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MIDDLE EAST AND NORTH AFRICA POSITIVE YOUTH DEVELOPMENT SYMPOSIUM SUMMARY REPORT

March 2-5, 2020 | Tangier, Morocco

This report was prepared by Social Impact, Inc. as part of the Middle East Education Research, Training, and Support (MEERS) contract at the request of the United States Agency of International Development.

MIDDLE EAST AND NORTH AFRICA POSITIVE YOUTH DEVELOPMENT SYMPOSIUM

SUMMARY REPORT

March 2-5, 2020 | Tangier, Morocco

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Cover Photo: Participants at the 2020 MENA PYD Symposium discuss models of PYD programming.

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SYMPOSIUM OBJECTIVES AND REPORT OVERVIEW

The 2020 Middle East and North Africa (MENA) Positive Youth Development (PYD) Symposium was held from March 2-5, 2020, at the Hilton Garden Inn in Tangier, Morocco. Hosted by the United States Agency for International Development (USAID), the three-day Symposium convened over 130 youth, development practitioners, and policymakers from across the MENA, with an optional fourth day workshop for USAID staff and implementing partners to learn about how to apply PYD in their work and visit youth centers in Tangier to see PYD in action. The daily learning objectives of the Symposium were:

DAY 1 LEARNING OBJECTIVES:

1. Discuss results of research on youth and PYD programming.
2. Identify priorities, challenges, and opportunities for further progress in PYD programming.
3. Share and discuss country case studies of quality, scalable, and sustainable PYD programs.

DAY 2 LEARNING OBJECTIVES:

1. Discuss best practices in effective PYD programming.
2. Identify best practices in gender and social inclusion.
3. Share innovative models of effective PYD programs across the region.

DAY 3 LEARNING OBJECTIVES:

1. Discuss best practices in scaling and sustaining PYD programming.
2. Discuss systems level efforts to transform PYD outcomes.
3. Identify key takeaways from the Symposium and determine next steps.

DAY 4 LEARNING OBJECTIVES:

1. Build capacity of implementing partners around PYD.
2. Attend site visits to see PYD in action.

This report summarizes the content of the symposium sessions and identifies key takeaways from each. All session materials, including the participant guide, presentation slides, and other resources, are available on the event's USAID Education Links website: <https://www.edu-links.org/events/usaids-mena-positive-youth-development-symposium>.

Among symposium participants was Mr. Khalid Nahar, a young artist from Jordan. Throughout the symposium, Mr. Nahar visually documented the discussions and key points from each day through a process called graphic recording. The final result of this visual notetaking is included on the next page, and each panel is included individually throughout the report before each day's session summaries.

2020 MENA Positive Youth Development Symposium

مؤتمر الشباب والتنمية بمنطقة الشرق الأوسط وشمال إفريقيا ٢٠٢٠

DAY 1 اليوم الأول

WHAT ARE THE YOUTH'S VISIONS FOR MENA?
سبعونا آرائكم!

CALL TO ACTION!
EDUCATION'S ROLE IN BUILDING THE FUTURE
دور التعليم في بناء مستقبل أفضل

STATE OF THE FIELD
الحالة الراهنه

POPULATION GROWTH → **DEMOGRAPHIC DIVIDEND**
النمو السكاني → الديموغرافي

BUT... WHAT ARE THE BARRIERS TO REAPING THE DEMOGRAPHIC DIVIDEND?

- CONFLICT النزاعات
- POVERTY الفقر
- GENDER-BASED EXCLUSION التمييز الجندبي

PROMISING PRACTICES

- MEANINGFUL YOUTH ENGAGEMENT الإشراف التقني للشباب
- MENTAL HEALTH SUPPORT دعم الصحة النفسية
- SHIFTING SOCIAL NORMS تغيير الأعراف المجتمعية
- OVERCOMING TRUST DEFICITS على التغلب على النقص في الثقة
- INCLUSION ACROSS DIVIDING LINES الإشراف عبر اختلافات
- TRANSFORMING THE CONFLICT ENVIRONMENT تغيير بيئة النزاع

MODELS OF PYD PROGRAMMING
النماذج المتبعة في برامج التنمية والشباب

- FOR-SATV - FORTSATI
- UNIVERSITY CENTERS FOR CAREER DEVELOPMENT
- NON-FORMAL LEARNING - PARTNERSHIPS WITH YOUTH

ASSETS (Knowledge, Skills, Attitudes, Values, Resilience, Self-efficacy, Social Support, Empowerment, Agency, Responsibility, Contribution, Citizenship)

ENABLING ENVIRONMENT (Supportive Family, Community, Schools, Workplaces, Government, Society)

WORKING ON A BETTER MODEL
محاولة بلورة نموذج أفضل

SOME MAIN GUIDELINES
بعض المبادئ التوجيهية

- PROMOTE CREATIVITY تشجيع الإبداع
- ENGAGE YOUTH IN DECISION & LAW-MAKING إشراك الشباب في اتخاذ القرارات وصنع التشريعات
- GENDER EQUALITY المساواة الجندبية
- SUSTAINABILITY THROUGH PRIVATE SECTOR ADVOCACY الاستدامة عن طريق الدعوة القطاع الخاص

DAY 2 اليوم الثاني

PROMOTING INCLUSION IN PYD
الإدماج في التنمية الشبابية

PROVIDING ADOLESCENT-LED SEXUAL EDUCATION FOR GIRLS
تقديم الصحة الجنسية والإنجابية للبنات

PROVIDING UNIVERSITY SCHOLARSHIPS TO PROMISING STUDENTS
توفير المنح الجامعية للطلاب الواعدين

INCLUSION OF PERSONS WITH DISABILITIES
إدماج ذوي الإعاقات

EFFECTIVENESS IN PRIVATE & PUBLIC SECTORS

- BUILDING PARTNERSHIPS WITH PRIVATE & PUBLIC SECTORS
- ECONOMIC EMPOWERMENT OF WOMEN & YOUTH
- YOUTH CAREER INITIATIVE EMPLOYMENT IN HOSPITALITY
- EDUCATION REFORM

INNOVATION (MAR-KET-PLA-CE) → **THE HUMAN ELEMENT OF PYD** (الإنسان العنصر البشري)

TRUST (Trust, Empathy, Openness, Vulnerability, Honesty, Integrity, Accountability, Transparency, Communication, Collaboration, Consensus, Compromise, Conflict Resolution, Negotiation, Mediation, Arbitration, Restorative Justice, Forgiveness, Reconciliation, Healing, Resilience, Self-awareness, Self-regulation, Social skills, Emotional regulation, Empathy, Compassion, Kindness, Generosity, Gratitude, Optimism, Hope, Resilience, Self-efficacy, Agency, Responsibility, Contribution, Citizenship)

BREAKOUT SESSIONS (PARTNERSHIP WITH PARENTS, COMMUNITY ORGANIZATIONS, YOUTH-FRIENDLY SPACES, ROLE OF SOCIAL MEDIA)

EVALUATING PYD PROGRAMMING
تقييم نتائج وأثار برامج التنمية والشباب

DAY 3 اليوم الثالث

TRANSFORMING YOUTH

UNDERSTANDING PROBLEMS SYSTEMICALLY THRU THE ICEBERG MODEL
تغيير نظم الشباب

LEARNING THRU NETWORKING
التعلم عبر المشاركة

HOW LEARNING HAPPENS
WILLINGNESS TO LOOK AT DATA
كيفية يحدث التعلم: توفر الإرادة لفحص البيانات

THINK CYCLICAL NOT LINEAR
التفكير بشكل دوري غير خطي

OBSTACLES FACING SYSTEMS CHANGE
التحديات التي تواجه تغيير النظم

- LACK OF FUNDING
- LACK OF YOUTH IN POSITIONS OF LEADERSHIP
- LACK OF FAITH IN YOUTH
- LACK OF SUPPORT FOR YOUTH PROGRAMS

SEEING YOUTH OUTCOMES AT SCALE
توسيع نطاق الأثر على الشباب

- BUILDING UPON EXISTING SYSTEMS
- WORKING WITH LOCAL GOVERNMENTS
- INVESTING IN MONITORING & EVALUATION

LET'S STAY CONNECTED!
لنبقى على تواصل!

SYSTEM MAPPING





SESSION SUMMARIES

DAY 1: MARCH 2, 2020

DAY 1 اليوم الأول

★ WHAT ARE THE YOUTH'S VISIONS FOR MENA?
سمعونا آرائكم!

CALL TO ACTION!
EDUCATION'S ROLE IN BUILDING THE FUTURE
دور التعليم في بناء مستقبل أفضل

YOUTH PROGRAMS IN MENA

STATE OF THE FIELD الحالة الراهنة

مجالات تنمية الشباب



BUT...
WHAT ARE THE BARRIERS TO REAPING THE DEMOGRAPHIC DIVIDEND?
عقبات العائد الديموغرافي



- MEANINGFUL YOUTH ENGAGEMENT
الإشراك الحقيقي للشباب
- MENTAL HEALTH SUPPORT
دعم الصحة النفسية
- SHIFTING SOCIAL NORMS
تغيير الأعراف المجتمعية

- OVERCOMING TRUST DEFICITS
التغلب على عجز الثقة
- INCLUSION ACROSS DIVIDING LINES
الإشراك عبر تقسيمات الاختلافات
- TRANSFORMING THE CONFLICT ENVIRONMENT
تغيير بيئة النزاع

PROMISING PRACTICES

MODELS OF PYD PROGRAMMING النماذج المتبعة في برامج التنمية و الشباب

WORKING ON A BETTER MODEL
محاولة بلورة نموذج أفضل



المراكز الجامعية للتطوير المهني

- FORSATY فوساتي
- UNIVERSITY CENTERS FOR CAREER DEVELOPMENT



SOME MAIN GUIDELINES بعض المبادئ التوجيهية



ENGAGE YOUTH IN DECISION & LAW-MAKING
إشراك الشباب في اتخاذ القرارات و سن التشريعات



PROMOTE CREATIVITY
تعزيز الإبداع



- NON-FORMAL LEARNING - الشراكة مع الشباب
- PARTNERSHIPS WITH YOUTH

GENDER EQUALITY
المساواة بين الجنسين



SUSTAINABILITY THROUGH PRIVATE SECTOR, ADVOCACY
الإستدامة عن طريق القطاع الخاص، الدعم



CALL TO ACTION: YOUTH VISIONS FOR THE MENA

Speakers

- Manar Sameh Shamsan Zagheer, from Yemen
- Omar Al Tal, Mercy Corps

Session Summary

Young leaders from Yemen and Jordan opened the symposium with their visions and calls to action for youth voice and engagement throughout the MENA.

Manar Sameh Shamsan Zagheer, a 16-year-old from Yemen, shared her vision for youth in the region in a pre-recorded [video](#), as visa challenges prevented her from attending the Symposium in person. She spoke about education being the most valuable tool we can use against war, intolerance, and ignorance, and that, despite barriers, education is her human right. Manar highlighted the strength and importance of youth in the world, stating that, “**youth represent some of the present and all of the future.**”

Omar Al Tal shared stories about his experience as the Mercy Corps Head of Education and Youth in Iraq. He described a time he was leading a discussion with youth, asking about their dreams for the future. A young man said, “I have no idea what’s going to happen to me in five minutes, so how can I tell you what my future will be? Previous youth have said they will be doctors and now they are in the streets protesting poverty. Instead of asking me what I want in the future, ask me what I want to do right now.”

Al Tal engaged the youth in the audience with questions and had them raise their hands if they were rejected for a job or if their ideas were not taken seriously because of their age. He said that “it should be all of our vision that we are the ancestors that shape the face of youth work with government and civil society. Instead of just listening to voices, put them in to action.” He then facilitated a dialogue where youth participants shared their thoughts about PYD, identifying challenges and barriers to youth engagement and what must be done to overcome these barriers.



Omar Al Tal opening the Symposium, calling youth and all participants to action.

Key Takeaways



1. Manar Sameh Shamsan Zagheer emphasized the critical role youth play in society: “Youth represent some of the present and **all of the future.**”
2. Listening to youth is a crucial first step but **listening alone is not enough.** Youth must be actively engaged in planning and decision-making.
3. Youth have clear visions for their future, but **governments and institutions lack responses to youth visions.** There is opportunity for youth to advocate for institutional changes.

STATE OF THE FIELD: RESEARCH ON YOUTH AND PYD PROGRAMS IN THE MENA

Speakers

- Behzad Noubary, UNICEF | MENA Generation 2030
- Andrew Epstein, Social Impact | Youth Spaces
- Saji Prelis, Search for Common Ground | PYD in Conflict
- Moderator: Carol Wilson, USAID/Middle East Bureau

Session Summary

Experts presented the results of recent research papers on youth in the MENA region, framing the Symposium's discussions in the evidence base, followed by questions and answers about constructing a research agenda.

MENA Generation 2030: UNICEF's [MENA Generation 2030 Report](#) analyzed regional trends in youth programming and policy in the MENA. The region's population is expected to double by the middle of this century with the population of those of working age far outnumbering children or the elderly. The "economic dividend" of this population (the potential for economic growth and their disposable income) is huge. With the right policies in place, this transition can be a positive one. The barriers to reaping these benefits include conflict and violence, poverty-based exclusion and inequity, gender-based exclusion and inequity, and a lack of engagement. Recommendations include equipping youth with necessary skills needed to work, investing in early childhood development, and unlocking the potential of girls and young women.

Youth Spaces: Social Impact's [Youth Spaces Report](#) examined the design, effectiveness, and approaches to sustainability and scaling of community, school-based, and embedded youth programs throughout the MENA region. The reviewed programs addressed employment access, ensuring that the training and education leading up to employment was relevant to the desired career, and encouragement of youth as leaders, staff, and interns in these programs. Design considerations include ensuring safe physical spaces for participants to engage, but also safe spaces for them to make mistakes and learn. Having multiple partners is key for scaling and sustaining youth spaces, as is planning for sustainability and scale at a program's inception. It is also important to build in strong monitoring and evaluation systems, so organizations have evidence of what is working to show to potential donors.

PYD in Conflict: Search for Common Ground's research paper about youth in conflict environments reviewed four domains: asset development, agency, leadership and contribution, and enabling environments. Through this research, Search for Common Ground identified six promising practices: 1) meaningful youth engagement, 2) mental health and psychosocial support integration, 3) shifting social norms, 4) overcoming trust deficits, 5) inclusion across dividing lines, and 6) transforming the conflict environment. It is important to note that these practices involved young women and men, took past violence and trauma into account, and considered the degree of trust between and among youth involved and program implementers.



Saji Prelis from Search for Common Ground presenting on PYD in conflict.

Key Takeaways



1. To reap the **economic dividends of young people**, countries must focus on investing in human capital and social protection.
2. Youth need **safe spaces** to grow in and feel empowered.
3. Youth in conflict environments need meaningful engagement and **inclusion that transcends divisive lines**.

OFFICIAL WELCOME

Speakers

- Azibou Mokrai Abdelouahed, Morocco Ministry of Youth and Sport, Tangier-Tetouan-Al Hoceima Regional Director
- Brooke Isham, USAID/Morocco Mission Director

Session Summary

Senior U.S. and Moroccan government officials gave opening remarks to the plenary.

Mr. Azibou Mokrai Abdelouahed thanked USAID for their ongoing support of youth development in Morocco, underscoring that development more broadly cannot advance without youth integration. Mr. Abdelouahed highlighted several youth programs that USAID/Morocco has supported, explaining both the proximity principles and intersection principles of youth engagement, and emphasized the role that civil society organizations play in youth development. Ms. Brooke Isham spoke about the PYD Framework and thanked participants for traveling from across the region to share their experiences at the Symposium. Ms. Isham featured USAID youth development programs in Morocco, including career centers and one-stop-shops.



Brooke Isham, USAID/Morocco Mission Director, and Azibou Mokrai Abdelouahed, Morocco Ministry of Youth and Sport, Tangier-Tetouan-Al Hoceima Regional Director give opening remarks for the Symposium.

DEEP DIVE INTO MODELS OF PYD PROGRAMMING

Speakers

- Vincent Carbonneau, International Organization for Migration | Morocco FORSATY
- Maha Fakhry Moussa, American University in Cairo | Egypt UCCD
- Ma'en Rayyan, Questscope Jordan
- Rachel Surkin, IREX | Youth Development Resource Centers
- Maria Presley and Nadhem Moussaoui, FHI360 | Tunisia Ma3an
- Moderator: Hind Houas, USAID/Tunisia

Session Summary

Presenters highlighted key components of their PYD program models from across the region. After presentations concluded, participants broke into small group discussions to learn about each model in more depth.

Favorable Opportunities to Reinforce Self-Advancement for Today's Youth (FORSATY): FORSATY's goal is to integrate at-risk and vulnerable youth into the workforce and society using a "one-stop-shop" model. FORSATY works with private sector and civil society organizations to help reduce school dropout rates. Volunteers canvas neighborhoods and ensure that youth, especially out-of-school youth, have information about available resources. They attract youth through field trips, sporting events, and other activities and then slowly integrate them into the full program where they are trained in skills demanded by the job market. One participating youth, who with others established their own local organization to help other young people engage in civic life and gain soft skills, said that FORSATY trainings equipped her with the knowledge and skills needed to support improvements in the lives of other young people. She emphasized that giving youth useful tools, establishing trust, and creating safe spaces are important steps youth programs can take to support their participants' success.

Egypt University Centers for Career Development (UCCD): There are 21 career centers serving over one million students across Egypt, providing career services in the following areas: career planning, employability skills, English language, digital literacy, technical tracks, entrepreneurship, and private sector engagement. Maha Fakhry Moussa shared that there are many youth in Egypt who have become frustrated by the economic climate and lack motivation. The UCCDs empower youth to transform their lives and engage them in the centers' financial sustainability plans, including by hiring youth to work at the centers.

Questscope Jordan: Ma'en Rayyan shared his story of working in a poor neighborhood with at-risk children. Over the course of a year, as friendships and trust grew, Rayyan learned that youth felt like they were not learning anything from the programs in their neighborhood. He began holding meetings with ministers and other stakeholders in the community. Questscope works in partnership with the Jordanian Ministry of Education on the first accredited non-formal education curriculum program of its kind in the Arab World. The program enables thousands of young men and women who had left school to continue their studies, and works with student volunteers to mentor at risk youth.

Youth Development Resource Centers (YDRCs): Rachel Surkin addressed the low levels of employment that youth in Palestine are facing. There are many youth programs, but due to the ongoing conflict, there are significant limits on physical mobility. The goal of YDRCs was to increase access to education and learn from sustainable hubs called Youth Development Centers. These centers were not designed to prescribe specific curricula to follow, but rather gave options and resources to youth who wanted to learn. Strategies for success included safe spaces, being intentional about relationships and norms, which helped to build trust between the elderly and the youth and allowed gender mixing. The centers used story-telling methodology led by the youth and focused on building soft skills. During the discussion, participants acknowledged that meaningful transformations could take place in a very short period of time, especially for youth, and that things like volunteering, leading, and traveling can change the

course of one's life. This, a small-group discussion member suggested, is at the core of the PYD approach and is too often lost on donors and researchers more interested in employment and income numbers.

Tunisia Ma3an: In the years since the Arab Spring, a new constitution has committed the population of Tunisia to respond to the needs of youth. The Tunisia Ma3an program was created in this context. Nadhem Moussaoui, a youth who participates in the program, and Maria Presley from FHI360 introduced “community youth mapping.” Moussaoui said that youth mapping changed his life. He met with over 200 peers and 20 senior personnel, which allowed him to identify possibilities for youth and share them with others. Moussaoui worked with his peers to analyze the data he collected and shared this information with the government and other actors. The result was the creation of a refurbished youth center for dances, sports, and community gatherings. Moussaoui noted the challenges identified during this process, including the fact that youth can be impatient. Tunisia Ma3an encourages youth to take on challenges with a degree of patience and highlights that real change takes time and effort.

After short presentations, small groups discussed **youth issues for programming and working toward sustainability**. Participants discussed various approaches to reaching youth and identifying their needs: seeking diverse partnerships, addressing sub-groups, sampling regional youth, collecting data, implementing workshops, and using youth-oriented communications. Participants also gave specific examples of issues facing youth in their communities and programs, including lack of opportunity, training,



Youth participants in a small group discussion on YDRCs.

and education; youth voices not being heard; lack of collaboration with local stakeholders; and lack of cohesion of partnerships. Participants emphasized that the common length of project lifespans can pose challenges to sustainability, since projects ultimately end without clear plans for how to continue their progress. Potential solutions mentioned include establishing strong partnerships and including youth in solution-making and taking ownership of the process. When asked which factors guarantee the continuity of a project, participants suggested: partnerships with local government ministries and the media; ability to

duplicate activities after the project ends; capacity building of local actors; involvement of all stakeholders; and accessibility of youth resources and spaces; and utilization of monitoring and evaluation (M&E) tools (e.g. needs assessments).

Key Takeaways



1. PYD programs use a **variety of services and approaches** to reach and empower youth, including one-stop-shops, career services, safe spaces, story-telling and soft skill building, and community youth mapping
2. Lack of training and education, lack of collaboration with local stakeholders, lack of cohesion of partnerships, and making room for youth to be heard were some of the specific **examples of issues facing youth in their communities and in youth programs**.
3. **Key components of program sustainability** include partnerships, capacity building, accessibility for youth, and monitoring and evaluation.

LEARNING FROM WHAT HASN'T WORKED AND ADAPTING TO IMPROVE

Speakers

- Haneen Al-Rasheed, USAID/Jordan
- Nermeen Obeidat, Global Communities | YouthPower Jordan
- Fiona Dwinger, Tony Blair Institute for Global Change | Generation Global
- Mohamed El Idrissi, Teach for Morocco
- Moderator: Mike McCabe, USAID

Session Summary

In this session, speakers shared examples of how they have learned from things that have not worked in the past and how they adapted their programs to improve.

Jordan Workforce Development Project: USAID designed a program to tackle the issue of high unemployment in Jordan. However, by the end of the second year, the program was not on track to meet its goal. After reassessing, USAID realized their approach was two-dimensional, considering only the job market and employers' needs. The approach had not considered a third dimension—what did youth want? Subsequently, in adapting the program, they engaged community partners (emphasizing family support), secured jobs (emphasizing private sector partnerships), and established Employment Promotion Units.

YouthPower Jordan: YouthPower has three major components: transformational learning (training youth on soft skills), asset mapping, and designing initiatives based on community needs. The project had not met its goal during the first three years of implementation. The main issue identified was the need to increase youth commitment and the number of youth involved. To adapt, the program began offering learning activities both online and in-person, relaxed learning requirements, and focused more on youth social entrepreneurship. It also emphasized peer-to-peer learning and youth leadership by establishing 75 qualified youth trainers. After these adjustments, YouthPower has trained 150,000 youth nationwide, demonstrating the power of youth-to-youth knowledge transfer.

New York City Pilot Project & Wadha Program: Generation Global took lessons learned from a youth-led after-school program in New York City and applied them to the Wadha program in Lebanon, which uses existing networks of instructors and youth, specifically focusing on inclusion of youth of different backgrounds, to emphasize diversity. This program highlighted the importance of age among youth and facilitators; facilitators could act as both peers and role models. As such, the program created a youth dialogue council (comprised of youth facilitators) to speak on programming successes and challenges, which allowed for its fast adaptation.

Teach for Morocco: Mohamed El Idrissi highlighted lessons learned from the application of the Teach for All model in Morocco, including: the importance of understanding local communities, their realities, and challenges; the need to incorporate participatory leadership in education programming; and the need for approaches both inside and outside of the classroom.

Key Takeaways:



1. **Projects must be adapted for sustainability.** Sustainability approaches include engaging community partners, planning for labor market needs and employment, and engaging a mix of public and private stakeholders.
2. **Youth inputs to and leadership in programming** are important success factors, as well as partnerships among youth and peer-to-peer engagement.
3. Additional considerations for programming include **community engagement, partnerships** with local stakeholders, and **participatory leadership** from a variety of stakeholders.

BINGO



Participants mingle during an interactive bingo game, designed to facilitate introductions, build connections, and share experiences with each other.

WORKING ON A BETTER MODEL

Facilitator:

- Rachel Goldberg, USAID/Middle East Bureau

Session Summary

After an interactive bingo game designed to share participants' experiences with PYD, participants worked in small groups to synthesize lessons learned during the game and develop guidelines for PYD programs. The top guiding principles for PYD programming were:

Youth inclusion and engagement: Youth should be included in decision-making, in M&E (such as youth assessments and research), and in co-design to increase youth ownership of programming. One example, as it relates to the M&E process, is using youth- and community-generated indicators. Another example is using youth-to-youth and peer-to-peer approaches in programming.

Inclusion: Youth of diverse identities, abilities and background should be intentionally included in all programming. Inclusion should consider disability, conflict-status, gender, socioeconomic status, among others.



Youth presenters share their guiding principles.

Sustainability: participants emphasized the need for program adaptation, as well as planning for sustainability of programming from the beginning (funding) stage.

Systems approaches: affecting change at the system-level by incorporating long-run principles, including: partnerships between donors, government, civil society, youth, etc.; cooperation between youth and international organizations, while maintaining community-based projects; shifting traditional mindsets toward youth programming; and use of evidence-based programming.

Safe spaces: create, protect, and allow for youth safe spaces to foster PYD.



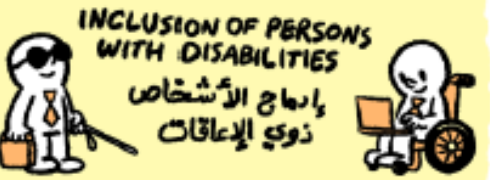
SESSION SUMMARIES

DAY 2: MARCH 3, 2020

اليوم الثاني DAY 2

PROMOTING INCLUSION IN PYD

الإدماج في التنمية الشبابية



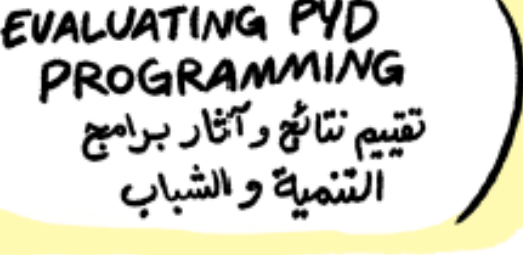
EFFECTIVENESS IN PRIVATE & PUBLIC SECTORS

<p>BUILDING PARTNERSHIPS WITH PRIVATE & PUBLIC SECTORS</p> <p>الشراكة مع القطاع العام والخاص</p>	<p>ECONOMIC EMPOWERMENT OF WOMEN & YOUTH</p> <p>التمكين الاقتصادي للنساء والشباب</p>	<p>YOUTH CAREER INITIATIVE EMPLOYMENT IN HOSPITALITY</p> <p>توطين الشباب في مجال الفنادق</p>	<p>EDUCATION REFORM</p> <p>إصلاح التعليم</p>
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THE HUMAN ELEMENT OF PYD

العنصر البشري



PROMOTING INCLUSION IN PYD

Speakers

- Zena Itani, Mercy Corps
- Yassine Isbouia, Mediterranean Forum for Youth and the No Hate Speech Movement
- Quincy Dermody, AMIDEAST Egypt
- Marianne Al Awar, Lebanese American University
- Moderator: Angie Haddad, USAID/Jordan

Session Summary

Panelists discussed promising practices related to gender transformative activities, at-risk environments, displacement, disability, and social inclusion.

Zena Itani from Mercy Corps shared lessons of inclusion from **Wise Girls**, a youth-led program that empowers girls to design and facilitate their own sexual and reproductive health sessions. Using a human-centered design approach, Mercy Corps Jordan conducted about 150 consultations with girls and their community leaders in refugee camps, which helped the organization understand the power of knowledge transfer between girls. Mercy Corps also used the power of storytelling and worked with girls in the refugee camp to develop the character Zahrah and her story to introduce puberty in a fun way and help girls safely navigate puberty in the camp. Wise Girls is an example of youth ownership over program design and implementation, which builds their agency over their knowledge, their bodies, and their spaces. Itani stressed that, for change to be sustainable, donors need to commit to be an ally to youth, rather than a burden. Donors and funders need to have a relationship with the youth, prioritize girls' leadership, and have in-depth M&E support to capture the process of empowerment and youth leadership.

Yassine Isbouia, from the **Mediterranean Forum for Youth and the No Hate Speech Movement** discussed the role passion, belonging, and security play in youth engagement. Yassine shared a photo of Asilah, a town approximately 30 kilometers outside of Tangier. Isbouia explained how Asilah made him feel safe and provided space for creativity, and that youth within this city dream of something good for the nation. For Isbouia, Asilah gave him a sense of belonging and a reason to take part in local decision-making on the youth city council. After the events of the Arab Spring, he felt compelled to support the work of gaining back youth trust and pushing them to love their country, participate in decisions that affect them, and aspire for the future.

Marianne Al Awar, a student at the **Lebanese American University**, implemented a community service program in Lebanon. The goal was to ease the stress of public high school students to choose the right college and major by attending a three-day session to see where their potential lies. Additionally, Al Awar interned with an organization that works with underrepresented women and finances against gender discrimination. These were meaningful experiences to Al Awar who said, "Engaging with women is as beneficial to those that do it as those that receive it."



Marianne Al Awar discusses her community service program in Lebanon.



Quincy Dermody of AMIDEAST Egypt talks disability-inclusive education programming.

Quincy Dermody presented on inclusion of people with disabilities in the United States-Egypt Public University Scholarships program, managed by [AMIDEAST Egypt](#). The scholarships aims to increase participation of disadvantaged students from public high schools, including people with disabilities in Egyptian universities. People with disabilities comprise about seven percent of the program.

Dermody told a story of a student who was in a wheelchair and had no vision for his future. After he was paired with a mentor who was also in a wheelchair, his outlook began to change. Seeing others like himself

overcoming challenges was encouraging for the student, and he accepted an internship offer after graduation that later turned into a job. These stories underscore how important inclusion can be. Dermody was asked what her recommendations are for countries that do not incorporate people with disabilities into their universities. She noted that spreading awareness at the lower education levels of the importance of inclusion first can have a domino effect and eventually bring change at the higher levels. Dermody highlighted three important points when recruiting people with disabilities: 1) programs should openly state that they are inclusive of people with disabilities in their recruitment; 2) programs should understand what students are looking for and tailor recruitment programming to those needs; and 3) programs should demonstrate how others are already included – not what you **can** do, but what you already **do**.

Key Takeaways



1. **Youth ownership** over program design and implementation builds their agency over their knowledge, their bodies, and their spaces.
2. **Mentorship programs and inclusion** are encouraging to people with disabilities who may feel isolated.
3. Having a **sense of belonging** can be a driver of change and encourage youth to make positive changes in their own communities.

EFFECTIVENESS IN THE PUBLIC AND PRIVATE SECTORS

Speakers

- Isra'a Awajan, Education for Employment – Jordan
- Nazik El Yaalaoui, International Youth Foundation – Morocco
- Kathryn Porter, Hilton,
- *Moderator: Mike McCabe, USAID*

Session Summary

Panelists from both the public and private sectors discussed how they define effectiveness in their PYD work and partnerships across institutions and sectors.

Education for Employment (EFE) in Jordan targets refugee youth ages 18-26. EFE Jordan's goal is to provide these youth with tools to start their own enterprises. By studying the market and building partnerships, EFE Jordan determines the needs of the market and what the job openings are or are expected to be. The program works with the Ministry of Youth, conducting campaigns centered on raising awareness, as well as attracting youth through different partnerships with civil society organizations (CSOs). Isra'a Awajan spoke about the importance of focusing strongly on both soft skills and technical skills that their desired career path will likely require. Training and soft skills development can help fill the gap between youth with a formal education and those who are educated but do not have a degree and allow them to engage in entrepreneurship. Awajan's lessons learned include the importance of partnerships with the private sector, high quality networking that allows youth to spot opportunities, and letting youth lead and become entrepreneurs.

Nazik El Yaalaoui spoke about the **International Youth Foundation** (IYF) in Morocco. IYF is affiliated with the Ministry of Youth and addresses social systems and economic empowerment. Youth in Morocco generally have a low level of education, so trainings are focused on specific vocations and try to adapt to the needs of the market. Programming also helps youth organize themselves and establish their own businesses. IYF specifically works with people with disabilities and ensures their inclusion in their program. IYF's success relies on providing support methods to students that they can use, integrating life skills into hands-on learning, and incorporating involvement from community leaders and parents.

Kathryn Porter spoke about how **Hilton** regularly engages in recruiting from local youth centers. The staff at the Symposium venue hotel has an average age of 26 and over 40 percent of Hilton staff worldwide are youth. Porter stressed the importance of investing in youth and highlighted the youth career initiative, a 12-week program that includes hospitality skills training led by the hotel teams, as an example of youth in employment. Hotel brands offer programs with hosting hotels in other cities, so if Hilton is not able to offer youth employment, another hotel may be able to. Porter also stressed the importance of building relationships with local employers, and that it is not about supply and demand, but rather about relationships.

Key Takeaways



1. Programs that adapt to the current **labor market needs** and match those skills to job seekers are more likely to have success in achieving their goals.
2. Successful youth development comes from providing **support methods** to students that they can use, integrating life skills into **hands-on learning**, and incorporating involvement from community leaders and parents. These efforts should ensure **inclusion and access for people with disabilities**.
3. Participants discussed the importance of **fostering partnerships** and easy access to assist in achieving goals.

INNOVATION MARKETPLACE

Presenters gave 60-second snapshot talks of their innovation or model of PYD programming. Afterward, participants moved through the marketplace at their own pace, visiting exhibitor tables to learn more about each innovation and how it promotes effective, inclusive programming. YouthPower used Skype to allow program participants in Jordan to engage with the symposium attendees and demonstrated its online Engage game for youth. Other booths also used technology—the Career Center Program elaborated its various online training modules, while “I Am the President” played videos of its contestants engaging with Ministries to create action plans and implement ideas throughout Tunisia.

The innovations/projects featured in the marketplace were:

Ma3an Program Learn to Discern Methodology

FHI360 & IREX | Tunisia

In Tunisia, as around the world, people are inundated with fake news and propaganda. Ma3an’s Learn to Discern methodology empowers youth to reject manipulative information, engage responsibly online, and influence family and friends to do the same. Ma3an youth mentors learn how to train youth and families to fact-check information and images, distinguish fact from opinion and falsehoods, and identify hate speech and emotional triggers and biases. Ma3an will reach 30 communities with this approach.

Training for Employment Activity (TEA)

Technical Vocational Training Academy & Education for Employment | Jordan

TEA is an innovative program that provides Jordanian and Syrian youth with the skills and opportunities to gain meaningful and sustainable jobs. EFE-Jordan and USAID provide youth with career and technical education programs in sectors like garment manufacturing, cosmetology, retail sales, hospitality, auto mechanics, digital marketing, and HVAC. The program will train 2,500 youth and following the training, EFE-Jordan will place at least 80 percent of successful graduates in sustainable jobs. To date, EFE-Jordan has trained 883 youth in career and technical education classes and placed 256 graduates in jobs.

“I Am the President” Reality TV Show

Search for Common Ground | Tunisia

“I Am the President” is the first political television reality show in Tunisia. It seeks to strengthen young women and men’s knowledge about politics and political life by equipping them with the right tools to peacefully engage with their national and local governments. Through this program, 100 selected youth participants (18-35 years old) have gained leadership skills, deepened their knowledge about politics, and built strong professional networks.

Non-Formal Education

Questscope for Social Development in the Middle East | Jordan

Non-Formal Education (NFE®) is an alternative education program, accredited with the Jordanian Ministry of Education (MOE), using specialized learning methods that empower children to learn and provide a restorative pathway to personal empowerment and social inclusion. The main learning method uses a “Participatory Learning Methodology,” designed to enhance the value and the role of dialogue between facilitators and youth, introduce participatory pedagogy to foster critical thinking, and respond to learners’ exploratory initiatives as positive change agents. The target group for the NFE® program is children who have dropped out of school for at least one year or never attended school: Boys (13-18 years) and girls (13-20 years). The NFE® program is implemented in MOE schools.



Sana Gasmi talks to participants about Search for Common Ground’s “I Am the President” reality tv show.

Favorable Opportunities to Reinforce Self-Advancement for Today’s Youth (FORSATY) International Organization for Migration | Morocco

FOR SATY brings together existing community-level mechanisms and services and the work of civil society organizations to foster inclusive and socializing urban environments that are stable and resilient; environments that enable youth, women, and other groups to dream of a future at home and keep from radical ideology and rapacious smugglers. The Morocco Community Resilience Activity (2019-2024) translates the substantial outcomes of the USAID FOR SATY program (2012-2019) into community empowerment, broadening socioeconomic inclusion from the individual to the community, from a youth target to all excluded groups.

Career Center Program EHI 360 | Morocco

The Career Center program developed six pilot physical Career Centers, establishing a gold standard for career services specifically adapted to the Moroccan context. The program also developed a work readiness offering adapted to the Moroccan labor market for integration into the higher education curricula.

YouthPower Global Communities | Jordan

YouthPower is focused on advancing the agency of unseen youth between the ages of 10-18 in schools and 19-29 in 60 communities throughout Jordan. Through transformational learning approaches, youth survey assets on the individual, peers, and community levels, and then go through a learning experience to design youth-community development initiatives with an objective to create youth social innovative eco systems within target communities.



Youth presenters provide snapshots of their innovations and projects.

Ana Usharek and Usharek+ Programs National Democratic Institute (NDI) | Jordan

Ana Usharek is an extracurricular program targeting university students across Jordan. The program aims to increase engagement among youth in the electoral and political spheres through civic education, active learning and targeted participation. Upon graduation from Ana Usharek, top graduates continue their participation with NDI through Usharek+, an eight-month, interactive advanced leadership training program focused on advocacy and campaign skills.



Yassine Fahmi, a Teach for Morocco fellow, at his Innovation Marketplace booth.

Teach for Morocco

Teach for All | Morocco

Teach for Morocco works with the Ministry of Education and communities to support youth leadership opportunities by offering youth two-year opportunities to serve as teachers in classrooms. In Morocco, teachers work in early childhood education. Teach for Morocco strives for both immediate and long-term impact: recruiting and developing effective teachers to provide quality education and expanded opportunities for students in under-resourced schools and communities today (short-term), and investing in their development as collaborative leaders who will continue to pursue lasting change for children, within and beyond the education sector, throughout their careers (long-term). By recruiting and placing participants to teach for two years within schools in disadvantaged communities and supporting the leadership development of those participants through training, pedagogical coaching, and leadership mentoring, Teach for Morocco strives for participants to develop student academic achievement and socioemotional skills, and to develop their own skills needed to pursue careers, within and beyond the education sector, to make lasting systemic change.

Egypt Local Scholarship Program

Institute for International Education | Egypt

For 100 years, the Institute of International Education (IIE) has been the global leader in international education, designing and implementing programs that advance scholarship, build economies, and promote access to opportunity around the globe. The Higher Education Initiative (HEI) Private University Scholarships Program (LSP), offers comprehensive scholarships to talented and deserving Egyptian students to obtain undergraduate degrees from Egyptian private universities. The program prioritizes fields of study that are important to Egypt's current and future development and prepares students for the job market through its component Leadership in Action Program.



A youth presenter talks to participants about Egypt LSP.

Generation Global

Tony Blair Institute for Global Change | MENA

Generation Global is an education program that enables young people to embrace the future, equipped with the knowledge, skills and attitudes to become active, global and open-minded citizens. The program works with young people between ages 12 and 17, working in partnership with governments, school networks, and not-for-profit organizations to support young people to navigate globalization and life's opportunities and challenges in a peaceful way. Generation Global aims to expand the program's reach and pilot projects that will test and measure the success of different approaches and their contribution to increasing young people's open-mindedness. New technology will be integrated into our systems, processes and website to automate the capture and management of data and knowledge.

THE HUMAN ELEMENT: BUILDING RELATIONSHIPS AND TRUST IN PYD

Speakers

- Yassine Fahmi, Teach for Morocco
- Maria Presley, FHI360 and Nourhene Lahouel, Sousse Higher Institute of Music
- Omar Al Tal, Mercy Corps
- Moderator: Mohamed El Idrissi, Teach for Morocco

Session Summary

The panelists discussed important components of building relationships and trust including staff and volunteer recruitment and development, and engaging parents, teachers and communities.

Yassine Fahmi (Teach for Morocco) emphasized **trust as a key factor in building relationships** between schools, youth, teachers, and leaders, among other actors. Programming should plan for how to build trust by investing more time in relationships, recognizing and supporting (the learning process, classroom behavior, communications with teachers and parents), promising and delivering to participants and beneficiaries. In addition, leadership should be incorporated into programming to build confidence and inspiration among students.



Nourhene Lahouel plays an oud onstage.

Nourhene Lahouel, a youth mapper, shared her **personal experiences as a person with a disability**. She emphasized society's lack of acceptance of differences and a general lack of awareness. She criticized misconceived societal notions toward people with disabilities, which received a standing ovation. She spoke further on her use of music as a healing mechanism, as well as the importance of support (through families, CSOs, other actors) and strong will in confronting challenges.

Omar Al Tal (Mercy Corps) spoke on **conflict-affected contexts where children are prevented from basic human and educational needs**. Al Tal also emphasized the importance of building trust. Various principles to achieve participant-program trust include establishing a sense of belonging, fairness, expectations of sharing, participant/beneficiary status, and certainty of situation. In addition, program staff were encouraged to promote well-being, give ownership, promote candid conversations, and have space for reflection. When asked what advice he would share with programmers to ensure trust in conflict-affected communities, Al Tal stated that as donors or implementers, it is important to maintain local presence and incorporate local culture to develop trust.

Key Takeaways



1. **Building trust with participants and communities** (especially in conflict-affected contexts) is vital for program success.
2. **Personal stories** about experiences with disability, the importance of **support structures and strong will to overcome challenges** resonated strongly throughout this session.
3. **Youth ownership** is an important factor in programming. Examples included a family-led learning activity and the incorporation of youth leadership into programming to build confidence.

BREAKOUT SESSION I: RELATIONSHIPS AND COMMUNITY OWNERSHIP

Speakers

- Karim Bribri, International Organization for Migration | Morocco FORSATY
- Idriss Touijer, USAID/Morocco

Session Summary

FORSATY representatives from USAID/Morocco and the International Organization for Migration discussed lessons learned around community engagement and ownership.

After 2014 assessment data underscored the scale of youth unemployment in Morocco, FORSATY began working with local associations to build a network of organizations capable of reaching out across the region. FORSATY focused first on sporting associations and competitions. FORSATY shared success stories of building relationships with their youth partners, with youth becoming leaders and spearheading initiatives. For example, some youth were concerned about public transportation in their community and brought these concerns to the government. Other youth were concerned by the rubbish in their streets, so they negotiated a better system of planning with garbage collection companies. The program collaborated with the Ministry of Youth and Sport and made intentional efforts to engage with women and girls.

Participants discussed how institutions can be more accountable to youth. Idriss Touijer advised that making contact between institutions and local authorities is a good starting point to build relationships. Touijer highlighted how USAID/Morocco has adjusted their policies to better meet the needs of the community. These adjustments included: 1) extending the length of projects, aiming for a seven-year duration; 2) understand the community-level context, because every community is different; 3) engage youth in the community to be a part of the program; 4) begin activity design and planning only after community mapping has taken place; 5) learn youth's priorities; and 6) establish trust.

Engagement of local communities, identifying solutions, and making priorities clear are key actions USAID and implementing partners should take to establish trust and build bridges with youth and communities. To ensure program sustainability after funders leave, programs should implement workshops to develop sustainability plans and identify provide solutions to what has been decided already.

Key Takeaways



1. **Community mapping** is the seed for a successful project.
2. **Engage local communities and involve youth** in programs to build trust and meet the needs of the community.
3. **Building relationships with networks of local actors**, including security forces, community partners, community leaders, and relevant ministries, helps build ownership over youth programs.

BREAKOUT SESSION 2: YOUTH ENGAGEMENT AND LEADERSHIP

Speakers

- Angie Haddad, USAID/Jordan
- Muhannad Manna, USAID/Jordan
- Young Leaders from Jordan, Tunisia, and Egypt

Session Summary

Youth leaders shared insights on engaging youth as partners in development across sectors.

Youth leaders from Tunisia and Jordan shared experiences that illustrated ways community engagement and leadership opportunities helped them face personal and economic challenges. A young Jordanian leader spoke about his early life as a person with autism and how his learning difficulties created a negative association with school. Despite this he managed to complete a university degree, crediting the NDI Youth Political Participation Program in Jordan for supporting his efforts to organize students with disabilities and raise awareness about their needs and importance to the university community. This experience brought what he described as his true personality out from under his negativity and aspires to continue being a leader for the less fortunate.

A young woman who had also participated in the NDI program shared her lifelong feeling of leadership potential, which had been hampered by self-doubt and lack of opportunities. She learned self-confidence from her participation in local politics, as well as the ability to express herself in front of a group and in front of men. Now a certified NDI trainer, she works with youth on community organizing and facilitating political dialogue.

A young Egyptian man talked about how a USAID scholarship program opened doors for him. He received funding for tuition, room and board, books and materials, and living expenses, as well as counselor support from the application process through to graduation. He was certain he would have dropped out without the comprehensive support. He is now a counselor for new applicants himself and mentors first generation university students.

Finally, a Tunisian youth told a story about her dream to work in theater and organize a theater festival but felt limited by her age and gender. While attending a vocational training college, she attended a meeting at a new career center on campus and discovered a community of youth interested in organizing. This community helped her not only organize her theater festival but also realize her passion for event organizing.

After speakers shared their stories, the group discussion was dominated by a central question: Is political change best achieved from the inside or the outside?

Key Takeaways



1. **Opportunities to lead, organize, volunteer, and engage** with the community can be deeply transformative for youth.
2. Although youth need opportunities to **engage and be independent**, they also need **ongoing support** to navigate the often confusing and perilous journey from youth to adulthood.
3. **Influence and power** can be utilized both from within and outside the government; one's own **aspirations and talents** should determine which course to take.

BREAKOUT SESSION 3: CREATING YOUTH-FRIENDLY SPACES AND WELL-BEING

Speakers

- Doa'a Ibrahim, Institute of International Education (IIE)

Session Summary

Doa'a Ibrahim discussed the importance of creating youth friendly spaces and promoting well-being. The discussion provided participants with the opportunity to share ideas and approaches.

Ibrahim asked participants to define a youth-friendly space, or “safe space.” Participants mentioned spaces where youth feel free to work and study, there is freedom of expression without restraints, tolerance and acceptance are promoted, creativity is empowered, and emotional vulnerability is welcomed. Ibrahim elaborated that a safe space will not allow discrimination, will embrace vulnerability, community values are respected, people are comfortable to express themselves, and the space is inclusive, equitable, and transparent. Ibrahim emphasized that **safe spaces are needed for youth to promote creativity and allow for initiatives and learning**, among other important factors of PYD.

Ibrahim then asked participants which elements are important in creating safe spaces for youth. Participants shared: teamwork among stakeholders and youth; establishing community values; respect; and empathy among youth and leaders. The group discussed ways to show empathy to students experiencing challenges, such as: sharing personal experiences (self-disclosure), treating youth as peers, establishing rights and responsibilities, and engaging in private conversations on challenges. In addition, it is important to allow students to make mistakes.

Ibrahim emphasized the **importance of partnerships** between public, private, and community partners in creating safe spaces for youth. Participants also discussed various aspects of partnerships that were important for youth safe spaces, such as having ongoing conversations to promote similar philosophy and approach among members.

Finally, **participants reflected on past strategies and tools in creating youth safe spaces**. Implementers and USAID staff shared the importance of individuals (rather than the physical space); youth-driven activities; generating enough resources and partners to sustain the space; gender considerations for mixed environments; and learning by doing. Youth participants from the MENA region shared welcoming participants and building a relationship, interactive learning, peer-to-peer engagement, and participatory approaches.

Key Takeaways



1. **Safe spaces** are necessary to promote learning and creativity, and to allow for initiatives to develop.
2. Participants shared important **components of youth safe spaces**: teamwork, partnerships, community values, and empathy.
3. Youth participants shared their take on **effective tools and techniques for creating safe spaces**: welcoming and building relationships with participants, interactive learning, peer-to-peer engagement, and participatory approaches.



Doa'a Ibrahim leads a breakout session on youth-friendly spaces.

BREAKOUT SESSION 4: THE ROLE OF MEDIA AND SOCIAL MEDIA

Speakers

- Hind Houas, USAID/Tunisia
- Yasser Machat, FHI360 | Tunisia Ma3an

Session Summary

Hind Houas from USAID/Tunisia and Yasser Machat from FHI360 facilitated a conversation about using social media as an important tool to connect with youth. They shared examples and experiences from FHI360's Tunisia Ma3an program.

Machat explained that social media is powerful tool organizations can use to easily connect with a broad audience. He identified four potential audiences on social media:

1. **Youth:** Social media posts can raise awareness about events and give information about resources. Posts aimed at youth should be fun and disseminate the organization's values. Communicating via social media can help organizations recruit participants and scale up programs.
2. **Donors:** Organizations can include and mention donors in their posts on social media. These can invite donors to be part of the dialogue and help show organizational successes.
3. **Staff:** Social media posts can help staff feel involved, show recognition and appreciation, and encourage pride in their work. Staff can share the organization's posts, which can expand the organization's social media reach. Organizations should maintain professionalism in their posts to recruit new staff and followers.
4. **Community:** Many donors are from the United States or Europe, so social media posts should cultivate trust with local community. Social media posts that involve and talk about the community can increase interest and recruit volunteers.

Organizations should **use social media to share their values**. Machat advised that due to the nature of social media, organizations should be ready to show their vision and goals within two sentences. Posts should grab viewers' attention and inspire them. Testimonials are important—youth can bring other youth, donors can encourage other donors, and organizations can build community trust through social media. Social media can also move people, spark protest, and affect policy. Machat explained that it can be a powerful tool when organizations take full advantage.

Houas and Machat reminded participants that using social media must also be accompanied by an understanding of the audience and their sensitivities. Respect the privacy of participants and acknowledge sensitivities when interacting with respondents on social media. **Media literacy** is important to encourage informed and educated use of social media. Organizations must be aware of importance but also danger of social media if not used properly.

Key Takeaways



1. Organizations should **know their audience** when posting on social media and tailor their posts and interactions to reach their target for maximum effect.
2. Organizations should **use social media to share their values, vision, and goals**. Messages need to be succinct but inspiring.
3. Using social media must also be accompanied by an understanding of the audience and their sensitivities. Organizations must be **aware of importance but also danger of social media** if not used properly.

TELLING OUR STORY: APPROACHES TO MONITORING, EVALUATION, AND COMMUNICATION FOR PYD

Speakers

- Andrew Epstein, Social Impact
- Sana Gasmi, Search for Common Ground
- Omar Al Tal and Zena Itani, Mercy Corps
- Loubna Rais, FHI360
- Moderator: Ahmad Al-Amine, USAID/Lebanon

Session Summary

Panelists delivered short TED Talks on innovative ways to track, measure, and communicate PYD program outcomes and impact, followed by small-group discussions for participants to learn more about each approach.

Youth Cohort Study of USAID/West Bank/Gaza’s Partnerships with Youth: Social Impact’s study focused on 1,000 Palestinian youth who accessed youth centers, looking for change in outcomes related to employment and attitudes toward violence, community engagement, and self-efficacy. The lessons learned from this project include weighing donor expectations versus PYD outcomes (income-based versus soft skills); ethical considerations for establishing counterfactuals and control groups; and the importance of measuring learning outcomes, community engagement, and leadership.



Loubna Rais presents the Photovoice Study in a small group discussion.

Search for Common Ground’s Approach to Youth-Led

Research: Sana Gasmi discussed the Listening and Learning (L&L) Methodology, which accounts for youth needs and includes them in the M&E process. In this case, youth lead interviewing and support data collection in communities. Other ways to include youth in the M&E process include involving youth at the design stage to help identify needs, and empowering youth by giving them the tools to be leaders.

Mercy Corps: Al Tal and Itani provided examples of communications channels led by youth, such as the Green Bird initiative. In this case, programming that involved youth led to an additional, unplanned youth-led communications campaign and entrepreneurship initiative. The speakers emphasized that when communicating, it is vital to understand the receiver of the information and their culture.

Youth Interventions and Community Engagement: A Photovoice Study in Morocco: Loubna Rais presented a unique strategy to include participants in the M&E process through the use of photographs to capture communicable themes and patterns in behavior, in combination with FGDs and qualitative analysis by incorporating the photographs in interviews. This strategy allowed for the identification of changes while mitigating the challenges of traditional M&E methodology (high costs, biases, etc.) The strategy also uses tools and technology that youth are familiar with, such as social media.

Key Takeaways



1. As evidenced by these cases, **involving youth in the M&E process is beneficial** to both programming outcomes and the M&E process itself.
2. **Examples of youth involvement in M&E** include involving youth at the design stage to identify needs and involving youth in data collection by leading interviews.
3. Unique **strategies to involve youth** include allowing youth to lead communications channels, create additional initiatives beyond initial projects, contribute to data collection tools (through photographs), and create a cartoon for disseminating positive messages.



SESSION SUMMARIES

DAY 3: MARCH 4, 2020

DAY 3

اليوم الثالث

TRANSFORMING YOUTH

UNDERSTANDING PROBLEMS SYSTEMICALLY THRU THE ICEBERG MODEL



نموذج جبل الجليد يساعد في فهم المشاكل بشكل نسقي



تغيير نظم الشباب



LEARNING THRU NETWORKING
التعلم عبر المشاركة

HOW LEARNING HAPPENS
WILLINGNESS TO LOOK AT DATA
كيف يحدث التعلم: توفر الإدارة لقصص البيانات



THINK CYCLICAL NOT LINEAR

التفكير بشكل دوري غير خطي



OBSTACLES FACING SYSTEMS CHANGE

العوائق التي تواجه تغيير النظم



SEEING YOUTH OUTCOMES AT SCALE

توسيع نطاق الآثار على الشباب



LET'S STAY CONNECTED!



TRANSFORMING YOUTH SYSTEMS

Speakers

- Rachel Blum, Education Development Center
- Clare Ignatowski, Creative Associates

Session Summary

Presenters framed the day by harmonizing participants’ understanding of what “systems” and “systems transformation” mean within PYD. This session highlights the Youth Systems Collaborative© framework for youth systems transformation.



Rachel Blum presents on transforming youth systems.

Clare Ignatowski and Rachel Blum discussed **youth systems** and how to improve outcomes for youth by understanding different perspectives and how they fit together. Systems are everywhere but youth programmers often are not aware of what the systems are. A system is defined as having elements that are **interacting and interconnected, bounded, and nested** within one another.

Blum shared the theory of the **Iceberg Model** in which the 90 percent of the system is underwater and unseen yet dictates how the overall system behaves. The mental models that dictate the system below determine the 10 percent of youth development seen on top. Participants discussed personal experiences regarding mental models of youth programming. The outcomes of these

discussions centered on communication as a best practice, gender mixing as a significant norm that has changed, and a few risk-takers at the beginning are required to initiate a system change.

Participants shared that innovative services on their own are not enough. **Relationships**—between and among youth and adults, across and programs, NGOs, CSOs, the private sector, and civil society—and the quality of those relationships are vital. The greatest systems change come from the bottom-up and youth are often those who bring these issues to the table and raise awareness. The group also discussed using a disciplined approach to look at data and evaluation results. This emphasized the need for M&E throughout a project’s lifecycle, so accurate findings can be documented and shared to influence future programming.

Key Takeaways



1. Successful **leveraging of youth systems** comes from first understanding the views and perspectives of those involved.
2. Innovative ideas are not enough – **quality relationships between the youth and adults** will determine the level of impact the idea has.
3. Monitoring and evaluation **throughout the project lifecycle** will help determine future programming.

VISIONS FOR THE FUTURE OF SYSTEMS CHANGE

Speakers

- Dr. Yassine Alhulayel, Jordan Ministry of Youth
- Kathryn Porter, Hilton

Session Summary

Speakers presented on innovative approaches to sustainability and/or their visions for the future of new approaches to systems change through PYD programming. This includes bridging short-term protection programming to longer term PYD programming in conflict environments. This session asked participants to think about the bigger picture and understand at a higher level what is required for sustainability and systems change.

Dr. Yassine Alhulayel, the director for **youth leadership in Jordan**, presented Jordan's national youth strategy. The action plan was launched in 2004 and set's the Kingdom of Jordan's strategy for the development of youth ages 12-30, which make up 70 percent of the country's population. The top sectors in Jordan are education and information technology, but the country's economic challenges have left youth facing barriers to workforce entry. To rectify the situation, Alhulayel recommended that youth leadership and youth economic empowerment be integrated into Jordan's future youth strategies.



Dr. Yassine Alhulayel of the Jordan Ministry of Youth presents the Jordanian youth strategy.



Kathryn Porter talks about Hilton's Passport to Success program.

Kathryn Porter from Hilton discussed how the global hotel chain prioritizes **youth engagement and employment**. She argued that many youth lack access to adequate preparation to be successful in life. Hilton seeks to help youth, especially girls and people with disabilities, overcome challenges and foster careers in the hospitality industry through their “Passport to Success” program. To understand the global environment and youth employment better and have a positive influence in the future, Hilton convenes expert organizations, non-political organizations, and youth experts to identify priority countries and begin conversations about identifying and breaking down barriers to youth employment.

Key Takeaways



1. Programs and policies should prioritize **youth economic engagement, especially during periods of economic difficulty.**
2. Hilton's Passport to Success is an example of a private sector program designed to **foster youth's careers in hospitality.**

SYSTEMS CHANGE IN PYD PROGRAMMING

Speakers

- Hamzah Mahadin, National Democratic Institute, Jordan
- Safa Hijri, FHI360 | Tunisia Ma3an
- Moderator: Rachel Blum, Education Development Center

Session Summary

Presenters shared stories of systems change at different levels of a system that they have seen in their programs or countries, their effects, and how they build systems in contexts that are experiencing shocks and stressors.

Rachel Blum opened the session with reflections on the day, highlighting several reoccurring themes: systems are not static – they change often and over time; relationships often start from the top-down; collaboration helps to rapidly organize systems; thinking as one nation rather than one organization; and appreciating a problem create a solution.

Hamzah Mahadin spoke of his experience joining NDI in the south of Jordan, a poor, marginalized area of the country. Mahadin joined a program that was meant to hold rapists accountable for their actions and better support survivors of sexual violence. In Mahadin’s region, gender equality is not encouraged or accepted. However, because of the work done through this project, youth were able to meet with government leaders, the law was changed, and Jordan saw a decline in sexual crimes. Mahadin noted that changing mindsets, traditions, and culture is never easy, but that it can be necessary to achieve success.



Safa Hijri presents on her experience as a youth planner with the Ma3an Project in Tunisia.

Safa Hijri, a youth planner with the **Ma3an Project in Tunisia**, discussed how Ma3an focused on youth and social planning that targeted challenges in PYD: targeting youth planners, youth planners to local authorities, and youth planners to service providers. Safa spoke about her experience with other youth planners as they knocked on doors throughout their community to conduct surveys, while getting to know and understand each other. They all shared a goal of enhancing their community and promoting youth development. They organized a three-day collaborative workshop of 70 youth and individuals from the public and private sectors and CSOs. Youth communicated with interested parties in the early stages of planning the workshop and started

to build trust. During the workshop, this level of trust helped foster a collaborative environment for the diverse stakeholders to work together.

Key Takeaways



1. Youth programs give youth an opportunity to speak to important actors and government officials that they would otherwise not have the opportunity to speak with, which can lead to **youth-led changes** in a community.
2. **Building relationships** before implementing workshops can have a very positive influence on the workshop itself, since the participants have already had the opportunity to discuss goals and ideas.
3. Having a **positive outlook** on a negative situation helps bring about success.

SEEING YOUTH OUTCOMES AT SCALE

Speakers

- Leah Bitat, World Learning
- Fiona Dwinger, Tony Blair Institute
- Yasmine Smires, UNICEF
- Moderator: Nancy Taggart, USAID/Bureau for Economic Growth, Education and Environment

Session Summary

Presenters shared creative approaches to scaling youth outcomes across the region.

World Learning (Algeria): Leah Bitat shared various project examples from World Learning’s 15 years of in-country presence in Algeria. The most recent youth employment project placed six times more youth in jobs than expected. Much of this success is attributed to scaling, continuous in-country presence, and including youth at the project design and adaptation stages. To include youth, World Learning used the Universal Design for Learning framework and social media. Bitat noted that World Learning’s adaptation has improved as the time the organization has worked in the region grows.

UNICEF (Morocco): Yasmine Smires shared UNICEF’s experience in scaling a five-year cross-sectoral program that uses life skills approaches to support a program for out-of-school children. There is a focus on building networks (local government, CSOs, private sector, etc.) within the existing system to ensure scaling possibilities. Multisectoral coordination mechanisms include participation, a scale-up strategy, and institutional ownership. Smires noted that establishing government ownership is a major step for scaling.

Tony Blair Institute (MENA: Generation Global): Fiona Dwinger highlighted how classroom dialogue on contentious issues can be a means of skill development. In Jordan, dialogue sessions were offered to 50,000 youth, resulting in improved student and educator relationships, tolerance of differences, and communication among youth. In Lebanon, Generation Global has reviewed its impacts over the years and continuously seeks to make them more youth led. Dwinger noted that in addition to focusing on programmatic reach (number of students and schools), they have reviewed the depth of impact on youth and educators – not just numbers, but how to reach them and ensure quality at the same time.

The panelists engaged in a Q&A with the audience after their presentations about key factors in scaling and the challenges. **Key factors in scaling** include building upon existing systems, participatory approaches, and the quality of local staff. Building upon existing systems allows for the use of networks and communications, rather than establishing new ones; participatory approaches allow for cross-community sharing and the use of local knowledge and partnerships; and quality local staff allow for improved individual-level relationships with local stakeholders and communities. Participants also shared factors including appreciative inquiry with program participants, continuous adaptation, and accessibility of resources beyond project life cycle.

Meanwhile, **scaling challenges** include government engagement, misaligned donor priorities, coordination across sectors, and sizing. Potential solutions offered, respectively, include using public-private partnerships, including local government; providing a toolkit to local partners and assessing scaling based on their review; emphasizing cross-sectoral interventions and partnerships; and considering initially sizing parts of a program rather than the program as a whole. Participants also shared challenges including flexibility, quality of scaling, and government support.

Participants also shared **recommendations for donors to foster scaling:** long-term commitment beyond typical 3-5-year projects, Mission staff engagement with higher levels within Ministries, investment in M&E, capacity building of local partners, ensuring Ministry financing for national scale-up, beneficiary-led innovation marketplaces, listening to local government insight, and reducing emphasis on donor reporting.

Key Takeaways



1. The most **important factors in scaling** include building upon existing systems, participatory approaches, quality of local staff, appreciative inquiry with program participants, continuous adaptation, and accessibility of resources beyond the project life cycle.
2. The **challenges of scaling** include government engagement, misaligned donor priorities, lack of coordination across sectors, limited flexibility, and maintaining consistent quality when scaling.
3. **Recommendations for donors to foster scaling** in programs include making a long-term commitment support projects (more than five years), engaging with Ministry decision-makers, investing in M&E, building the capacity of local partners, ensuring Ministry financing for national scale-up, supporting beneficiary-led innovation marketplaces, listening to local government insights, and reducing emphasis on donor reporting.

NEXT STEPS: CONNECTING PYD PROGRAMS ACROSS THE MENA REGION

Speakers

- **Facilitator:** Rachel Goldberg, USAID/Middle East Bureau

Session Summary

Led by a youth team leader, participants broke into country teams to brainstorm youth programming objectives and priorities. Teams then developed country-specific action plans for PYD programming and youth leaders presented their action plans to the full group. The plenary engaged in an open dialogue on improving PYD learning across the region. Actions plans from Jordan, Tunisia, Morocco, Egypt, and Lebanon are detailed below.

JORDAN	
<p>Objectives:</p> <ul style="list-style-type: none"> • Create palpable partnerships among the public and private sectors, international NGOs, CSOs, and youth. • Develop an educational model/system that incorporates safe spaces – safe and encouraging environments for youth to express themselves. • Promote youth outreach and listen to youth needs. • Focus on the health sector due to importance to youth (physical and mental health). 	<p>Action Steps:</p> <ul style="list-style-type: none"> • Identify government priorities and divide tasks among partners. • Create an institution to bridge the public and private sectors. • Create an incentive system for the recruitment and training of youth. For the private sector, this could include tax exemptions and ease of legislation on investment. For youth, this could include positive working conditions (flexible hours, benefits, etc.) • Improve social and psychological support by addressing mental health issues in the healthcare system and reducing prices. • Improve physical health by increasing youth healthcare coverage.
TUNISIA	
<p>Objectives:</p> <ul style="list-style-type: none"> • Focus on democracy and freedoms (like self-expression). • Improve information and communications on opportunities for youth. 	<p>Action Steps:</p> <ul style="list-style-type: none"> • Open institutions and bridges of communication between families, youth, and government. • Establish a youth communications and networking system driven by social media. This would improve outreach to youth and institutions, given that many youth centers exist but youth are disengaged. In addition, promote the exchanges of youth stories and convey positive messages.

MOROCCO

Objectives:

- Promote capacity of youth as a major actor in development.
- Improve opportunities available in education, employment, and engagement of youth in decision-making.
- Improve access to information and integration of youth in decision-making.
- Involve all actors, including youth, private sector, government, and CSOs.

Action Steps:

- Increase youth trainings and self-development efforts.
- Develop campaigns to raise awareness on youth engagement in societal development.
- Address labor market needs by raising awareness and aligning school curriculum.
- Create a website for youth to access information. Use art and expression to convey ideas in a participatory fashion.

EGYPT

Objectives:

- To have empowered, enabled, engaged youth to create impact in their communities.
- Address main issue areas, including social justice, education reform, civic engagement, and economic reform.
- Connect all stakeholders through a network: government ministries, communities, media, civil society, donors, and NGOs.

Action Steps:

- Promote capacity building through trainings.
- Improve quality of labor market information system (LMIS) to provide insight on opportunities for youth.
- Curriculum development: advance and integrate technology in curriculum at schools and universities.
- Create system of entrepreneurship for youth (startups, SMEs) and promote social entrepreneurship to benefit communities.
- Promote civic engagement via ownership and advocacy.
- Ensure government support for advocacy and promotion of youth empowerment.
- Ensure accurate media representation of information and use this as a tool to influence youth (raising awareness).

LEBANON

Objectives:

- Empower youth to be politically and civically informed and engaged, and to promote tolerance and acceptance.
- Address primary challenges for youth, including volunteerism, political participation, inclusive education, and tolerance and acceptance. In addition, there are a lack of partnerships and clear strategy to implement PYD activities.

Action Steps:

- Integrate lessons on political awareness, tolerance and acceptance, and volunteerism in school curriculum. Civic education is currently viewed poorly by students.
- Increase the number of social workers and psychologists in schools.
- Integrate volunteering programs in schools (and advanced courses in colleges) to expose students to opportunities and challenges, as well as increase social cohesion.
- Develop training of trainer sessions between public and private university students to bridge gap in quality of education.
- Create advanced entrepreneurship classes in universities to help students develop businesses.
- Improve career guidance at universities.

YouthPower Resources

Nancy Taggart (USAID/Bureau for Economic Growth, Education and Environment) led a presentation of YouthPower and its tools (particularly the YouthLead platform) to connect youth across the region and serve as resources for youth programming.

The YouthPower website contains resources for youth and implementers, while YouthPower2 incorporates learning and evaluation to foster regional networks of youth organizations. YouthLead is a closed platform to support and connect youth changemakers aged 15-35. Taggart solicited feedback from participants about how they prefer to stay connected after the conference. Participants emphasized an online platform (Facebook or other), in addition to more youth exchanges, donor and implementer networking (particularly for regional USAID programs), and dissemination of conference resources.

Key Takeaways



1. Youth-led country action plans addressed many **cross-cutting issues**: civic engagement, political participation, inclusivity, media and youth communications, education reform, stakeholder coordination, and economic empowerment and entrepreneurship.
2. **YouthPower** and the **YouthLead platform** for youth and implementers and to foster regional networking.
3. Participants emphasized their desire for an online platform (Facebook or other) to **stay connected after the symposium** and to develop a community of practice.



SESSION SUMMARIES

DAY 4: MARCH 5, 2020

SESSION SUMMARIES: DAY 4, MARCH 5, 2020

OPTIONAL IMPLEMENTING PARTNER WORKSHOP

Speakers

- Carey Utz, USAID/Middle East Bureau
- Nancy Taggart, USAID/Bureau for Economic Growth, Education and Environment

Session Summary

The final day of the Symposium was an optional workshop for USAID staff and implementing partners to learn more about the PYD framework and tools. After a presentation, participants discussed PYD concepts in small groups to learn from the experience of their peers.

Carey Utz opened the day with an overview of PYD and the framework and tools programs can use to better contextualize and integrate PYD concepts. Considerations for PYD programming include the varying developmental phases of youth across age categories, psychosocial support, and cultural/contextual relevance of tools. Participants shared examples of what helped them thrive when they were youth, including community spaces, family support, and employment opportunities. At the end of the presentation, Nancy Taggart walked through a demonstration of the [YouthPower site](#), showing how youth and partners can use it as a resource.

After the presentation, participants shared reactions to the USAID definitions and domains surrounding PYD, providing thoughtful considerations for adaptation. The official YouthPower definition of PYD is:

Positive youth development engages youth along with their families, communities and/or governments so that youth are empowered to reach their full potential. PYD approaches build skills, assets, and competencies; foster healthy relationships; strengthen the environment; and transform systems.

Some participants were concerned about the connotations of the word “empowered,” a phrase that could suggest that youth passively receive power from a source outside themselves. One person said that youth should be considered protagonists of their own stories and partners in their own development and growth. Other suggestions were to add “experiences” and “knowledge” to “skills, assets, competencies” and acknowledge the diversity of youth.



Key Takeaways

After the presentation on the PYD framework and tools, participants discussed how they could apply them in their work and shared the following considerations about the PYD approach and programs:

- There is a need for greater, more explicit inclusivity in the PYD model.
- It is imperative to address conflict-affected contexts (e.g. Yemen, Libya, Syria), despite the challenges of implementing PYD programming in those spaces.
- It is important to account for the role that adults and institutions can play in protecting vulnerable youth.
- Making youth spaces “safe spaces” is crucial, but the definition of a safe space should be up to youth and change based on the context. Safe spaces should also be designed to build bonds among youth.
- It is important to minimize barriers to entry for youth spaces. For example, the amount of paperwork youth must fill out to participate in youth spaces can be burdensome.

YOUTH CENTER SITE VISITS

In the afternoon of Day 4, attendees visited the following three local youth centers in Tangier to see PYD in action:

Chifae Association for Development Training

Chifae Association for Development and Training is a nonprofit association created in 1998 in Bir Chifae neighborhood. Its mission is centered on three main axes: education for in-school youth, professional integration, and community development. Chifae has been a FORSATY partner since 2012 and has adopted new statutes with FORSATY technical and organizational assistance. This year, Chifae expanded its services to three new public centers in three marginalized neighborhoods: Bir Chifae, Tanja Lbalia, and Merss. Chifae runs a large, dynamic vocational component, recently adding automotive training to its vocational offerings. Chifae also partners with three public schools in Bir Chifae neighborhood. Chifae serves an average of 1,900 at-risk youth per year.

OFPPPT Vocational Career Center of Tangier

The OFPPPT Vocational Career Center of Tangier was created in March 2017 under the USAID Career Center Programing partnership with the Moroccan Ministry of National Education, Vocational Training, Higher Education and Scientific Research. The Career Center is designed to respond to the problem of youth graduate unemployment. Located within the Specialized Institute of Applied Technologies, New Information and Communication Technologies, the Center was the fifth career center of the six USAID pilots. Its services aim to improve vocational trainees and recent graduates through a range of personalized services, including: diagnostic tools to help them discover their potential and help them build their skills assessment; market information on viable career pathways; soft skills and job search skills trainings; and networking opportunities to prepare youth for a professional work environment. Since its creation, the Vocational Career Center of Tangier is also investing in labor market actor's engagement to provide youth with a better understanding of employment trends, demand for skills, and opportunities to connect youth with the private sector.

Career Center of Abdelmalek Essaadi University (UAECC)

The Career Center of Abdelmalek Essaadi University - Tangier was established in April 2016 by USAID/Morocco in partnership with Moroccan Ministry of National Education, Vocational Training, Higher Education and Scientific Research. This youth development program, located in the National School of Applied Sciences, aims to assist young people's transition from education to employment by providing different services including: diagnostic tools to help them discover their potential; market information on viable career pathways; work readiness training (soft skills and job search skills); and networking opportunities to prepare youth for a professional work environment. Since its creation, the UAECC has engaged public and private sector partners, as well as university leadership and faculties, in a dialogue about students' career development and labor market needs through outreach events, job fairs, guest speakers and companies visit. A virtual Career Center is also available to individuals who cannot attend the physical Career Center. The virtual center offers online trainings (Najahi Prêt pour l'emploi) and most services that are offered in-person.

ANNEX I: SYMPOSIUM AGENDA

Day 1: Monday, March 2	
Time	Session Description
8:30-9:00	Registration Attendees check-in and pick up their name badges and participant guides from the registration table.
9:00-9:10	Welcome and Introductions USAID facilitators provide welcoming remarks and discuss the objectives and themes for the Symposium. Participants introduce themselves at their tables.
9:10-9:45	Call to Action: Youth Visions for the MENA Young leaders share their visions and call to action for youth voice and engagement throughout the MENA.
9:45-10:45	State of the Field: Research on Youth and PYD Programs in the MENA Experts present the results of recent research papers on youth in the MENA region, framing the Symposium's discussions in the evidence base. The presenters will lead a Q&A session after their presentations about constructing a research agenda.
10:45-11:00	Official Welcome Senior U.S. and Moroccan government officials provide opening remarks to the plenary.
11:00-11:30	Coffee/Tea Break
11:30-13:00	Deep Dive into Models of PYD Programming In the first hour, presenters highlight key components of PYD program models from across the region. After presentations conclude, participants will break into small group discussions for 30 minutes to discuss each model in more depth.
13:00-14:00	Lunch Break
14:00-14:30	Learning from What Hasn't Worked and Adapting to Improve Adaptive learning can result in program improvement, but we must be able to acknowledge when things go wrong. In this session, speakers share examples of how they have learned from things that have not worked in the past and how they have adapted their programs to improve.
14:30-15:00	Approaches to PYD: Bingo! Participants play an interactive bingo game to get to know their fellow participants and identify things they have learned that should be considered in PYD programming.
15:00-16:30	Working on a Better Model Participants work in small groups to synthesize the lessons from the previous session and develop guidelines for PYD programs. Teams will share their guidelines with the large group at the end of the session.
16:30-17:00	Day 1 Closing and Reflections USAID facilitators wrap up Day 1, synthesizing the key points and inviting participants to reflect on their main takeaways.

Day 2: Tuesday, March 3

Time	Session Description
8:30-9:00	Check-In Attendees check-in for the day at the registration table.
9:00-9:15	Day 2 Opening USAID facilitators frame Day 2 with an exercise on key findings related to effectiveness of PYD programs.
9:15-10:15	Promoting Inclusion in PYD Panelists discuss promising practices related to gender transformative activities, at-risk environments, displacement, disability, and social inclusion.
10:15-11:15	Effectiveness in the Public and Private Sectors Diverse panelists from both the public and private sectors discuss what effectiveness means in their PYD work and partnerships across sectors.
11:15-11:45	Coffee/Tea Break
11:45-13:00	Innovation Marketplace Presenters provide 60 second snapshot talks of their innovation or model of PYD programming. Afterward, participants move through the marketplace at their own pace, visiting exhibitor tables to learn more about each innovation and how it promotes effective, inclusive programming.
13:00-14:00	Lunch Break
14:00-14:45	The Human Element: Building Relationships and Trust in PYD This youth-facilitated panel discusses important components of building relationships and trust including staff and volunteer recruitment and development, and engaging parents, teachers and communities.
14:45-15:45	Breakout Sessions – Choose 1 of 4 <ol style="list-style-type: none"> 1. Relationships and Community Ownership 2. Youth Engagement and Leadership 3. Creating Youth Friendly Spaces and Well-Being 4. The Role of Media and Social Media
15:45-16:15	Coffee/Tea Break
16:15-17:15	Telling Our Story: Approaches to Monitoring, Evaluation, and Communication for PYD Panelists deliver short TED Talks on innovative ways to track, measure, and communicate PYD program outcomes and impact. Topics include monitoring and evaluation in conflict and unstable conflicts, as well as youth-led monitoring and evaluation and research. Presentations will be followed by a hands-on activity so participants can learn more about the approaches.
17:15-17:30	Day 2 Closing and Reflections USAID facilitators wrap up Day 2, synthesizing the key points and inviting participants to reflect on their main takeaways.

Day 3: Wednesday, March 4

Time	Session Description
8:30-9:00	Check-In Attendees check-in for the day at the registration table.
9:00-9:05	Day 3 Opening USAID facilitators open the final day of the Symposium.
9:05-10:00	Transforming Youth Systems Presenters frame the day by harmonizing participants' understanding of what "systems" and "systems transformation" mean within PYD. This session highlights the Youth Systems Collaborative© framework for youth systems transformation.
10:00-10:30	Visions for the Future of Systems Change Speakers present short TED Talks on their visions for the future of systems change through PYD programming.
10:30-11:00	Coffee/Tea Break
11:00-12:00	Systems Change in PYD Programming Presenters share stories of systems change at different levels of a system that they have seen in their programs or countries, their effects, and how they build systems in contexts that are experiencing shocks and stressors.
12:00-13:00	Lunch Break
13:00-14:00	Seeing Youth Outcomes at Scale Presenters share creative approaches to scaling youth outcomes across the region. Examples range from scaling small local pilots to larger regional initiatives.
14:00-15:30	Creativity Lab: Mapping Systems for Better Youth Outcomes After a video demonstration introducing system mapping, participants will work in small groups to map systems from their country or program contexts.
15:30-16:30	Next Steps: Connecting PYD Programs Across the MENA Region Each group presents the results of the previous session's key outcomes, followed by USAID sharing information, tools, and resources related to the new YouthPower mechanism. After this there will be an open dialogue on how to improve learning across the MENA on PYD.
16:30-17:00	Day 3 Closing and Overall Symposium Reflections Senior officials close the Symposium, identifying key takeaways and underscoring next steps for all participants.

Day 4: Thursday, March 5
Implementing Partner Workshop

Time	Session Description
8:30-9:00	Check-In Attendees check-in for the day at the registration table.
9:00-10:00	Applying a PYD Approach This session presents PYD tools and evidence and sheds light on how to better contextualize and integrate them into our programs.
10:00-10:30	Coffee/Tea Break
10:30-12:00	Peer-to-Peer Consultations Participants work in small groups to discuss challenges related to PYD programming and identify potential solutions, then discuss the proposed solutions as a full group.
12:00-13:00	Lunch Break
13:00-16:00	Site Visit to Local Youth Center Participants sign up to visit one of three local youth centers in the Tangier area, analyzing how each is approaching the issues discussed throughout the Symposium. The site visits will end with a dialogue among participants about the successes and challenges they observed.

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