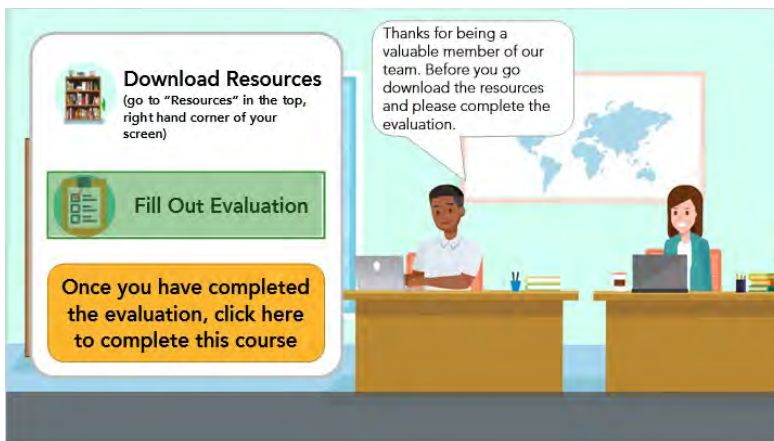
**Narrator:**

Take a moment to write down your responses to 3 questions.

1. What, if any, PYD features do you already see in your development work?
2. Which PYD features could you see including in your current or future programs?
3. What 2-3 things do you want to remember from this course to apply in your work?

You have the option of writing some notes to yourself OR you can share them in the form to the right to receive an email copy. When you are done with your reflection, click “Wrap Up” to finish this course.

### **7.3 Course Wrap Up**

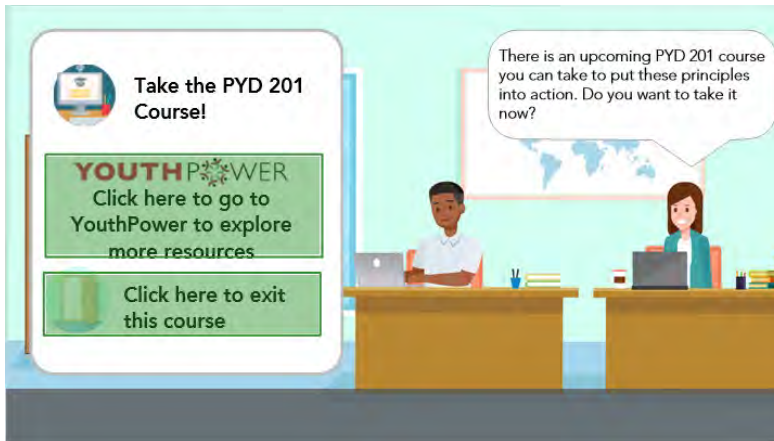


**Notes:**

**Carlos:**

Thanks for being a valuable member of our team. Before you go, don't forget to download and take the resources you want with you. And we would appreciate your feedback on what you have learned with us. Please take five minutes to complete this evaluation.

## 7.4 Course Wrap Up



### Notes:

### Katrina:

Now that you have the fundamentals, please join us for the PYD 201 course. You can also find more resources at [www.youthpower.org](http://www.youthpower.org).