

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 be used as a resource along with the course or as a standalone.

1. Introduction

1.1 Positive Youth Development 201

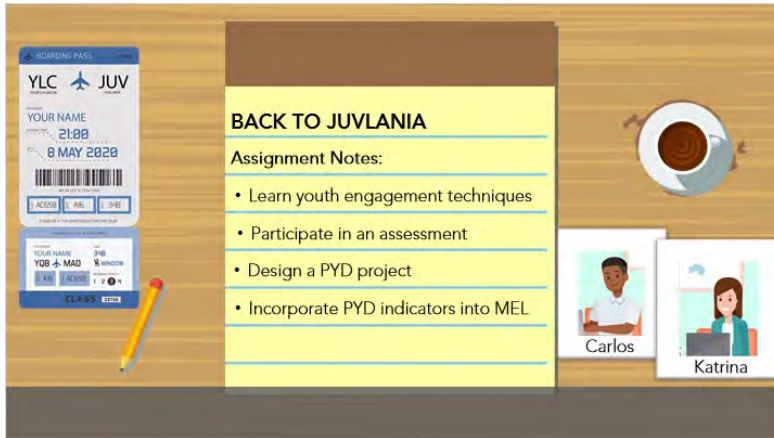


Notes:

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:

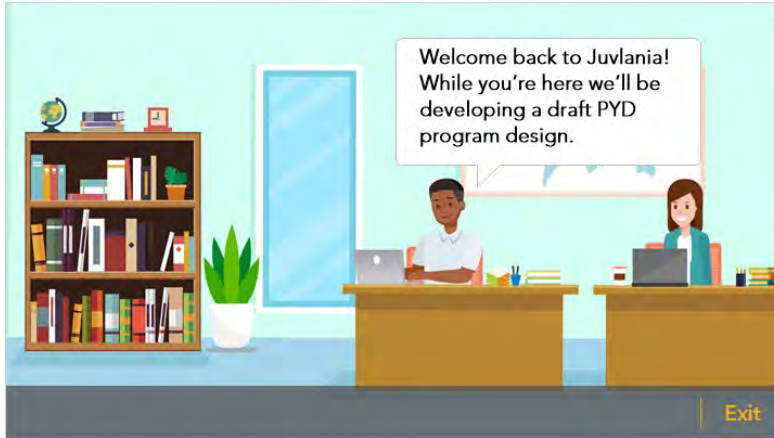
Narrator:

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.
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2. Youth Development Program Design

2.1 Your Task Overview

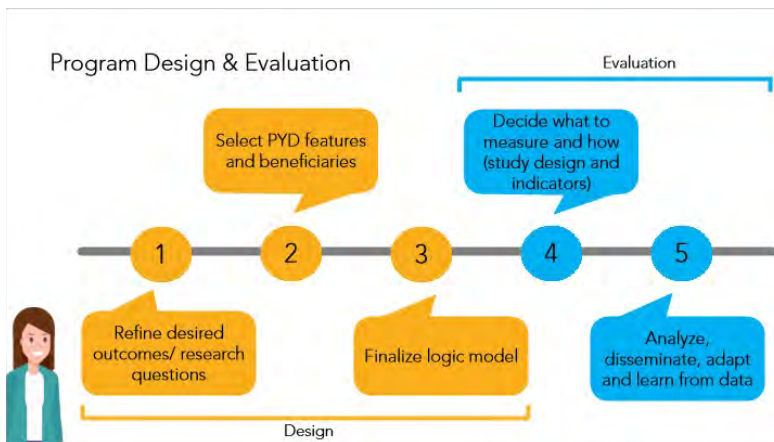


Notes:

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



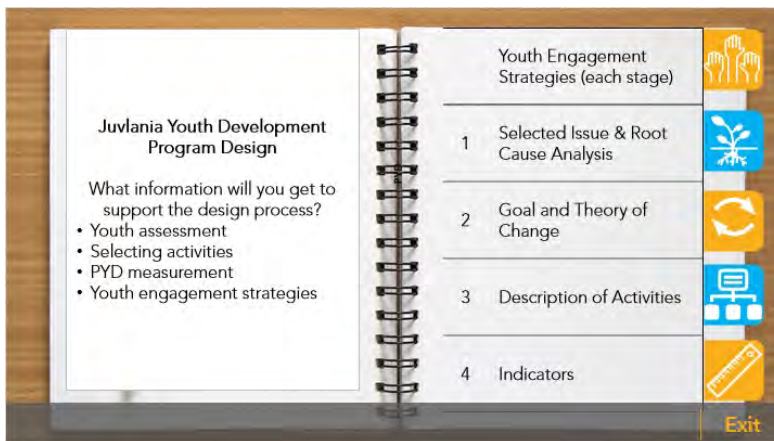
Notes:

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



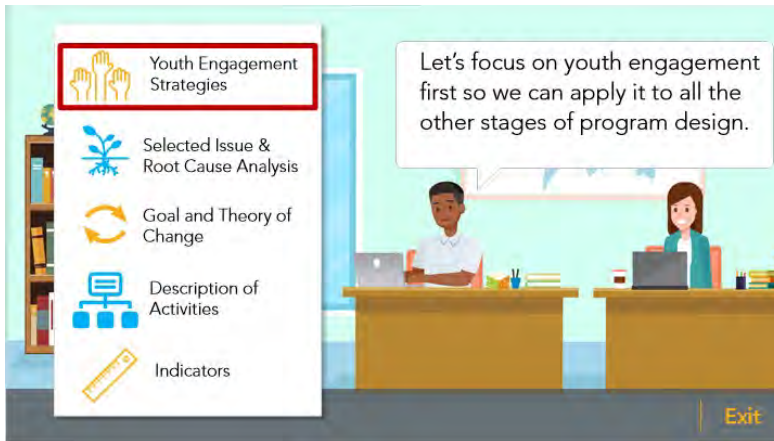
Notes:

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 review 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



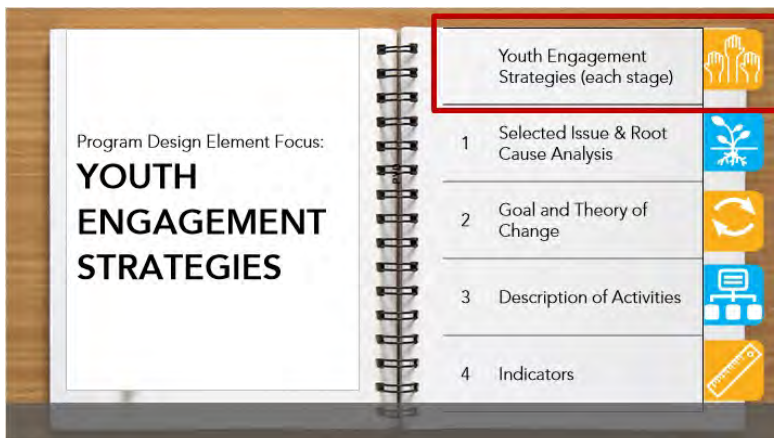
Notes:

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



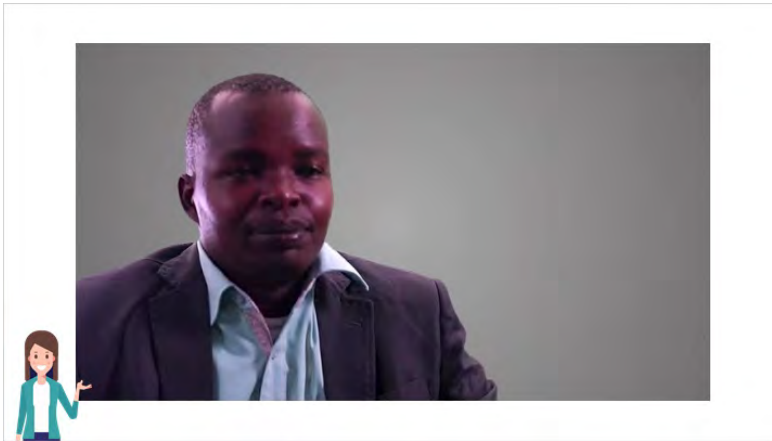
Notes:

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:

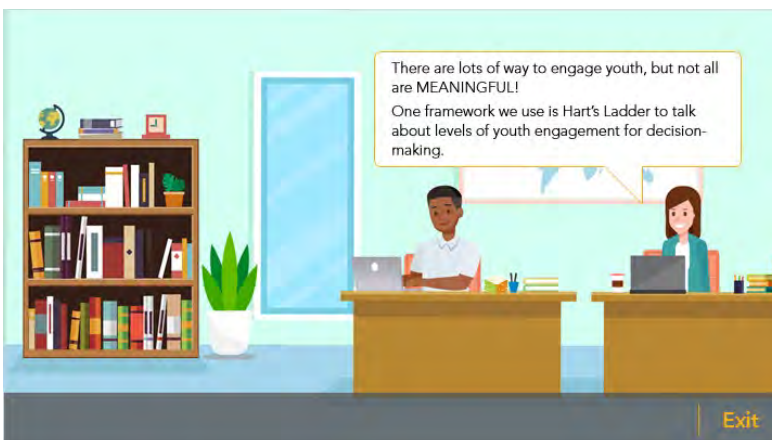
Access a copy of this video with captions at:

<https://drive.google.com/open?id=1YX2wfRTfNULhswaVLyeQdtIIMTnXIVgq>

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

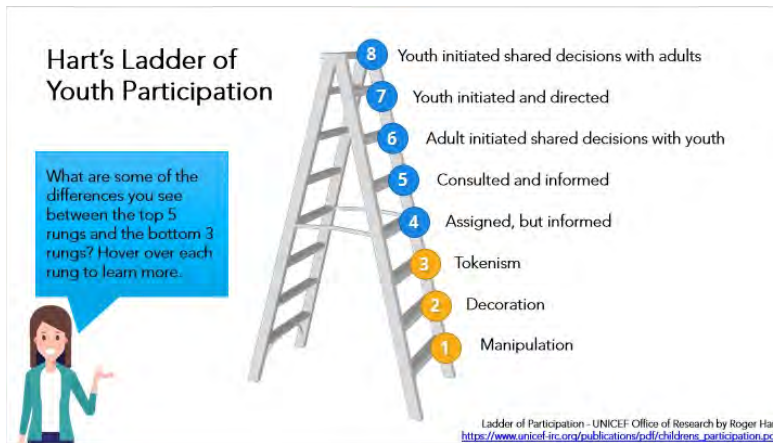


Notes:

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

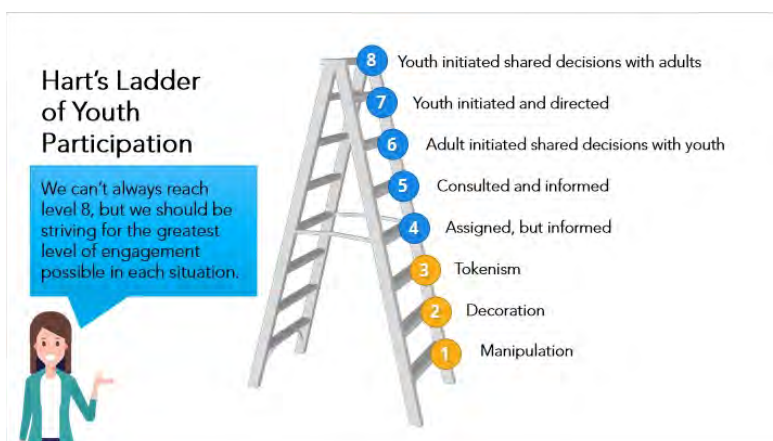


Notes:

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

Hart's Ladder of Youth Participation: Examples

Review the examples below. Write in the correct rung number next to each example it best demonstrates.

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.

8 Youth initiated shared decisions with adults

7 Youth initiated and directed

6 Adult initiated shared decisions with youth

5 Consulted and informed

4 Assigned, but informed

3 Tokenism

2 Decoration

1 Manipulation

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

Hart's Ladder of Youth Participation: Examples

Compare your answers to the correct answers on the right.

Want another look at the ladder?

%Rung Answer r1% 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

%Rung Answer r2% 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

%Rung Answer r3% 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

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

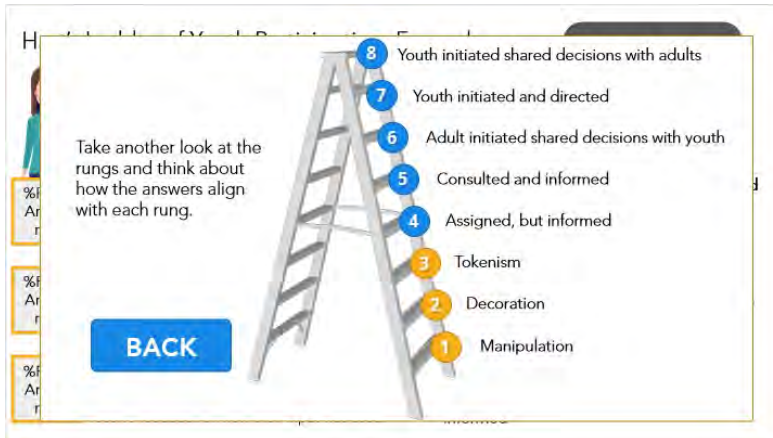
B. A well-known youth leader is invited to provide scripted opening remarks for the reception marking the Administrator's visit.

Correct Answer: Rung 3 Tokenism- this example highlights what it looks like to have “token” youth engagement

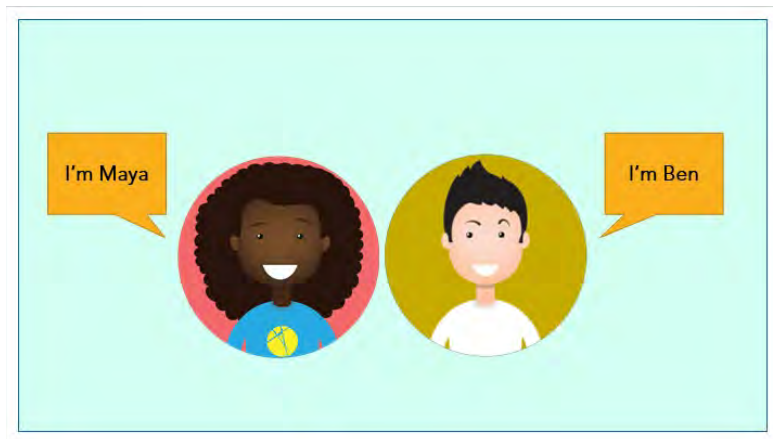
C. An organization decides that if they wanted to effectively serve youth populations they had to institutionalize a youth advisory board where youth could provide input and would receive feedback on how their input was used.

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

Click on the questions below to hear Maya and Ben respond...

Why is it so important to get youth engaged?

What are some barriers that keep youth from being engaged?

Do you worry about any risk participating in these activities?



End Q&A | Exit


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

Why is it so important to get youth engaged?



IMPORTANCE OF YOUTH ENGAGEMENT

- Creates ownership and sustainability
- Strengthens our ability to meet our own needs
- Improves policy and program outcomes

Back to Q&A | Exit

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

What are some barriers that keep youth from being engaged?

BARRIERS

- Negative perceptions
- Leaving out the most vulnerable
- Don't feel safe mentally or physically
- Don't have information needed
- Opportunities to use skills and knowledge

[Back to Q&A](#) | [Exit](#)

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

Do you worry about any risk participating in these activities?



MITIGATING RISKS

- “Do No Harm”
- Set clear expectations and next steps
- Don't program youth engagement that may risk arrest, punishment or other harm
- Pay attention to culture and create safe public spaces





[Back to Q&A](#) | [Exit](#)

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

 Youth Action Councils
  Youth-led Research
  Youth-led Agenda Setting: Community Scorecards
  Youth-led Communications


Exit

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 Action Councils


Purpose: Ask youth to provide counsel and support to projects or organizations and create/participate in specific activities.

| | |
|---|---|
| Advantages | Brings in a greater diversity of opinions, Ensures the needs and preferences of beneficiaries are represented |
| Disadvantages | Risk of too little diversity, tends to reach already engaged youth |
| Skills and knowledge you need to use it | Resources to support/recognize young people's time on council, an intent to have a representative group |
| Example | <u>Tanzania Youth Economic Empowerment (YEE) leadership councils</u> |

BACK

Exit

Youth-led Research (Slide Layer)




Youth-led Research

[BACK](#)

| | |
|--|---|
| Purpose: Implement the principles of youth engagement to build authentic insight into youth issues and priorities | |
| Advantages | Builds skills of young people, Develops an understanding of the value of youth-led initiatives within communities |
| Disadvantages | Time investment needed to train youth |
| Skills and knowledge you need to use it | A skilled trainer |
| Example | Growing Up GREAT! Bien Grandir DRC Participatory Evaluations |

[Exit](#)

Community Scorecards (Slide Layer)




Youth-led Agenda Setting: Community Scorecards

[BACK](#)

| | |
|--|--|
| Purpose: Collect information on a community's experience with a service (typically rural) | |
| Advantages | Highly participatory - young people can design their own scorecard Scorecards can complement a project Cheap and simple to implement |
| Disadvantages | May not capture the root cause |
| Skills and knowledge you need to use it | A strong facilitator to guide the scorecard development process, ensuring the full participation of all voices |
| Example | CARE Rwanda "Every Voice Counts" Community Score Card |

[Exit](#)

Communications (Slide Layer)



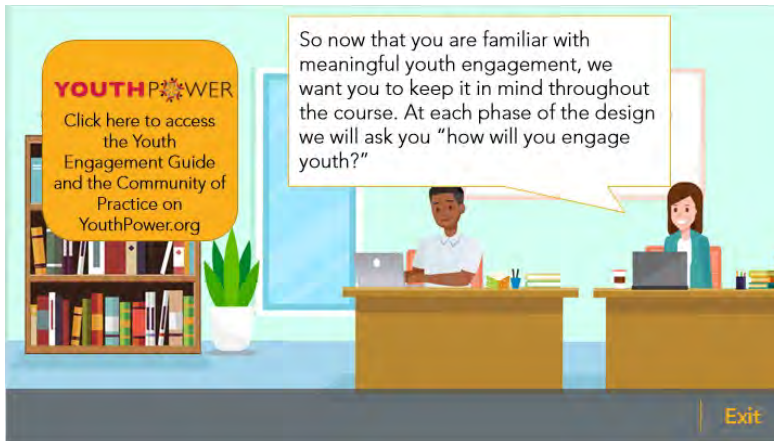
Youth-led Communications

[BACK](#)

| | |
|---|---|
| Purpose: Engage audiences through public communications channels and communicate within youth programming (e.g. behavior change, recruitment) or about programs (e.g. marketing, thought leadership, youth councils) | |
| Advantages | Youth-led communications on youth-led programming/issues can be more effective to reach youth audiences. |
| Disadvantages | Making sure diversity of youth adequately represented and given access to communications activities, risks associated with youth in the media- have to be very aware and "do no harm" |
| Example | YOLO, Ghana TV Series |

[Exit](#)

3.15 Defining Youth Engagement

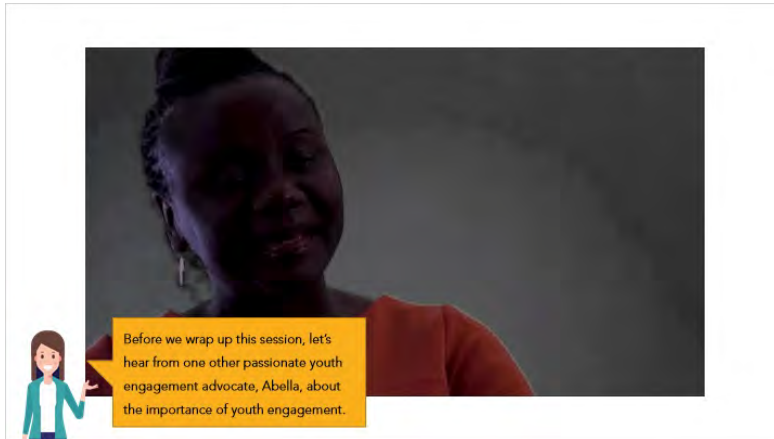


Notes:

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

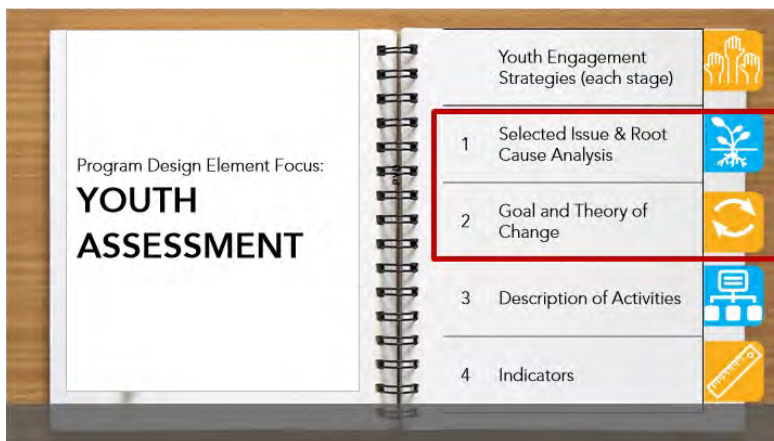
Before we wrap up this session, let's hear from one other passionate youth engagement advocate, Abella Bateyunga, about the importance of youth engagement.

Access this video with captions at:

https://drive.google.com/open?id=15ucor2_RKEy9AizWmAoIRNKJ8xXgIHc4

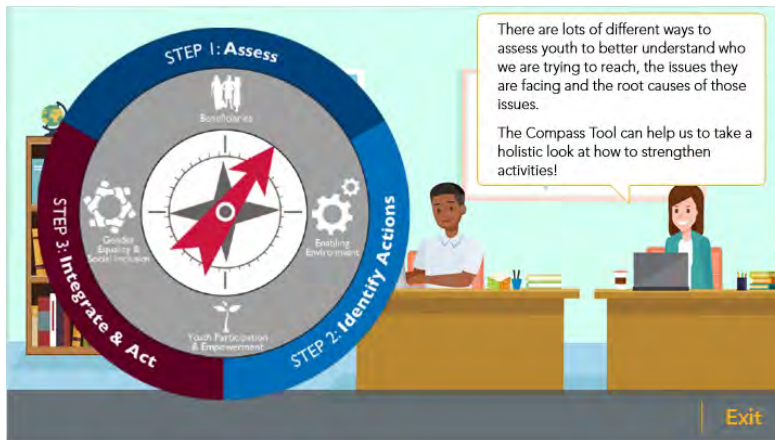
4. Youth Assessment

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)

That's great. Let's me introduce to you Katrina so we can all start by talking about what you learned from the newscast.

If you would like to replay the newscast before I ask some questions, click "replay newscast" below. Or click "I'm ready" to move on.

Replay Newscast Resources I'm Ready

I'm sorry (Slide Layer)

I'm sorry to hear that this assignment isn't for you. Please feel free to download some resources before you go. When you are ready, press the exit button to provide us with feedback so we can improve the course objectives. If you changed your mind and do want to continue, press "I Changed My Mind" below.

I Changed My Mind Resources Exit

4.3 Types of Assessments

Types of Assessments

- [Cross-Sectoral Youth Assessment](#)
- [Labor Market Assessment](#)
- [Local Systems Framework](#)
- [Social Norms/Behavior Change Analysis](#)
- [Conflict Analysis](#)
- [Violence Survey or Drivers Analysis](#)
- [Political Economy Analysis](#)

These are some common types of assessments you may find in USAID youth programs. Click on each assessment to learn more.

Exit

Notes:

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%20041516.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)

The screenshot shows a presentation slide with a white background and a blue border. On the left side, there is a vertical list of categories: 'Type', 'Cross', 'Labor', 'Local', 'Soci', 'Anal', 'Conf', 'Viole', 'Anal', and 'Politi'. The main content of the slide is as follows:

Cross-Sectoral Youth Assessment

A cross-sectoral youth assessment analyzes 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 do cross-sectoral youth assessments that is in your resources.](#)

At the bottom of the slide, there are two buttons: a blue 'BACK' button and a yellow 'Exit' button.

Labor Market Assessment (Slide Layer)

The screenshot shows a presentation slide with a white background and a blue border. On the left side, there is a vertical list of categories: 'Type', 'Cross', 'Labor', 'Local', 'Soci', 'Anal', 'Conf', 'Viole', 'Anal', and 'Politi'. The main content of the slide is as follows:

Labor Market Assessments

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 youthpower.org](#). This link is in your resources as well.

At the bottom of the slide, there are two buttons: a blue 'BACK' button and a yellow 'Exit' button.

Local Systems Framework (Slide Layer)

Typ

- [Cross](#) Local Systems Framework
- [Labo](#) Local Systems Framework helps to promote good systems design. [The 5Rs Framework](#) highlights five key dimensions of systems: Results, Roles, Relationships, Rules and Resources.
- [Local](#) Collectively these 5Rs can serve as a lens for assessing local systems and a guide for identifying and monitoring interventions designed to strengthen them.
- [Soci](#)
- [Anal](#)
- [Conf](#)
- [Viole](#)
- [Anal](#)
- [Politi](#)

BACK Exit

Social Norms/Behavior Change Analysis (Slide Layer)

Typ

- [Cross](#) Social Norms/Behavior Change Analysis
- [Labo](#) Social Norms/Behavior Change 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.
- [Local](#)
- [Soci](#)
- [Anal](#)
- [Conf](#)
- [Viole](#)
- [Anal](#)
- [Politi](#)

BACK Exit

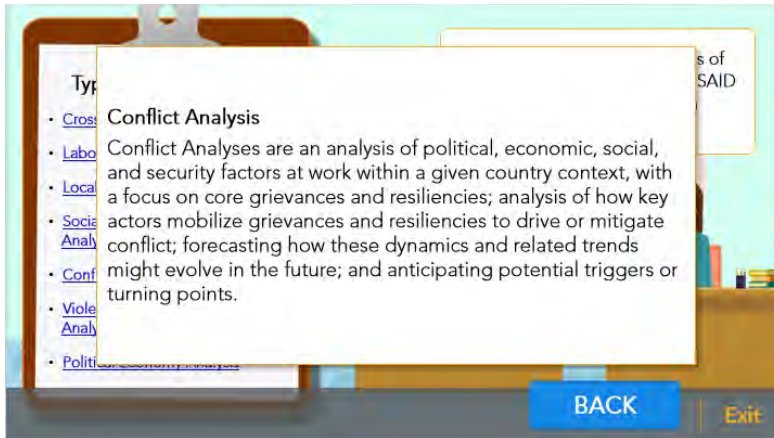
Violence Against Children and Youth Surveys (Slide Layer)

Typ

- [Cross](#) Violence Against Children and Youth Surveys (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.
- [Labo](#)
- [Local](#)
- [Soci](#)
- [Anal](#)
- [Conf](#)
- [Viole](#)
- [Anal](#)
- [Politi](#)

BACK Exit

Conflict Analysis (Slide Layer)



Typ

- [Cross](#) Conflict Analysis
- [Labor](#) 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.
- [Local](#)
- [Social](#)
- [Analysis](#)
- [Conf](#)
- [Violence](#)
- [Analysis](#)
- [Political](#)

BACK Exit

Political Economy Analysis (Slide Layer)

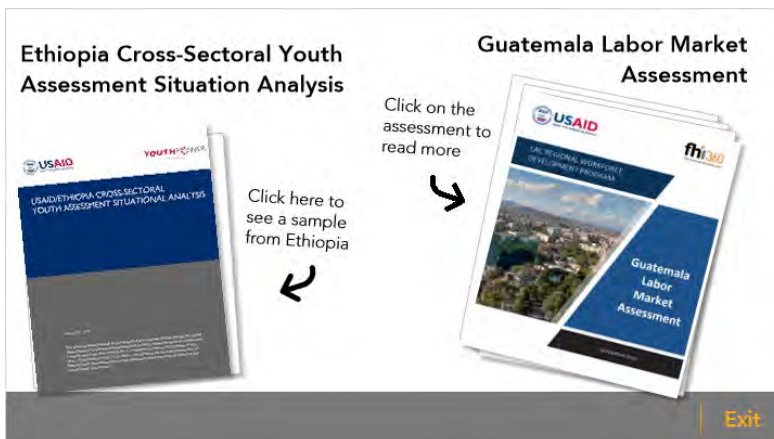


Typ

- [Cross](#) Political Economy Analysis
- [Labor](#) Political Economy Analysis (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.).
- [Local](#)
- [Social](#)
- [Analysis](#)
- [Conf](#)
- [Violence](#)
- [Analysis](#)
- [Political](#)

BACK Exit

4.4 Assessment Examples



Ethiopia Cross-Sectoral Youth Assessment Situation Analysis

Click here to see a sample from Ethiopia

Guatemala Labor Market Assessment

Click on the assessment to read more

USAID ETHIOPIA CROSS-SECTORAL YOUTH ASSESSMENT SITUATIONAL ANALYSIS

USAID
YOUTH POWER

USAID
LABOR MARKET ASSESSMENT

fiid

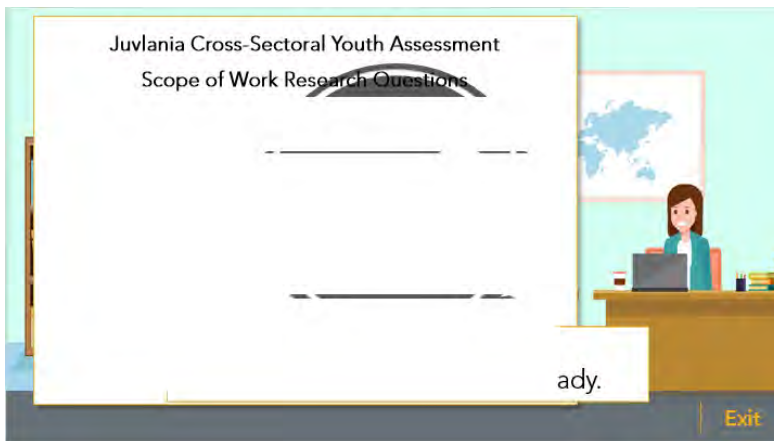
Exit

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

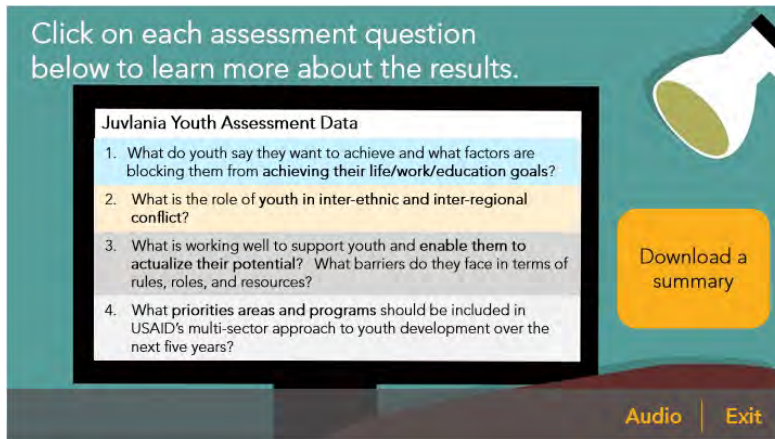
For our Juvlania youth assessment, we took a cross-sectoral youth assessment approach. The questions we decided to explore and ask for information on in our scope of work included:

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

Click on each assessment question below to learn more about the results.



Juvlania Youth Assessment Data

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 priority areas and programs should be included in USAID's multi-sector approach to youth development over the next five years?

Download a summary

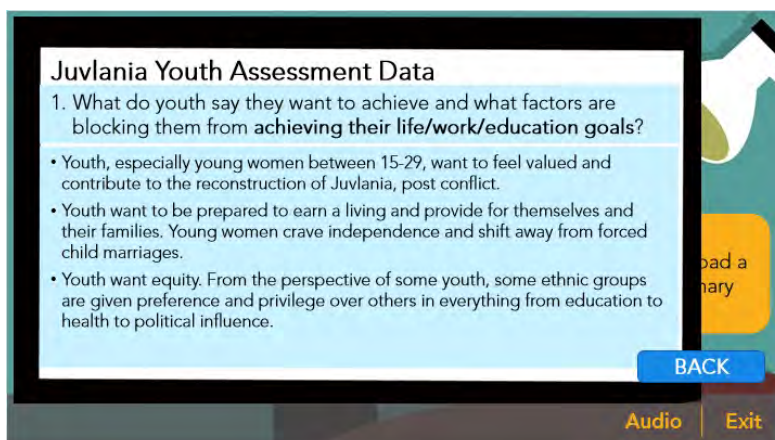
Audio | Exit

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)



Juvlania Youth Assessment Data

1. What do youth say they want to achieve and what factors are blocking them from achieving their life/work/education goals?

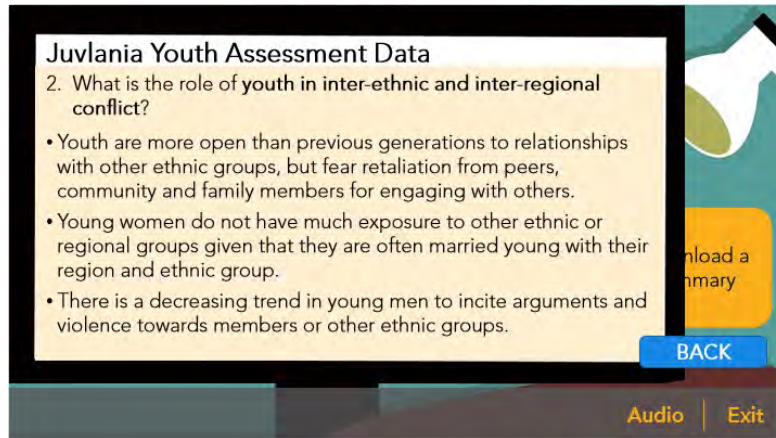
- Youth, especially young women between 15-29, want to feel valued and contribute to the reconstruction of Juvlania, post conflict.
- Youth want to be prepared to earn a living and provide for themselves and their families. Young women crave independence and shift away from forced child marriages.
- Youth want equity. From the perspective of some youth, some ethnic groups are given preference and privilege over others in everything from education to health to political influence.

Download a summary

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Data Question 2 (Slide Layer)



Juvlania Youth Assessment Data

2. What is the role of youth in inter-ethnic and inter-regional conflict?

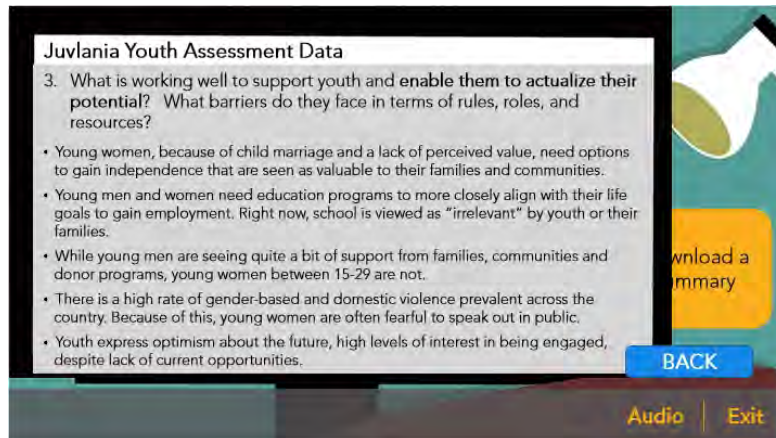
- Youth are more open than previous generations to relationships with other ethnic groups, but fear retaliation from peers, community and family members for engaging with others.
- Young women do not have much exposure to other ethnic or regional groups given that they are often married young with their region and ethnic group.
- There is a decreasing trend in young men to incite arguments and violence towards members or other ethnic groups.

Download a summary

BACK

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Data Question 3 (Slide Layer)



Juvlania Youth Assessment Data

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?

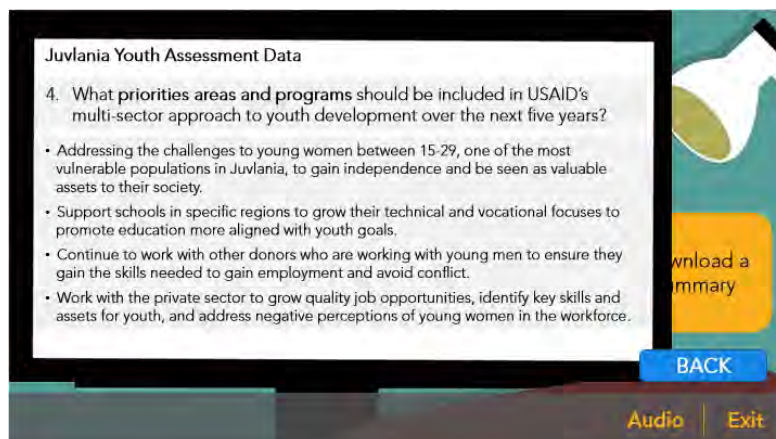
- Young women, because of child marriage and a lack of perceived value, need options to gain independence that are seen as valuable to their families and communities.
- Young men and women need education programs to more closely align with their life goals to gain employment. Right now, school is viewed as "irrelevant" by youth or their families.
- While young men are seeing quite a bit of support from families, communities and donor programs, young women between 15-29 are not.
- There is a high rate of gender-based and domestic violence prevalent across the country. Because of this, young women are often fearful to speak out in public.
- Youth express optimism about the future, high levels of interest in being engaged, despite lack of current opportunities.

Download a summary

BACK

Audio | Exit

Data Question 4 (Slide Layer)



Juvlania Youth Assessment Data

4. What priorities areas and programs should be included in USAID's multi-sector approach to youth development over the next five years?

- Addressing the challenges to young women between 15-29, one of the most vulnerable populations in Juvlania, to gain independence and be seen as valuable assets to their society.
- Support schools in specific regions to grow their technical and vocational focuses to promote education more aligned with youth goals.
- Continue to work with other donors who are working with young men to ensure they gain the skills needed to gain employment and avoid conflict.
- Work with the private sector to grow quality job opportunities, identify key skills and assets for youth, and address negative perceptions of young women in the workforce.

Download a summary

BACK

Audio | Exit

4.7 Sharing Assessment with Steve



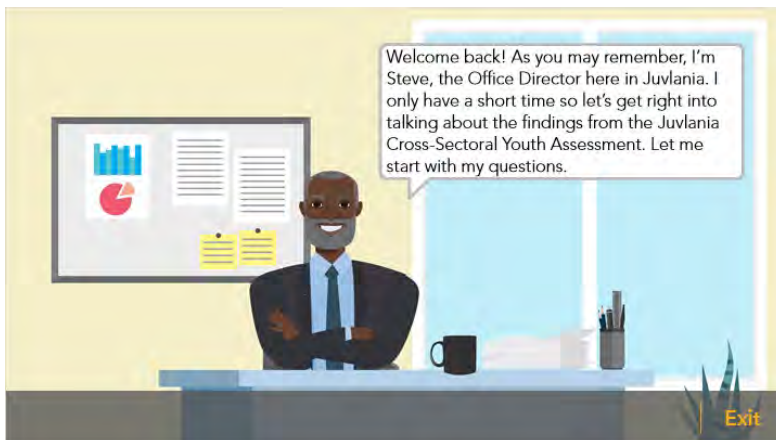
Notes:

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:

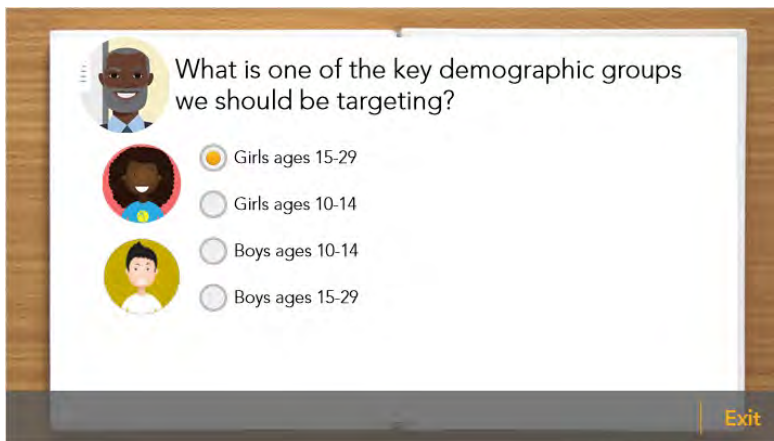
Steve

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?

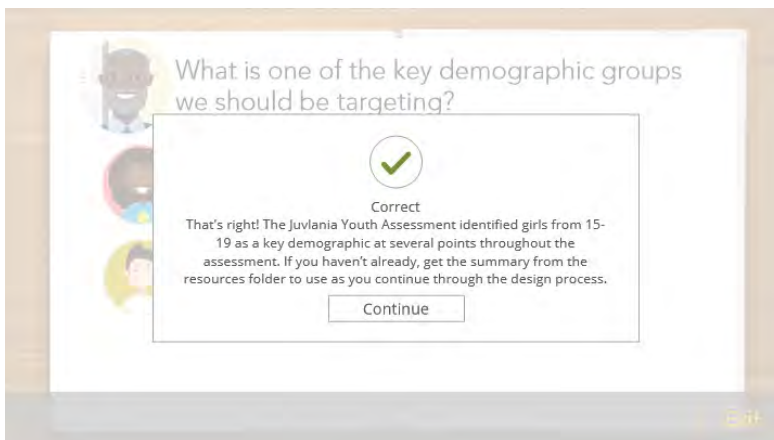
Girls ages 15-29 (correct)

Girls ages 10-14

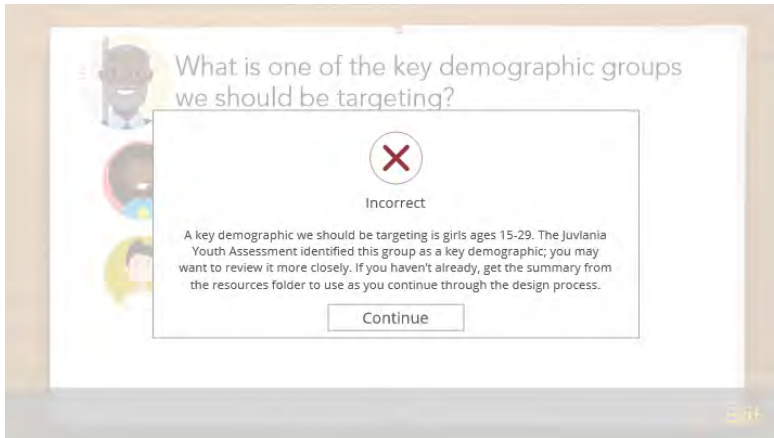
Boys ages 10-14

Boys ages 15-29

Correct (Slide Layer)



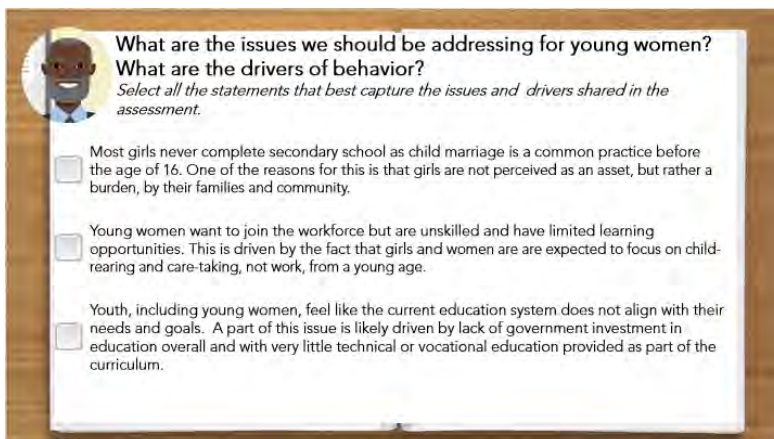
Incorrect (Slide Layer)



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. |

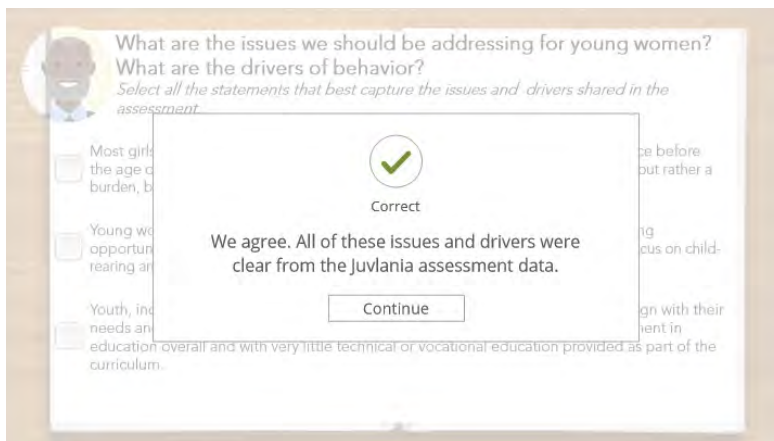
Feedback when correct:

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

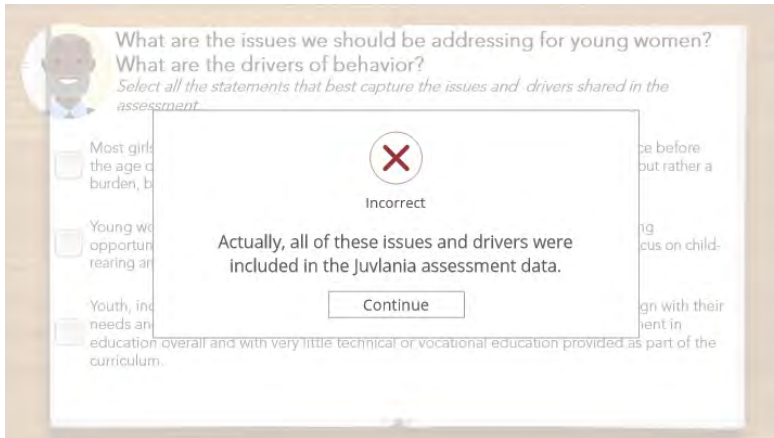
Feedback when incorrect:

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

Correct (Slide Layer)

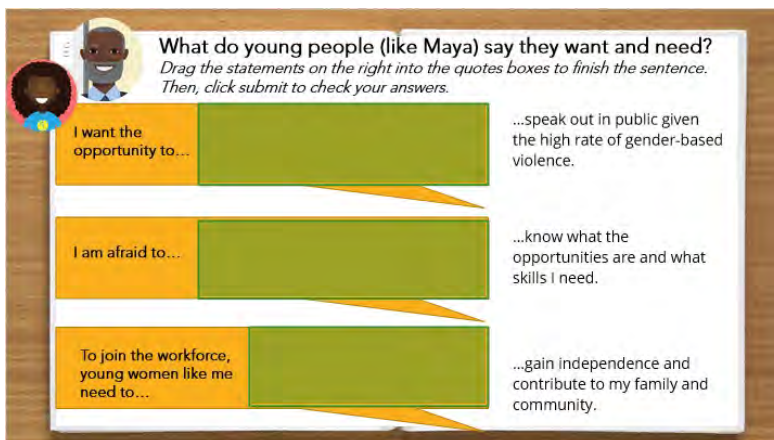


Incorrect (Slide Layer)



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 |

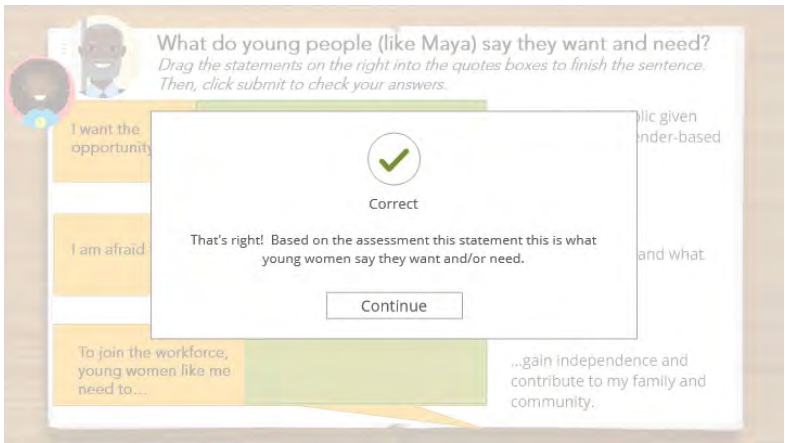
Feedback when correct:

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)

The screenshot shows an interactive learning interface. At the top, it asks: "What do young people (like Maya) say they want and need? Drag the statements on the right into the quotes boxes to finish the sentence. Then, click submit to check your answers." Below this, there are three quote boxes on the left and a list of statements on the right. A central pop-up window displays a red 'X' icon and the word "Incorrect". The feedback text reads: "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." A "Continue" button is at the bottom of the pop-up. The background shows the following text in the quote boxes: "I want the opportunity...", "I am afraid...", and "To join the workforce, young women like me need to...". The statements on the right include: "...gain independence and contribute to my family and community..", "...gain independence and contribute to my family and community..", and "and what".

4.12 Steve Wrap Up

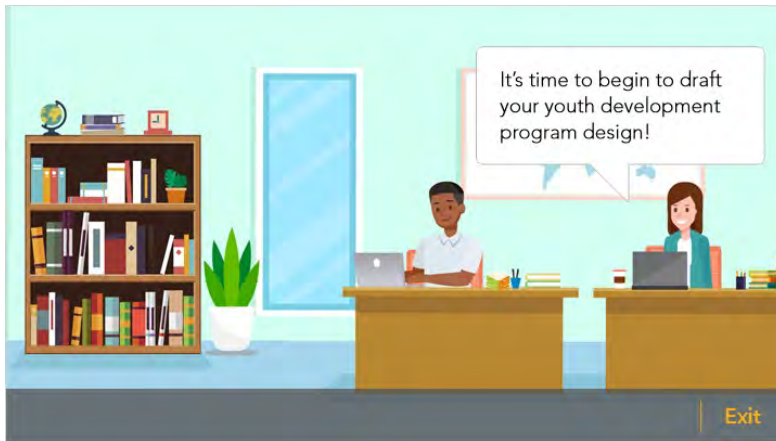
The screenshot shows a character named Steve, a man with a beard and glasses, wearing a suit and tie, sitting at a desk in an office. He has his arms crossed and is smiling. Behind him is a whiteboard with a bar chart and a pie chart. On the desk, there is a black mug and a pen holder. A speech bubble above him contains the text: "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." In the bottom right corner of the slide, there is a small orange "Exit" button.

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



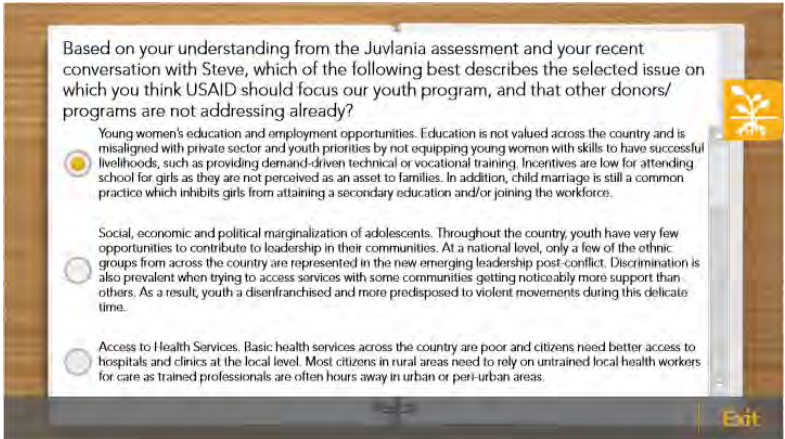
Notes:

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 |
|---------|---|
| | <p>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.</p> |
| X | <p>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.</p> |
| | <p>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</p> |

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 are 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.

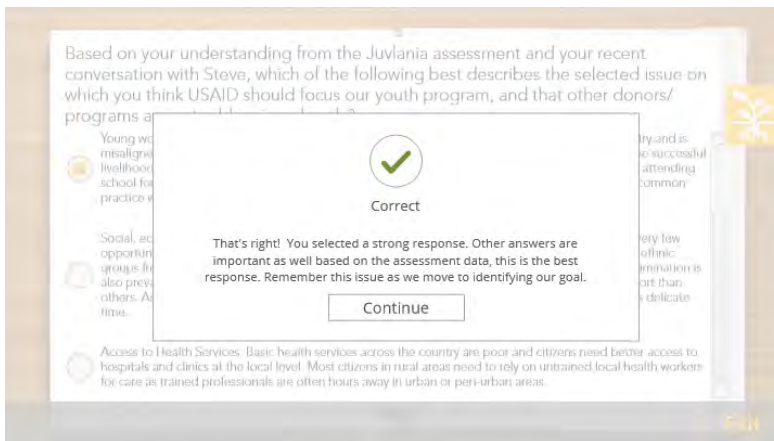
Feedback when correct:

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.

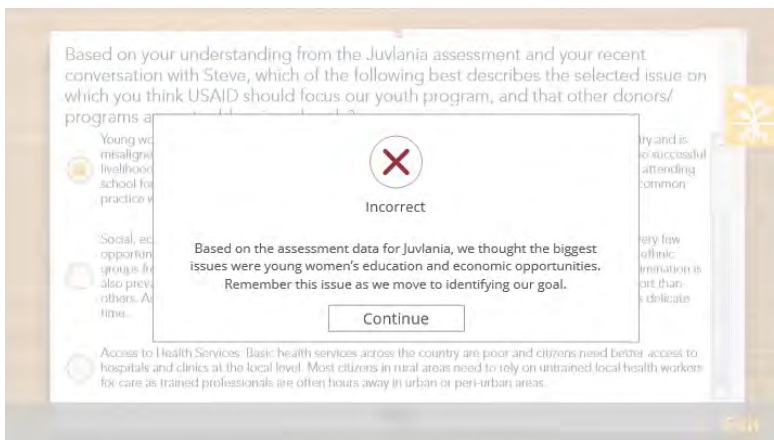
Feedback when incorrect:

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

Correct (Slide Layer)

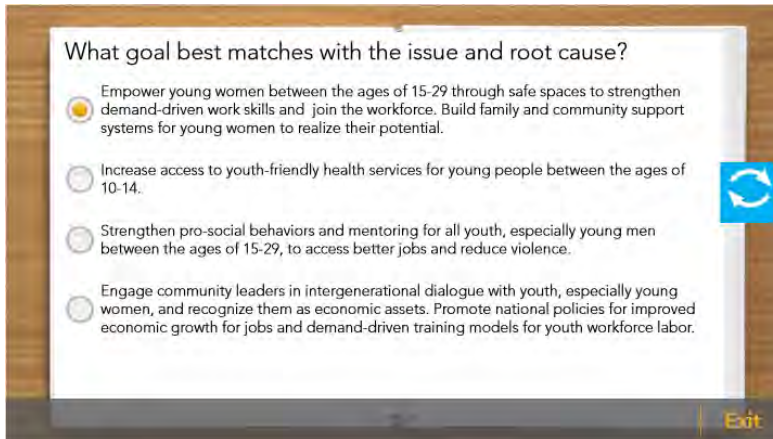


Incorrect (Slide Layer)



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?

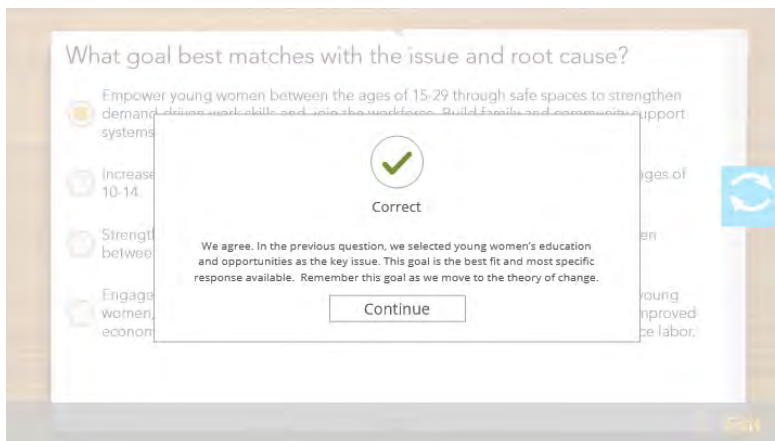
Empower young women between the ages of 15-29 through safe spaces to strengthen demand-driven work skills and join the workforce. Build family and community support systems for young women to realize their potential [correct]

Increase access to youth-friendly health services for young people between the ages of 10-14.

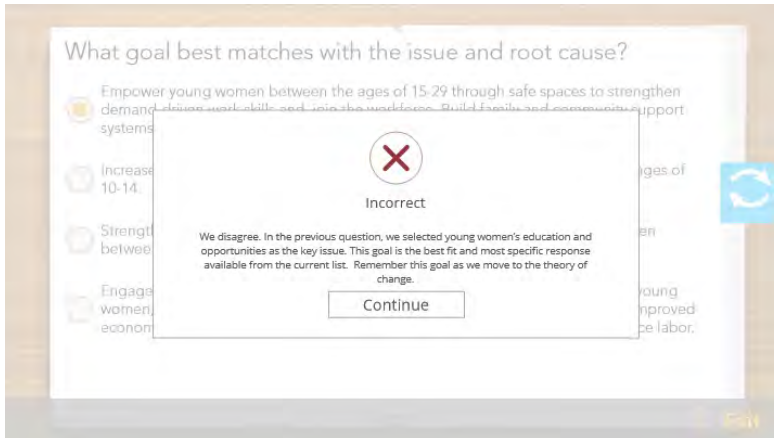
Strengthen pro-social behaviors and mentoring for all youth, especially young men between the ages of 15-29, to access better jobs and reduce violence.

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.

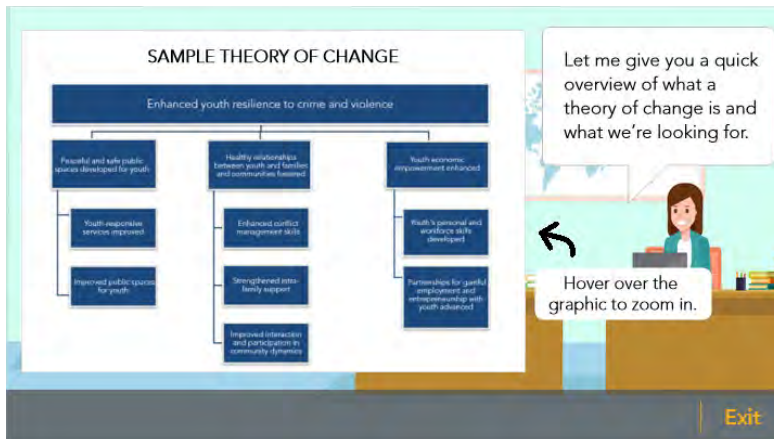
Correct (Slide Layer)



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.

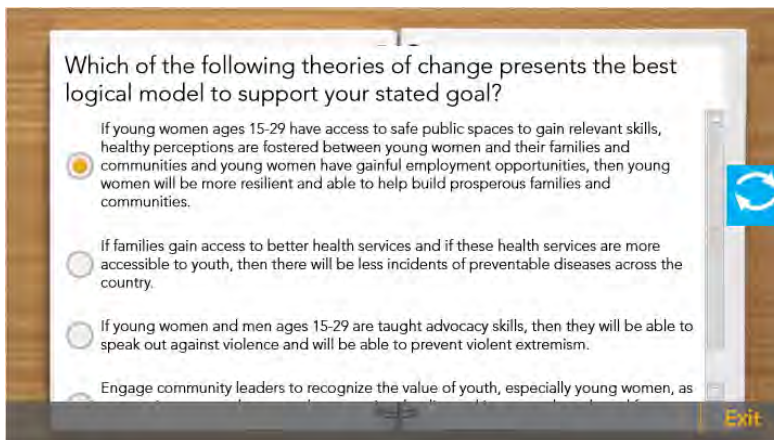
A theory of change is the thinking behind how a particular intervention or program will bring about results. Often, theories of change use if...then statements to show causal linkages. Theories of change can be written or depicted as graphics. Let's look at an example:

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

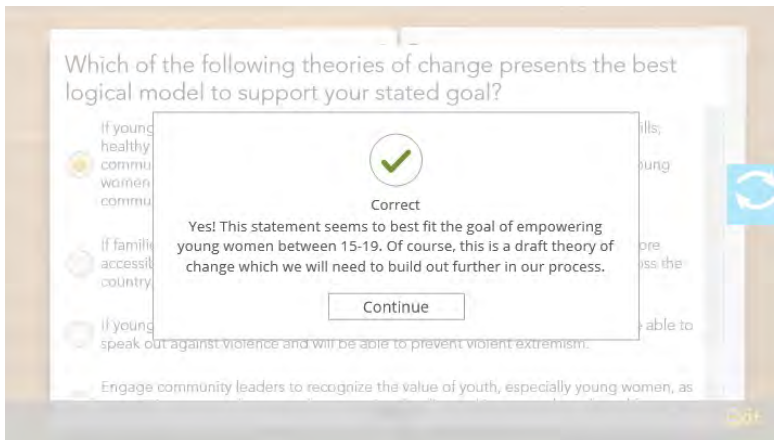
access to assets for economic engagement, then young women will be more resilient and able to help build prosperous families and communities. [correct]

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)

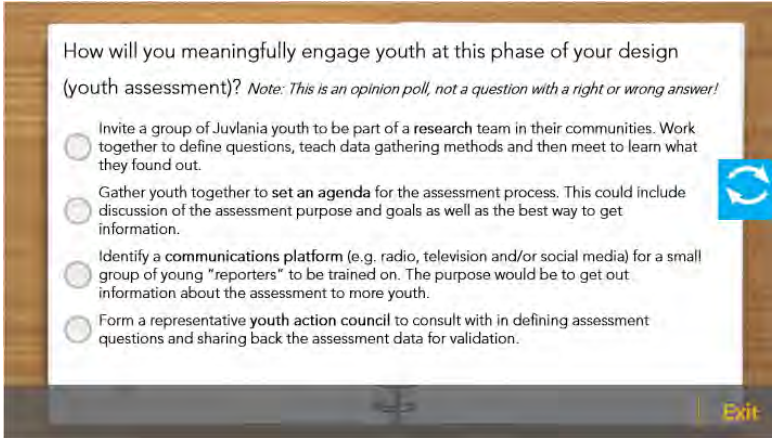


Incorrect (Slide Layer)



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)

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!*

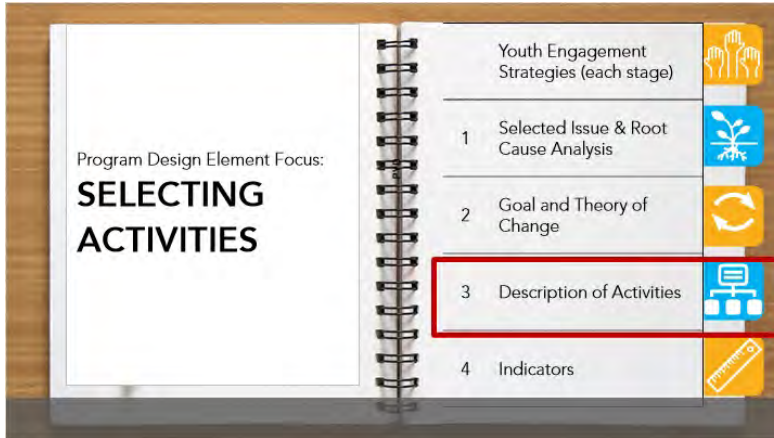
- Invite a group of Juvlania youth to be part of a research team in their communities. Work together to define questions, teach data gathering methods and then meet to learn what they found out.
- Gather youth together to set an agenda for the assessment process. This could include discussion of the 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 to collect information about the assessment to n
- Form a representative youth action council to collect data, review and validate the assessment questions and sharing back the assess

There are lots of good ways to engage youth in the assessment phase. Some ideas we had were: to invite youth to collect data in their communities and/or form a youth action council and ask them to review and validate the data, goals and theories of change.

NEXT

5. Selecting Activities

5.1 Selecting Activities Title Slide



Notes:

5.2 Selecting Activities Intro

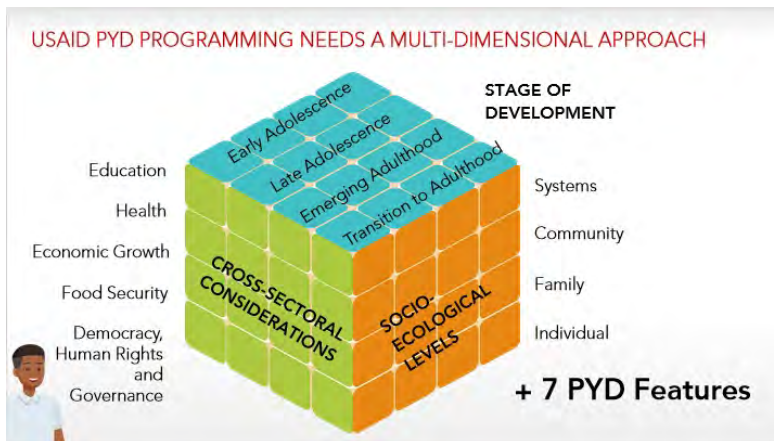


Notes:

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:

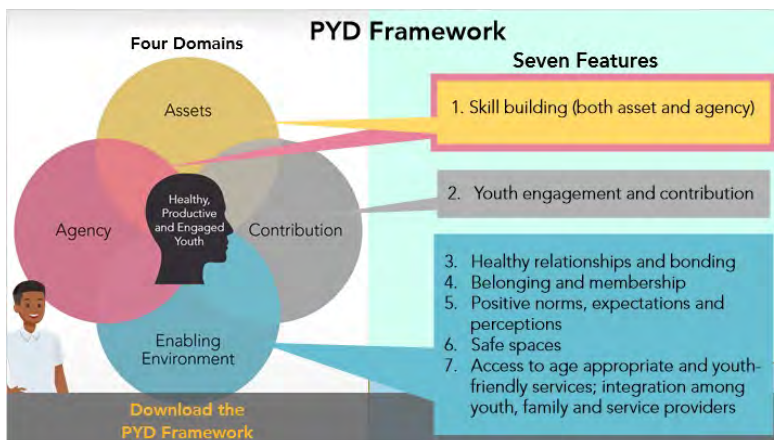
Carlos:

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

Juvlania PYD: Draft Plan

Target Group: Young women between 15-29
 Outcomes: 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

| PYD Feature | Individual | Interpersonal (e.g. family, peers) | Community (e.g. school, youth programs) | National/ Systems Level |
|----------------|--|---|---|---|
| Skill building | <input type="checkbox"/> Provide training on workforce readiness training and job internships. | <input type="checkbox"/> Create clubs to come together with peers to practice their skills. | <input type="checkbox"/> Train workforce readiness and conflict resolution trainers at community centers. | <input type="checkbox"/> Engage with the Ministry of Education to provide more technical and vocational training in schools |
| | <input type="checkbox"/> Deliver training on conflict resolution and peace building skills | <input type="checkbox"/> Host an awareness building session on workforce skills for young women and their families. | <input type="checkbox"/> Identify private partners to serve as mentors | |

Which of the activity types might be relevant for our young women's program? Select all that apply then click "submit" to check your response.

SUBMIT | Exit

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)

Juvlania PYD: Draft Plan

Target Group: Young women between 15-29
 Outcomes: 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

| PYD Feature | Individual | Interpersonal (e.g. family, peers) | Community (e.g. school, youth programs) | National/ Systems Level |
|----------------|--|---|---|--|
| Skill building | <input type="checkbox"/> Provide training on workforce readiness training and job internships. | <input type="checkbox"/> Create clubs to come together with peers to practice their skills. | <input type="checkbox"/> Train workforce readiness and conflict resolution trainers at community centers. | <input type="checkbox"/> Engage Private Sector in reforming workforce training |
| | <input type="checkbox"/> Deliver training on conflict resolution and peace building skills | <input type="checkbox"/> Host an awareness building session with families. | <input type="checkbox"/> Identify and work with private partners on mentoring programs. | |

We agree, all the activities above, except for “delivery training on conflict resolution...” we thought was still relevant if adapted for young women.

NEXT | Exit

Incorrect Response (Slide Layer)

Juvlania PYD: Draft Plan

Target Group: Young women between 15-29
 Outcomes: 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

| PYD Feature | Individual | Interpersonal (e.g. family, peers) | Community (e.g. school, youth programs) | National/ Systems Level |
|----------------|--|---|--|--|
| Skill building | <input type="checkbox"/> Provide training on workforce readiness training and job internships. <input type="checkbox"/> Deliver training on conflict resolution and peace building skills | <input type="checkbox"/> Create clubs to come together with peers to practice their skills. <input type="checkbox"/> Host an awareness building session with families. | <input type="checkbox"/> Train workforce readiness and conflict resolution trainers at community centers. <input type="checkbox"/> Identify and work with private partners on mentoring programs. | <input type="checkbox"/> Engage Private Sector in reforming workforce training |

We thought all the activities above, except for "delivery training on conflict resolution..." was still relevant if adapted for young women.

NEXT Exit

5.6 Matrix Development Part 1

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

Juvlania PYD: Draft Plan

Target Group Description: Girls between 15-29
 Outcomes: Increase work readiness and employment, build support.

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 | Activity Options |
|--|------------|------------------------------------|---|-------------------------|---|
| Positive Norms, Expectations and Perceptions | | | | | <input type="checkbox"/> Provide individual counseling to girls <input type="checkbox"/> Provide soft and life skills training for young women |
| Safe Public Spaces | | | | | <input type="checkbox"/> Host family discussions on valuing girls <input type="checkbox"/> Start a women's sports program <input type="checkbox"/> Advocate for improved loan process for women <input type="checkbox"/> Start media campaign for women and work |
| Activity options that do not fit | | | | | <input type="checkbox"/> Set up a business center for young women entrepreneurs <input type="checkbox"/> Create girls only peer to peer groups |

| 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)

Juvlania PYD: Draft Plan

Target Group Description: Girls between 15-29
Outcomes: Increase work readiness and employment, build support.

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.

Correct

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

Continue

| |
|--|
| Host family discussions on valuing girls |
| Start a women's sports program |
| Start media campaign for women and work |
| Create girls only peer to peer groups |

Set up a business center for young women entrepreneurs

Activity options that do not fit

Try Again Counseling (Slide Layer)

Juvlania PYD: Draft Plan

Target Group Description: Girls between 15-29
Outcomes: Increase work readiness and employment, build support.

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.

Try Again

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.

Continue

| |
|--|
| Host family discussions on valuing girls |
| Start a women's sports program |
| Start media campaign for women and work |
| Create girls only peer to peer groups |

Set up a business center for young women entrepreneurs

Activity options that do not fit

TA - Family discussions (Slide Layer)

Juvlania PYD: Draft Plan

Target Group Description: Girls between 15-29
Outcomes: Increase work readiness and employment, build support.

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.

Try Again

The focus of this activity is on developing families to support young women, address perceptions and hopefully begin to reshape norms. Given this, where might this activity fit in the matrix?

Continue

Activity options that do not fit

| |
|--|
| Host family discussions on valuing girls |
| Start a women's sports program |
| Start media campaign for women and work |
| Set up a business center for young women entrepreneurs |
| Create girls only peer to peer groups |

Correct - Family discussions (Slide Layer)

Juvlania PYD: Draft Plan

Target Group Description: Girls between 15-29
Outcomes: Increase work readiness and employment, build support.

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.

Correct

We agree! This activity focuses on the interpersonal level given the engagement with families. We are hoping this would start to address negative perceptions of young women.

Continue

Activity options that do not fit

| |
|--|
| Host family discussions on valuing girls |
| Start a women's sports program |
| Start media campaign for women and work |
| Set up a business center for young women entrepreneurs |
| Create girls only peer to peer groups |

Correct - Skills training (Slide Layer)

Juvlania PYD: Draft Plan

Target Group Description: Girls between 15-29
Outcomes: Increase work readiness and employment, build support.

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.

Correct

We agree! Training for young women can help to increase their sense of self-worth and start to change their own norms about what they can do.

Continue

Activity options that do not fit

| |
|--|
| Host family discussions on valuing girls |
| Start a women's sports program |
| Start media campaign for women and work |
| Set up a business center for young women entrepreneurs |
| Create girls only peer to peer groups |

TA - Skills training (Slide Layer)

Juvlania PYD: Draft Plan

Target Group Description: Girls between 15-29
Outcomes: Increase work readiness and employment, build support.

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.

Try Again

Training for young women can help to increase their sense of self-worth and start to change their own norms about what they can do. This can be done at the interpersonal or community level, but in this case we are focusing on the individual women. Where else could it fit?

Continue

Activity options that do not fit

| |
|--|
| Host family discussions on valuing girls |
| Start a women's sports program |
| Start media campaign for women and work |
| Set up a business center for young women entrepreneurs |
| Create girls only peer to peer groups |

Try Again - Sports (Slide Layer)

Juvlania PYD: Draft Plan

Target Group Description: Girls between 15-29
Outcomes: Increase work readiness and employment, build support.

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.

Try Again

The current assessment does not provide any data to suggest that a women's sports program would be of value in Juvlania. Consider whether this activity fits on the matrix.

Continue

Activity options that do not fit

| |
|--|
| Host family discussions on valuing girls |
| Start a women's sports program |
| Start media campaign for women and work |
| Set up a business center for young women entrepreneurs |
| Create girls only peer to peer groups |

Correct - Sports (Slide Layer)

Juvlania PYD: Draft Plan

Target Group Description: Girls between 15-29
Outcomes: Increase work readiness and employment, build support.

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.

Correct

We agree! While in some countries women's sports could be a good activity, there is no data from the assessment to support this kind of activity.

Continue

Activity options that do not fit

| |
|--|
| Host family discussions on valuing girls |
| Start a women's sports program |
| Start media campaign for women and work |
| Set up a business center for young women entrepreneurs |
| Create girls only peer to peer groups |

Correct - Loans (Slide Layer)

Juvlania PYD: Draft Plan

Target Group Description: Girls between 15-29
Outcomes: Increase work readiness and employment, build support.

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.

Correct

We agree! The loan process might be a good idea, but it doesn't really fit with the features on the screen.

Continue

Activity options that do not fit

| |
|--|
| Host family discussions on valuing girls |
| Start a women's sports program |
| Start media campaign for women and work |
| Create girls only peer to peer groups |
| Set up a business center for young women entrepreneurs |

Try Again - Loans (Slide Layer)

Juvlania PYD: Draft Plan

Target Group Description: Girls between 15-29
Outcomes: Increase work readiness and employment, build support.

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.

Try Again

Focusing on the loan process could have benefits, but it doesn't really fit with the features of changing norms or safe spaces. Consider if this activity could be placed elsewhere or should be left off this matrix.

Continue

Activity options that do not fit

| |
|--|
| Host family discussions on valuing girls |
| Start a women's sports program |
| Start media campaign for women and work |
| Create girls only peer to peer groups |
| Set up a business center for young women entrepreneurs |

Try Again - Campaign (Slide Layer)

Juvlania PYD: Draft Plan

Target Group Description: Girls between 15-29
Outcomes: Increase work readiness and employment, build support.

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.

Try Again

When we were considering this activity, we were thinking of a national level campaign. Given this feedback, where else might it fit on the matrix.

Continue

Activity options that do not fit

| |
|--|
| Host family discussions on valuing girls |
| Start a women's sports program |
| Start media campaign for women and work |
| Create girls only peer to peer groups |
| Set up a business center for young women entrepreneurs |

Correct - Campaign (Slide Layer)

Juvlania PYD: Draft Plan

Target Group Description: Girls between 15-29
Outcomes: Increase work readiness and employment, build support.

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.

Correct

We agree! When we were considering this activity, we were thinking of a national level campaign to help disrupt current norms and perceptions about women in the workforce.

Continue

Activity options that do not fit

| |
|--|
| Host family discussions on valuing girls |
| Start a women's sports program |
| Start media campaign for women and work |
| Set up a business center for young women entrepreneurs |
| Create girls only peer to peer groups |

Correct - Private Sector (Slide Layer)

Juvlania PYD: Draft Plan

Target Group Description: Girls between 15-29
Outcomes: Increase work readiness and employment, build support.

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.

Correct

We agree! If we arrange this business center, this could really support young women by engaging their community in a safe environment.

Continue

Activity options that do not fit

| |
|--|
| Host family discussions on valuing girls |
| Start a women's sports program |
| Start media campaign for women and work |
| Set up a business center for young women entrepreneurs |
| Create girls only peer to peer groups |

Try Again - Business center (Slide Layer)

Juvlania PYD: Draft Plan

Target Group Description: Girls between 15-29
Outcomes: Increase work readiness and employment, build support.

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.

Try Again

This kind of activity may fit in a few different places. When we were thinking about it, we imagined that by creating a business center it would be a trusted and safe space support young women through community engagement. Try another place in the matrix!

Continue

Activity options that do not fit

| |
|--|
| Host family discussions on valuing girls |
| Start a women's sports program |
| Start media campaign for women and work |
| Set up a business center for young women entrepreneurs |
| Create girls only peer to peer groups |

Correct - Peer to peer (Slide Layer)

Juvania PYD: Draft Plan

Target Group Description: Girls between 15-29
Outcomes: Increase work readiness and employment, build support.

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.

Correct

We agree! By giving girls the chance to connect with each other we think this will really support them and by keeping it girls only they will feel safe to share their ideas and concerns.

Continue

| PYD Feature | Individual | Interpersonal (e.g. family, peers) | Community (e.g. school, youth programs) | National/ Systems Level |
|--|--|---------------------------------------|--|---|
| Positive Norms, Expectations and Perceptions | Provide soft skills and life skills training | Host community meetings for families | | Start media campaign for women and work |
| Safe Public Spaces | Provide individual counseling to girls | Create girls only peer to peer groups | Set up a business center for young women entrepreneurs | |

Activity options that do not fit

Try Again - Peer to peer (Slide Layer)

Juvania PYD: Draft Plan

Target Group Description: Girls between 15-29
Outcomes: Increase work readiness and employment, build support.

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.

Try Again

By giving girls the chance to connect with each other we think this will really support them and by keeping it girls only they will feel safe to share their ideas and concerns. Given this feedback, what may be a better place for this activity on the matrix?

Continue

| PYD Feature | Individual | Interpersonal (e.g. family, peers) | Community (e.g. school, youth programs) | National/ Systems Level |
|--|--|---------------------------------------|--|---|
| Positive Norms, Expectations and Perceptions | Provide soft skills and life skills training | Host community meetings for families | | Start media campaign for women and work |
| Safe Public Spaces | Provide individual counseling to girls | Create girls only peer to peer groups | Set up a business center for young women entrepreneurs | |

Activity options that do not fit

5.7 Draft PYD Matrix for Young Women

Juvania PYD: Draft Plan

Target Group Description: Girls between 15-19
Outcomes: Increase work readiness and employment, build support.

| PYD Feature | Individual | Interpersonal (e.g. family, peers) | Community (e.g. school, youth programs) | National/ Systems Level |
|--|--|---------------------------------------|--|---|
| Positive Norms, Expectations and Perceptions | Provide soft skills and life skills training | Host community meetings for families | | Start media campaign for women and work |
| Safe public spaces | Provide individual counseling to girls | Create girls only peer to peer groups | Set up a business center for young women entrepreneurs | |

Exit

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)

Juulania PYD: Draft Plan

Target Group: Young women between 15-29
Outcomes: 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

| PYD Feature | Individual | Interpersonal (e.g. family, peers) | Community (e.g. school, youth programs) | National/ Systems Level |
|----------------|--|---|---|--|
| Skill building | <input type="checkbox"/> Provide training on workforce readiness training and job internships. | <input type="checkbox"/> Create clubs to come together with peers to practice their skills. | <input type="checkbox"/> Train workforce readiness and conflict resolution trainers at community centers. | <input type="checkbox"/> Engage Private Sector in reforming workforce training |
| | <input type="checkbox"/> Deliver training on conflict resolution and peace building skills | <input type="checkbox"/> Host an awareness building session with families. | <input type="checkbox"/> Identify and work with private partners on mentoring programs | |

We agree, all the activities above, except for "delivery training on conflict resolution..." we thought was still relevant if adapted for young women.

Resources | Exit

Incorrect Response (Slide Layer)

Juulania PYD: Draft Plan

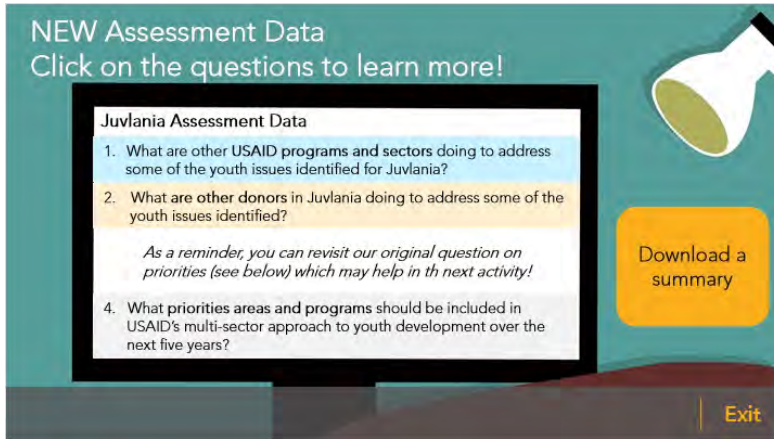
Target Group: Young women between 15-29
Outcomes: Empowering young women between the ages of 15-29 to strengthen their skills and join the workforce and build community support systems for young women to realize their potential

| PYD Feature | Individual | Interpersonal (e.g. family, peers) | Community (e.g. school, youth programs) | National/ Systems Level |
|----------------|--|---|---|--|
| Skill building | <input type="checkbox"/> Provide training on workforce readiness training and job internships. | <input type="checkbox"/> Create clubs to come together with peers to practice their skills. | <input type="checkbox"/> Train workforce readiness and conflict resolution trainers at community centers. | <input type="checkbox"/> Engage Private Sector in reforming workforce training |
| | <input type="checkbox"/> Deliver training on conflict resolution and peace building skills | <input type="checkbox"/> Host an awareness building session with families. | <input type="checkbox"/> Identify and work with private partners on mentoring programs | |

We thought all the activities above, except for "delivery training on conflict resolution..." was still relevant if adapted for young women.

Resources | Exit

5.8 New Donor Information



NEW Assessment Data
Click on the questions to learn more!

Juvlania Assessment Data

1. What are other USAID programs and sectors doing to address some of the youth issues identified for Juvlania?
2. What are other donors in Juvlania doing to address some of the youth issues identified?

As a reminder, you can revisit our original question on priorities (see below) which may help in th next activity!

4. What priorities areas and programs should be included in USAID's multi-sector approach to youth development over the next five years?

Download a summary

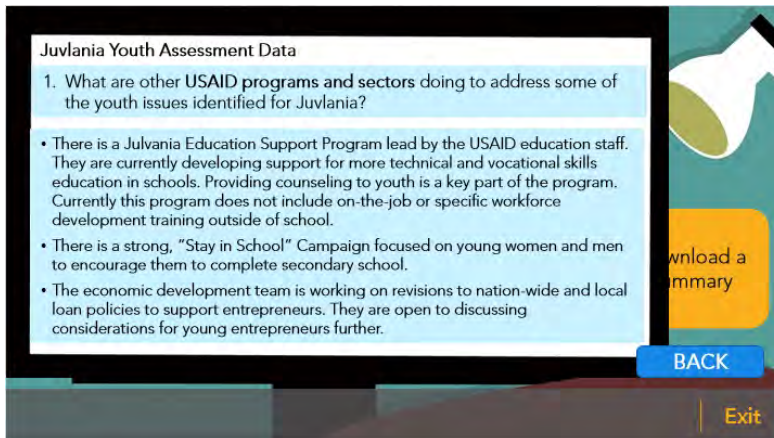
Exit

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)



Juvlania Youth Assessment Data

1. What are other USAID programs and sectors doing to address some of the youth issues identified for Juvlania?

- There is a Juvlania Education Support Program lead by the USAID education staff. They are currently developing support for more technical and vocational skills education in schools. Providing counseling to youth is a key part of the program. Currently this program does not include on-the-job or specific workforce development training outside of school.
- There is a strong, "Stay in School" Campaign focused on young women and men to encourage them to complete secondary school.
- The economic development team is working on revisions to nation-wide and local loan policies to support entrepreneurs. They are open to discussing considerations for young entrepreneurs further.

Download a summary

BACK

Exit

Data Question 2 (Slide Layer)

Juvlania Youth Assessment Data

2. What are other donors in Juvlania doing to address some of the youth issues identified?

- Global development efforts with several organizations are heavily focused on health systems strengthening and delivery (e.g. nurses). There is a specific program objective focused on youth, with young women between 15-25 as a target audience.
- Collaboration between a European donor and the government which is focused on job creation in the private sector. They believe the program will have impact on working adults as well as the new generation of young workers. This group is collaborating with the USAID economic development program on loans as well.

download a summary

BACK

Exit

Data Question 4 (Slide Layer)

Juvlania Youth Assessment Data

4. What priorities areas and programs should be included in USAID's multi-sector approach to youth development over the next five years?

- Addressing the challenges to young women between 15-29, one of the most vulnerable populations in Juvlania, to gain independence and be seen as valuable assets to their society.
- Support schools in specific regions to grow their technical and vocational focuses to promote education more aligned with youth goals.
- Continue to work with other donors who are working with young men to ensure they gain the skills needed to gain employment and avoid conflict.
- Work with the private sector to grow quality job opportunities, identify key skills and assets for youth (e.g. how to access credit, entrepreneurship workshops), and address negative perceptions of young women in the workforce.

download a summary

BACK

Exit

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)

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

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.

Add More Activities I'm Finished

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

entrepreneurs More technical and vocational education options Health systems strengthening for better pipeline of nurses Improved job creation with the private sector

is stay in school campaign

Correct - Donors (Slide Layer)

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

Correct

We agree! This is an activity that is being implemented by other donors.

Add More Activities I'm Finished

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

entrepreneurs More technical and vocational education options Health systems strengthening for better pipeline of nurses Improved job creation with the private sector

is stay in school campaign

Incorrect - Donors (Slide Layer)

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

Incorrect

From our read of the assessment data, we don't think this is being covered by other donors. Select another place for this activity.

Add More Activities I'm Finished

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

entrepreneurs More technical and vocational education options Health systems strengthening for better pipeline of nurses Improved job creation with the private sector

is stay in school campaign

Correct - Other USAID (Slide Layer)

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

Correct

We agree! This is an activity that is being implemented by other USAID sector that we should continue to coordinate with.

Add More Activities I'm Finished

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

entrepreneurs More technical and vocational education options Health systems strengthening for better pipeline of nurses Improved job creation with the private sector

is stay in school campaign

Incorrect - Other USAID (Slide Layer)

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

Incorrect

From our read of the assessment data, we don't think this is being covered by another USAID sector. Review the data again and select another place for this activity.

Add More Activities I'm Finished

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

entrepreneurs More technical and vocational education options Health systems strengthening for better pipeline of nurses Improved job creation with the private sector

is stay in school campaign

Correct - Our Program (Slide Layer)

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

Correct

We agree! This is an activity is not covered by another donor or USAID sector/program. We should consider implementing this activity as part of our larger youth program.

Add More Activities I'm Finished

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

entrepreneurs More technical and vocational education options Health systems strengthening for better pipeline of nurses Improved job creation with the private sector

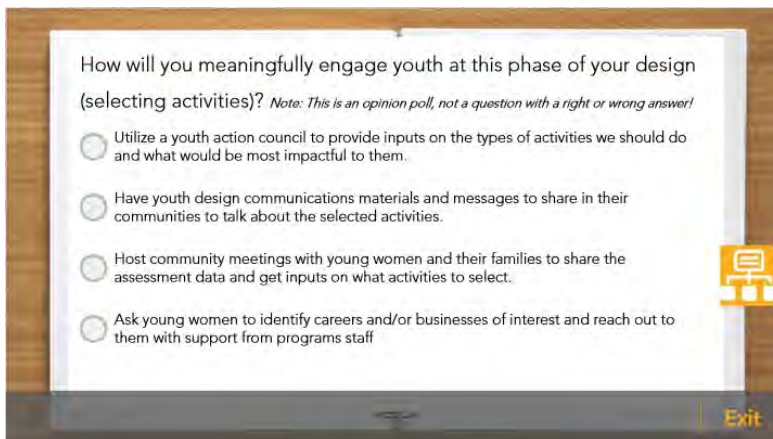
is stay in school campaign

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.

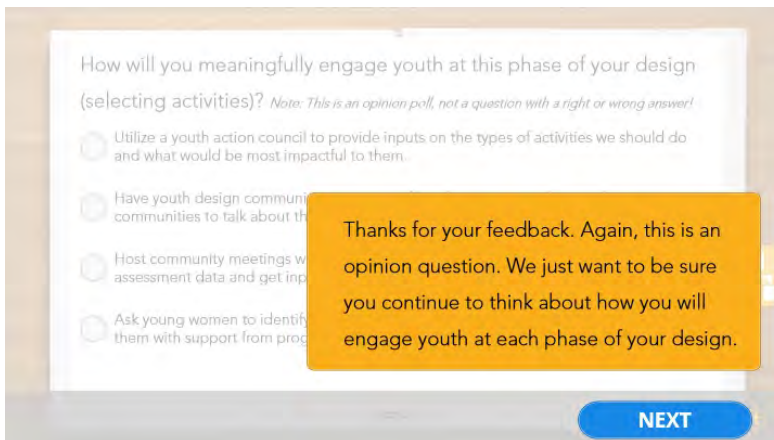
Ask young women to identify careers and/or businesses of interest and reach out to them with support from programs staff

Notes:

No audio, but text on screen reads:

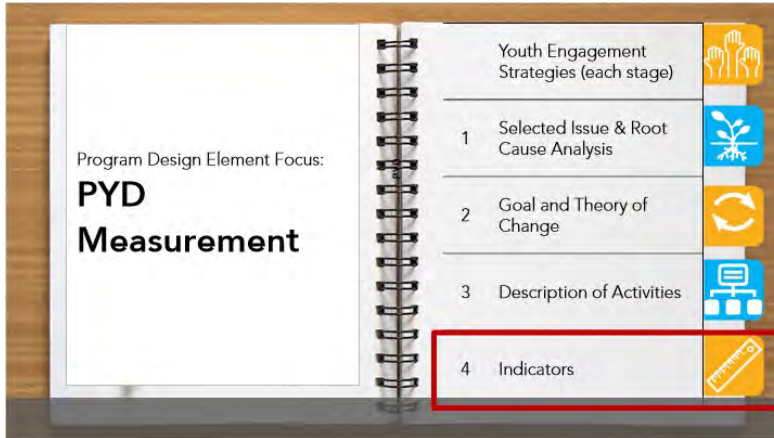
How will you meaningfully engage youth at this phase of your design (selecting activities)?

Review (Slide Layer)



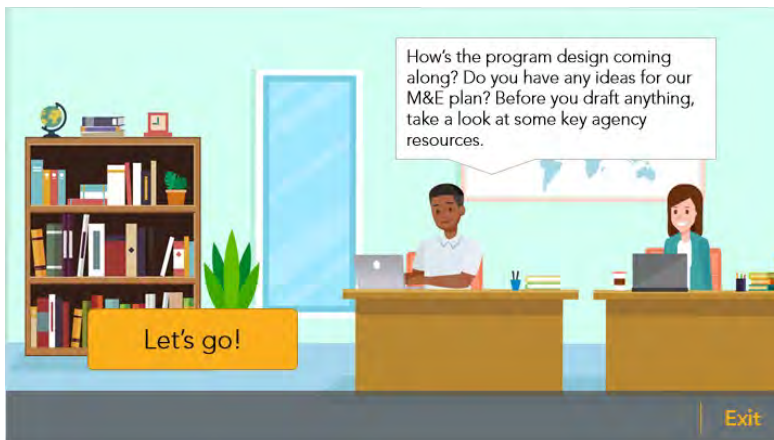
6. PYD Measurement

6.1 PYD Measurement Title Slide



Notes:

6.2 PYD Measurement Intro

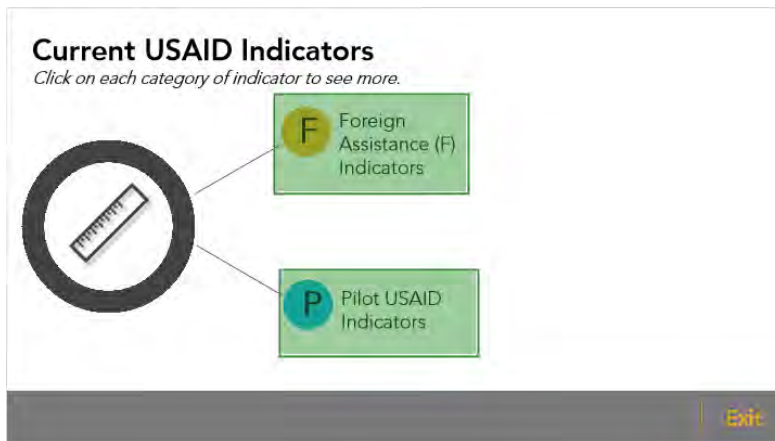


Notes:

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 Indicators



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

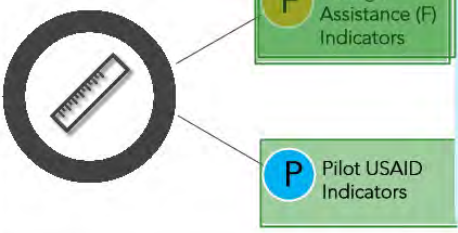
% of participants in USG-assisted programs designed to increase access to productive economic resources who are youth (15-29)

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 Indicators
Click on each category of indicator to see more.




F Foreign Assistance (F) Indicators

P Pilot USAID Indicators

Pilot USAID Indicators

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

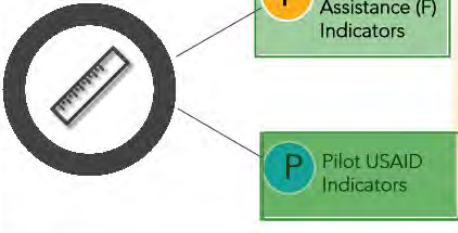
Click on the image to view the toolkit.



Exit

Current USAID Youth Indicators - F (Slide Layer)

Current USAID Indicators
Click on each category of indicator to see more.



F Foreign Assistance (F) Indicators

P Pilot USAID 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

Exit

6.4 Disaggregating Data

Always Strive for Disaggregation

- 1 10-14 years old
- 2 15-19 years old
- 3 20-24 years old
- 4 25-29 years old



Shoot for the gold standard when it comes to disaggregation!

Exit

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

Adapting PYD Measures

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?

Sure

| DO | DON'T |
|---|---|
| Budget time, financial resources, and if needed, technical assistance to the adaptation process. | Simply cut and paste measures that you find into a survey |
| Include youth as much as possible in the measurement process. | Involve youth as an afterthought. |
| Consider how age, development and life stage, gender, language and literacy, culture, and geographic and social position will impact measurement in your program. | |
| | |
| | |
| | |

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)

Adapting PYD Measures

Drag each card to the correct column.

Remove items from a scale without full consideration of scale validity and reliability

Test, adapt, and test again before using an adapted measure in your evaluation.

Train your staff and other key adult stakeholders in PYD principles

Translate from one language to another and assume the measure will be equally valid in both languages.

Understand the ethical issues or potential harm that may arise in measurement, and have plans to mitigate them.

| DO | DON'T |
|---|--|
| Budget time, financial resources, and if needed, technical assistance to the adaptation process. | Simply cut and paste measures that you find into a survey |
| Include youth as much as possible in the measurement process. | Involve youth as an afterthought. |
| Consider how age, development and life stage, gender, language and literacy, culture, and geographic and social position will impact measurement in your program. | <div style="background-color: #c8e6c9; height: 40px;"></div> |
| <div style="background-color: #c8e6c9; height: 40px;"></div> | <div style="background-color: #c8e6c9; height: 40px;"></div> |
| <div style="background-color: #c8e6c9; height: 40px;"></div> | <div style="background-color: #c8e6c9; height: 40px;"></div> |

| 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)


Adapting PYD Measures
Drag each card to the correct column.

| DO | DONT |
|--|--|
| Budget time, financial resources, and if needed, technical assistance to the adaptation process. | Simply cut and paste measures that you find into a survey. |
| Include youth as much as possible. | Involve youth as an afterthought. |

Removes items from a set without full consideration of scale validity and reliability.

Train your staff and other key adult stakeholders in PYD principles.

Understand or anticipate issues or problems that may arise in measurement, and have plans to mitigate them.



Correct
Exactly!

Continue

Incorrect (Slide Layer)

Adapting PYD Measures
Drag each card to the correct column.

| DO | DONT |
|--|--|
| Budget time, financial resources, and if needed, technical assistance to the adaptation process. | Simply cut and paste measures that you find into a survey. |
| Include youth as much as possible. | Involve youth as an afterthought. |

Removes items from a set without full consideration of scale validity and reliability.

Train your staff and other key adult stakeholders in PYD principles.

Understand or anticipate issues or problems that may arise in measurement, and have plans to mitigate them.



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. DONT: Simply cut and paste measures that you find into a survey or involve youth as an afterthought.

Continue

Try Again (Slide Layer)


Adapting PYD Measures
Drag each card to the correct column.

| DO | DONT |
|--|--|
| Budget time, financial resources, and if needed, technical assistance to the adaptation process. | Simply cut and paste measures that you find into a survey. |
| Include youth as much as possible. | Involve youth as an afterthought. |

Removes items from a set without full consideration of scale validity and reliability.

Train your staff and other key adult stakeholders in PYD principles.

Understand or anticipate issues or problems that may arise in measurement, and have plans to mitigate them.

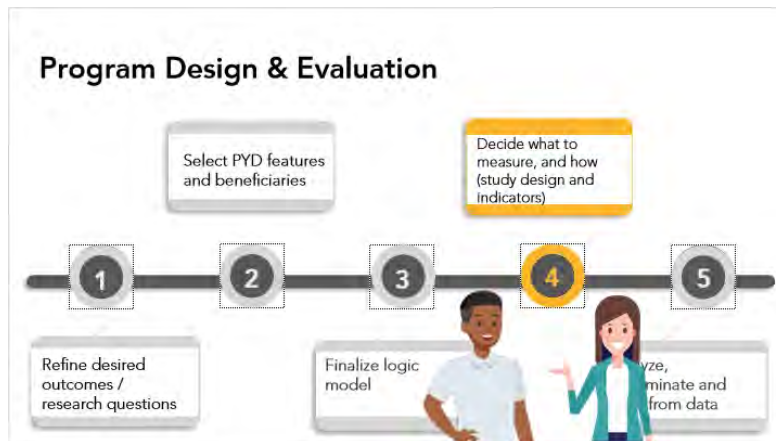


Incorrect

Not quite. How about you try that again?

Try Again

6.7 Program Design & Evaluation



Notes:

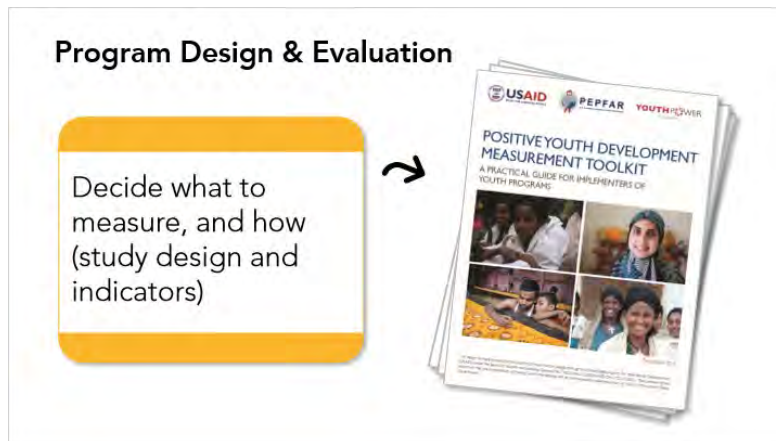
Carlos:

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. It 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

Use PYD Framework to Select Indicators

Do you know which indicators are part of your program design? Take a look at the measurement toolkit and find out.

Let's go to the indicators table!

DO YOU HAVE...?

| | |
|------------|--|
| Domains | At least one indicator for each relevant domain |
| Features | At least one indicator for each feature you want to measure |
| Indicators | <ul style="list-style-type: none">• Select indicators most relevant to project objectives• Review Illustrative Indicators Table (Annex E, page 69) and select indicators. |

Notes:

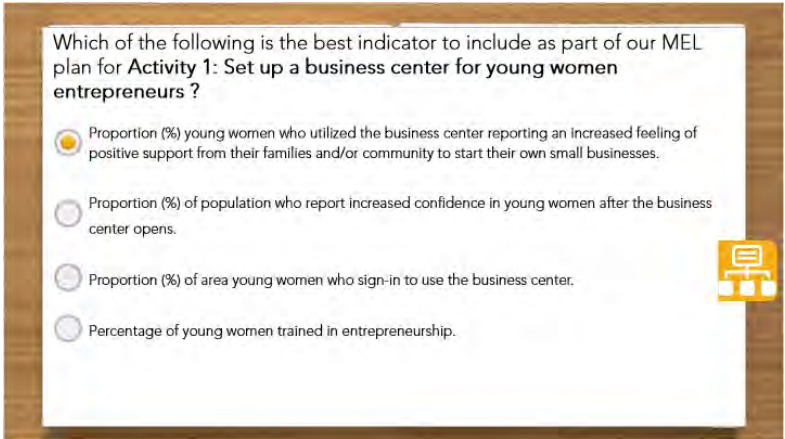
Katrina:

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)



| 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. |

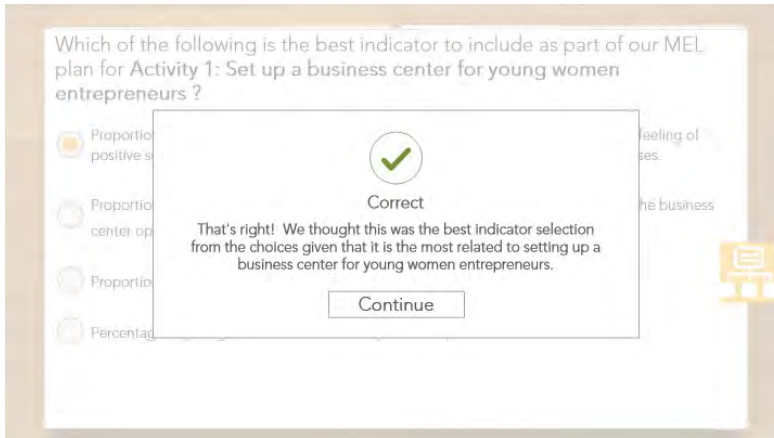
Feedback when correct:

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)

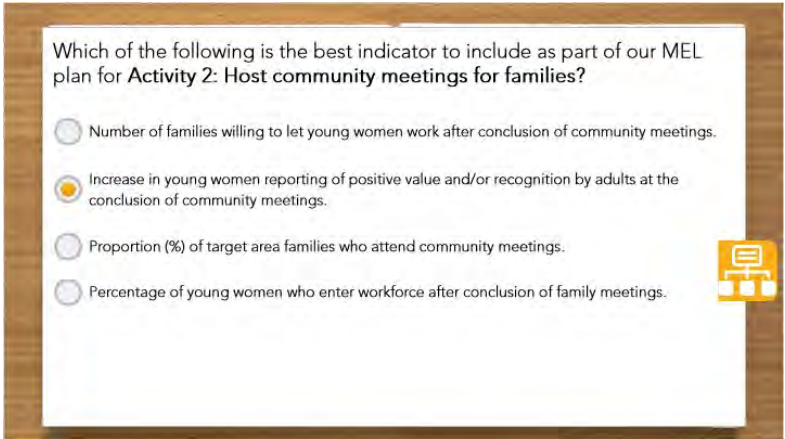


Incorrect (Slide Layer)



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. |

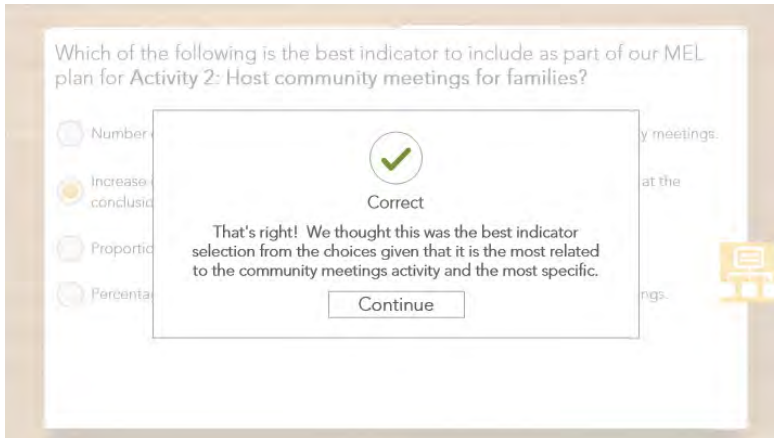
Feedback when correct:

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.

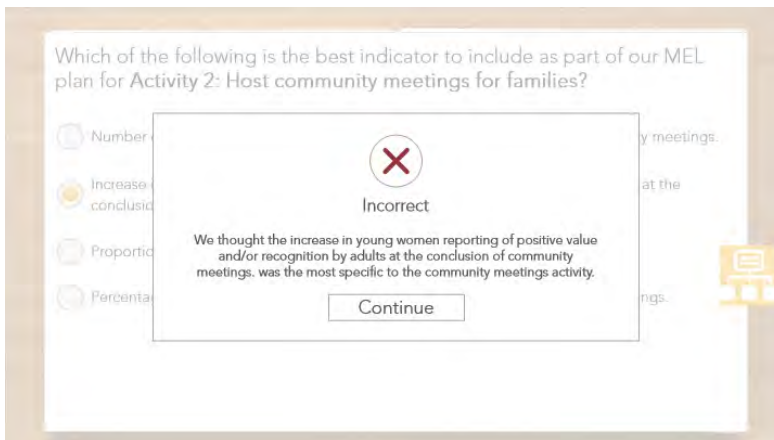
Feedback when incorrect:

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)

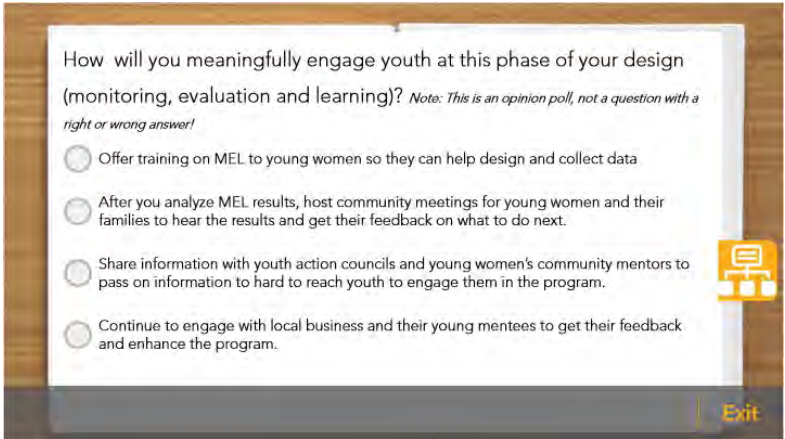


Incorrect (Slide Layer)



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!

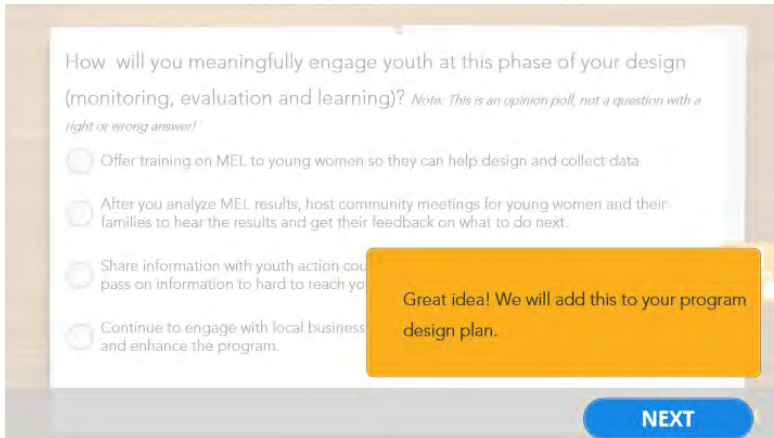
(Multiple Choice, 10 points, 1 attempt permitted)



| 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. |

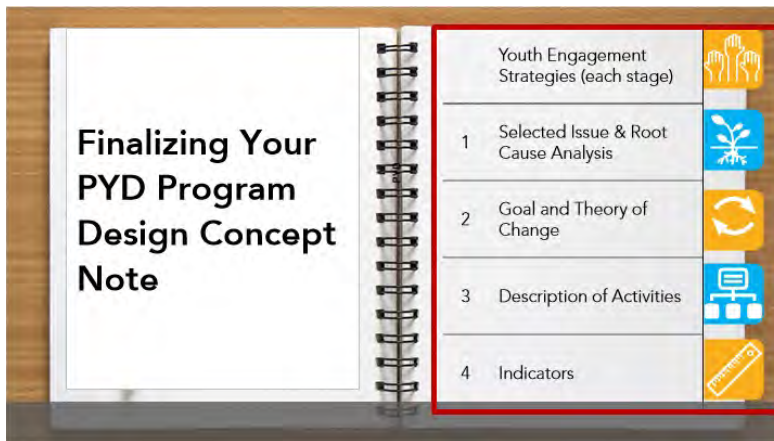
Notes:

Review (Slide Layer)



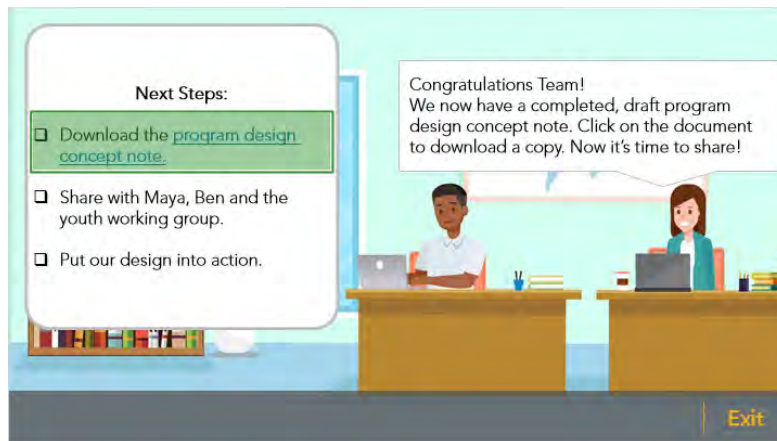
7. Finalizing the Program Design and Consultation Process

7.1 PYD Measurement Title Slide



Notes:

7.2 Final Design Steps



Notes:

Katrina

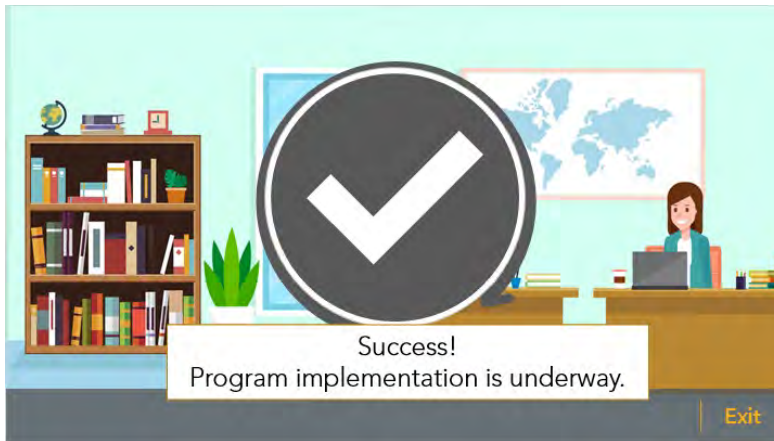
Congratulations team! We now have a completed draft program design. You can download a copy here (click on screen).

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.

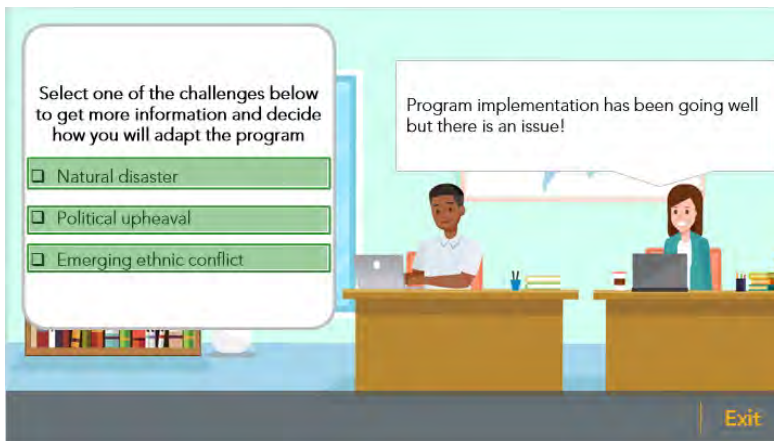
Congratulations again on your work to become a youth programming champion for our organization. We look forward to your leadership and collaboration. Now, let's put our design into action.

7.3 Program Design Implementation Begins



Notes:

7.4 Wait!

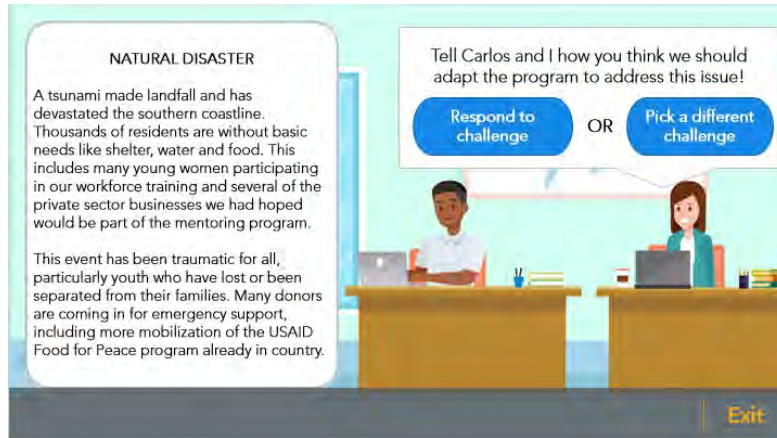


Notes:

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)

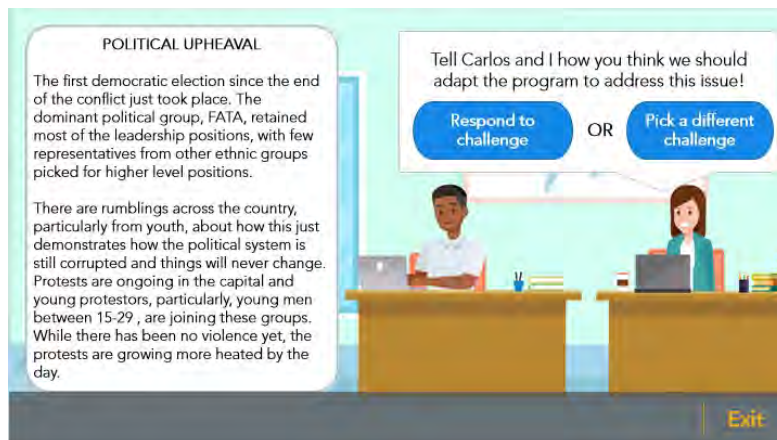


NATURAL DISASTER

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)

Review your program design concept note and decide, what will you do to adapt given the changing context because of the natural disaster?
This is not a right or wrong scenario. As you select the options below, feedback will be offered so you can compare your rationale with our thinking. When you are ready, click "submit" to move on.

| | | |
|--------------------------|---|---|
| <input type="checkbox"/> | Continue running the program as is. | <i>It is clear that the young women you are working with are impacted so you may need to step back and re-assess given the situation.</i> |
| <input type="checkbox"/> | Put the program on hold and engage with local youth to re-assess their situation before you make any decisions. | <i>"Holding" to step back and re-assess, as well as to reconnect with young women in your program, is a great idea. This will help you make an informed discussion on what to do.</i> |
| <input type="checkbox"/> | 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. | <i>Absolutely! Coordination with other sectors will be key to ensure efforts are supporting youth and/or to see if your program can re-direct support that is complimentary to other efforts.</i> |
| <input type="checkbox"/> | See if there are opportunities for young women to join relief efforts. | <i>This may be an option, however, it is really important to ensure young women would be able to be safely engaged.</i> |
| <input type="checkbox"/> | Add new activities focused on providing integrated youth services, such as health, water, etc. | <i>This may be a viable approach. We highly suggest you reconnect with other USAID sectors and donors to better coordinate your efforts.</i> |

| 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)

Review your program design concept note and decide, what will you do to adapt given the changing context because of the natural disaster?
This is not a right or wrong scenario. As you select the options below, feedback will be offered so you can compare your rationale with our thinking. When you are ready, click "submit" to move on.

Continue to wrap up your program and re-assess

Put the program on hold to make any necessary adjustments, as well as to re-evaluate your program, is a great informed discussion on other factors will be key to see if your plan is complementary to

Follow up with local youth and/or USAID counterparts to see if your plan is complementary to

See if there are other relief efforts in the area that you can coordinate with

Add new activities focused on providing integrated youth services, such as health, water, etc. *This may be a viable approach. We highly suggest you reconnect with other USAID sectors and donors to better coordinate your efforts*

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.

Go back to challenges | Continue to Wrap Up

Incorrect (Slide Layer)

Review your program design concept note and decide, what will you do to adapt given the changing context because of the natural disaster?
This is not a right or wrong scenario. As you select the options below, feedback will be offered so you can compare your rationale with our thinking. When you are ready, click "submit" to move on.

Continue to wrap up your program and re-assess

Put the program on hold to make any necessary adjustments, as well as to re-evaluate your program, is a great informed discussion on other factors will be key to see if your plan is complementary to

Follow up with local youth and/or USAID counterparts to see if your plan is complementary to

See if there are other relief efforts in the area that you can coordinate with

Add new activities focused on providing integrated youth services, such as health, water, etc. *This may be a viable approach. We highly suggest you reconnect with other USAID sectors and donors to better coordinate your efforts*

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.

Go back to challenges | Continue to Wrap Up

7.6 Adapt to Political Upheaval

(Multiple Response, 10 points, 1 attempt permitted)

Review your program design concept note and decide, what will you do to adapt given the changing context because of the political upheaval?
This is not a right or wrong scenario. As you select the options below, feedback will be offered so you can compare your rationale with our thinking. When you are ready, click "submit" to move on.

| | |
|---|---|
| <input checked="" type="checkbox"/> Continue running the program as is. | <i>It is clear that the young women you are working with are impacted so you may need to step back and re-assess given the situation.</i> |
| <input checked="" type="checkbox"/> Put the program on hold and engage with local youth to re-assess their situation before you make any decisions. | <i>"Holding" to step back and re-assess, as well as to reconnect with young women in your program, is a great idea. This will help you make an informed discussion on what to do.</i> |
| <input checked="" type="checkbox"/> 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. | <i>Absolutely! Coordination with other sectors will be key to ensure efforts are supporting youth and/or to see if your program can re-direct support that is complimentary to other efforts.</i> |
| <input checked="" type="checkbox"/> Add discussions as part of our safe space work for young women in the program to voice their views. | <i>This may be an option, however, it is really important to ensure young women would be able to be safely engaged.</i> |
| <input checked="" type="checkbox"/> See if there are opportunities for young women to join the protests. | <i>This is not something we would promote. However, seeing how young women could productively and safely engage in the political process and get their voices heard would be helpful.</i> |

| 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)

Review your program design concept note and decide, what will you do to adapt given the changing context because of the political upheaval?
This is not a right or wrong scenario. As you select the options below, feedback will be offered so you can compare your rationale with our thinking. When you are ready, click "submit" to move on.

It is clear that this is a scenario you are working with and you back and re-assess:

assess, as well as to your program, is a great informed discussion on

These sectors will be key to with and/or to see if your, but is complementary to

It is really important to able to be safely

This is not something we would promote. However, seeing how young women could productively and safely engage in the political process and get their voices heard would be helpful

Continue running the program

Put the program on hold to re-assess the situation

Follow up with local partners to strengthen the program

Add discussion points to the program

See if there are opportunities for young women to join the protests.

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.

Go back to challenges

Continue to Wrap Up

Correct (Slide Layer)

Review your program design concept note and decide, what will you do to adapt given the changing context because of the political upheaval?
This is not a right or wrong scenario. As you select the options below, feedback will be offered so you can compare your rationale with our thinking. When you are ready, click "submit" to move on.

It is clear that this is a scenario you are working with and you back and re-assess:

assess, as well as to your program, is a great informed discussion on

These sectors will be key to with and/or to see if your, but is complementary to

It is really important to able to be safely

This is not something we would promote. However, seeing how young women could productively and safely engage in the political process and get their voices heard would be helpful

Continue running the program

Put the program on hold to re-assess the situation

Follow up with local partners to strengthen the program

Add discussion points to the program

See if there are opportunities for young women to join the protests.

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.

Go back to challenges

Continue to Wrap Up

Incorrect (Slide Layer)

Review your program design concept note and decide, what will you do to adapt given the changing context because of the political upheaval?
This is not a right or wrong scenario. As you select the options below, feedback will be offered so you can compare your rationale with our thinking. When you are ready, click "submit" to move on.

Continue running the program as is. *It is clear that the young women you are working with are impacted so you may need to step back and re-assess given the situation.*

Put the program on hold and engage with local youth to re-assess their situation before you make any decisions. *"Holding" to step back and re-assess, as well as to reconnect with young women in your program, is a great idea. This will help you make an informed discussion on what to do.*

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. *Absolutely! Coordination with other sectors will be key to ensure efforts are supporting youth and/or to see if your program can re-direct support that is complementary to other efforts.*

Consider adding program activities focused on the young women leading discussions with their communities on the topic. *This may be an option, however, it is really important to ensure young women would be able to be safely engaged and have the skills necessary to lead the discussions.*

Conduct a community scorecard activity for young women to assess how bad the conflict really is. *This is highly dependant on if the process would be helpful. It would be critical to ensure young women are trained, mentored and that put in safe situations.*

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.

7.7 Adapt to emerging conflict

(Multiple Response, 10 points, 1 attempt permitted)

Review your program design concept note and decide, what will you do to adapt given the changing context because of the emerging ethnic crisis?
This is not a right or wrong scenario. As you select the options below, feedback will be offered so you can compare your rationale with our thinking. When you are ready, click "submit" to move on.

Continue running the program as is. *It is clear that the young women you are working with are impacted so you may need to step back and re-assess given the situation.*

Put the program on hold and engage with local youth to re-assess their situation before you make any decisions. *"Holding" to step back and re-assess, as well as to reconnect with young women in your program, is a great idea. This will help you make an informed discussion on what to do.*

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. *Absolutely! Coordination with other sectors will be key to ensure efforts are supporting youth and/or to see if your program can re-direct support that is complementary to other efforts.*

Consider adding program activities focused on the young women leading discussions with their communities on the topic. *This may be an option, however, it is really important to ensure young women would be able to be safely engaged and have the skills necessary to lead the discussions.*

Conduct a community scorecard activity for young women to assess how bad the conflict really is. *This is highly dependant on if the process would be helpful. It would be critical to ensure young women are trained, mentored and that put in safe situations.*

| 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)

Review your program design concept note and decide, what will you do to adapt given the changing context because of the emerging ethnic crisis?
This is not a right or wrong scenario. As you select the options below, feedback will be offered so you can compare your rationale with our thinking. When you are ready, click "submit" to move on.

Continue

Put the program youth to rest any decision

Follow up conflict mitigation considerations strengthen

Consider a young women meeting discussions with their communities on the topic.

Conduct a community scorecard activity for young women to assess how bad the conflict really is.

and have the skills necessary to lead the discussions.

This is highly dependent on if the process would be helpful. It would be critical to ensure young women are owned, monitored and that put in safe situations.

and working with us back and re-assess

is as well as to reconnect is a great idea. This will be on what to do.

sectors will be key to not to see if your complementary to.

really important to to safely engaged

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.

Go back to challenges

Continue to Wrap Up

Incorrect (Slide Layer)

Review your program design concept note and decide, what will you do to adapt given the changing context because of the emerging ethnic crisis?
This is not a right or wrong scenario. As you select the options below, feedback will be offered so you can compare your rationale with our thinking. When you are ready, click "submit" to move on.

Continue

Put the program youth to rest any decision

Follow up conflict mitigation considerations strengthen

Consider a young women meeting discussions with their communities on the topic.

Conduct a community scorecard activity for young women to assess how bad the conflict really is.

and have the skills necessary to lead the discussions.

This is highly dependent on if the process would be helpful. It would be critical to ensure young women are owned, monitored and that put in safe situations.

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really important to to safely engaged

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.

Go back to challenges

Continue to Wrap Up

7.8 Course Wrap Up

Download Resources
(go to resources in the top, right hand corner of the screen)

Visit the YouthPower website

Fill Out Evaluation

Thank you for being a valuable member of our team. Before you go, don't forget to download resources from the course and visit YouthPower!

And please, we would appreciate your feedback. Take 5 minutes to complete the course evaluation.

Exit

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>)

Katrina

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>)