Positive Youth Development 201 eCourse Transcript

Overview

Positive Youth Development (PYD) 201: Applying Fundamentals of Effective Youth Programming is for PYD practitioners who are interested in taking their learning from the Positive Youth Development 101 (PYD 101) course to the next level. In this course you will walk through the steps of a youth program design and create a draft youth program design based on interactive scenarios.

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

1. Introduction

1.1 Positive Youth Development 201

Notes:

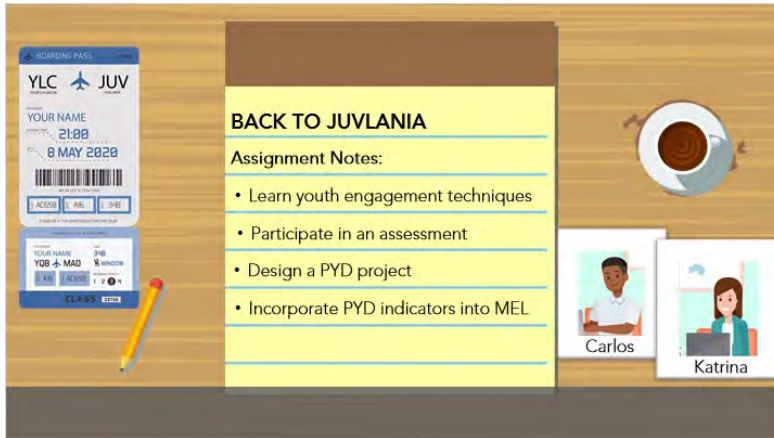**Narrator:**
Welcome to the USAID Positive Youth Development E-Course: Applying Fundamentals of Effective Youth Programming. We are so glad you are here! Click Let's Go" to get started.

1.2 Boarding Pass to Juvlania

Notes:

Narrator:

This course is designed to continue your immersion in Juvlania from the Positive Youth Development 101 e-Course. If you have not taken the course yet we highly recommend you do!

This will be your second trip to Juvlania. Here are some notes about what you are going to do with your counterparts from the Mission, Carlos and Katrina.
- Learn effective youth engagement techniques,
- Participate in a youth assessment,
- Design a PYD project, and
- Incorporate PYD indicators into program Monitoring, Evaluation and Learning (MEL)

1.3 Navigating this Course

Notes:

Narrator:

Before we begin, let's walk through a few ins and outs of navigating PYD 201:

- 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 review 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.
-

2. Youth Development Program Design

2.1 Your Task Overview
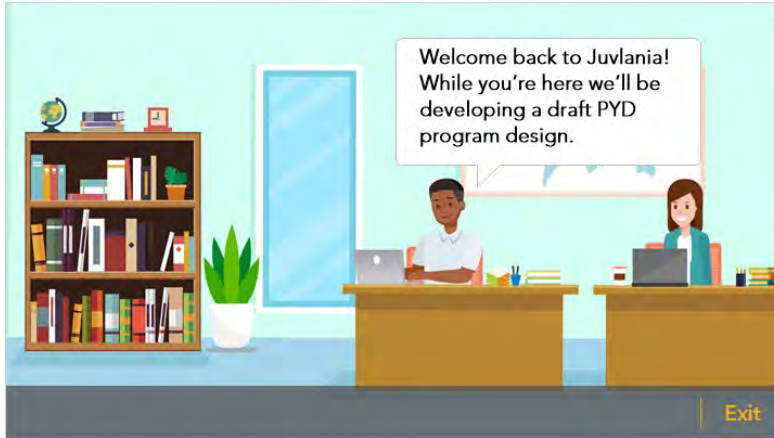
Notes:

Carlos
Welcome back to Juvlania. We are glad to have you continue learning with us.
Your task while you are here is to develop a draft PYD program design for Juvlania. The activity design and evaluation process has 5 key phases which we will follow in this consultation.

2.2 Intro: Elements of Good PYD Design
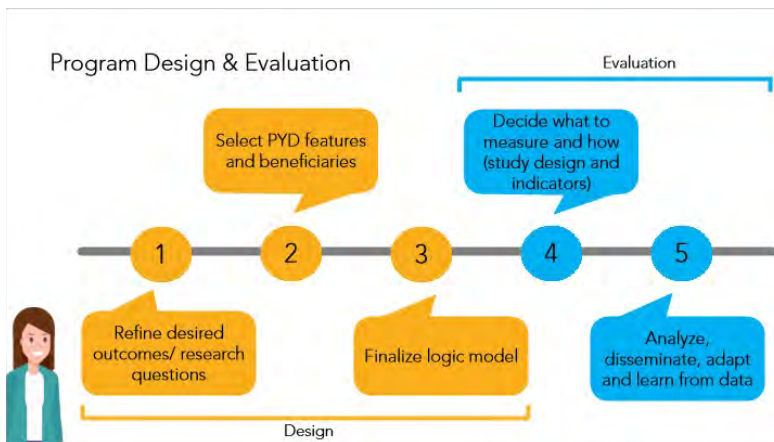
Notes:

Katrina

During this consultation, we'll follow the 5 phases of the program design and evaluation

process. We'll refine our outcomes, select PYD features and beneficiaries or participants, finalize our logic model, decide what to measure and how, and analyze, disseminate and learn from data.

2.3 Program Design Overview
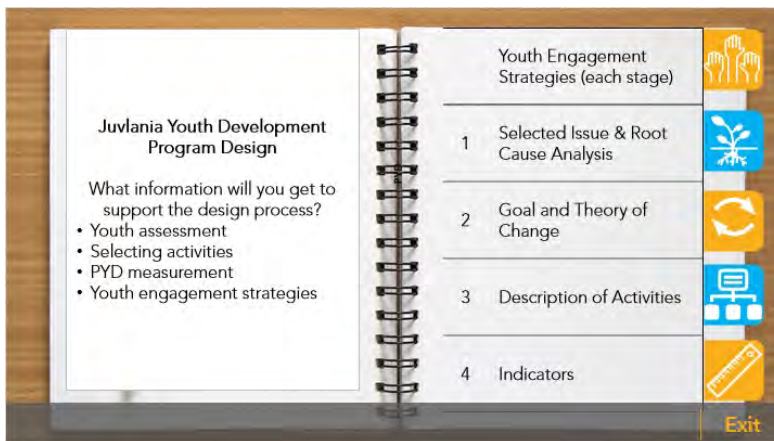
Notes:

Katrina

To successfully complete this task, you will have access to an online PYD design binder to come back to each time you learn something new to add to the design and reivew what you have already completed. You will have access to learning materials and be able to gather relevant information about Juvlania through information provided in the youth assessment, selecting activities, and PYD measurement.

Don't forget that there are also resources always available if you click on the resources tab at the top of your screen. One key resource to access is the PYD features which will be useful throughout the program.

2.4 Transition
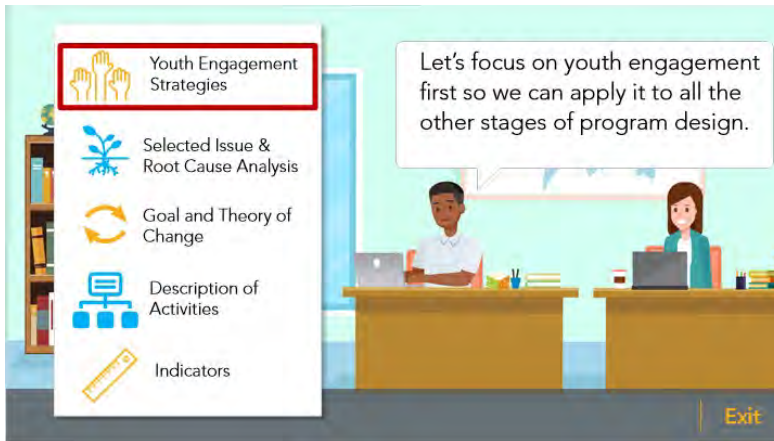
Notes:

Carlos

Let's get started by talking about youth engagement as this is something we want to apply to all four stages of the program design.

3. Youth Engagement Strategies

3.1 Youth Engagement Strategies Title Slide
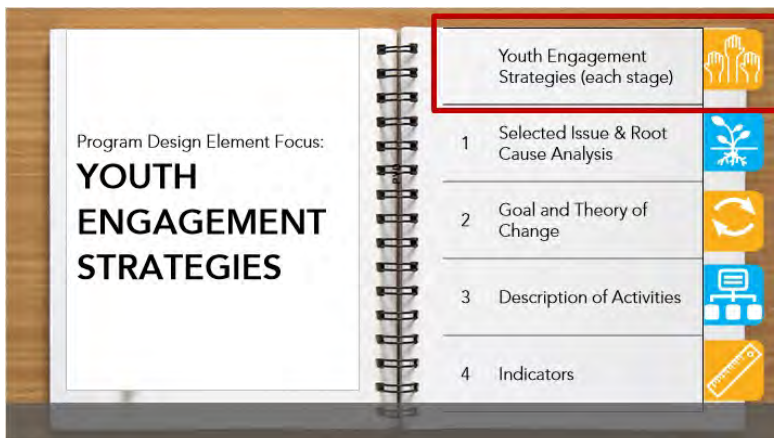
Notes:

3.2 Defining Youth Engagement

Notes:

Katrina

"Meaningful youth engagement is an inclusive, intentional, **mutually-respectful partnership** between youth and adults whereby **power is shared, respective contributions are valued**, and young people's ideas, perspectives, skills and strengths are **integrated into the design and delivery** of programs, strategies, policies, funding mechanisms and organizations that affect their lives and their communities, countries and globally." As you may recall from the PYD 101 course, youth engagement is the key component of the contribution domain. This means youth are engaged as a source of change for their own, and their communities, positive development.

What we have learned is that youth want to be engaged and their engagement is critical for the success of our programs. Let's hear from one youth, Richard Todosio Ruto from Kenya, about his perspective on how to meaningfully engage youth in programming.

3.3 Video: Richard Todosio Ruto
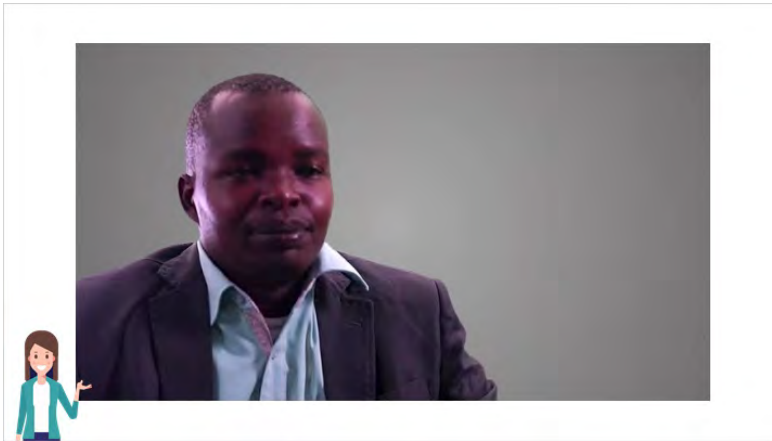
Notes:

Access a copy of this video with captions at:
https://drive.google.com/open?id=1YX2wfRTfNULhswaVLyeQdtlIMTnXIVga

Katrina (Transition):
Richard is just one of the many youth we have spoken to about youth engagement and the importance of including youth as we design and implement programs here at USAID. Throughout this program we will share more videos from other youth engaged with USAID programs and introduce you to some Juvlania youth to contribute to our process.

3.4 Hart's Ladder Intro
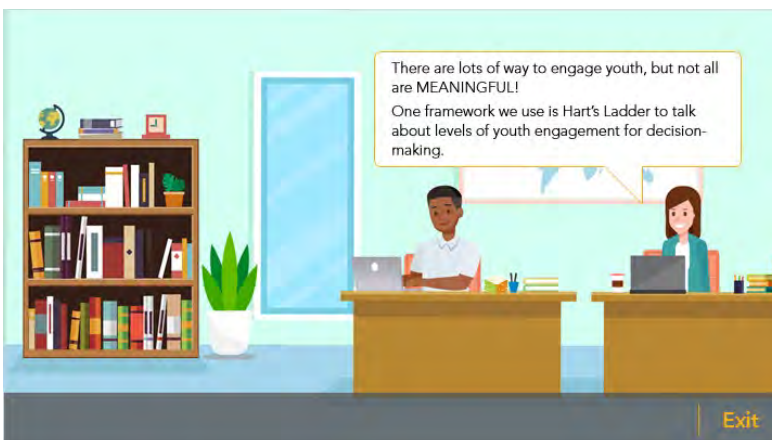
Notes:

Katrina

There are lots of different ways to engage youth, but not all of them are meaningful. One framework we use is Hart's Ladder to talk about levels of youth engagement for decision-making.

3.5 Hart's Ladder
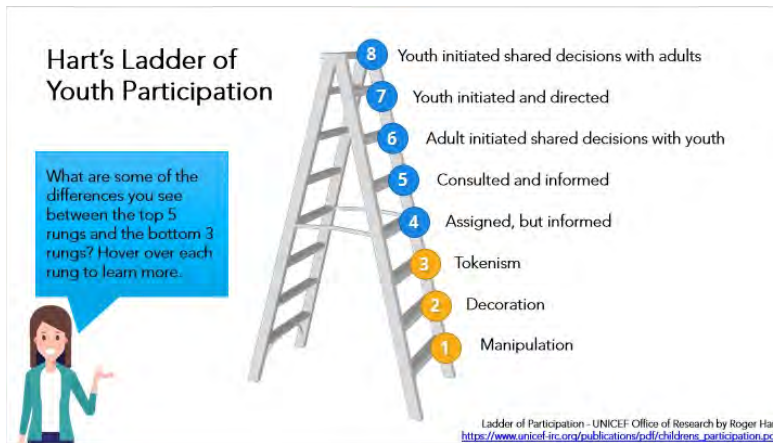
Notes:

Katrina

Hart's Ladder is one of the foundational frameworks in the youth engagement literature. It illustrates the various levels of youth participation in decision-making. Click on each rung to learn more. As you learn about each, think about what some of the differences are between the 5 top rungs and the bottom 3 rungs?

3.6 Hart's Ladder Continued
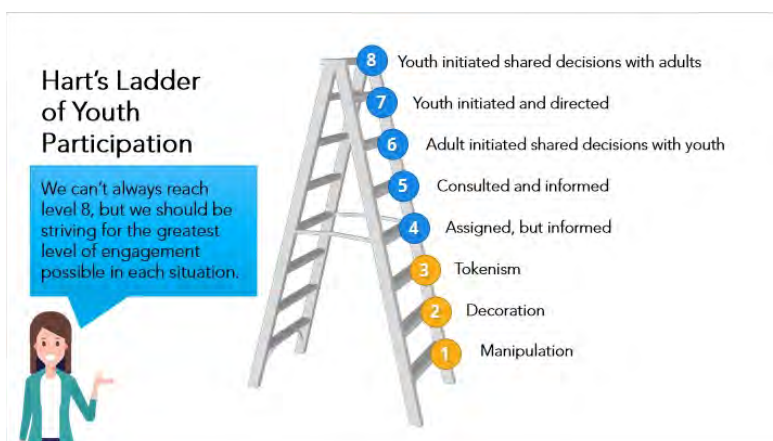
Notes:

Katrina

You may have noticed that the bottom three rungs are NOT participation, but what we call levels of tokenism. These can be detrimental to youth, as their decisions may be heard, but not acknowledged.

The higher rungs of the ladder are where participation really occurs - when youth are informed, consulted, provide leadership, and participate in decision-making. We can't always reach level 8, and level 8 isn't always relevant for each situation, but we should be striving for the greatest level of youth engagement possible in each situation.

Now you know the basics about Hart's Ladder. Let's see how the rungs are applied to real world examples.

3.7 Hart's Ladder Examples

Notes:

Katrina

Review the examples below. Write in the correct rung number next to each example it best demonstrates. When you are ready, go to the next screen to check your answers.

A. A youth campaign network made up of over 50 partner organizations and thousands of volunteers uses various approaches, including flash mobs and theater to promote their cause.

B. A well-known youth leader is invited to provide scripted opening remarks for the reception marking the Administrator's visit.

C. An organization decides that if they wanted to effectively serve youth populations they

had to institutionalize a youth advisory board where youth could provide input and would receive feedback on how their input was used.

3.8 Hart's Ladder Examples Review

Notes:

Katrina

Now, compare your answers to the correct answers on the right.

A. A youth campaign network made up of over 50 partner organizations and thousands of volunteers uses various approaches, including flash mobs and theater to promote their cause.

Correct Answer: Rung 7 Youth initiated and directed - this example highlights what it looks like to have youth initiated and directed engagement

B. A well-known youth leader is invited to provide scripted opening remarks for the reception marking the Administrator's visit.
Correct Answer: Rung 3 Tokenism- this example highlights what it looks like to have "token" youth engagement

C. An organization decides that if they wanted to effectively serve youth populations they had to institutionalize a youth advisory board where youth could provide input and would receive feedback on how their input was used.
Correct Answer: Rung 5 Consulted and informed - this example highlights when youth are engaged by being consulted and informed

Hart's Ladder (Slide Layer)
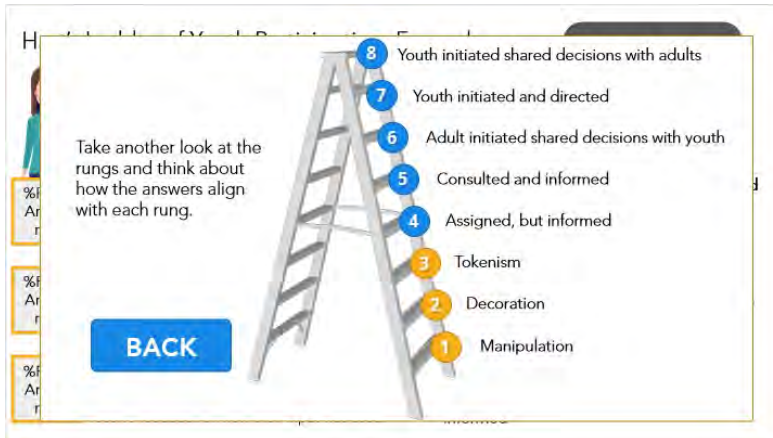
3.9 Defining Youth
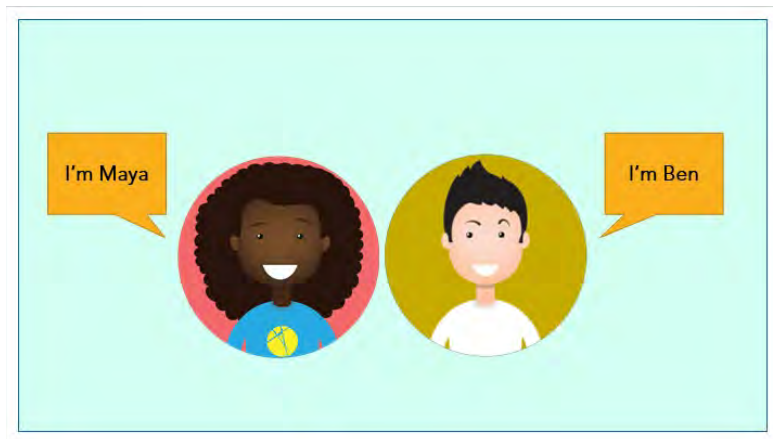
Notes:

Katrina

To better understand youth engagement we wanted to introduce you to Maya and Ben from Juvlania so you can ask them some questions about engaging youth.

3.10 Getting Youth Engaged Q&A

Notes:

Maya:
We are here to answer your questions. Click on the question you want to start with.

3.11 Find out what youth want

Notes:

Ben:
There are many reasons why it is so important to engage youth as you are thinking about your programs. Just to name a few, it creates ownership, self-reliance, and sustainability. We talk a lot about how these programs and being engaged is helping us to strengthen our own abilities to meet our needs, not only now but in the future. For example, what I have gained through participation in these efforts is a better sense of

how to speak up and ask for what is needed. Finally, you can see the difference in program here in Juvlania that engage youth and those that don't. Programs that DO have more success in meeting our needs in a way that doesn't disappear when the programs end. In this current effort, I see the government policies, particularly to support youth to have better options for work, coming to life.

3.12 Barriers

Notes:

Maya:

Let me share with you some of the barriers that keep youth from being engaged. To start, some people have negative perceptions of youth. Here in Juvlania, especially if you are a young woman like me, you may be seen as a burden to my family and community. There isn't a sense that people really want to listen to you. Also, given how different we are from region to region, and across ethnic groups, like Ben and I, often the youth that need the most help are left out of discussions about what they need.

Of course, even though the conflict is over, sometimes it still doesn't feel safe to speak out or get noticed and so safety can be an issue. The last thing I can think of is that early on, I wasn't really sure what this engagement was about. I needed someone who could tell me more about what was expected. To help us understand, some staff provided training on what part we would play in this program. They also made sure that while we were getting more skills and knowledge, they were working on safe opportunities for us to use these skills and knowledge within our communities and families.

3.13 Risks

Notes:

Ben:
Sure we all worry about some risks. Very early on, some of the adults spoke to us about this effort and what we could expect out of it. They were clear in explaining that they wanted to "do no harm" by ensuring that our engagement and feedback would be used and that we would know what steps were being taken. They were also clear that given the current political situation, that they would not program any activities which could risk our safety or might result in arrest or punishment. We also needed to talk with people at first about what it is like to be a young person here in Juvlania and that there are just some things that young people don't do the same. It was easier to work with the young men at first as there was less risk to them. For a young woman like Maya, a lot more needed to be done to create a safe, girls only space to meet. As we go from region to region learning more, we are making sure to bring new youth who have not been included into the conversation.

3.14 Different Engagement Opportunities

Notes:

Katrina:

There are a variety of different ways you can engage youth. Click on the different types of engagement to get a quick profile of the type of activity and when you might use this approach.

Youth Action Councils (Slide Layer)

Youth-led Research (Slide Layer)

Community Scorecards (Slide Layer)

Communications (Slide Layer)

3.15 Defining Youth Engagement

Notes:

Katrina

So now that you are familiar with meaningful youth engagement, we want you to keep it in mind throughout the course. At each phase of the design we will ask you "how will you engage youth at this phase?"

3.16 Video: Abella Bateyunga
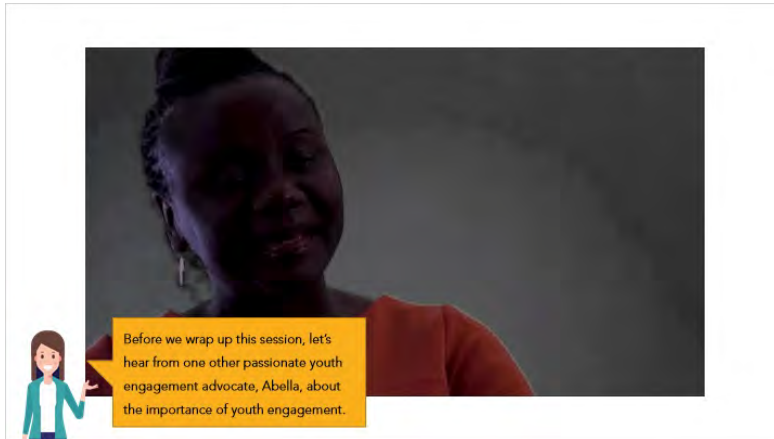
Notes:

Katrina

Before we wrap up this session, let's hear from one other passionate youth engagement advocate, Abella Bateyunga, about the importance of youth engagement.

Access this video with captions at:

https://drive.google.com/open?id=15ucor2_RKEy9AizWmAolRNKJ8xXgIHc4

4. Youth Assessment

4.1 Youth Assessment Title Slide
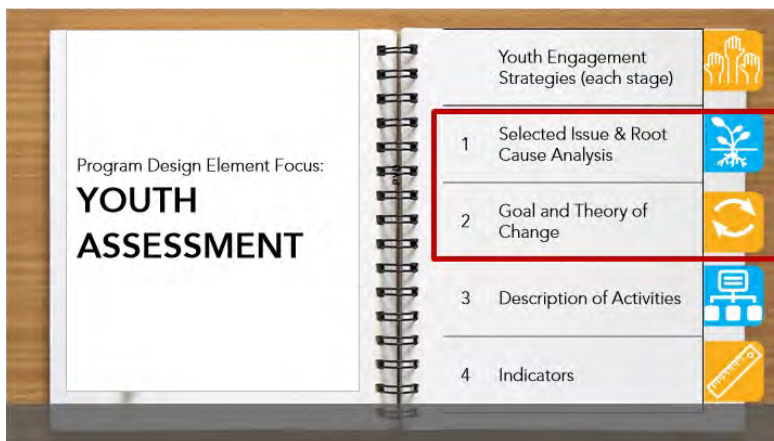
Notes:

4.2 Assessment Intro
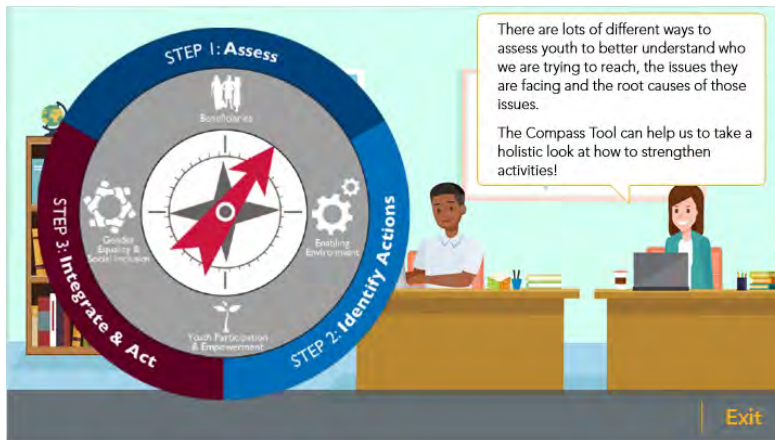
Notes:

Katrina

There are lots of different ways to do or include youth in assessment to better understand the youth we are trying to reach, the issues they are facing and the root causes of those issues. Assessment, either before and/or during the first phases of any youth program is critical to success. We may think we know what youth need, want or what is driving their behavior but we need evidence to develop the best programming.

USAID's Youth Compass Tool that YouthPower has developed helps us to understand holistic youth assessment. *Youth Compass* is a three-step, seven task strategic process for analyzing a youth activity's weaknesses, opportunities or gaps; identifying and prioritizing actions to strengthen the activity; and incorporating the "strengthening actions" into the activity.

That's great (Slide Layer)

I'm sorry (Slide Layer)

4.3 Types of Assessments

Notes:

Katrina

From the Youth Compass Tool, it is clear that there is not just one way to gather data and different types of assessments will yield different data to inform our programs.

Click on each type of assessment to learn more.

- **Cross-sectoral youth assessments** analyze the needs and resources of youth, as well as the policies and programs that impact youth development. It integrates qualitative data about youth knowledge, perceptions, and skills with quantitative data on the status and performance of youth and programs in different sectors designed to meet youth needs. There is a great resource on Youth Power about how to conduct cross-sectoral youth assessments that is in your resources (<https://www.youthpower.org/sites/default/files/YouthPower/resources/Guide%20to%20Cross-Sectoral-%20Youth%20Assessments.pdf>)

- **Labor market assessments** focus on taking a systematic approach to understanding skills demand within a labor market. There is a great set of resources on different methods you can customize for your own labor market assessment on Youth Power. This link is in your resources as well. (https://www.youthpower.org/key-approaches-labor-market-assessment-interactive-guide)

- Local Systems Framework <https://usaidlearninglab.org/sites/default/files/resource/files/5rs_techncial_note_ver_2_1_final.pdf> helps to promote good systems design. The 5Rs Framework highlights five key dimensions of systems: Results, Roles, Relationships, Rules and Resources. Collectively these 5Rs can serve as a lens for assessing local systems and a guide for identifying and monitoring interventions designed to strengthen them.

- Social Norms/ Behavior Change <https://www.verywellmind.com/what-is-behavior-analysis-2794865> analyses are applied behavior analyses that use surveys and analysis to explore existing beliefs, practices, and social norms. A key element of these analyses is to understand whether social norms play a significant role in determining behavior in focal program areas.

- Violence Against Children and Youth Surveys <https://www.cdc.gov/violenceprevention/childabuseandneglect/vacs/methods.html> (VACS) are nationally representative household surveys of children and young adults ages 13 to 24 years. They are designed to measure the prevalence (number and percentage) and circumstances surrounding emotional, physical, and sexual violence against males and females in childhood (before age 18). VACS also measure the prevalence of violence in the last 12 months for girls and boys ages 13 to 17 years. The survey identifies risk and protective factors as well as consequences of violence.

- **Conflict Analyses** are an analysis of political, economic, social, and security factors at work within a given country context, with a focus on core grievances and resiliencies; analysis of how key actors mobilize grievances and resiliencies to drive or mitigate

conflict; forecasting how these dynamics and related trends might evolve in the future; and anticipating potential triggers or turning points

- Political Economy Analysis <https://www.usaid.gov/sites/default/files/documents/2496/Applied%20PEA%20Field%20Guide%20and%20Framework%20Working%20Document%2004​1516.pdf> (PEA) is a field-research methodology used to explore why things happen at a country or local government level. It can be used to explore the causes of development, governance or technical sector issues (e.g. water, health, education, environment, climate change, justice, elections etc.). PEAs can be in conjunction with other assessments (e.g., Inclusive Growth Diagnostics or Gender assessments) and other USAID initiatives assessments (Feed the Future, Power Africa, etc.)

Cross-Sectoral Youth Assessments (Slide Layer)

Labor Market Assessment (Slide Layer)

Local Systems Framework (Slide Layer)

Social Norms/Behavior Change Analysis (Slide Layer)

Violence Against Children and Youth Surveys (Slide Layer)

Conflict Analysis (Slide Layer)

Political Economy Analysis (Slide Layer)

4.4 Assessment Examples

Notes:

Katrina

To get a better sense of what is in these assessments take a few minutes to review the Ethiopia for a Cross-Sectoral Youth Assessment and a sample of the results from Guatemala that show what kind of information you can get from a labor market assessment.

4.5 Cross-Sectoral Youth Assessment: Juvlania
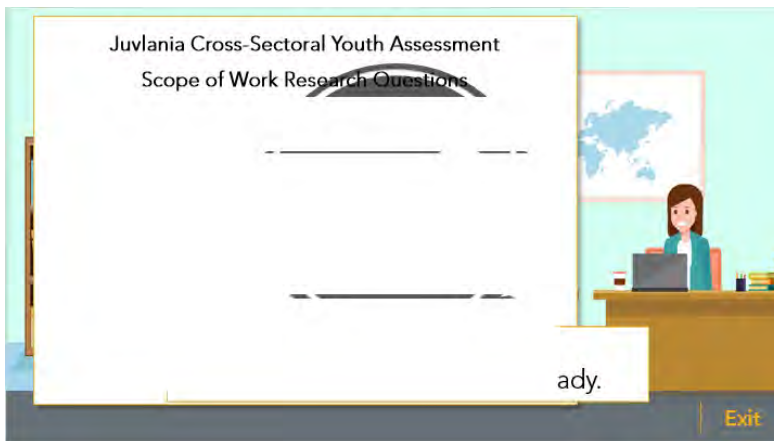
Notes:

Katrina
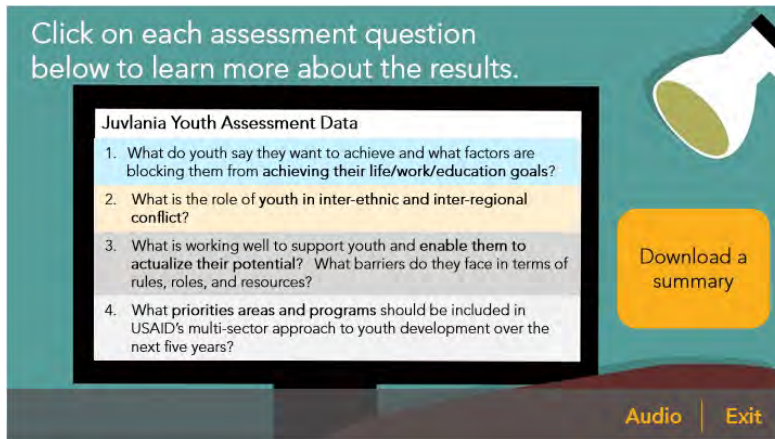
For our Juvlania youth assessment, we took a cross-sectoral youth assessment approach. The questions we decided to explore and ask for information on in our scope of work included:

1. What do youth say they want to achieve and what factors are blocking them from **achieving their life/work/education goals**?
2. What is the role of **youth in inter-ethnic and inter-regional conflict**?
3. What is working well to support youth and **enable them to actualize their potential**? What barriers do they face in terms of rules, roles, and resources?
4. What **priorities areas and programs** should be included in USAID's multi-sector approach to youth development over the next five years?
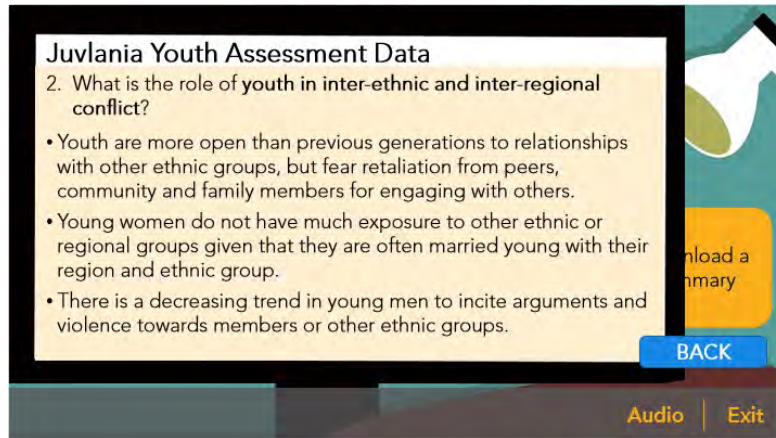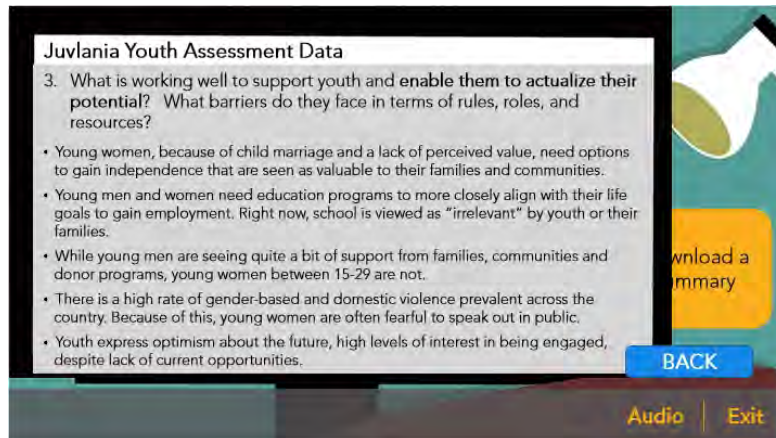
Results should be coming in soon!

4.6 Assessment Results

Notes:

Katrina

The results on in. Take a moment to review the Juvlania assessment results. You can read the information on your screen, download the summary or hear a narrator review the results.

Data Question 1 (Slide Layer)

Data Question 2 (Slide Layer)

Data Question 3 (Slide Layer)

Data Question 4 (Slide Layer)

4.7 Sharing Assessment with Steve

Notes:

Katrina
Now that we have the assessment data, our Director, Steve, has asked to meet with us about the findings.

●

4.8 Steve Intro and Q1
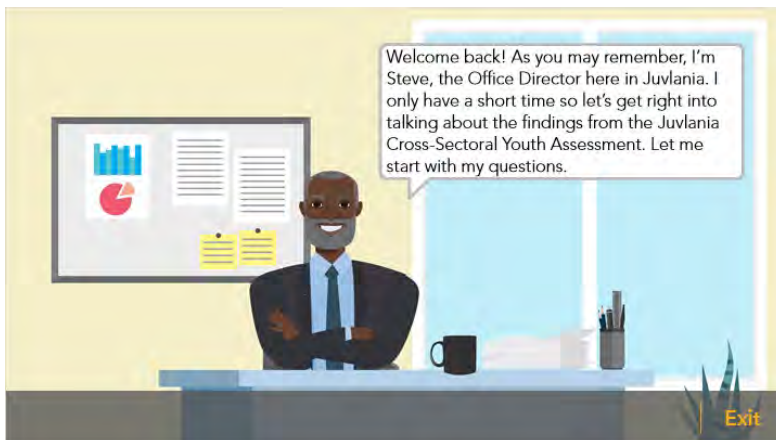
Notes:

Steve

Welcome back! As you may remember, I'm Steve, the Office Director here in Juvlania. I only have a short time so let's get right into talking about the findings from the Juvlania Cross-Sectoral Youth Assessment. Let me start with my

questions.

4.9 What is one of the key demographic groups we should be targeting?

(Multiple Choice, 10 points, 1 attempt permitted)
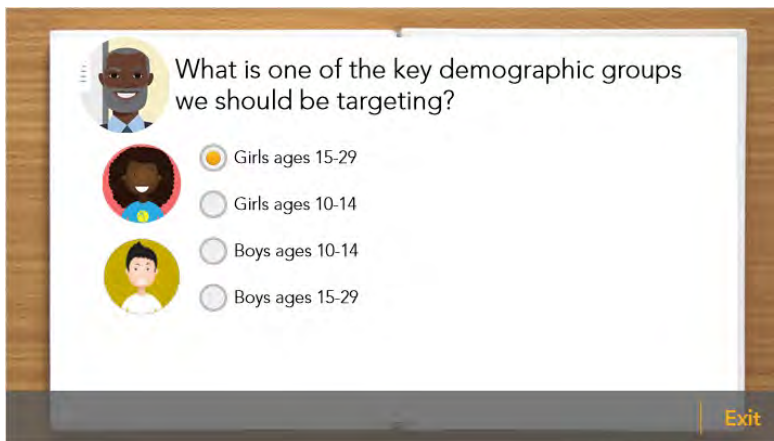
Correct	Choice
X	Girls ages 15-29
	Girls ages 10-14
	Boys ages 10-14
	Boys ages 15-29

Feedback when correct:

That's right! The Juvlania Youth Assessment identified girls from 15-19 as a key demographic at several points throughout the assessment. If you haven't already, get the summary from the resources folder to use as you continue through the design process.

Feedback when incorrect:

A key demographic we should be targeting is girls ages 15-29. The Juvlania Youth Assessment identified this group as a key demographic; you may want to review it more closely. If you haven't already, get the summary from the resources folder to use as you continue through the design process.

Notes:

1. What is one of the key demographic groups we should be targeting?

Girls ages 15-29 (correct)

Girls ages 10-14

Boys ages 10-14

Boys ages 15-29

Correct (Slide Layer)
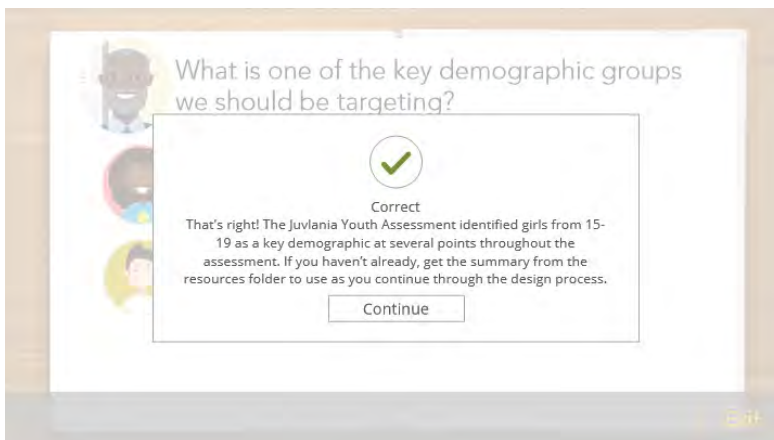
Incorrect (Slide Layer)
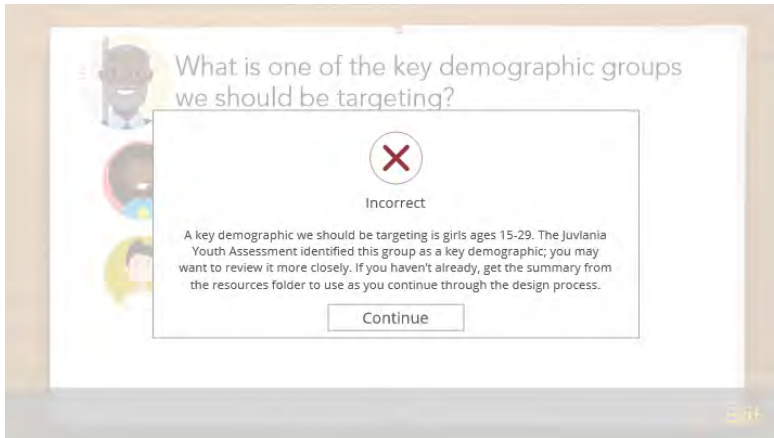
4.10 What are the issues we should be addressing for young women? What are the drivers of behavior?

Select all the statements that best capture the issues and drivers shared in the assessment.

(Multiple Response, 10 points, 1 attempt permitted)
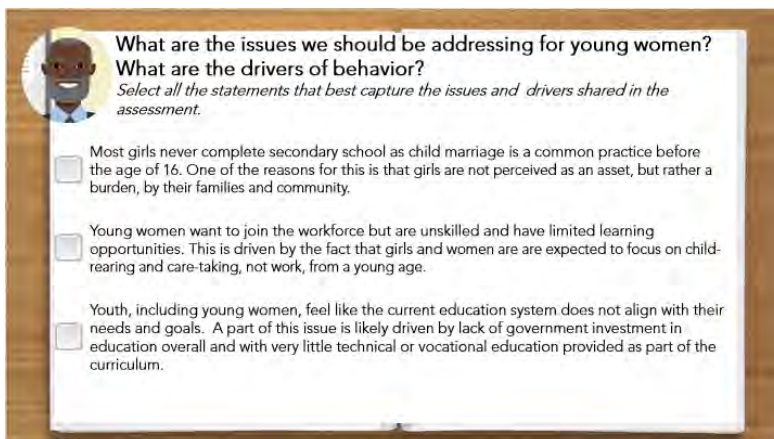
Correct	Choice
	Most girls never complete secondary school as child marriage is a common practice before the age of 16. One of the reasons for this is that girls are not perceived as an asset, but rather a burden, by their families and

community.
Young women want to join the workforce but are unskilled and have limited learning opportunities. This is driven by the fact that girls and women are expected to focus on child-rearing and care-taking, not work, from a young age.
Youth, including young women, feel like the current education system does not align with their needs and goals. A part of this issue is likely driven by lack of government investment in education overall and with very little technical or vocational education provided as part of the curriculum.

Feedback when correct:

We agree. All of these issues and drivers were clear from the Juvlania assessment data.

Feedback when incorrect:

Actually, all of these issues and drivers were included in the Juvlania assessment data.

Correct (Slide Layer)
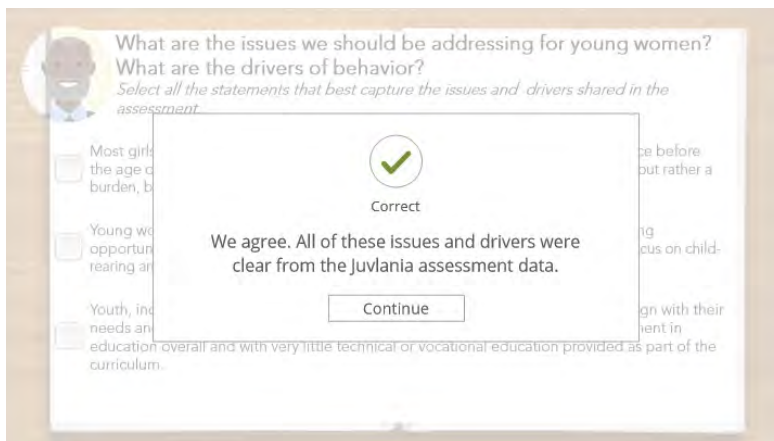
Incorrect (Slide Layer)
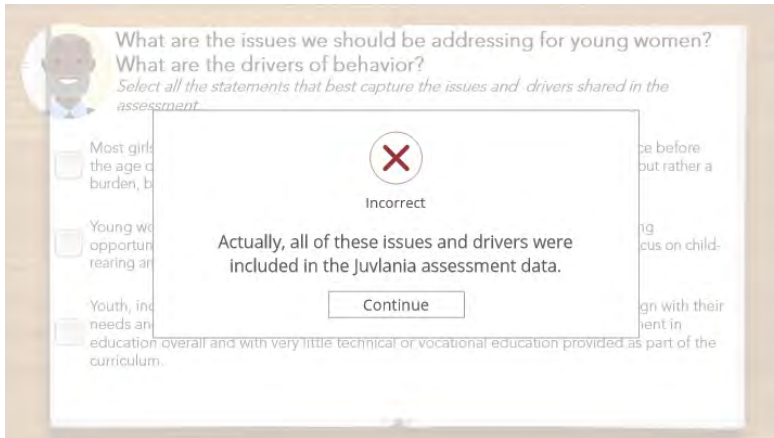
4.11 Drag and Drop

(Drag and Drop, 10 points, 1 attempt permitted)
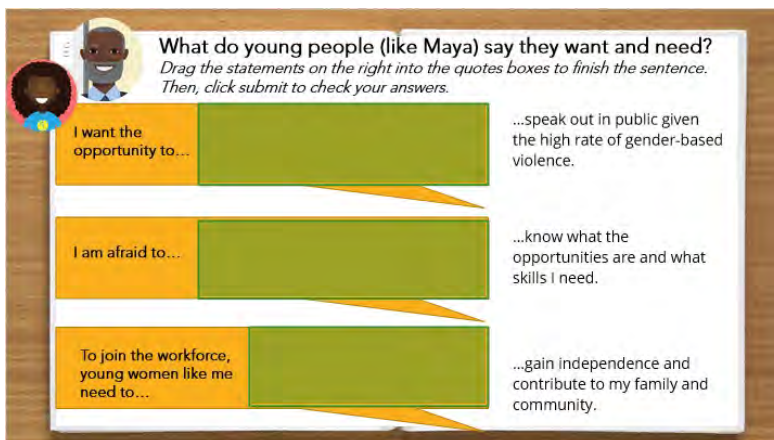
Drag Item	Drop Target
…gain independence and contribute to my family and community.	Hotspot 1
…speak out in public given the high rate of gender-based violence.	Hotspot 2
…know what the opportunities are and what skills I need.	Hotspot 3

Drag and drop properties
Snap dropped items to drop target (Stack random)
Delay item drop states until interaction is submitted

Feedback when correct:

That's right! Based on the assessment this statement this is what young women say they want and/or need.

Feedback when incorrect:

We don't agree with you this time. Based on the assessment, young women want the opportunity to gain independence and contribute, they are afraid to speak out given gender-based violence and need to know the opportunities and skills to join the workforce.

Correct (Slide Layer)

Incorrect (Slide Layer)

4.12 Steve Wrap Up

Notes:

Steve

Thanks, that is helpful to know. You have certainly made good progress. I suggest you start working on the design document. Now that you have identified key data points from the assessment, you could come up with a goal and begin to work on a theory of change.

4.13 Your Program Design
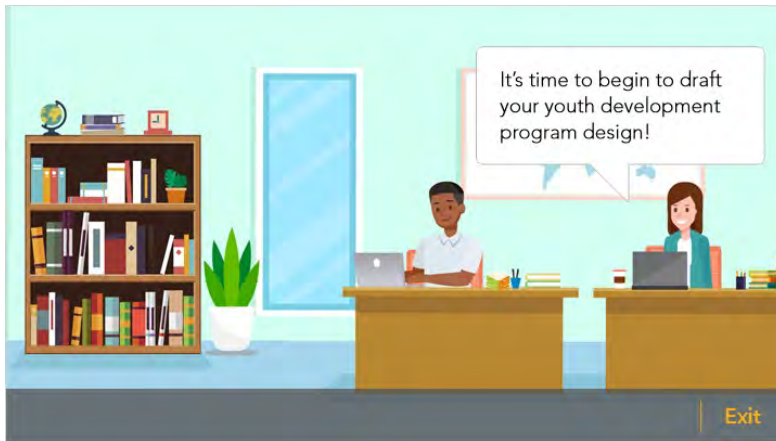
Notes:

Katrina

Now that we've met with Steve, learned about youth engagement, and begun to process the assessment data, it's time to begin to draft your youth development program design. The following slides contain some questions to guide you.

4.14 Based on your understanding from the Juvlania assessment and your recent conversation with Steve, which of the following best describes the selected issue on which you think USAID should focus our youth program, and that other donors/programs are not addressing already?

(Multiple Choice, 10 points, 1 attempt permitted)

Correct	Choice
	Finding more job opportunities for young men. Young men resent the job opportunities available to them as being menial and degrading. Often, pay is so low there is little financial incentive for youth to keep jobs and business owners have no incentives to support youth employment because of existing policies. With the end of the conflict, more young men are returning or are moving to urban areas in hopes of better job options.
X	Young women's education and employment opportunities. Education is not valued across the country and is misaligned with private sector and youth priorities by not equipping young women with skills to have successful livelihoods, such as providing demand-driven technical or vocational training. Incentives are low for attending school for girls as they are not perceived as an asset to families. In addition, child marriage is still a common practice which inhibits girls from attaining a secondary education and/or joining the workforce.
	Social, economic and political marginalization of adolescents. Throughout the country, youth have very few opportunities to contribute to leadership in their communities. At a national level, only a few of the ethnic groups from across the country are represented in the new emerging leadership post-conflict. Discrimination is also prevalent when trying to access services with some communities getting noticeably more support than others. As a result, youth a disenfranchised and more predisposed to violent movements during

> this delicate time.

> Access to Health Services. Basic health services across the country are poor and citizens need better access to hospitals and clinics at the local level. Most citizens in rural areas need to rely on untrained local health workers for care as trained professionals are often hours away in urban or peri-urban areas.

Feedback when correct:

That's right! You selected a strong response. Other answers are important as well based on the assessment data, this is the best response. Remember this issue as we move to identifying our goal.

Feedback when incorrect:

Based on the assessment data for Juvlania, we thought the biggest issues were young women's education and economic opportunities. Remember this issue as we move to identifying our goal.

Notes:

Based on your understanding from the Juvlania assessment and your recent conversation with Steve, which of the following best describes the selected issue you think USAID should focus our youth program on?

Finding more job opportunities for young men. Young men resent the job opportunities available to them as being menial and degrading. Often, pay is so low there is little financial incentive for youth to keep jobs and business owners have not incentives to support youth employment because of existing policies. With the end of the conflict, more young men are returning or are moving to urban areas in hopes of better job options.

Young women's education and employment opportunities. Education is not valued across the country and is misaligned with private sector and youth priorities by not equipping young women with skills to have successful livelihoods, such as providing demand-driven technical or vocational training. Incentives are low for attending school for girls as they are not perceived as an asset to families. In addition, child marriage is still a common practice which inhibits girls from attaining a secondary education and/or joining the workforce.

Social, economic and political marginalization of adolescents. Throughout the country, youth have very few opportunities to contribute to leadership in their communities. At a national level, only a few of the ethnic groups from across the country are represented in the new emerging leadership post-conflict. Discrimination also is prevalent when trying

to access services with some communities getting noticeably more support than others. As a result, youth a disenfranchised and more predisposed to violent movements during this delicate time.

Access to Health Services: Basic health services across the country are poor and citizens need better access to hospitals and clinics at the local level. Most citizens in rural areas need to rely on untrained local health workers for care as trained professionals are often hours away in urban or peri-urban areas.

Feedback when correct:

That's right! You selected a strong response. Other answers are important as well but for the documents reviewed, the one you selected works best.

Feedback when incorrect:

That is a good response but based on some of the documents perhaps not the best one.

Correct (Slide Layer)
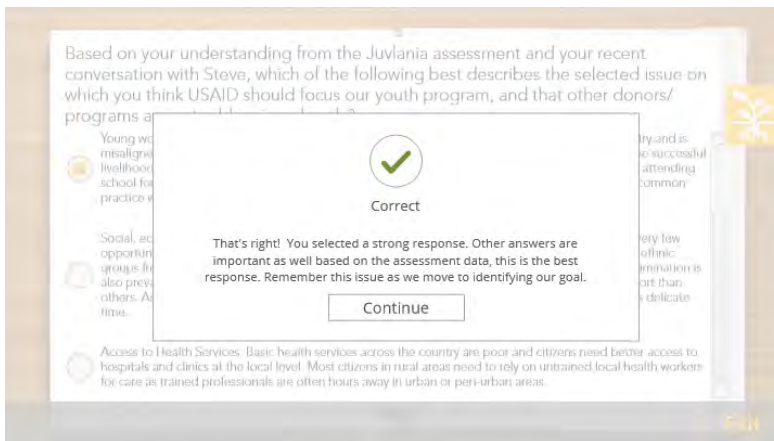
Incorrect (Slide Layer)
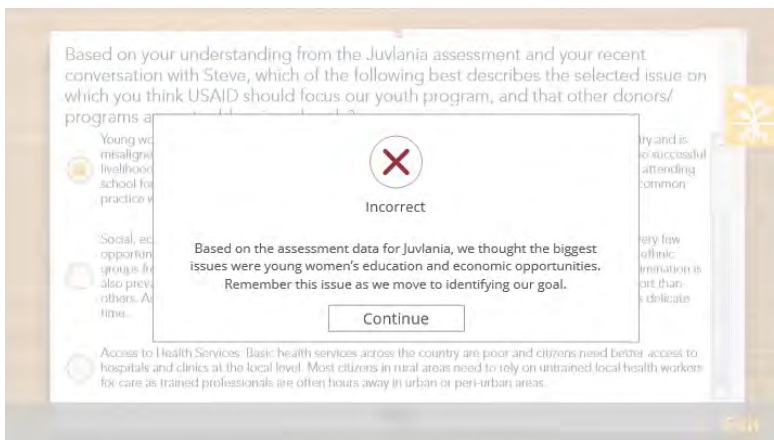
4.15 What goal best matches with the issue and root cause?

(Multiple Choice, 10 points, 1 attempt permitted)
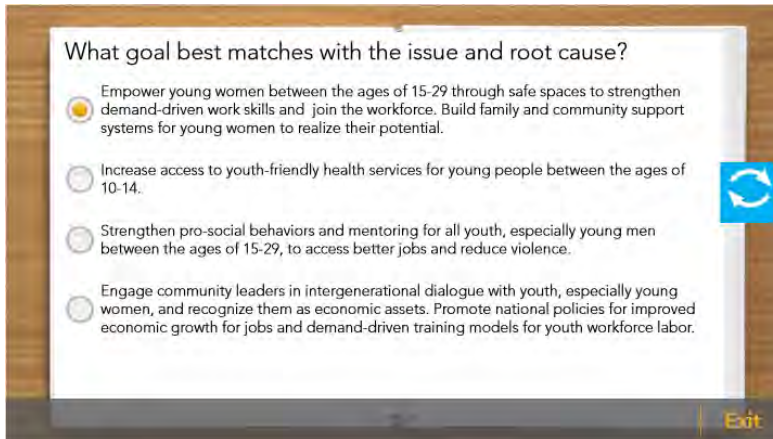
Correct	Choice
X	Empower young women between the ages of 15-29 through safe spaces to strengthen demand-driven work skills and join the workforce. Build family and community support systems for young women to realize their potential.
	Increase access to youth-friendly health services for young people between the ages of 10-14.
	Strengthen pro-social behaviors and mentoring for all youth, especially young men between the ages of 15-29, to access better jobs and reduce violence.
	Engage community leaders in intergenerational dialogue with youth, especially young women, and recognize them as economic assets. Promote national policies for improved economic growth for jobs and demand-driven training models for youth workforce labor.

Feedback when correct:

We agree. In the previous question, we selected young women's education and opportunities as the key issue. This goal is the best fit and most specific response available. Remember this goal as we move to the theory of change.

Feedback when incorrect:

We disagree. In the previous question, we selected young women's education and opportunities as the key issue. This goal is the best fit and most specific response available from the current list. Remember this goal as we move to the theory of change.

Notes:

No audio, but text on screen says:

What goal best matches with the issue and root cause?

Empower young women between the ages of 15-29 through safe spaces to strengthen demand-driven work skills and join the workforce. Build family and community support systems for young women to realize their potential [correct]
Increase access to youth-friendly health services for young people between the ages of 10-14.
Strengthen pro-social behaviors and mentoring for all youth, especially young men between the ages of 15-29, to access better jobs and reduce violence.
Engage community leaders in intergenerational dialogue with youth, especially young women, and recognize them as economic assets.Promote national policies for improved economic growth for jobs and demand-driven training models for youth workforce labor.

Correct (Slide Layer)
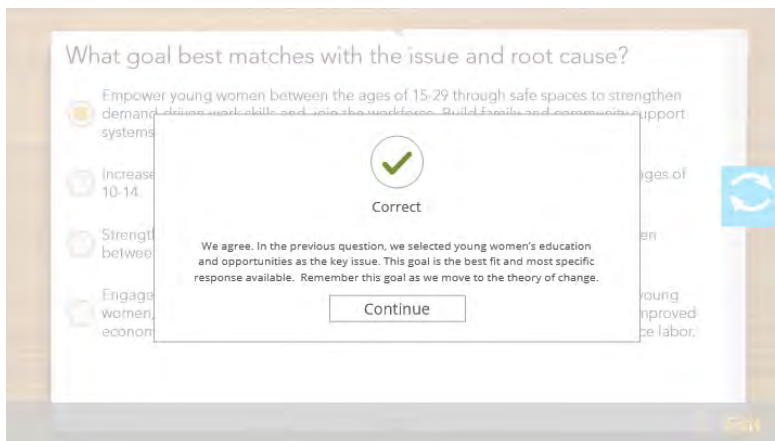
Incorrect (Slide Layer)
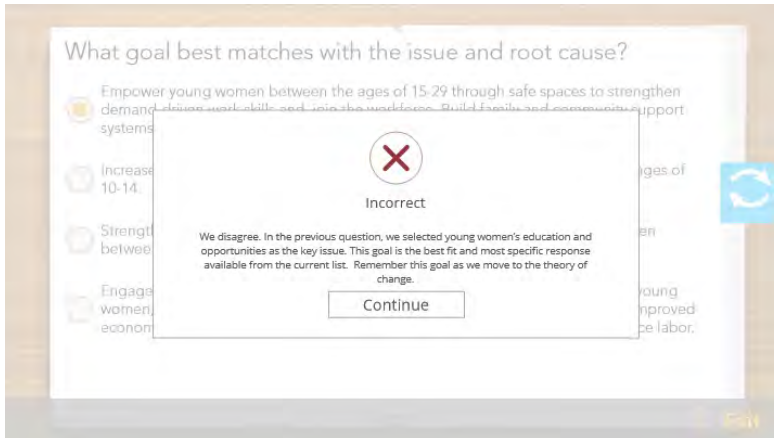
4.16 Theory of Change Introduction
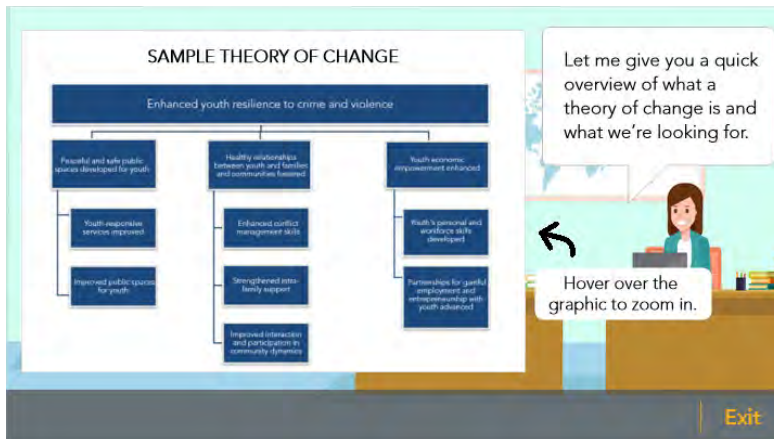
Notes:

Katrina

Now that we have identified the root issue, drivers and goal for our program, it is time to draft a theory of change. Before we do that, let me give you a quick overview of what a theory of change is and what we're looking for.

A theory of change is the thinking behind how a particular intervention or program will bring about results. Often, theories of change use if…then statements to show causal linkages. Theories of change can be written or depicted as graphics. Let's look at an example:

In one program or activity we want to get to the result of enhanced youth resilience to crime and violence. To achieve this what would we need to do? This theory of change

shows the designers logic model included three main elements: peaceful and safe public spaces developed for youth, healthy relationships between youth and families and communities were fostered and youth economic empowerment was enhanced. Then, each of those statements was broken down further into elements it would take to achieve each of those objectives. Examples include youth responsive services improved, enhanced conflict management skills and partnerships for gainful youth employment enhanced. If you were to "read" the graphic bottom to top, you would have a chain of if…then statements, such as "If there are improved spaces for youth and youth are responsive, then peaceful and safe public spaces will be developed for youth. Then, if peaceful and safe public spaces are developed for youth, and healthy relationships between youth and families and communities are fostered and youth economic empowerment is enhanced, then there will be enhanced resilience to crime and violence.

4.17 Which of the following theories of change presents the best logical model to support your stated goal?

(Multiple Choice, 10 points, 1 attempt permitted)
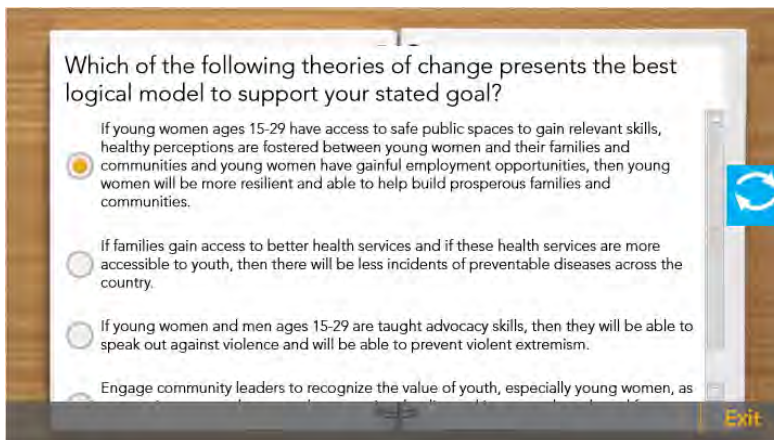
Correct	Choice
X	If young women ages 15-29 have access to safe public spaces to gain relevant skills, healthy perceptions are fostered between young women and their families and communities and young women have gainful employment opportunities, then young women will be more resilient and able to help

build prosperous families and communities.
If families gain access to better health services and if these health services are more accessible to youth, then there will be less incidents of preventable diseases across the country.
If young women and men ages 15-29 are taught advocacy skills, then they will be able to speak out against violence and will be able to prevent violent extremism.
Engage community leaders to recognize the value of youth, especially young women, as economic assets and promote better national policy making around youth workforce labor.

Feedback when correct:

Yes! This statement seems to best fit the goal of empowering young women between 15-19. Of course, this is a draft theory of change which we will need to build out further in our process.

Feedback when incorrect:

We thought the best fit theory of change from those options offered was, "If young women ages 15-29 have access to safe public spaces to build their skills, and healthy perceptions are fostered between young women and their families and communities, and young women have gainful employment opportunities, then young women will be more resilient and able to help prosperous families and communities." This seemed to most closely align with our stated goal of empowering young women between 15-19.

Notes:

No audio, but text on screen says:

Which of the following theories of change presents the best logical model to support your stated goal?

If young women ages 15-29, have access to safe spaces to gain relevant skills and

access to assets for economic engagement, then young women will be more resilient and able to help build prosperous families and communities. [correct]

If families gain access to better health services and if these health services are more accessible to youth, then there will be less incidents of preventable diseases across the country.

If young women and men ages 15-29 are taught advocacy skills, then they will be able to speak out against gender-based violence and will be able to prevent violent extremism.

Engage community leaders to recognize the value of youth, especially young women, as economic assets and promote better national policy making around youth workforce labor.

Correct (Slide Layer)

Incorrect (Slide Layer)

4.18 How will you meaningfully engage youth at this phase of your design (youth assessment)? Note: This is an opinion poll, not a question with a right or wrong answer!

(Multiple Choice, 10 points, 1 attempt permitted)
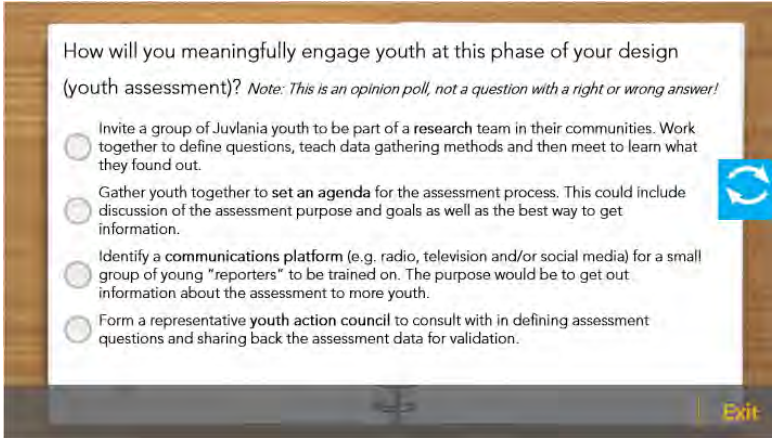
Correct	Choice
	Invite a group of Juvlania youth to be part of a research team in their communities. Work together to define questions, teach data gathering methods and then meet to learn what they found out.
	Gather youth together to set an agenda for the assessment process. This could include discussion of the assessment purpose and goals as well as the best way to get information.
	Identify a communications platform (e.g. radio, television and/or social media) for a small group of young "reporters" to be trained on. The purpose would be to get out information about the assessment to more youth.
	Form a representative youth action council to consult with in defining assessment questions and sharing back the assessment data for validation.

Notes:

No audio, but text on screen says:

Which of the following theories of change presents the best logical model to support your stated goal?

If young women ages 15-29, have access to safe spaces to gain relevant skills and access to assets for economic engagement, then young women will be more resilient and able to help build prosperous families and communities. [correct]

If families gain access to better health services and if these health services are more accessible to youth, then there will be less incidents of preventable diseases across the country.

If young women and men ages 15-29 are taught advocacy skills, then they will be able to speak out against gender-based violence and will be able to prevent violent extremism.

Engage community leaders to recognize the value of youth, especially young women, as economic assets and promote better national policy making around youth workforce labor.

Review (Slide Layer)

5. Selecting Activities

5.1 Selecting Activities Title Slide
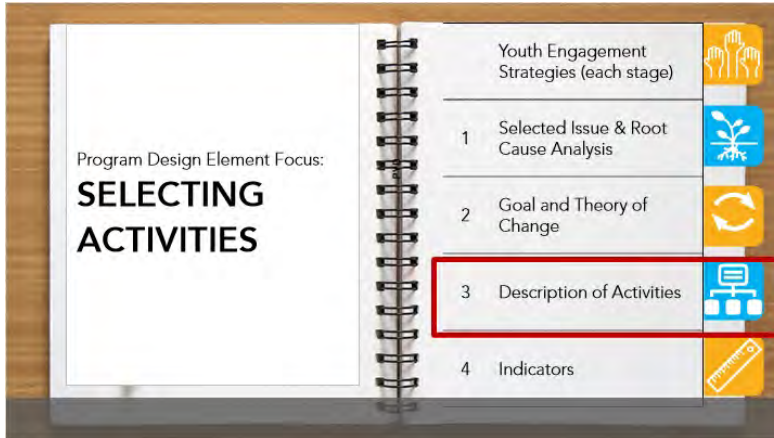
Notes:

5.2 Selecting Activities Intro

Notes:

Carlos:

Before we start identifying our activities for this program design, Let's revisit some of the important information we covered in your last learning TDY.

5.3 Rubik's Cube Revisited
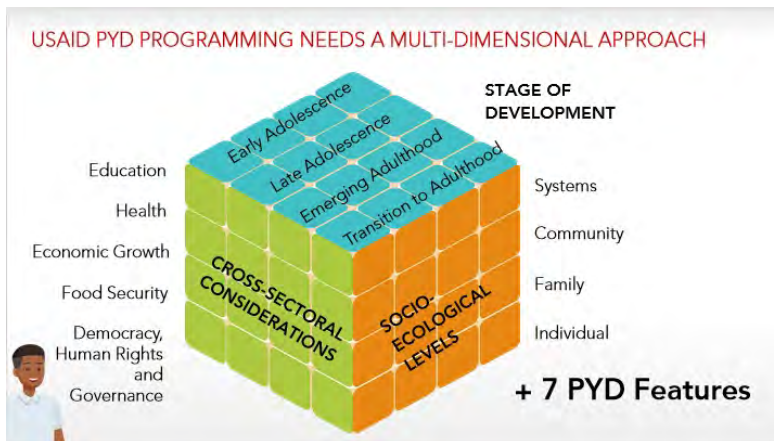
Notes:

Carlos:
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 selection of our activities that we take a multi-dimensional approach to our work looking at three factors when we select illustrative activities:
1. What is the stage of adolescent development of our target group;
2. How are we targeting different socio-ecological levels, such as families and communities; and
3. How are we recognizing cross-sectoral dimensions and needs.
It's also important to select interventions that are representative of the mix of the seven PYD features to get the best results.

5.4 PYD Features
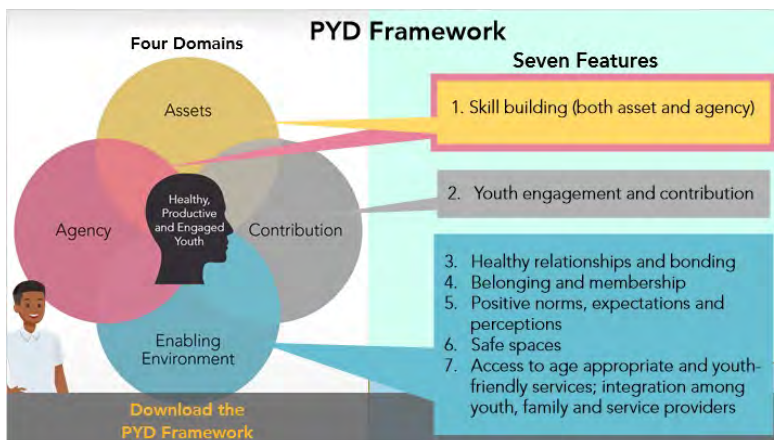
Notes:

Carlos:
There are also the seven features of PYD we need to take into account. Remember, one feature is often not enough to really address the needs of youth!

If you want descriptions of the seven features and more ideas for different types activities, download the PYD framework.

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 belonging: 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.

5.5 PYD Matrix Sample

Notes:

Carlos:
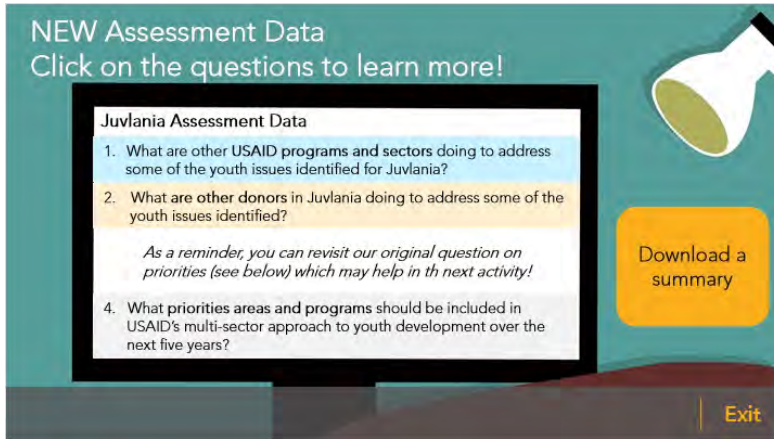We started working on our potential activity matrix, but for another target audience between the ages of 15-19. Now we have an additional target group of girls between 15-29 and new outcome/goal of "Empowering young women between the ages of 15-29 to strengthen their skills and join the workforce and build community support systems for young women to realize their potential."
What, if any of the current activities for skills building do you think are still relevant for the area of skills-building?

Correct Matrix Response (Slide Layer)

Incorrect Response (Slide Layer)

5.6 Matrix Development Part 1

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

Drag Item	Drop Target
Provide individual counseling to girls	Hotspot 5
Start a women's sports program	Hotspot 9
	Hotspot 3
Advocate for improved loan process for women	Hotspot 9
	Hotspot 7

Set up a business center for young women entrepreneurs	
Start media campaign for women and work	Hotspot 4
	Hotspot 8
Host family discussions on valuing girls	Hotspot 2
Create girls only peer to peer groups	Hotspot 6
Provide soft and life skills training for young women	Hotspot 1

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! Providing counseling to girls is an individual activity that can support girls to feel safe.

Feedback when incorrect:

In this case, we see young women's counseling as providing a safe space for them to get individual attention. Given this feedback, try to find a different place on the matrix.

Notes:

Narrator:

When you are ready, drop and drag the activity options to the best place on the matrix to the left. When you are done, click the button to check your response with Carlos and Katrina.

Correct - Counseling (Slide Layer)

Try Again Counseling (Slide Layer)

TA - Family discussions (Slide Layer)

Correct - Family discussions (Slide Layer)

Correct - Skills training (Slide Layer)

TA - Skills trainnig (Slide Layer)

Try Again - Sports (Slide Layer)

Correct - Sports (Slide Layer)

Correct - Loans (Slide Layer)

Try Again - Loans (Slide Layer)

Try Again - Campaign (Slide Layer)

Correct - Campaign (Slide Layer)

Correct - Private Sector (Slide Layer)

Try Again - Business center (Slide Layer)

Correct - Peer to peer (Slide Layer)

Try Again - Peer to peer (Slide Layer)

5.7 Draft PYD Matrix for Young Women

Notes:

Narrator:
Thanks for all your work on this matrix, Now that we have a comprehensive list of possible activities, we know we cannot do all of them so we need to select a few to move forward with as a team. We have some new assessment data on what other sectors are doing at USAID as well as the rest of the donor community. Let's look at that to support our decision-making.

Correct Matrix Response (Slide Layer)

Incorrect Response (Slide Layer)

5.8 New Donor Information

Notes:

Narrator

Click on the questions to review the new assessment data before we start selecting activities. As a reminder, you can revisit our original question on priorities which may help in the next activity.

Data Question 1 (Slide Layer)

Data Question 2 (Slide Layer)

Data Question 4 (Slide Layer)

5.9 Selecting activities

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

Now that we have a number of different activity options, which do you think we need include in the program?

| Other donors | Work with other USAID sectors | Include in our design |

Instructions: Drag the items to sort them into the correct category. When you are done, click "submit" to check your answers.

Business center for young women entrepreneurs

Provide workforce skills training

Girls stay in school campaign

More technical and vocational education options

Health systems strengthening for better pipeline of nurses

Improved job creation with the private sector

Drag Item	Drop Target
Business center for young women entrepreneurs	Hotspot 3
Improved job creation with the private sector	Hotspot 1
More technical and vocational education options	Hotspot 2
Provide workforce skills training	Hotspot 3
Girls stay in school campaign	Hotspot 2
Health systems strengthening for better pipeline of nurses	Hotspot 1

Drag and drop properties
Snap dropped items to drop target (Tile)

Feedback when correct:

We agree, it looks like the two activities our program needs to address are the workforce skills training and the business center for young women entrepreneurs.

Feedback when incorrect:

It looks like we don't agree. We thought that, given what other sectors and donors are working on, the workforce skills training and the business center programs are the best fit for our design.

Notes:

Narrator
Now that we have a number of different activity options, which do you think we need to include in our program? Based on the assessment data, where can USAID provide value in filling gaps that other programs/donors are not doing. Where might we be able to overlap in these activities with our counterparts working in other sectors?

Sort the selected activity options into the different categories on the screen.

Correct (Slide Layer)

Incorrect (Slide Layer)

Correct - Donors (Slide Layer)

Incorrect - Donors (Slide Layer)

Correct - Other USAID (Slide Layer)

Incorrect - Other USAID (Slide Layer)

Correct - Our Program (Slide Layer)

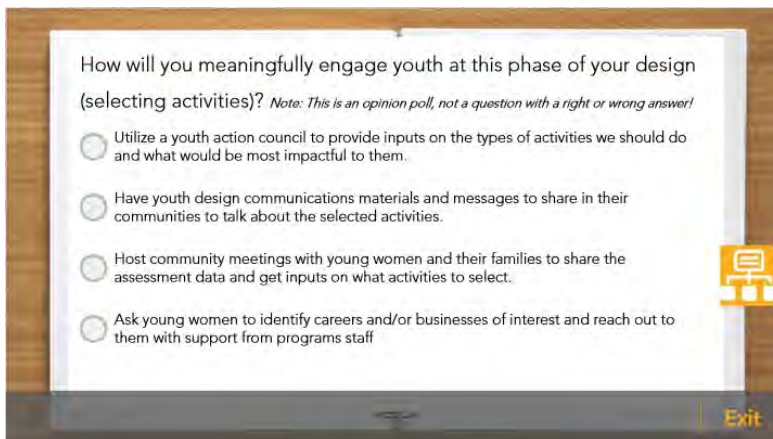**Incorrect - Our Program (Slide Layer)**

5.10 How will you meaningfully engage youth at this phase of your design (selecting activities)? Note: This is an opinion poll, not a question with a right or wrong answer!

(Multiple Choice, 10 points, 1 attempt permitted)

Correct	Choice
	Utilize a youth action council to provide inputs on the types of activities we should do and what would be most impactful to them.
	Have youth design communications materials and messages to share in their communities to talk about the selected activities.
	Host community meetings with young women and their families to share the

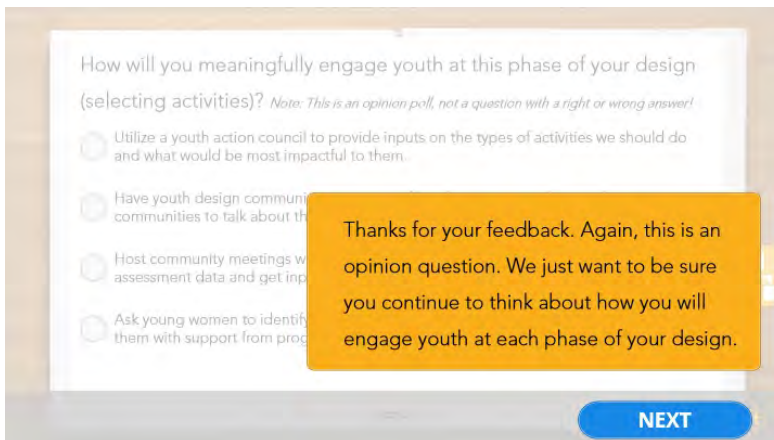| |
|---|
| assessment data and get inputs on what activities to select. |
| Ask young women to identify careers and/or businesses of interest and reach out to them with support from programs staff |

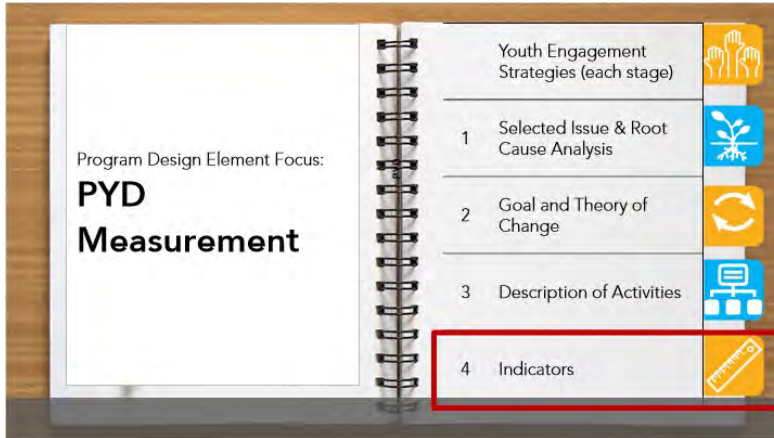**Notes:**

No audio, but text on screen reads:

How will you meaningfully engage youth at this phase of your design (selecting activities)?
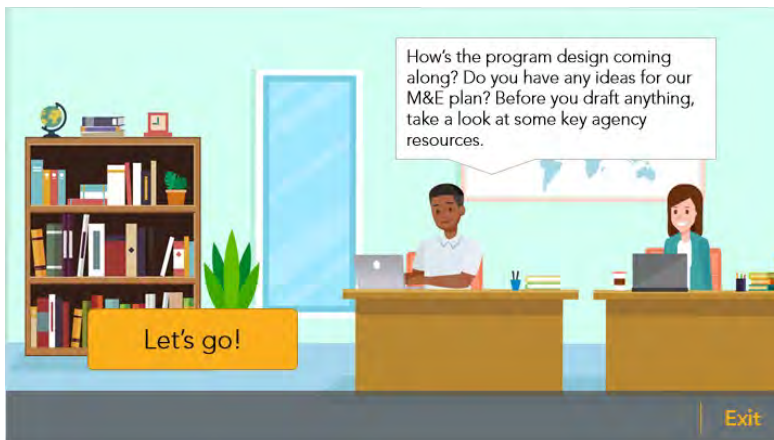
Review (Slide Layer)

6. PYD Measurement

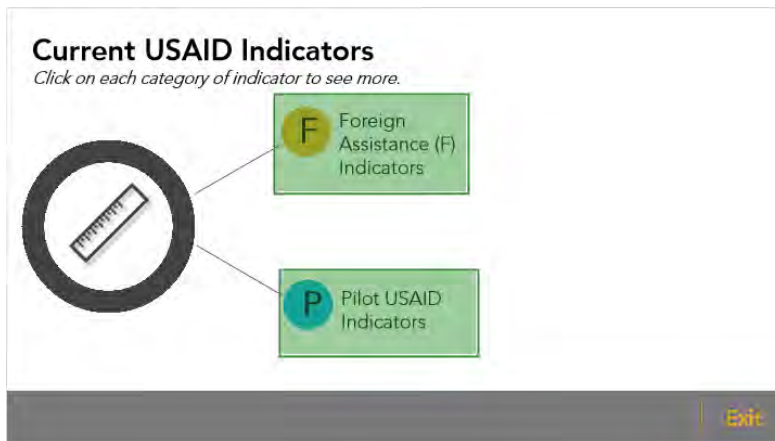## *6.1 PYD Measurment Title Slide*

Notes:

6.2 PYD Measurement Intro

Notes:

Carlos:

How's the program design coming along? Do you have any ideas for our M&E plan? Before you draft anything, take a look at some key agency resources.

6.3 Current USAID Youth Inidicators

Notes:

Katrina:

To complete your program design, you'll need to think about indicators. There are a number of things already going on at USAID in terms of measuring youth such as the Foreign Assistance indicators which can help USAID measure performance across youth-focused programming. In addition to custom technical indicators related to youth, you can consider and integrate the following:

Display layers on click:

Some Pilot USAID Indicators
Increased self-efficacy
13 Age-disaggregated Sector Indicators
PYD Measurement Toolkit Indicators

Foreign Assistance (F) indicators
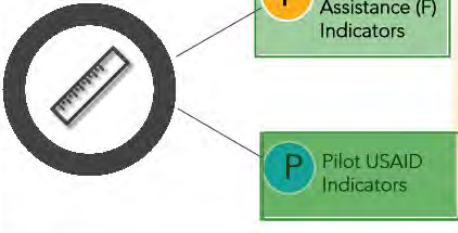**YOUTH-1**
# of youth trained in social or leadership skills through USG assisted programs
YOUTH-2
# of laws, policies or procedures adopted and implemented with USG assistance designed to promote and improve youth participation
YOUTH-3
% of participants in USG-assisted programs designed to increase access to productive economic resources who are youth (15-29)
YOUTH-4
# of youth who participate in civil society activities following social or leadership skills training or initiatives from USG assisted programs

Current USAID Youth Indicators - Pilot (Slide Layer)

Current USAID Youth Indicators - F (Slide Layer)

6.4 Disaggregating Data

Notes:

Katrina:

Whenever possible, try to disaggregate your data. There are certain age ranges USAID uses to disaggregate data for youth. While it is not always possible to disaggregate to this degree, these ranges can be a helpful guide.

6.5 Adapting PYD Measures

Notes:

Carlos:

Oh hey there. I was just finishing up this dos and don'ts tip sheet for you on adapting PYD measures to new contexts. Want to help me finish up?

Key Dos & Don'ts for Adapting PYD Measures to New Contexts

DO

Budget time, financial resources, and if needed, technical assistance to the adaptation process.

Include youth as much as possible in the measurement process.

Consider how age, development and life stage, gender, language and literacy, culture, and geographic and social position will impact measurement in your program.

DON'T

Simply cut and paste measures that you find into a survey

Involve youth as an afterthought.

6.6 Adapting PYD Measures

(Drag and Drop, 10 points, 2 attempts permitted)

Drag Item	Drop Target
Remove items from a scale without full consideration of scale validity and reliability	Hotspot 1
Translate from one language to another and assume the measure will be equally valid in both languages.	Hotspot 1
Test, adapt, and test again before using an adapted measure in your evaluation.	Hotspot 3
Train your staff and other key adult stakeholders in PYD principles	Hotspot 3
Understand the ethical issues or potential harm that may arise in measurement, and	Hotspot 3

have plans to mitigate them.

Drag and drop properties
Snap dropped items to drop target (Tile)
Delay item drop states until interaction is submitted

Feedback when correct:

Exactly!

Feedback when incorrect:

Almost. Here's what I would do. DO: budget time, financial resources, and if needed, technical assistance to the adaptation process; include youth as much as possible in the measurement process; Consider how age, development and life stage, sex, language and literacy, culture, and geographic and social position will impact measurement in your program. DON'T: Simply cut and paste measures that you find into a survey or involve youth as an afterthought.

Notes:

No audio.

Participant Instructions:
Drag each card to the correct column.

Correct (Slide Layer)

Incorrect (Slide Layer)

Try Again (Slide Layer)

6.7 Program Design & Evaluation
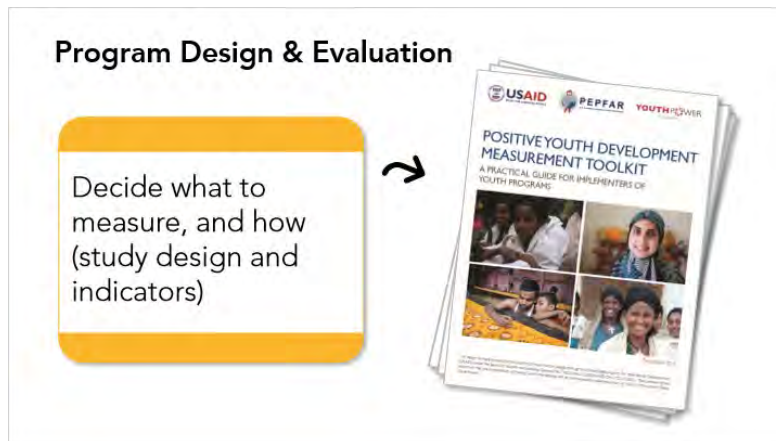

Notes:

Carlos:

Great, so you know a little bit about indicators. Let's talk about how this fits into your design. The program design and evaluation process has 5 key phases. So, let's say you have your desired outcomes, selected the PYD features and beneficiaries, and finalized your logic model. Now what?

Katrina:

Now it's time to figure out what needs to be measured and how you are going to measure it. A PYD approach to evaluation will help you measure whether youth are positively engaged in and benefiting from investments that ultimately empower them to develop in healthy and positive ways and contribute to the development of their communities.

6.8 Program Design & Evaluation

Notes:

Carlos:

A good place to start is the PYD Measurement toolkit. While the toolkit was developed with the USAID program cycle in mind, it has broad applicability for other programs and donors. In includes an introduction to the PYD Framework, which can be used to guide measurement of PYD, starting with program design through dissemination of and learning from findings.

To get through this phase of the program design, you will want to focus on the main section. It discusses PYD constructs and illustrative indicators for implementers. It will take you step by step through the 5 phases to demonstrate how youth programs can be optimally designed using a PYD approach, and how program staff can measure PYD-related outcomes in their program to assess impact on youth.

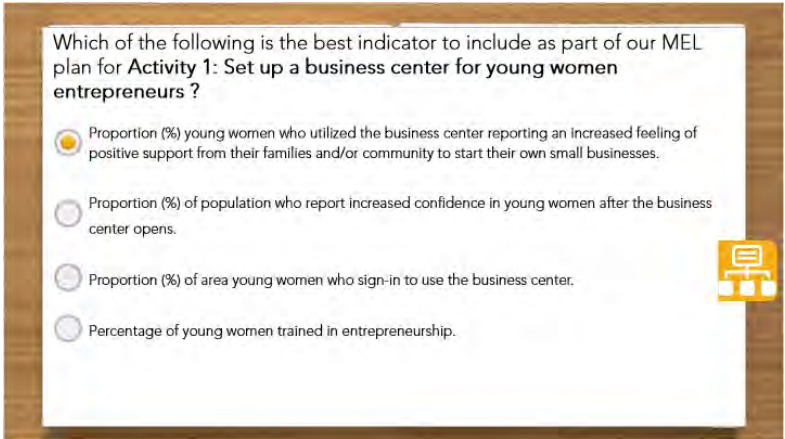## 6.9 Use PYD Framework to Select Indicators

Notes:

Katrina:

The PYD domains and features include important concepts such as life skills, engagement and bonding. Because these concepts are essential to the PYD Framework, it is important to monitor and evaluate them during program development and implementation. These central concepts are referred to as "constructs" because they can be measured in a variety of ways.

Button sends learner to the Illustrative Indicators Table (Annex E) of the measurement toolkit to find relevant constructs for program design.

6.10 Which of the following is the best indicator to include as part of our MEL plan for Activity 1: Set up a business center for young women entrepreneurs ?

(Multiple Choice, 10 points, 1 attempt permitted)

Which of the following is the best indicator to include as part of our MEL plan for **Activity 1: Set up a business center for young women entrepreneurs ?**

- Proportion (%) young women who utilized the business center reporting an increased feeling of positive support from their families and/or community to start their own small businesses.
- Proportion (%) of population who report increased confidence in young women after the business center opens.
- Proportion (%) of area young women who sign-in to use the business center.
- Percentage of young women trained in entrepreneurship.

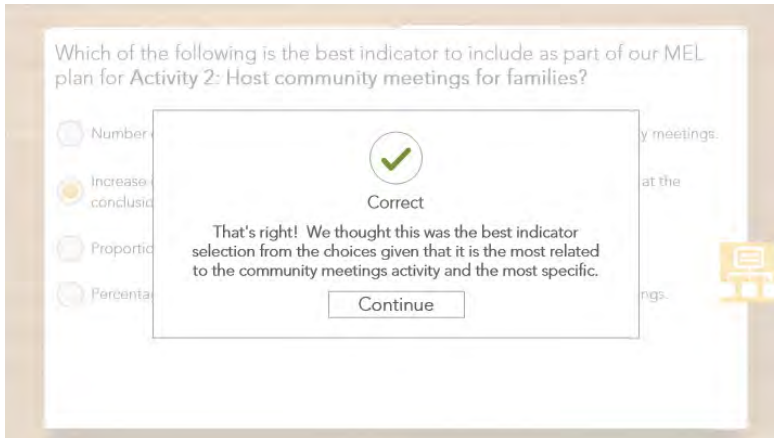| Correct	Choice
X	Proportion (%) young women who utilized the business center reporting an increased feeling of positive support from their families and/or community to start their own small businesses.
	Proportion (%) of population who report increased confidence in young women after the business center opens.
	Proportion (%) of area young women who sign-in to use the business center.
	Percentage of young women trained in entrepreneurship.

Feedback when correct:

That's right! We thought this was the best indicator selection from the choices given that it is the most related to setting up a business center for young women entrepreneurs.

Feedback when incorrect:

We thought the proportion (%) young women who utilized the business center reporting an increased feeling of positive support from their families and/or community to start their own small businesses. was the most specific to setting up a business center for young women entrepreneurs..

Correct (Slide Layer)
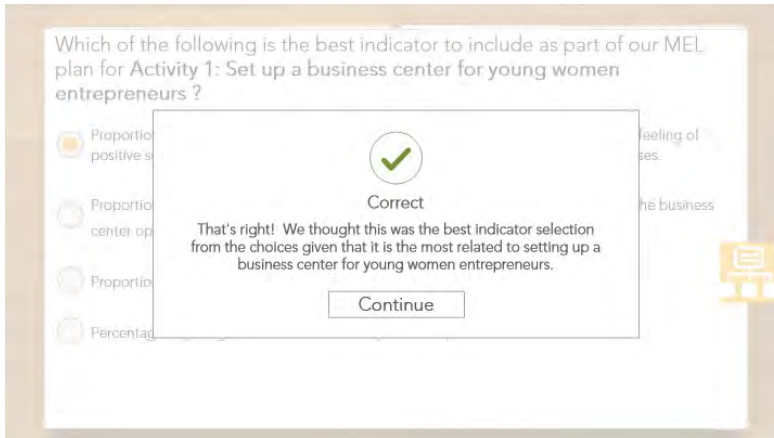
Incorrect (Slide Layer)

6.11 Which of the following is the best indicator to include as part of our MEL plan for Activity 2: Host community meetings for families?

(Multiple Choice, 10 points, 1 attempt permitted)
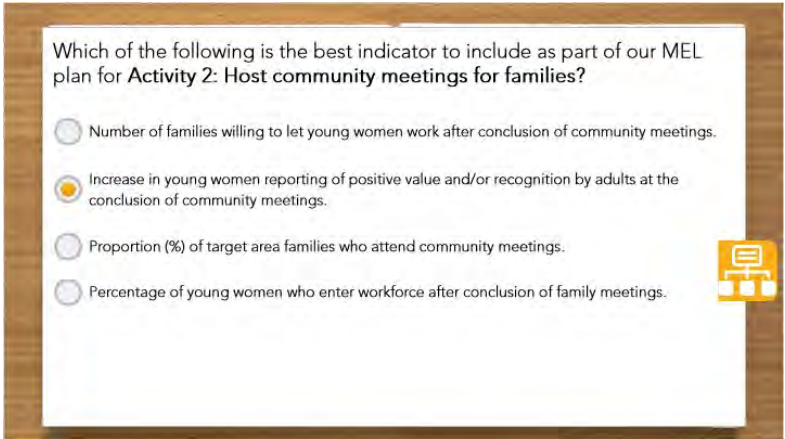
Correct	Choice
	Number of families willing to let young women work after conclusion of community meetings.
X	Increase in young women reporting of positive value and/or recognition by adults at the conclusion of community meetings.
	Proportion (%) of target area families who attend community meetings.
	Percentage of young women who enter workforce after conclusion of family meetings.

Feedback when correct:

That's right! We thought this was the best indicator selection from the choices given that it is the most related to the community meetings activity and the most specific.

Feedback when incorrect:

We thought the increase in young women reporting of positive value and/or recognition by adults at the conclusion of community meetings. was the most specific to the community meetings activity.

Correct (Slide Layer)

Incorrect (Slide Layer)

6.12 How will you meaningfully engage youth at this phase of your design (monitoring, evaluation and learning)? Note: This is an opinion poll, not a question with a right or wrong answer!

(Multiple Choice, 10 points, 1 attempt permitted)

How will you meaningfully engage youth at this phase of your design (monitoring, evaluation and learning)? *Note: This is an opinion poll, not a question with a right or wrong answer!*

○ Offer training on MEL to young women so they can help design and collect data

○ After you analyze MEL results, host community meetings for young women and their families to hear the results and get their feedback on what to do next.

○ Share information with youth action councils and young women's community mentors to pass on information to hard to reach youth to engage them in the program.

○ Continue to engage with local business and their young mentees to get their feedback and enhance the program.

Exit

Correct	Choice
	Offer training on MEL to young women so they can help design and collect data
	After you analyze MEL results, host community meetings for young women and their families to hear the results and get their feedback on what to do next.
	Share information with youth action councils and young women's community mentors to pass on information to hard to reach youth to engage them in the program.
	Continue to engage with local business and their young mentees to get their feedback and enhance the program.

Notes:

Review (Slide Layer)
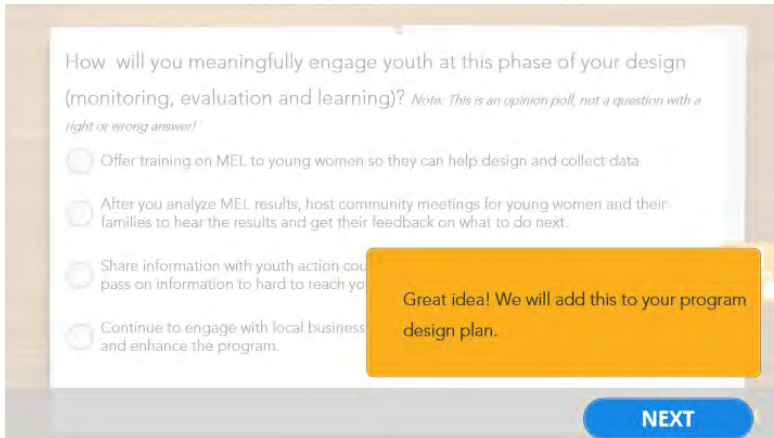
7. Finalizing the Program Design and Consultation Process

7.1 PYD Measurment Title Slide
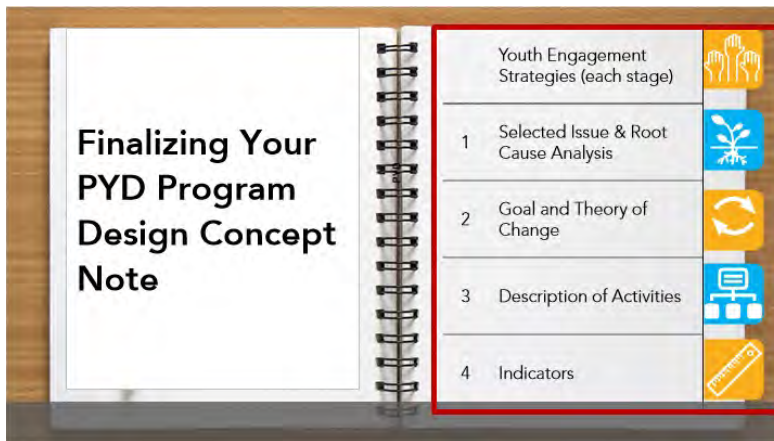
Notes:

7.2 Final Design Steps
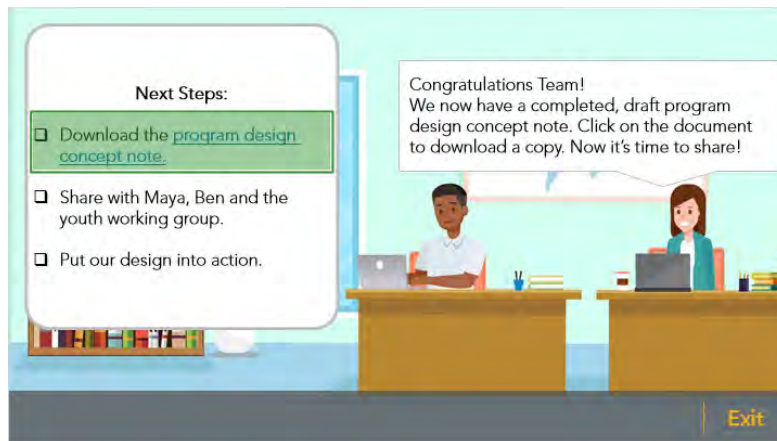
Notes:

Katrina

Congratulations team! We now have a completed draft program design. You can download a copy here (click on screen).

At this point we should reach out to our youth working group, including Maya and Ben. and some of our members of the youth advisory council to see whether it captures their input.

Also, if you haven't already, we highly recommend you visit the website YouthPower.org to review some of the many promising practice resources and examples to help refine your work or discuss with some of the online communities of practice.
Congratulations again on your work to become a youth programming champion for our organization. We look forward to your leadership and collaboration. Now, let's put our design into action.

7.3 Program Design Implementation Begins
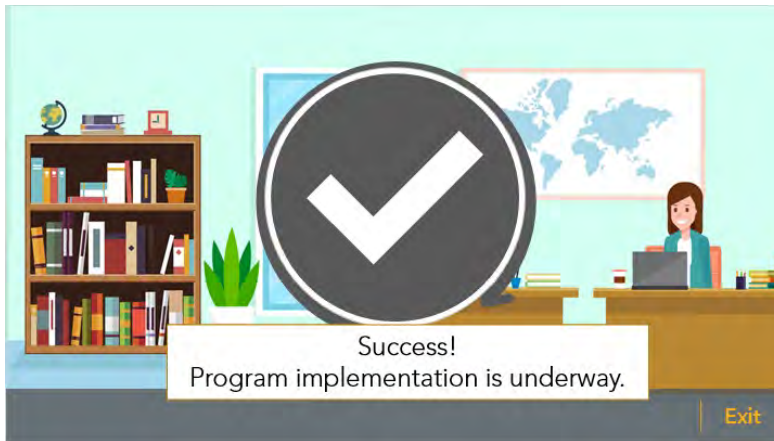
Notes:

7.4 Wait!
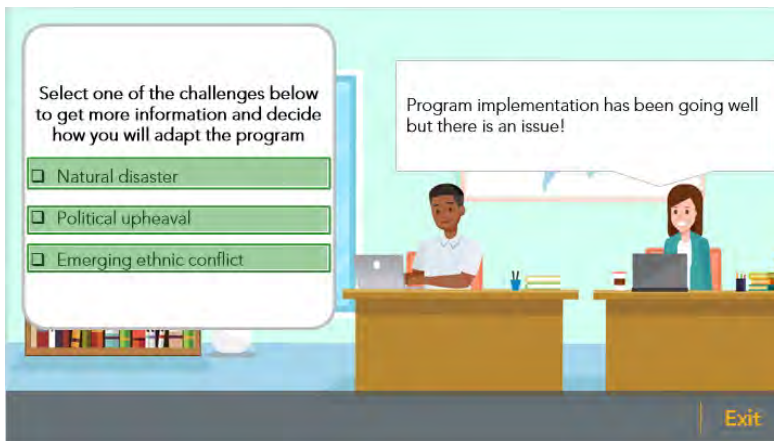
Notes:

Katrina

Program implementation has been going well, but there is an unexpected issue we need to adapt our program to. Select one of the three challenges on the left to get more information about what is happening and then you can decide how to address it.

Natural Disaster (Slide Layer)
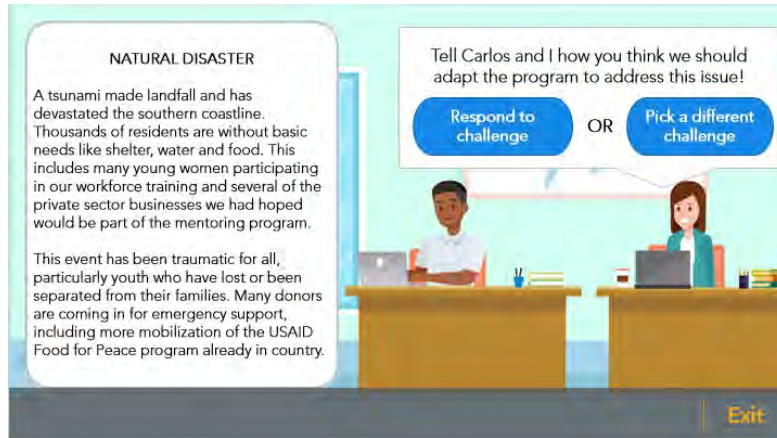
NATURAL DISASTER

A tsunami made landfall and has devastated the southern coastline. Thousands of residents are without basic needs like shelter, water and food. This includes many young women participating in our workforce training and several of the private sector businesses we had hoped would be part of the mentoring program.

This event has been traumatic for all, particularly youth who have lost or been separated from their families. Many donors are coming in for emergency support, including more mobilization of the USAID Food for Peace program already in country.

Political Upheaval (Slide Layer)
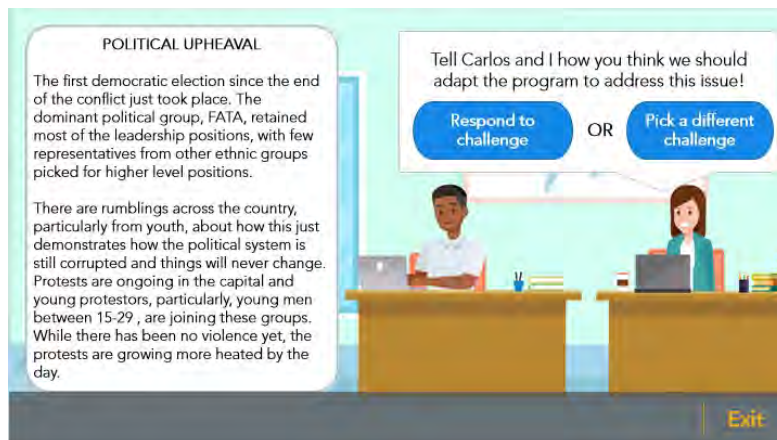
POLITICAL UPHEAVAL

The first democratic election since the end of the conflict just took place. The dominant political group, FATA, retained most of the leadership positions, with few representatives from other ethnic groups picked for higher level positions.

There are rumblings across the country, particularly from youth, about how this just demonstrates how the political system is still corrupted and things will never change. Protests are ongoing in the capital and young protestors, particularly, young men between 15-29 , are joining these groups. While there has been no violence yet, the protests are growing more heated by the day.

Emerging Conflict (Slide Layer)

EMERGING ETHNIC CONFLICT

In the northern region of the country, conflict is beginning to emerge again between two ethnic groups, the Abtilee and Bezils. The Abtilee and Bezils are fighting over local resources provided from the government. The government support is going mostly to Abtilee families, represented by the Abtil Freedom Group which is from the same ethnic background, while leaving the Bezils struggling.

The current youth program we are running includes young women from both ethnic groups and tensions are rising between the girls. Family and community members are pressuring them to leave the workforce program.

7.5 Adapt to Natural Disaster

(Multiple Response, 10 points, 1 attempt permitted)

Correct	Choice
X	Continue running the program as is.
X	Put the program on hold and engage with local youth to re-assess their situation before you make any decisions.
X	Follow up with your USAID counterparts at Food for Peace to see where youth considerations are included or could be added to strengthen their response.
X	See if there are opportunities for young women to join relief efforts.
X	Add new activities focused on providing integrated youth services, such as health, water, etc.

Feedback when correct:

To recap, in this situation we highly recommend stepping back to engage with the local youth and following up with other USAID counterparts no matter what. The other approaches may be viable, and are highly dependent on the context. We would need more information to make an informed choice.

Feedback when incorrect:

To recap, in this situation we highly recommend stepping back to engage with the local youth and following up with other USAID counterparts no matter what. The other approaches may be viable, and are highly dependent on the context. We would need more information to make an informed choice.

Feedback (Slide Layer)

Incorrect (Slide Layer)

7.6 Adapt to Political Upheaval

(Multiple Response, 10 points, 1 attempt permitted)

Correct	Choice
X	Continue running the program as is.
X	Put the program on hold and engage with local youth to re-assess their situation before you make any decisions.
X	Follow up with your USAID counterparts working on democracy, governance and human rights to see where youth considerations are included or could be added to strengthen their response.
X	Add discussions as part of our safe space work for young women in the program to voice their views.
X	See if there are opportunities for young women to join the protests.

Feedback when correct:

We highly recommend stepping back to engage with the local youth and following up with other USAID counterparts no matter what. Many of the other approaches may be viable, and are highly dependent on the context so more information would be needed to make an informed choice. Having young women join protests is not an activity we would likely promote, but finding productive alternatives to have their voices heard, with their safety in mind, would be important.

Feedback when incorrect:

We highly recommend stepping back to engage with the local youth and following up with other USAID counterparts no matter what. Many of the other approaches may be viable, and are highly dependent on the context so more information would be needed to make an informed choice. Having young women join protests is not an activity we would likely promote, but finding productive alternatives to have their voices heard, with their safety in mind, would be important.

Feedback (Slide Layer)

Correct (Slide Layer)

Incorrect (Slide Layer)

7.7 Adapt to emerging conflict

(Multiple Response, 10 points, 1 attempt permitted)

Correct	Choice
X	Continue running the program as is.
X	Put the program on hold and engage with local youth to re-assess their situation before you make any decisions.
X	Follow up with your USAID counterparts working on conflict mitigation to see where youth considerations are included or could be added to strengthen their response to the conflict.
X	Consider adding program activities focused on the young women leading

	discussions with their communities on the topic.
X	Conduct a community scorecard activity for young women to assess how bad the conflict really is.

Feedback when correct:

To recap, in this situation we highly recommend stepping back to engage with the local youth and following up with other USAID counterparts no matter what. The other approaches may be viable, and are highly dependent on the context. We also need to ensure we can safely engage young women in activities and would need more information to make an informed choice.

Feedback when incorrect:

To recap, in this situation we highly recommend stepping back to engage with the local youth and following up with other USAID counterparts no matter what. The other approaches may be viable, and are highly dependent on the context. We also need to ensure we can safely engage young women in activities and would need more information to make an informed choice.

Feedback (Slide Layer)

Correct (Slide Layer)

Incorrect (Slide Layer)

7.8 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. We also encourage you to visit the YouthPower website at any time to supplement your learning. (Link: https://www.youthpower.org)

Ka trina
And please, we would appreciate your feedback on what you have learned with us. Please take 5 minutes to complete this evaluation.
(Link:https://forms.gle/oMpV2er2UZA4F6Be7)