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DESK REVIEW REPORT
COMMUNITY, SCHOOL-BASED, AND EMBEDDED YOUTH PROGRAMS IN THE MIDDLE EAST & NORTH AFRICA REGION

February 2020

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Submitted to: Christine Capacci-Carneal, Contracting Officer's Representative
USAID/Middle East Bureau

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ACRONYMS

AEA	Adult Education Association
ADP	Adolescent Development Program
AFS	Adolescent Friendly Spaces
AUB	American University of Beirut
BAU	Beirut Arab University
CBO	Community-Based Organization
CDP	Capacity Development Process
CEO	Chief Executive Officer
CISLE	Cultivating Inclusive and Supportive Learning Environment
ESI	Economic and Social Inclusion (Program)
EYSY	Engaging Youth for a Stable Yemen
ICT	Information and Communication Technology
IDP	Internally Displaced Person
ILO	International Labor Organization
IREX	International Research & Exchanges Board
IYF	International Youth Foundation
KII	Key Informant Interview
LAU	Lebanese American University
LDP	Leadership Development Program
LPHU	Lebanese Physically Handicapped Union
MEERS	Middle East Education Research, Training, and Support Activity
MENA	Middle East and North Africa
MOU	Memorandum of Understanding
NFE	Non-Formal Education
NGO	Non-Governmental Organization
OCA	Organizational Capacity Assessment
PTS	Passport to Success
PWY	Partnerships with Youth
PYCE	Promoting Youth Civic Engagement Project
PYD	Positive Youth Development
TVET	Technical and Vocational Education and Training
ULYP	Unite Lebanese Youth Project
UNPFA	United Nations Population Fund
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNRWA	United Nations Relief and Works Agency for Palestinian Refugees in the Near East
USG	United States Government
USAID	United States Agency for International Development

WISE	Workforce Improvement and Skill Enhancement Project
YCS	Youth Cohort Study
YDRC	Youth Development Resource Centers
YiA	Youth in Action
YLC	Youth Leadership Council
YPAT	Youth Programming Assessment Tool
YSO	Youth-serving Civil Society Organization
YST	Youth Speak Team

CONTENTS

TABLES AND FIGURES

EXECUTIVE SUMMARY

This desk review was commissioned by the United States Agency for International Development (USAID) Middle East Bureau through the Middle East Education Research, Training, and Support (MEERS) activity. MEERS is a four-year, $5 million activity that supports education research, data analysis, and capacity building in the region. This desk review provides an overview of best practices and identifies quality tools and resources for implementing, sustaining, and scaling community, school-based, and embedded youth programs more effectively in the MENA region. The findings in this report are based on a limited review of three types of youth programs, related available literature and project documents, and interviews with project staff, implementers, and donors of these types of activities in the MENA region. The three types of youth programming examined include:

- **Community-based youth programs** with dedicated spaces structured for youth-focused activities that are not located in schools or provided by the school system;
- **School-based youth programs** implemented in or via partnerships with schools or the school system; and
- **Embedded youth programs** or youth "spaces within spaces" that serve members of the wider community but dedicate a portion of space and/or resources for youth programming.

These types of programs were specifically examined to see what best practices can be gleaned from their design and effectiveness, as well as their ability to sustain and scale up activities.

According the available evidence, the primary conclusions of this review are as follows:

The MENA region is a particular youth context and yet is also very diverse. The region is diverse in terms of cultural, social, economic, and political conditions, and thus should not be treated as a monolith. This report does not generalize about the region as a result, but rather presents a spectrum of instances across the region where specific types of youth programming were successful in one or more ways.

Considerable research and evidence gathering in the MENA region is needed. While there are many types of youth programming throughout the region, there remains little guidance on effectively designing, sustaining, and growing successful community, school-based, and embedded youth programs. There are few practical tools for those serving youth in the MENA region.

Successful community, school-based, and embedded youth programs in the MENA region have safe, accessible spaces for participants and actively engage community members—including parents, families, and community leaders, as well as government, private sector companies, and non-governmental organizations (NGOs). The space type and location, as well as the level of community engagement, should be flexible depending on the youth population targeted. For example, programs serving girls may seek an indoor space for privacy and dedicate additional time and resources for talking with parents to address safety or other concerns, as well as the provision of childcare. Programs that serve refugee youth must be prepared to address their specific vulnerabilities such as trauma or social and economic marginalization.

Effective and sustainable community, school-based, and embedded youth programs in the MENA region employ a combination of well trained, full-time staff along with youth interns and community volunteers. The programs reviewed use traditional staffing structures with managers, program officers, and financial and administrative staff. These paid staff are often complemented by trained volunteers. Staffing presents a key opportunity to engage young people as trainers, coaches, or interns.

Successful community, school-based, and embedded youth programs in the MENA region used a formal curriculum to structure their programming but also remained flexible to the particular needs of their participants. The programs reviewed for this desk study—which do not

reflect all programs in the region—primarily address workforce development, violence prevention, and community engagement. Fast changing conditions (economic, political, social) require these types of youth programs to be continuously nimble and responsive to participants' needs to remain relevant, while adopting and adapting a formal curriculum that reflects the youth competencies central to each program mission.

Partnerships are critical to sustainability. Government, private sector, and local institutions such as universities often provide long-term management and operational support. Sustained programs reviewed have strong connections at the community level—with parents, families, community leaders, etc.—that help to ensure ongoing demand for and support of community, school-based, and embedded youth programs. However, the benefits of these relationships must also be balanced with potential risks; local conflicts make accepting funding from some sources socially or politically fraught.

Sustained community, school-based, and embedded youth programs in the MENA region meaningfully involved youth in decision making and planned for sustainability from the beginning regarding cost and capacity building. In the programs reviewed, lasting programs integrated the views and needs of youth into the design phase so that they are reflected in the mission and programming. Additionally, ensuring operational and management costs were not prohibitive to long-term community ownership was vital. For example, investment in high-cost facilities that cannot be locally maintained may be detrimental to sustainability. Another key activity was transitioning responsibility to local actors from an early stage and providing organizational capacity building to ensure that local stakeholders are equipped to take on program operations.

Scaled-up community, school-based, and embedded youth programs in the MENA region identified one of three approaches—expansion, collaboration, or replication—and planned accordingly starting at the design phase. Many of the same sources of support for sustainability can also be drawn on for scaling, but these must be managed and budgeted for independently. In the programs reviewed, expanding within a community required different types of engagement with government, private sector, and community leaders; for example, community leaders can be recruited to serve on a Board while government officials need to be visited and lobbied in the capital. The private sector provided sponsorships and in-kind support. Local resources were drawn on for sustainability more often, but less so for scaling because communities are more likely to invest in their own areas rather than elsewhere. Strong leadership and trained staff are vital for building networks.

To both sustain and scale community, school-based, and embedded youth programs in the MENA region, strong monitoring and evaluation systems are necessary to ensure quality and increase the likelihood of attracting interested investors. Successful programs reviewed have monitoring systems with well-defined indicators and methods for tracking them, as well as independent evaluations and studies of the program's theory of change in order to demonstrate the effectiveness of an approach or model.

Sustainable and scalable community, school-based, and embedded youth programs have multi-year, unrestricted funding for management and operations. Many of the best practices identified in the programs reviewed (e.g., setting up traditional staffing and management structures, staff training, cultivating partnerships, etc.) require investment in staff salaries and overhead. In addition, the most sustainable programs have a long-term funding horizon, which allows for planning and implementing sustainability strategies.

These findings present a starting point for a conversation among community, school-based, and embedded youth programming practitioners, implementers, and donors in the MENA region in order to learn from existing experience and practice, fill in knowledge gaps, and envision the future of this type of youth development programming in the region.

INTRODUCTION

This desk review was commissioned by the United States Agency for International Development (USAID) Middle East Bureau through the Middle East Education Research, Training, and Support (MEERS) activity. MEERS is a four-year, $5 million activity that supports education research, data analysis, and capacity building in the region. This desk review provides an overview of best practices and identifies quality tools and resources for implementing, sustaining, and scaling community, school-based and embedded youth programs more effectively in the Middle East North Africa (MENA) region. These findings present a starting point for a conversation among community, school-based, and embedded youth programming practitioners, implementers, and donors in the MENA region in order to learn from existing experience and practice, fill in knowledge gaps, and envision the future of this type of youth development programming in the region.

DESK REVIEW FOCUS

This review is not an exhaustive accounting of all youth initiatives in the MENA region nor of all aspects of youth development programming. The review focused on certain types of youth programming and on their design and effectiveness, sustainability, and scalability. The programs examined were selected based on the availability of literature and data on the programs' experiences, practices, tools, and resources.

TYPES OF PROGRAMS REVIEWED

Youth development programs employ a variety of operational models, which make them difficult to effectively categorize. This review takes a straightforward approach, with three categories:

Community-based Youth Programs: Dedicated spaces structured for youth-focused programming that are not located in schools or provided by the school system. Often, programs using these spaces will embed staff or provide significant financial support to staffing and operations. This includes youth clubs or youth centers, such as the Youth Development Resource Centers (YDRCs) that were established in the West Bank/Gaza.

School-based Youth Programs: Implemented in or via partnerships with schools or the school system. Unlike community-based youth centers, these are not typically managed and maintained by the program, but rather draw on existing school spaces, typically junior and senior high schools, technical and vocational training colleges, and universities, and serve the needs of students who attend them. For example, career centers in universities and vocational training institutes offer work readiness support or after-school programs offer additional learning opportunities.

Photo Credit: Mohammad Maghayda for USAID

Embedded Youth Programs: "Spaces within spaces" that serve members of the wider community but dedicate a portion of space and/or resources for youth programming. Examples include sports clubs, libraries, secular institutions, or community resource centers.

FOCUS AREAS

As mentioned, this review does not consider all aspects of youth development programs. This desk review focused on the following areas.

Design & Effectiveness: What are the similarities and differences among various models for community, school-based, and embedded youth programs in the MENA region? What are the most effective operational, programmatic, or strategic components of these types of programs?

Sub-topics:

- Site Selection and Recruitment
- Curriculum
- Staffing
- Partnering

Sustainability: What are common characteristics of the most sustainable community, school-based, and embedded youth programs?

Sub-topics:

- Funding
- Operations, Management, and Government
- Community Engagement
- Private Sector Linkages

Scaling: What mechanisms are commonly used to scale community, school-based, and embedded youth programs?

Sub-topics:

- Approach
- Public-Private Sector Integration
- Donor Support
- Quality Assurance

POSITIVE YOUTH DEVELOPMENT FRAMEWORK

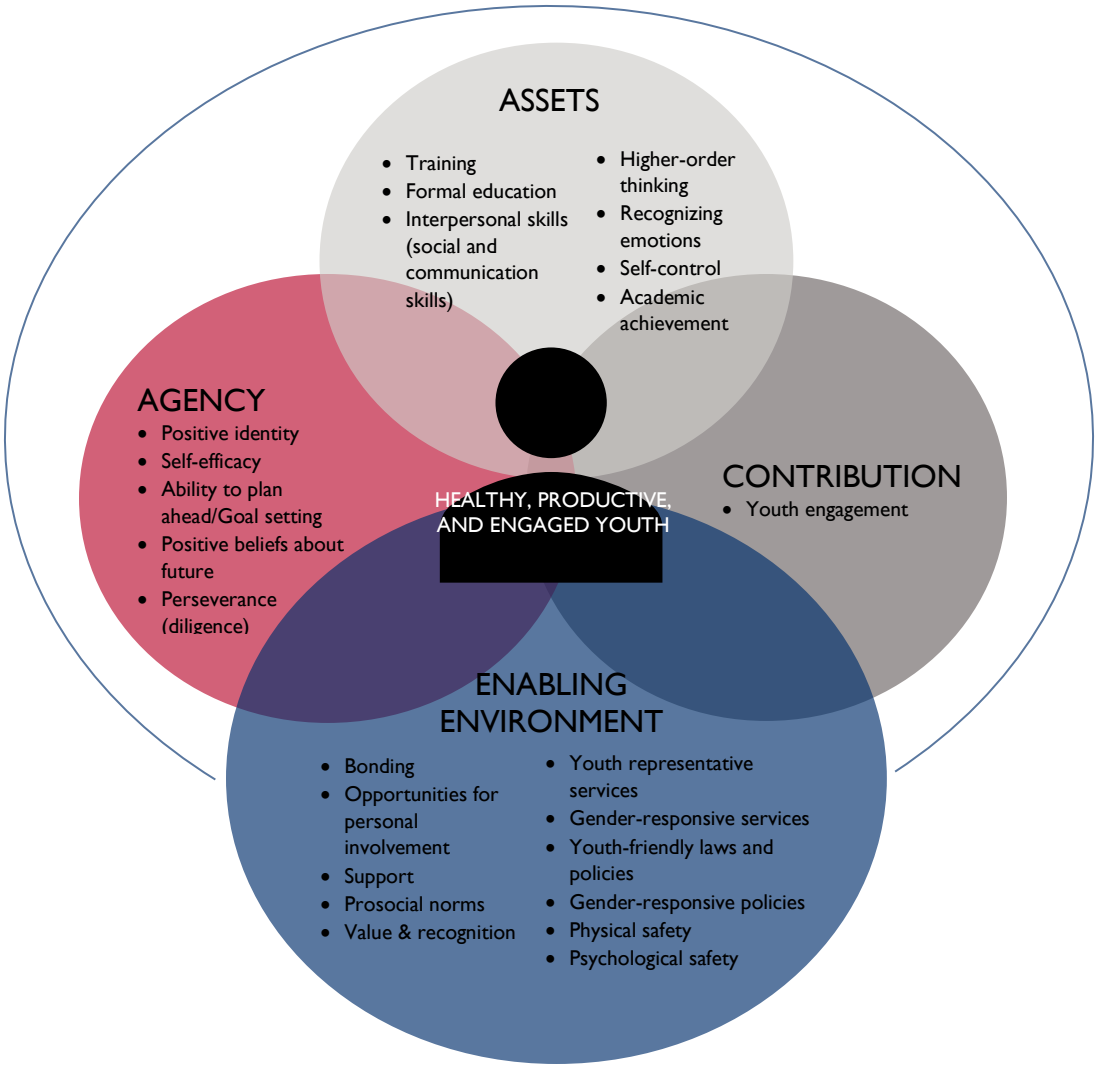
The desk review used the positive youth development (PYD) framework to guide analysis based on the above categories. This framework illustrated in Figure 1 below is globally recognized as best practice for designing programs that allow youth to reach their full potential.[1] PYD approaches build skills, assets, and competencies; foster healthy relationships; strengthen the environment; and transform systems. Although this review does not include evaluating the effectiveness or impact of community, school-based, and embedded youth programming in the MENA region, this model is used to distinguish youth development initiatives from others such as those focused more centrally or exclusively on employment, education, or training. Thus, most programs examined in this review contain a combination of aspects from the four domains illustrated above, as well as serve any segment of youth between the ages of 10 and 29.

TOOLBOX: For further information about the development and design of PYD along with a global review of programs modeled after it, see YouthPower's *A Systematic Review of Positive Youth Development Programs in Low- and Middle-Income Countries.*[2]

[1] See USAID YouthPower website. Available at http://www.youthpower.org/

[2] Alvarado, G., Skinner, M., Plaut, D., Moss, C., Kapungu, C., and Reavley, N. (2017). A Systematic Review of Positive Youth Development Programs in Low-and Middle-Income Countries. Washington, DC: YouthPower Learning, Making Cents International. Available at: https://www.youthpower.org/sites/default/files/YouthPower/files/resources/SystematicReview%20FINAL%209-26-17%20compress.pdf

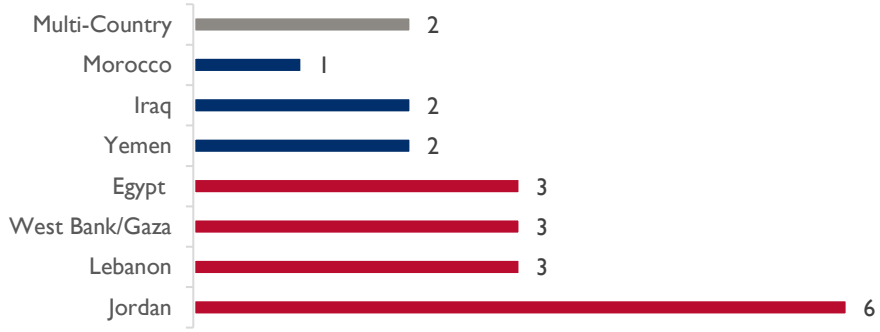
Figure 1: Positive Youth Development Domains



YOUTH PROGRAMS IN THE MENA REGION

The programs examined in this review and outlined in Table 1 below were selected for five reasons: 1) because they are currently or were recently in operation, 2) fit USAID's definition of a positive youth development program, 3) serve the target age group, 4) are located in the MENA region, and 5) serve as a model or lesson learned about effectiveness, sustainability, and/or scaling. *This review is not intended to be a comprehensive accounting of all youth programs.* Furthermore, these programs offered information, documents, and in some cases, an opportunity to interview staff. Reviewed programs are outlined in Table 1 on page 5. For details on the methodology used to collect this knowledge base, see Annex B.

Figure 2: Distribution of Programs by Country



While not a representative sample, school-based, and community-based spaces and centers were the most common types of programs included in the review, while community/family-focused centers were few in the MENA region. This is similar to what is found elsewhere in the world. Over half of the youth development program studies included in the YouthPower Learning review (54%) looked at interventions that targeted youth in schools, while 44 percent of assessed programs that were delivered through community organizations.[3] Figure 2 above illustrates the distribution of examined programs by country.

[3] Ibid.

Table 1: Programs Reviewed by this Study, by Location and Type

Project	Lead Organization	Summary	Location
SCHOOL-BASED YOUTH PROGRAMS (7)			
A Right for an Equal Life	Ebtessama Foundation	Social and economic inclusion for youth with disabilities	Egypt
Better Together	Search for Common Ground	Leadership development program for Syrian refugee youth	Lebanon
Economic and Social Inclusion (ESI) Program	Lebanese Physically Handicapped Union	Social and economic inclusion for youth with disabilities	Lebanon
Unite Lebanese Youth Project (ULYP) BRIDGE	Unite Lebanon Youth Project	University preparation courses and scholarships for youth	Lebanon
Youth Leadership Council (YLC)*	International Youth Foundation	PYD via capacity building and engagement with local organizations	Jordan
Morocco Career Center	FHI 360	Work readiness courses and engagement between youth and the private sector	Morocco
Passport to Success®	International Youth Foundation	Life skills, and workplace readiness programming	Multi-country
Cultivating Inclusive and Supportive Learning Environment (CISLE) Project	Queen Rania Teacher Academy & Ministry of Education	Inclusive and safe learning environments for refugee youth	Jordan
Questscope Non-formal Education (NFE)	Questscope	NFE for out-of-school youth in a positive, youth-driven learning environment[4]	Jordan
EMBEDDED PROGRAMS (4)			
Save the Children Youth in Action (YiA)	Save the Children	Improve the socioeconomic status of out-of-school youth by enhancing resources and skills to enable them to make decisions about their futures and to pursue their livelihood goals.	Multi-country
Peace Players Middle East	Peace Players	Peacebuilding and leadership development for Israeli and Palestinian youth	West Bank/ Gaza
Partnerships with Youth (PWY)	IREX	PYD program for Palestinian youth partnered with local sports clubs	West Bank/ Gaza
COMMUNITY-BASED YOUTH PROGRAMS (10)			
Adolescent Development Program (ADP) Iraq*	UNICEF	PYD and social cohesion programming for youth	Iraq
ELEVATE*	Mercy Corps	Life skills program for IDP youth and their families	Jordan
Engaging Youth for a Stable Yemen (EYSY)	Mercy Corps	Supports youth participation in ongoing political transition	Yemen
INJAZ	INJAZ	Bridges skills gaps between formal schooling and the labor market for youth	Jordan
Ishraq	Population Council	Program to foster self-awareness and confidence among adolescent girls	Egypt
PLLAY	Mercy Corps	Life skills program for IDP youth	Iraq
Promoting Youth Civic Engagement Project (PYCE)	International Business and Technical Consultants Inc.	Community development programming to support stability in Yemen	Yemen
Ruwwad	Education Development Center Inc.	PYD programming for Palestinian youth	West Bank/ Gaza
The Workforce Improvement and Skill Enhancement project (WISE)	Management Training Corporation	Workforce and employment transitions program engaging the private sector	Egypt
Za'atari Camp Youth Center	Questscope	Youth Center led by Syrian refugees, young adults mentor youth in the refugee camp	Jordan

[4] The Questscope activity also operates youth programs embedded in local community-based organizations.

DESIGN AND EFFECTIVENESS

The following section explores critical elements for designing and implementing a successful youth development program, including determining the location and model, staffing, participant recruitment, and curriculum.

SITE SELECTION, GENDER, AND RECRUITMENT

Table 2 below illustrates the distribution of the youth development programs reviewed in this report by context and target population.

Table 2: Reviewed Youth Development Programs by Context and Target Population

Project	Location	Context				Target Population			
		Conflict	Urban	Peri-urban	Rural	Females	Youth with disabilities	Out of school	Refugee/IDP
A Right for an Equal Life	Egypt		●	●			●		
Adolescent Development Program (ADP) Iraq*	Iraq	●		●	●	●	●		●
Better Together	Lebanon		●	●					●
Economic and Social Inclusion (ESI) Program	Lebanon		●			●	●	●	
ELEVATE*	Jordan		●	●	●	●			●
Engaging Youth for a Stable Yemen (EYSY)	Yemen	●	●	●		●			
INJAZ	Jordan		●	●	●	●			●
Ishraq	Egypt			●	●	●		●	
Morocco Career Center	Morocco		●	●		●			
Partnerships with Youth (PWY)	West Bank/Gaza	●	●	●	●	●			
Passport to Success®	Multi-country		●	●				●	
Peace Players Middle East	West Bank/Gaza	●	●	●		●			●
PLLAY	Iraq	●	●	●		●	●		●
Promoting Youth Civic Engagement Project (PYCE)	Yemen	●	●			●		●	
Questscope NFE	Jordan		●	●				●	
Ruwwad	West Bank/Gaza	●		●	●				●
Save the Children Youth in Action (YiA)	Multi-country				●	●		●	
The Workforce Improvement and Skill Enhancement project (WISE)	Egypt		●	●	●	●			
Unite Lebanese Youth Project (ULYP) BRIDGE	Lebanon		●	●		●			●
Youth Leadership Council (YLC)*	Jordan		●	●	●	●			
Za'atari Camp Youth Center	Jordan	●							●
Cultivating Inclusive and Supportive Learning Environment (CISLE) Project	Jordan	●	●	●	●	●		●	●

Based on this non-representative sample, community, school-based, and embedded youth programs in the MENA region are most commonly located in urban or peri-urban locations and are likely to include efforts to recruit female participants. Programs that specifically target youth with disabilities are the least common. Most programs serve youth from multiple populations and locations. Availability of accessible public transportation was also noted in the review as limiting.

Some reviewed programs use multiple site types, depending on participant needs. Questscope, a non-formal education (NFE) initiative in Jordan targeting young people at risk of juvenile delinquency, delivers programming in both schools and community-based organizations.[5] The organization first began operating out of a few community-based organizations, but over time, in partnership with the Ministry of Education, the program expanded to operate out of both schools and community-based organizations across eight governorates in Jordan. When Questscope expanded into the Za'atari Refugee Camp (which lacks the school infrastructure developed in other areas of the country), it launched a dedicated youth center.

The review highlighted disparities in the accessibility of programming for **rural versus urban youth**. Rural areas can be difficult to reach and therefore often receive fewer services and may have less developed infrastructure than cities. In response, some of the reviewed programs working with youth in rural or otherwise underserved locations often chose to dedicate specific resources to help close opportunity gaps with urban counterparts. For example, Ruwwad provided computer labs and technical assistance to centers in rural areas. PeacePlayers Middle East, which conducts sport and play-based peacebuilding activities, offered extra practices and sports equipment for youth in underserved areas without prior exposure to sports training so that they are fully prepared to play with peers from schools with more developed physical education programs.

BEST PRACTICE: SITE SELECTION

IREX's Partnership for Youth worked with existing sports clubs to build their capacity to add youth development programming to their services. Operating within a pre-existing sports club brought participants closer to where the activity usually takes place and to relevant community members who already frequent the location.

Gender remains a cross-cutting issue when considering context. In interviews with program staff, rural communities were characterized as preferring single sex programming or "shifts," where boys and girls attend at different times. In some cases, girls from families who may disapprove of their participation in mixed gender programming participated in them without their parents' knowledge. This was more common in urban spaces where it is easier to evade the notice of neighbors and extended family members, according to girls attending the Partnership with Youth (PWY) centers in the West Bank.[6] In selecting sites and recruiting participants, community members (including youth) are typically consulted via focus groups, community meetings, and house-to-house visits. This is particularly relevant for programs targeting marginalized groups such as girls, which must be cognizant not only of the girls' own definitions of safety, but also of parents' beliefs about what constitute safe sites.

SAFETY, GENDER, AND INCLUSION

Safety encompasses a range of factors—physical, social, and psychological—each unique to the operational context. This review revealed that community, school-based, and embedded youth programs in the MENA region adhere to these factors in a variety of ways. For example, refugee and internally displaced person (IDP) youth in Mercy Corps' programming in Jordan emphasized physical safety (fencing, security guards, and latrines), while participants in Iraq defined safe space as places where they felt comfortable having important conversations, according to interviews.

[5] University of Oxford (2011). Strengthening Youth Opportunities, Stakeholders Report. Questscope Jordan. pg 4
[6] Please add a link to this evaluation or the reference.

TOOLBOX: Safe Spaces Checklist, adapted from the National Research Council's Community Programs to Promote Youth Development.[7]

Physical and psychological safety

- ✓ Staff understand that physical and sexual harassment, violence, and bullying are not tolerated.
- ✓ Staff members make all youth feel welcome, supported, and safe.
- ✓ Staff members encourage youth to be respectful of the rights and choices of others.
- ✓ Staff members are trained on privacy and confidentiality.
- ✓ Staff members understand group dynamics and how to create a safe environment for youth to discuss sensitive topics.
- ✓ Staff know how to recognize, prevent, and proactively resolve conflicts among youth.

Clear and consistent rules and expectations

- ✓ All are greeted warmly and made to feel welcome.
- ✓ Enough adults are always present to supervise activities, keep youth safe, and support positive relationships with youth.
- ✓ Expectations on participation and behavior are explicitly stated and posted in visible places.
- ✓ Activities are age appropriate.

Supportive relationships

- ✓ Staff members are trustworthy and reliable.
- ✓ Staff members are comfortable discussing and addressing young people's personal questions in a nonjudgmental manner.
- ✓ The program provides opportunities for youth to interact positively with one another through structured and unstructured activities.
- ✓ Staff members model healthy relationships and support youth in developing positive relationships.
- ✓ Staff members work to build on and enhance each youth's unique strengths (for example: artistic, musical, mathematical, interpersonal skills).
- ✓ Staff are trained and able to proactively and equally engage quiet and withdrawn youth, positively engaged youth, and acting-out youth.
- ✓ The program assists teens in building confidence and healthy communication skills.

Opportunities to belong and make a difference

- ✓ The program is inclusive of adolescents from a variety of cultures and backgrounds.
- ✓ Youth participants have opportunities for sharing with and listening, to each other.
- ✓ Youth participants have opportunities for youth to work together to accomplish a goal.
- ✓ Youth participants have opportunities to meaningfully contribute to program design and decision making in both passive (consultations, advisory council) and active (youth hold coordinating and leadership roles in the program) ways.
- ✓ The program activities and materials are responsive to and representative of the population served (for example: images in posters, respectful of cultural practices, etc.).

[7] National Research Council and Institute of Medicine (2002). Community Programs to Promote Youth Development. Committee on Community-Level Programs for Youth. Jacquelynne Eccles and Jennifer A. Gootman, eds. Board on Children, Youth, and Families, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press. Retrieved from http://www.iom.edu/~/media/Files/Report%20Files/2004/Community-Programs-to-Promote-YouthDevelopment/FINALCommunityPrograms8Pager.pdf

Safe travel to and from the space as well as privacy during participation in activities were frequently noted in the review as key issues for **girls.** To address this, the Ishraq program in Egypt consulted with families on site selection so that parents would be comfortable sending their daughters to the locations chosen. To ensure privacy, Ishraq scheduled girls' activities for times when boys (who also used the space) were at school. Similarly, Save the Children's Youth in Action (YiA) program responded to parents' concerns by choosing sites close to the girls' homes and by hiring female facilitators from the community who made home visits. These facilitators were regarded as "Ahl el balad," or "from the community," which helped build trust in the program. YiA also arranged for facilitators to escort girls to the youth centers as requested.[8]

TOOLBOX: Based on research by YouthPower Learning, the following are characteristics that make facilities/services "gender-responsive" such as:

- Location is convenient
- Hours are convenient
- Adequate space and sufficient privacy
- Comfortable surroundings
- Participants perceive surroundings as a safe space
- Staff have been specially trained to work with or to provide services to target population
- Staff treat participants with respect
- Staff honor privacy and confidentiality
- Staff allow adequate time for youth and adult interaction
- Participants have sufficient involvement in decision about themselves
- Participants feel they can trust the staff of the service
- Participants discussions are available
- Participants perceive that they are welcome regardless of their age and marital status
- Participants perceive that staff will be attentive to their needs
- Participants awareness of service availability for their needs and rights

Fostering a sense of safety is also a key consideration when engaging **refugee and IDP** youth. In many cases in this review, youth and their families experienced trauma that affected their perceptions of and interactions with programming. For example, parents of refugee and IDP participants in Adolescent Development Program (ADP) Iraq initially expressed concerns about sending their children outside of the home to youth centers. In response, the program organized dialogue sessions to share information on center safety and keep parents informed about the types of activities offered.[9]

TOOLBOX: The United Nations High Commissioner for Refugees (UNHCR)'s Engagement with Displaced Youth: A Global Review explores UNHCR's engagement with displaced youth, refugees, and IDPs by analyzing the agency's mandate in relation to youth through its policies, guidelines and strategies, institutional infrastructure, approaches to identifying and responding to the needs of displaced youth, current funding, programs, and monitoring and evaluation processes.[10]

[8] Save the Children. Gender-Sensitive Program Practices to Encourage Youth Agency, Youth in Action Egypt. pg. 7

[9] Shah, S. (2017). Final Evaluation of Adolescent Development Program, Iraq: Participation of Adolescents and Youth for Social Cohesion. UNICEF. pg. 39

[10] Evans, R. & Lo Forte, C. (2013). "UNHCR's Engagement with Displaced Youth." Retrieved from https://www.unhcr.org/513f37bb9.pdf

Other targeted youth require more dedicated attention to the physical space provided. Many areas across MENA lack systematic standards for accessible building design, resulting in public spaces that exclude persons with disabilities. However, some of the programs reviewed learned to account for the needs of **youth with intellectual/cognitive, psychological/mental, and physical disabilities**. The center used by Mercy Corps PLLAY Jordan, for example, was originally built by the government and did not include wheelchair ramps or elevators, but the program realized the need to modify the site to be more inclusive of youth with disabilities.

TOOLBOX: *Towards Inclusion: A Guide for Organizations & Practitioners* is intended to be used as a reference during organizational and program/project development with a focus on gender responsiveness and disability inclusion as well as a tool to support good practice in implementation.[11]

CURRICULUM, COMPETENCIES, AND PROGRAMMING DEVELOPMENT

Most programs reviewed used some form of educational or training curriculum to guide activities with youth. While curriculum type varied depending on program goals and targeted participants, many combined **technical and soft skills development**. The Ishraq curriculum focused on three major curricular areas: literacy, life skills, and sports. For the literacy component, Ishraq drew on the Caritas "Learn to be Free" curriculum, which relies on active discussion between mentors and participants, and includes Arabic grammar, vocabulary, and composition.[12] Ishraq also used the Center for Development and Population Activities' "New Horizons Life Skills Curriculum," which covers communication, team building, negotiation, decision-making, and critical thinking, as well as health, hygiene, and nutrition. Similarly, the Lebanese Physically Handicapped Union (LPHU)'s Economic and Social Inclusion (ESI) activity, which offers training and job coaching for youth with disabilities, incorporated vocational skills, law, and career advice classes with sessions on leadership and planning. INJAZ initially used the curriculum of Junior Achievement before developing their own.

TOOLBOX: YouthPower's *Key Soft Skills For Cross-Sectoral Youth Outcomes* reports on the promise of developing a core set of soft skills as an effective strategy to promote positive outcomes for youth, including workforce success, violence prevention, and sexual and reproductive health.[13]

In addition to integrating technical and soft skills, the most effective curricula in the programs reviewed were **flexible**, allowing for adaptation depending on participant needs and the operational context. For example, the International Youth Foundation's (IYF) Passport to Success (PTS) curriculum was designed to be implemented via different models, including in schools, as a component of vocational training (technical and vocational education and training (TVET), public employment centers, etc.), or in separate non-governmental organization (NGO)-run centers. PTS includes more than 80 modules that can be modified to the context as needed. IREX also employed a flexible curriculum that covered key areas such as leadership, employability, and media. An interviewee said program leaders "let the communities choose from a menu of options" the most relevant elements of the curriculum to implement.

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[11] Van Ek, V. & Schot, S. (2017). *Towards Inclusion: A guide for organisations and practitioners.* Retrieved from https://www.youthpower.org/sites/default/files/YouthPower/resources/Towards%20Inclusion%20-%20A%20guide%20for%20organisations%20%26%20practitioners.pdf

[12] Selim, M., Abdel-Tawab, N., Elsayed, K., El Badawy, A., and El Kalaawy, H. (2013). The Ishraq Program for Out-of-School Girls: From Pilot to Scale-up. Cairo: Population Council. pg. 2

[13] Gates, S., Lippman, L., Shadowen, N., Burke, H., Diener, O., and Malkin, M. (2016). YouthPower Action Key Soft Skills For Cross-Sectoral Youth Outcomes. Retrieved from https://static.globalinnovationexchange.org/s3fs-public/asset/document/Key%20Soft%20Skills%20for%20Cross-Sectoral%20Youth%20Outcomes_YouthPower%20Action.pdf?.wrHO7nNAWLUxzP.BMyV6oMT7oH_cLlu#page=9

TOOLBOX: YouthPower's Examples of Positive Youth Development Program Activities handout provides illustrative activities PYD programs could implement.[14]

Some of the programs reviewed also used assessments to better understand the effectiveness of curriculum. The PWY program in the West Bank used the 21st Century Youth Competencies Assessment. These competencies are defined as a set of domains containing the knowledge and skills that youth need to prepare for economic, civic, and social participation, as well as emotional and physical health in today's world. Within each domain is a set of individual competencies as outlined below in Table 3.

Table 3: 21st Century Skills Competencies[15]

Domain	Competencies
Cognitive/Intellectual	• Critical thinking • Problem solving • Decision making • Planning • Literacy/numeracy • Academic achievement • IT/media • Vocational/ workplace readiness
Social	• Communication • Conflict management collaboration/teamwork • Cross-cultural competency • Leadership • Ability to develop and maintain healthy and supportive
Psychological/ Emotional	• Self-esteem • Initiative/self-direction • Self-efficacy • Empathy/compassion
Physical	• Healthy decision making related to nutrition, exercise, and hygiene • Avoidance of risky behaviors

TOOLBOX: IREX's PWY program assessed 21st Century Youth Competencies in the West Bank. This assessment engaged youth in its design and implementation and gauged the skills and knowledge that young people need for a successful transition to adulthood.[16]

STAFFING

Although there is little formal guidance or tools available on staffing or human resources specific to youth programs in the MENA region, interviews with staff from the programs examined in this report revealed some important lessons.

Most programs employ traditional staffing structures, with employees hired from local communities. Traditional staffing structures can include a Director or Chief Executive Officer (CEO), program officers, trainers, coaches, and finance, administrative, contracting, and operations managers. While the number of

[14] Jessee, C., Kapungu, C., and Brady, K. Examples of Positive Youth Development Program Activities Aligned with PYD Features, Mapped to a Socio-Ecological Model. Retrieved from https://www.youthpower.org/sites/default/files/YouthPower/files/resources/PYD%20Features%20Matrix%20FINAL.pdf

[15] IREX (2014). 21st Century Youth Competencies Assessment. Retrieved from: https://www.irex.org/sites/default/files/node/resource/west-bank-youth-competencies-assessment-executive-summary.pdf

[16] Ibid.

staff varied according to the size and financial position of the programs reviewed, most maintained a **core team of paid employees**. These staff were generally hired from the surrounding community to reflect the needs and experiences of participants. Like YiA, Ishraq engaged adult females to facilitate activities for female youth participants. These female "promoters" served as teachers, role models, and advocates; they were involved in participant recruitment and served as a critical link between girls, parents, and the program. Promoters received training to build skills to engage with community members and met regularly as a group to discuss challenges and lessons learned.[17]

To complement these paid staff, several programs also used **volunteers**. In general, volunteers were tasked with facilitating activities for youth, while paid staff focused on financial, administrative, and program management. Sources for volunteers included private sector employees, past participants, and local university and secondary school students. For example, the INJAZ program recruited volunteers through partnerships with private sector companies to teach courses to youth participants for one hour a week over a six to eight-week period. Since its inception, INJAZ has engaged more than 27,000 volunteers.[18]

However, there are limits to using volunteers. Volunteers are necessarily restricted in the time they can dedicate to training and program implementation. This necessitates regular retraining as existing volunteers transition and new volunteers join. An evaluation of INJAZ uncovered variations in program quality depending on the skills and abilities of volunteers. As a result, the program developed a new management process to better match and train volunteers.[19] Thus, if programs use volunteers, they must be supported by paid staff.

YOUTH ENGAGEMENT

TOOLBOX: YouthPower's Youth Engagement Measurement Guide provides information and resources on meaningful youth engagement as a key component of PYD programs and how to consider measuring the level and value of youth participation.[20]

PYD uses an asset-based perspective of youth development to structure programming.[21] Engaging youth (most often older youth or graduates of the program) as staff helps their own skill development and supports program participants who are able to learn from role models who are close in age and live in their communities. Programs that hired youth offered extensive training and structured pathways to employment. For example, in the IREX PWY program youth interns were brought on, trained, and then led training programs for participants.[22] PeacePlayers Middle East offers the Leadership Development Program (LDP) to high school students who undergo leadership development training, engage in community service projects, and serve as assistant coaches for teams of younger children in their communities. LDP funding also supports youth to enroll in the national coaching certification course, which is required for those wishing to work in coaching or physical education. After completing LDP, the program can hire interested youth as staff. A similar model is followed by PWY with Youth in Palestine, where youth participants have opportunities to become interns, trainers, and coaches.

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[17] Selim, M., Abdel-Tawab, N., Elsayed, K., El Badawy, A., and El Kalaawy, H. (2013). The Ishraq Program for Out-of-School Girls: From Pilot to Scale-up. Cairo: Population Council. pg. 2

[18] Abu Jaber, M., Kwauk, C., and Robinson, J. (2016). INJAZ: Engaging the Private Sector for Greater Youth Employability in Jordan. Center for Universal Education: The Brookings Institution. pg 4

[19] Ibid, pg. 7

[20] USAID YouthPower. Youth Engagement Measurement Guide. At: https://www.youthpower.org/youth-engagement-guide

[21] UNICEF MENARO (2015) Analytical Report on the Good Practices in Adolescent and Youth Programming. UNIATTTYP, R-UNDG Arab States/MENA. pg. 37

[22] IREX (2018). IREX West Bank: Partnerships with Youth Program Final Report. USAID. pg. 5-6

TOOLBOX: "Policy Brief: Beyond Dividing Lines, Youth-led Civic Engagement for Peace in Libya" is a policy brief based on the findings of research carried out in Afghanistan, Colombia, Libya, and Sierra Leone in 2018 by the United Network of Young Peacebuilders. The project was undertaken in collaboration with four youth-led organizations, including Libyan organization Together We Build It.[23]

Youth Speak in Morocco uses a formal process to meaningfully involve youth in planning and decision making, while simultaneously imparting leadership skills to participants. Figure 3 below outline's Youth Speak's framework for leadership. This can be used as a model to design leadership programming or curricula in other contexts, as these skills should be learned by all, and not just leaders.

Figure 3: Youth Speak Morocco Characteristics of Youth Leaders

Important Characteristics of Youth Leaders
Enthusiastic: The Youth Speak Team (YST) needs young people who are excited about being part of the YST. They also need to be able to clearly explain in writing and speaking why they want to be a member of the YST.
Effective literacy skills: Candidates should have good reading, speaking, writing, and listening skills. These qualities will need to be assessed by the people recruiting the Youth Leaders. The out-of-school youth may not have literacy skills as good as the students so the selection team will need to be flexible.
Reflective and thoughtful: Asking candidates questions will enable the selection team to identify young people who are thoughtful and reflective about the issues facing young people in their school and community and about the dropout problem.
Curious and open to new ideas: You want youth who are curious about the world around them. One way to learn if someone is curious is to ask them to list as many questions as they can about an issue in one minute. For example, you could give them a selection of 3 provocative topics about youth and Morocco and ask them to pick one of these and then come up with as many questions as they can in one minute.
Team player: You need young people who are collaborative in nature and who are good team players. One way to assess this is to put youth into a small group of 5-8 other candidates and give them a task to complete together. Observe how each person behaves with respect to the others.
Comfortable in front of others: You need young people who are not too shy. They need to be comfortable in front of others.
Responsible: You need young people who can take responsibility and fulfill their responsibilities in a timely way.
Have the time to participate: You need young people who have the time to participate and who can respond flexibly as schedules change.
Articulate communicators: You need young people who are good communicators with peers and adults. As members of the YST, they will have to explain Youth Speak to others, answer questions and ask community members to assist them in implementing Youth Speak.
Neutral with good listening skills: You need young people who will be able to listen to interviewees with an open mind and be faithful in relaying their opinions. Some people tend to quickly write down what they think someone says based on their experiences and beliefs instead of what the person being interviewed actually says.
Non-judgmental: Some young people, when interviewing others, might rush to conclusions that are not accurate. Youth investigators need to provide unbiased and faithful information from their interviewees.
Gender Sensitive: Half of the young people on the team should be young women. As with all members of the YST, you need young people who are not biased against one gender or the other.

[23] UNOY Peacebuilders (2018). "Policy Brief: Beyond Dividing Lines: Youth-led Civic Engagement for Peace in Libya." Available at: https://www.youthpower.org/sites/default/files/YouthPower/files/resources/Policy%20Brief%20-%20Libya%20-%20Beyond%20Dividing%20Lines.pdf

TOOLBOX: The Youth Speak—Morocco Toolkit includes detailed information on how to implement Youth Speak in middle schools across Morocco. Youth Speak—Morocco enables Youth Leaders, guided by coaches, to plan and carry out investigations into the underlying factors that cause students to drop out of school.[24]

One practice emerging in youth engagement globally is youth-led research and evaluations in which young people spearhead the design of the project, along with data collection and analysis. This supports PYD by building youth assets (e.g., data analysis skills, facilitation skills honed during data collection, etc.) and also allows youth to contribute to research and evaluations; not only can they share their own perspectives, but in some contexts, local youth may be best suited or situated to collect data. Questscope, for example, engaged youth to lead data collection in their community for a needs-assessment study informing program design. An evaluation of the Questscope project found that while youth felt "listened to" and safe to express their voices, many felt that there were fewer opportunities to more actively participate. The study differentiated between "active" and "passive" participation, the former including opportunities for participants to take on coordinating and leadership roles.[25] Additionally, Mercy Corps used youth councils and meetings to gather feedback from participants on program design and start-up. The organization then continued to engage youth in monitoring using mobile technology to send out short surveys and alerts.[26]

Some evaluations of youth development programs employ participatory methodologies to better ensure inclusion of youth in data collection—particularly for those who are younger or in cases of literacy barriers that could make survey assessments difficult or intimidating for participants. PeacePlayers Middle East utilized a "line game" activity as part of an evaluation examining the effectiveness of the program's peace education activities. To complete this exercise, the facilitator established a line by placing two large pieces of paper on the ground: a red one on the left that signified "disagree very much" and a green one on the right symbolizing "agree very much." The facilitator then read aloud a series of statements; after each one, participants moved to the point on the line that best corresponded to their opinion on that statement.[27] This method was selected both because it is more engaging for youth versus a traditional focus group format and it does not require reading or writing.

TOOLBOX: FHI 360 has developed the Youth Programming Assessment Tool (YPAT) tool to help youth-serving civil society organizations (YSOs) reflect upon their own internal programming and institutional practices and identify areas for improvement.[28]

[24] Rusten, E. and Echchotbi, M. (2014). YouthSpeak Morocco Toolkit. Retrieved from https://www.creativeassociatesinternational.com/wp-content/uploads/2014/10/Youth_Speak_Toolkit.pdf
[25] University of Oxford (2011). Strengthening Youth Opportunities, Stakeholders Report. Questscope Jordan.
[26] Mercy Corps (2013). Quarterly Report April-June 2013: Engaging Youth for a Stable Yemen 2, USAID. pg. 9
[27] Younes, J., Summerville, N., and Doubilet, K. (2017) PeacePlayers International - Middle East Program Evaluation. PeacePlayers Middle East. pg. 4
[28] USAID YouthPower (2019). Youth Programming Assessment Tool. Retrieved from https://www.youthpower.org/resources/youth-programming-assessment-tool

PARTNERS

Photo Credit: Sharekna for USAID

Having dedicated and well managed partners is a necessary ingredient for any successful youth development program. In addition to resourcing, sustainability, and scaling benefits (detailed in the next sections), strategic partnerships are key to help guide activity implementation. In the MENA region, some of the reviewed programs collaborated with their respective **governments** to identify areas of most need during the planning stages. For example, the Workforce Improvement and Skill Enhancement Program (WISE)'s partnership with the Egyptian government was influential in the selection of governorates for implementation of Ebdaa Rehletak, an initiative supporting transition to employment for youth. WISE also leveraged its government relationships to facilitate connections with the private sector and improve TVET governance.[29] The government ministries that oversee or regulate youth development programming vary; in some cases, the Ministry of Education is the lead while others more commonly are under the auspices of a Ministry of Youth and Sport or a similar moniker. More research is required to survey and analyze the different practices and experiences of youth development programs on support from government ministries.

Many of the programs reviewed established partnerships with **private sector companies** to draw on their skills and knowledge of the job market—supporting workforce development outcomes for youth.[30] Engagement strategies included working with private sector employees as volunteers (INJAZ),[31] offering career coaching and job placement (WISE),[32] and organizing internships. For example, the Ebtessama Foundation engaged employers to offer internships to youth with disabilities. Employers were "impressed by the quality of work done and keep asking to have more employees...thus expanding the reach of the program."[33]

Local NGOs are another important stakeholder in delivering community, school-based, and embedded youth programming in the MENA region. These organizations are often already established within the community so engaging them can increase overall community support. For example, Mercy Corps' ELEVATE and PLLAY programs partnered with different locally registered community-based organizations operating within their relevant governorates to manage programming at centers and to recruit coaches and mentors for youth participants. Interviewees shared that including NGO partners from the beginning of the program helped build their capacity and prepare them to eventually take over the management of the centers.

KEY TAKEAWAYS: DESIGN AND EFFECTIVENESS

Site selection, participant recruitment, curriculum, staffing, and partnerships are all critical elements in the implementation of community, school-based, and embedded youth programs in the MENA region. Several

[29] MTC International Development Holding Company. (2016). Quarterly Report Third Quarter 2016 Workforce Improvement and Skill Enhancement Project. USAID pg. 8

[30] UNICEF MENARO (2015) Analytical Report on the Good Practices in Adolescent and Youth Programming. UNIATTTYP, R-UNDG Arab States/MENA pg. 32

[31] Abu Jaber, M., Kwauk, C., and Robinson, J. (2016). INJAZ: Engaging the Private Sector for Greater Youth Employability in Jordan. Center for Universal Education: The Brookings Institution. pg. 4

[32] MTC International Development Holding Company. (2016). Quarterly Report Third Quarter 2016 Workforce Improvement and Skill Enhancement Project. USAID pg. 9

[33] Ebtessama Foundation (2015). A Right for an Equal Life (Empowerment & Employment of Young Adults with Intellectual Disability). pg. 49

considerations that can aid practitioners, policymakers, and other stakeholders in effectively carrying out these elements include the following:

SITE SELECTION AND RECRUITMENT: To ensure participation, sites should meet the local community's and target youth population's definition of "safe."

- ✔ Parents and youth are directly engaged (via house visits, focus groups, etc.) by program staff.
- ✔ Other key community members (local officials, school principals, etc.) are consulted as needed.
- ✔ Reasonable ability of youth to travel to and from the space (this includes walking safety, as well as accessible transport for youth with disabilities).
- ✔ The space infrastructure itself is safe; for youth with disabilities this may center on accessibility, while for groups such as girls, privacy is a major consideration.
- ✔ The program design and facilities have accounted for youth who have experienced crisis or trauma, have cognitive disabilities, are displaced, or are from other underserved groups.

CURRICULUM: Effective curricula are flexible and provide a mix of relevant technical and soft skills (i.e., leadership, teamwork, life skills, etc.). Activities are identified by youth and key partners for being relevant for the market and interesting to youth.

- ✔ Curricula should have a distinct structure and modules, with flexibility to adapt the order and number of modules as appropriate.
- ✔ If building a curriculum from an international model, first pilot and then adapt to local context.
- ✔ Deliver technical and soft skills training via "active" exercises (e.g. the PeacePlayers Middle East Arbinger Curriculum, which teaches conflict resolution techniques through sports games).

STAFFING: Traditional staffing structures are common practice among youth development programs, with staff drawn from the local community (including youth community members). While volunteers are used by some programs, these are supported by paid employees.

- ✔ Paid staff should be used (particularly for finance and management) to ensure continuity.
- ✔ Hire staff from the local community, including women (particularly for programs targeting girls) and older youth.
- ✔ Volunteers should be trained and closely managed by paid staff.

PARTNERS: Government, private sector, NGOs, and other partners are frequently engaged to enhance youth development implementation. These partners lend specific knowledge and skills and can contribute to ensuring relevance and local ownership of the program.

- ✔ Seek a diverse range of partners who provide different services and support (e.g. WISE partnered with government to select program sites and private sector to align workforce development activities with actual labor market needs).
- ✔ Consult with community members (e.g., parents, local officials, etc.) in the selection of NGO or local civil society partners to identify organizations with strong community support.

SUSTAINABILITY

This section discusses four facets of program sustainability—like the four legs of a stable table—including funding, government partners, operations, and community engagement. There is a general lack of information and knowledge on this topic with regards to community, school-based, and embedded youth programs in the MENA region. Information on start-up and operational costs, costs per participant, and information on sources of funding and budgeting were not readily available, although this information can and should be collected if further research on this topic is supported.

Most of the findings below are from available program documents and interviews with program staff. A summary of positive findings on sustainability for selected program are outlined in Table 4 below:

Table 4: Sustainability Success Stories

Program	Sustainability Result
Ishraq (Egypt)	After the initial programming, teams trained by Ishraq started a round of 50 new Ishraq classes in the same areas, funded by the adult education agency.
YDRCs (West Bank/Gaza)	Ruwwad started by creating three YDRCs across the West Bank/Gaza. The subsequent PWY program expanded to 11 centers, some of which are independently operational and have entered into a collective Memorandum of Understanding to form their own network, supported by three sub-committees. The extent of sustainability within this network varies greatly between centers, but many were founded within existing youth sports clubs, which had existing funding sources.
INJAZ (Jordan)	INJAZ began as an after-school extracurricular activity in 1999. Now, INJAZ is an independent nonprofit whose curricula has been integrated into Jordan's formal school schedule as well as youth centers, and vocational training institutes, and universities across the country with independent donors and a network of thousands of volunteers.
Adolescent Friendly Spaces (AFS) (Iraq)	AFS always used existing spaces to implement AFS activities. Though financial sustainability remains a challenge, the program was successful in establishing institutional arrangements with the United Nations Relief and Works Agency for Palestinian Refugees in the Near East (UNRWA) and continue operations.

FUNDING

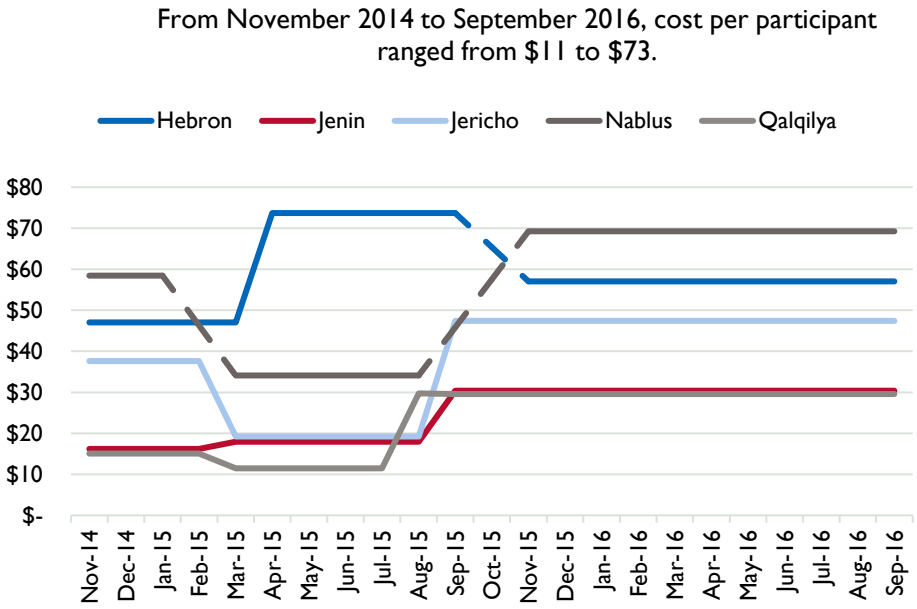
In addressing funding issues, it helps to contextualize the typical funding needs of youth development programs in the region. Unfortunately, only one single reliable calculation of costs was available from the program sample from the PWY program in the West Bank. The costs of running youth programs will vary widely from context to context, but the costs below are expressed in US dollars for comparability, and the lessons learned are not surprising but worth repeating.

TOOLBOX: The Youth Cohort Study of the Partnership With Youth Activity presents findings from the endline data collection for the Youth Cohort Study (YCS) of the USAID/West Bank and Gaza's PWY activity.[34]

[34] Epstein, A., Pucilowski, M. and Hur, A., (2018). Endline Report: Youth Cohort Study Of USAID West Bank And Gaza's Partnerships With Youth Activity. Retrieved from https://www.youthpower.org/sites/default/files/YouthPower/files/resources/West%20Bank%20Youth%20Cohort%20Study%20Endline_Revised.pdf

The PWY study calculated the cost per participant using secondary data from its implementing partner, reflecting the principles of the USAID Cost Reporting Guidance for USAID-Funded Education Projects, which try to represent the overall cost of youth programming—not the marginal cost of training a single youth. Figure 4 below illustrates how cost per participant compares for the five YDRCs studied in the West Bank over the period of November 2014 to September 2016.[35]

Figure 4: PWY Cost-Per-Participant Analysis



Costs generally increased for the youth centers as participation in training decreased, largely because the centers did not change the trainings offered over time so that youth would be motivated to continually return to the centers. The other lesson learned from this data is that staff capacity—both in management and fundraising—was found to correlate with cost efficiency. These two characteristics—**an ability to meet and adapt to the changing needs of current and future youth participants and a staff with good management and development capacities**—are important to inform potential funding sources and donor partners.

> *"Sustainability relies on strong center leadership and the ability to gain real community buy in."*
>
> - KII, IREX PWY (West Bank/Gaza)

GOVERNMENT PARTNERS

In addition to providing support for program design and implementation, government institutions in the MENA region are the obvious sources of financial support in contexts where their relative stability make them a valuable partner in ensuring sustainability.

Several programs worked to support sustainability by transitioning **financial responsibilities** to government entities. The Morocco Ministry of Tourism, Air Transport, Handicrafts, and Social Economy paid the salaries of Morocco Career Center counselors, for example, while the Egyptian government's Adult Education Authority (AEA) funded Ishraq promoter positions. Organizations that successfully

[35] Nablus and Hebron YDRCs had grants from PWY starting in January 2014, but training numbers from Fiscal Year 14 were especially low because of startup and funding issues, so a calculation for that period is not representative. The current YDRC grants began in October and November 2016; because the activities associated with these sub-grants were still underway, there was not yet final data on the number of participants trained under these sub-grants, and therefore the cost calculations presented here stop at September 2016. Nablus and Hebron experienced gaps in sub-grants, causing several gaps in the data.

employed this funding model dedicated time and resources to cultivating government partnerships and planning for the shift to government funding well before the end of program activities.

This review uncovered a few examples of organizations merging activities with **existing government programming.** After demonstrating success at the local level, LPHU in Lebanon looked to guarantee ongoing programming and increase its reach by integrating its services into the Ministry of Social Affairs. Similarly, INJAZ developed a long-term partnership with Jordan's Ministry of Education, which was "important for moving INJAZ from its position as an extracurricular after-school program into a mainstream program offered during school."[36] Strong government partnerships allow organizations to identify promising entry points for incorporating programming into these more permanent structures.

PWY reported that having a government advocate helped ensure continuation of activities during **transition or in difficult contexts**. The program developed strong relationships at the local level and with several ministries (Ministry of Education, Ministry of Labor, and Ministry of Health), which enabled it to maintain support during a tense political period of anti-United States Government (USG) protests, according to interviews. Additionally, government partners provided facilities for activities in schools, supported youth-led initiatives, and assisted recruitment.

Nevertheless, government partnerships can introduce risks. Even when organizations cultivate strong relationships, **turnover** within government positions and **shifts in political stances** can make it difficult to maintain momentum, as noted by YDRC staff in interviews. Sometimes government funding can be unreliable: the IYF Youth Leadership Committee had to stop administering its program partway through the year when the supporting Ministry prematurely exhausted its budget.[37]

Finally, government partnerships may not be appropriate in all contexts, particularly in areas of conflict where association with specific political groups may **deter engagement** among certain cohorts of youth or even endanger staff and participants. In these cases, organizations must be cognizant of how partnerships are perceived by participants and the communities in which they operate. For example, PeacePlayers Middle East, which works with both Israeli and Palestinian youth, largely avoids polarizing government relationships and instead aims to partner with institutions seen as neutral and welcoming, such as the privately funded Max Rayne Hand in Hand School for Bilingual Education in Jerusalem.

BEST PRACTICE: GOVERNMENT PARTNERSHIPS

Ishraq engaged at multiple levels with government ministries, including signing a Memorandum of Understanding (MOU) at the national level to align Ishraq with other existing girls' education programs. Ishraq's outreach at the governorate level had a trickle-down effect of facilitating other government interactions:

"*Engagement of senior officials in the governorate committee are critical to effective implementation and support from other governorate and district level agencies.*"

UNIVERSITIES, TRAINING CENTERS, AND OTHER LOCAL INSTITUTIONS

In some cases, programs were established within existing **local institutions** that could provide ongoing funding and implementation support. For example, Morocco Career Centers were housed within universities and vocational training institutes; the midterm evaluation reported that "hosting institutions contributed 63 percent of the centers' operational costs, more than double the target of 30 percent… All host institutions contribute to operational costs of the career centers and fund the salaries of center directors."[38] For some of the YDRCs in the West Bank, activities for the younger youth sub-set were

[36] Abu Jaber, M., Kwauk, C., and Robinson, J. (2016). INJAZ: Engaging the Private Sector for Greater Youth Employability in Jordan. Center for Universal Education: The Brookings Institution. pg. 8

[37] Obeid, S. and Qursha, E. Rapid Assessment Report on the Youth Leadership Center, International Youth Foundation. pg. 11

[38] Banyan Global. (2018). Midterm Performance Evaluation Morocco Career Center Activity. USAID pg. 27

held at the centers while those for older youth were commonly held in the local university or technical college classrooms.

Similarly, the United Lebanon Youth Project's BRIDGE program, which provides university preparatory services for Palestinian youth, partnered with several prominent universities in Lebanon, including the American University of Beirut (AUB), the Lebanese American University (LAU), and the Beirut Arab University (BAU). BRIDGE activities such as SAT training and counseling sessions were held on the campuses of these institutes.[39]

BEST PRACTICE: PRIVATE SECTOR PARTNERSHIPS

Over 3,000 annual private sector volunteers (and more than 27,000 since the project's inception) implement INJAZ's programs by providing vocational and other training. This approach has been central to INJAZ's sustainability strategy. To maintain quality across a range of volunteers, INJAZ implements a Volunteer Management Cycle that matches volunteers with appropriate levels of assignments and provides training. This approach also includes a retention plan, contributing to the large number of repeat volunteers.

"Volunteers have not only helped to reduce expenses, but have also brought a level of energy, commitment, and authenticity to the program." (INJAZ Case Study Report, page 12)

THE PRIVATE SECTOR

Several programs reviewed leveraged private sector relationships to sustain activities. For example, Ruwwad and PWY partnered with multinational companies such as Cisco, Intel, and Microsoft to support information and communication technology (ICT) programming at YDRCs. Microsoft contributed approximately $400,000 of direct and in-kind funding to the program, in addition to providing digital literacy trainings. Local companies such as Bank of Palestine, Trust Insurance (Qalqilya), and Paltel were also engaged, further diversifying types of private sector partnerships. Paltel, a large telecommunications company in the West Bank and Gaza, gave financial support for small projects as well as coding training for participants; the memorandum of understanding (MOU) between the Nablus YDRC and Paltel resulted in the company's Social Responsibility Unit agreeing to fund projects with other YDRCs.[40]

Private sector partnerships—particularly with larger or well-known entities—can also support sustainability by lending **validity and recognition** to programming. YDRC relationships with well-known corporate brands elevated the perceived value of the program, helping to attract youth participants. These partnerships were also instrumental in encouraging other donors to become involved. In Jordan, Ruwwad successfully leveraged its multinational partnerships to gain other private sector sponsorship; these companies were more willing to invest in a program that had been "sanctioned" by the larger corporations.[41]

Notably, YDRCs in the West Bank and Gaza had dedicated partnership staff positions, and they invested heavily in building capacity of center staff to seek out these relationships; the program eventually established over 150 private sector partnerships. The program did encounter challenges, however, particularly in terms of staff ability to manage partnerships and difficulties making connections with local companies due to perceptions that the program was already adequately funded by the USG, as described in interviews. The YDRCs integrated into established sports clubs were much more likely to be sustained. Capacity of staff to sustain partnerships was also an issue in Morocco Career Center programs.[42]

[39] El Nimer, M. and van den Berg, E. (2015). The BRIDGE Programme: Unite Lebanon Youth Project. Beirut: Unite Lebanon Youth Project. pg. 97

[40] IREX (2018). IREX West Bank: Partnerships with Youth Program Final Report. USAID: pg. 9-10

[41] Hyatt, S. and Auten, S. (2011). Evaluation of the Palestinian Youth Empowerment Program (RUWWAD). JBS International pg. 8 and 53; KII 1

[42] Banyan Global (2018). Midterm Performance Evaluation Morocco Career Center Activity. USAID pg. 31

INTERNAL REVENUE GENERATION

Revenue-generating activities in programs reviewed included pay-for-participation, space rental, and specialized training and services to the larger community. For example, IYF's Youth Leadership Committee raised funds through its Sports Training Division by offering accreditation and training to lifeguards, sports trainers, and fitness experts. However, this funding model was seen less frequently, limited to very well established institutions, and the internal capacity to carry out revenue generation activities is seldom at hand.

Photo Credit: Nir Keidar, Peres Center for Peace and Innovation

OPERATIONS, MANAGEMENT, AND GOVERNANCE: SUSTAINABILITY FROM THE START

Programs reviewed that demonstrated sustainability planned for and invested in this starting at the **design stage**. INJAZ funding was separated into three distinct phases over 15 years, including implementation, scaling, and sustainability (the largest tranche at $10 million). INJAZ, for example, worked to diversify its donor base and develop an endowment from Board of Trustee contributions over the life of the program. These efforts supported the continuation of programming.[43]

Ruwwad likewise invested in the sustainability of YDRCs to "ensure they will continue to serve as indispensable resource platforms long after Ruwwad comes to an end."[44] To achieve this, the program focused on **capacity building for staff** to take over operational, financial, and managerial responsibilities; this was one of four main activity components between 2005 and 2011. By 2013, all three centers continued to operate and expanded the network to 11 YDRCs.[45]

The approach to YDRC sustainability broadened with a focus on centers' self-sufficiency and cultivation of external partnerships. Rather than fund the centers and staff directly, as had been done under Ruwwad, the PWY model disbursed grants to the centers, forcing them to make local decisions about staffing and budgeting, while continuing to provide staff capacity building support. Progress towards building this capacity was tracked using an Organizational Capacity Assessment (OCA) tool, the theory being that meeting the OCA standards would in turn translate into sustainable programming. While some challenges were observed (e.g. specific YDRCs struggled to manage their own fundraising), this investment in capacity building positioned YDRCs to independently continue operations over the long-term.

In cases where programs did not emphasize self-sufficiency early on, sustainability was a challenge. The Promoting Youth Civic Engagement Project (PYCE) report observed that host institutions relied too heavily on project staff and turnover was an issue. Staff trained by PYCE became highly demanded by other organizations, making it challenging to cultivate a diverse set of partners to support funding and operations: "The direct implementation approach that has been favored by PYCE staff in the second half of the project will negatively impact the sustainability of some of the project's initiatives."[46] Ultimately, programs must not only plan for sustainability from the very beginning, but also plan in advance for staff turnover to avoid being a victim of their own success.

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[43] Abu Jaber, M., Kwauk, C., and Robinson, J. (2016). INJAZ: Engaging the Private Sector for Greater Youth Employability in Jordan. Center for Universal Education: The Brookings Institution. pg 3

[44] Hyatt, S, and Auten, S. (2011). Evaluation of the Palestinian Youth Empowerment Program (RUWWAD). JBS International 7a.

[45] IREX (2018). IREX West Bank: Partnerships with Youth Program Final Report. USAID pg. 7

[46] AMIDEAST (2014). Promoting Youth Civic Engagement Annual Operations Plan July 2014-September 2015. USAID. pg. 5

LEADERSHIP

> *"Sustainability relies on strong leadership and the ability to gain real community buy-in."*
> -KII with NGO staff

Many programs that operate in dedicated youth or community centers rely on a coordinator or manager. The programs reviewed highlighted that having a **strong, dynamic leader** in that position was critical to the success and sustainability of these centers. In the expansion of the YDRC network, strong leadership made a significant difference between sustainable, independent centers and those that continued to rely exclusively on donor funding. As one interviewee said, "By the time we brought on the last [center manager] we had a strong sense of what was needed. Directors worked with them to identify someone to run the center – the most successful were the young and dynamic [managers]."

EXTERNAL STAKEHOLDERS

In addition to center staff and leadership, community, school-based, and embedded youth programs in the MENA region rely on **governance structures** to ensure sustainability and accountability. These most often take the form of a Board of Directors or steering committee; both models involve **external partners** that bring important buy-in for continuity.[47] The steering committees for the PYCE program, for example, included representatives from various project stakeholders as well as government (who volunteered alongside youth center staff and community members to mentor Peer Network Members).[48] Committees were "entrusted with maintaining communication with project stakeholders to ensure continued community buy-in to PYCE activities... and to secure PYCE sustainability over the long term."[49] For YDRCs and Ishraq, having board members with community connections that could facilitate additional partnerships was invaluable to programmatic sustainability.

Governance structures can exist at all levels of operations. Ishraq established structures at the village, governorate, and national level to provide ongoing support during scale-up. As noted above, INJAZ developed a Board of Trustees during its sustainability and scaling phases, bringing in well-connected, resourced members. Now, each member contributes $10,000 each year, forming the basis of an endowment that funds ongoing operations.[50]

COMMUNITY ENGAGEMENT

The structure of **community partnerships** in programs reviewed varied. Some partners like Ishraq were directly engaged in activities, while others such as PYCE served as strategic advisors or helped build connections with local networks. In general, program staff began developing these relationships during the initial stages of programming. Ishraq secured community members' involvement through village committees and recruitment of local champions early in implementation.[51] PYCE fostered community ownership through the use of local volunteers and this built stronger support for the space and brought in more actors who were invested in the future of the program.[35]

Community engagement efforts also focused on **parents,** especially in contexts where safety is an issue. For example, to reach female participants, several programs reviewed contacted parents via negotiators

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[47] Banyan Global (2018). Midterm Performance Evaluation Morocco Career Center Activity. USAID pg. 25
[48] AMIDEAST (2014). Promoting Youth Civic Engagement Annual Operations Plan July 2014-September 2015. USAID. pg. 9
[49] Ibid, pg. 11
[50] Abu Jaber, M., Kwauk, C., and Robinson, J. (2016). INJAZ: Engaging the Private Sector for Greater Youth Employability in Jordan. Center for Universal Education: The Brookings Institution. pg 3
[51] Selim, Mona, Nahla Abdel-Tawab, Khaled Elsayed, Asmaa El Badawy, and Heba El Kalaawy. (2013). The Ishraq Program for Out-of-School Girls: From Pilot to Scale-up. Cairo: Population Council. pg. 5-6

(Mercy Corps PLLAY Iraq) or facilitators (Save the Children YiA), communicating the main activities and benefits of program participation.

It was also found that parents are key stakeholders that can serve as advocates for a program over the long-term. As parents witness firsthand the positive experiences of their children in a program, they become more likely to support community initiatives to maintain the program. As detailed in an evaluation of PeacePlayers Middle East: "As parents see their children [grow]—for example—developing friendships, increased confidence and leadership skills—they understand the benefits of the program and are more likely to actively participate."[52]

BEST PRACTICE: COMMUNITY OWNERSHIP

Building community ownership was a key to success for the PWY program. Using a participatory approach, PWY leveraged local resources in targeted ways to facilitate community buy-in:

- Rapid assessments: PWY developed a set of criteria to assess existing youth centers for what resources were immediately available within the community.
- One criterion evaluated how well that center engaged in its community.
- Community members were engaged in the organizational capacity assessment process.
- Results from the rapid assessments together with identified community leaders, co-developed program designs for each youth center.

LINKAGES

Linkages with complementary nonprofit or community organizations can **broaden opportunities for youth and leverage shared resources**. In its early stages, the YDRCs in West Bank/Gaza offered capacity-building grants to other local organizations, with the goal of increasing the pool of youth-focused offerings in the community. One result of these efforts was the Learn and Serve Palestine Project, which was incorporated into six YDRCs to train youth leaders in service project development and management.[53] WISE similarly worked to embed its structures, systems, and processes into existing Egyptian organizations via grant-making and capacity building. Specifically, WISE engaged "master trainers" to support partner staff in learning to implement program activities.

Other programs reviewed coordinated initiatives with national or multilateral donors. Ishraq, for instance, collaborated with the Egyptian Food Bank to provide snacks for participating youth.[54] Ruwwad and the YDRCs incorporated content on health topics through a USAID health-focused program. However, the Ruwwad final report indicated that though there were additional opportunities for synergy with other programs, these were not fully explored.[55] Rather, the YDRCs were directed to avoid programming in employability and entrepreneurship (topics requested by youth) so as to avoid overlap with other USAID initiatives. According to project staff, these programs were competitive rather than cooperative. More research is necessary, however, to ascertain the benefits and challenges of cross-sectoral youth programming, especially in terms of sustainability.

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[52] Younes, J., Summerville, N., and Doubilet, K. (2017) PeacePlayers International - Middle East Program Evaluation. PeacePlayers Middle East. pg. 10

[53] Hyatt, Susan, and Sarah Auten. (May 2011). Evaluation of the Palestinian Youth Empowerment Program (RUWWAD). JBS International pg. 9 and 49

[54] Selim, Mona, Nahla Abdel-Tawab, Khaled Elsayed, Asmaa El Badawy, and Heba El Kalaawy. (2013). The Ishraq Program for Out-of-School Girls: From Pilot to Scale-up. Cairo: Population Council. pg. 4-5

[55] Hyatt, Susan, and Sarah Auten. (May 2011). Evaluation of the Palestinian Youth Empowerment Program (RUWWAD). JBS International pg. 55

KEY TAKEAWAYS: SUSTAINABILITY

Programs successfully planned for long-term growth by planning for sustainability from the beginning design stage, seeking diverse funding models, developing operations, management, and governance structures that support sustainability, establishing community ownership, and building linkages with complementary organizations. Key considerations for promoting sustainability of youth development programs include:

FUNDING: Programs ensured sustainable funding by partnering with permanent local, regional, or national institutions, including government, universities, private companies, and local NGOs.

- ✔ Diversify funding sources to the greatest extent possible, which protects the program in situations of partner instability (e.g., shift in government priorities or depletion of funding as in the case of the IYF Youth Leadership Committee).
- ✔ Broaden types of partner engagement sought; in addition to direct funding, partners can provide in-kind resources, serve as volunteers to implement program activities, or lend financial, administrative, management, or other expertise.

OPERATIONS, MANAGEMENT, AND GOVERNANCE: The most sustainable programs made early investments in staff, leadership, and governance structures.

- ✔ Budget for activities that promote sustainability (e.g., cultivation of partnerships) starting at the design and implementation phases of the program.
- ✔ Invest in paid staff and leadership positions, and in training of these employees; training should be implemented on an ongoing basis as a quality assurance mechanism in cases of staff turnover.
- ✔ From the early stages of programming, develop a board of directors, steering committee, or similar structure that can support long-term sustainability.

COMMUNITY ENGAGEMENT: Strong community partnerships are essential for sustainability, as community partners ensure local demand, share expertise, build partnerships with other organizations, provide leadership and local context, and can offer resources—financial or otherwise.

- ✔ Budget and internal capacity permitting, offer dedicated activities for community members, particularly parents (e.g., PeacePlayers Middle East parent-child basketball game, open houses inviting parents and community members into centers, etc.).
- ✔ Using community volunteers can be effective in lowering costs as part of a sustainability strategy, but this must include systems to effectively train volunteers to maintain quality.

LINKAGES: Partnerships with donors, nonprofits, or community organizations can broaden opportunities for youth and leverage shared resources.

- ✔ If the program has a major international donor or well-known multinational private sector partner, draw on the network and connections of this actor to establish linkages with other nonprofit, multilateral, community-based, etc., organizations.

SCALING

Next to sustainability, scaling up a successful program to cover larger populations of youth in more places—either within a particular context or into other contexts—may be among the more challenging endeavors. There are a few examples of successful scaling in the MENA region to date. Unsurprisingly, these are most of the same examples profiled in the previous section on sustainability, as unsustainable programs are seldom scaled-up. Successful examples of scaling are outlined in Table 5 below.

Table 5: Examples of Successful Scaling of Youth Programs in the MENA Region

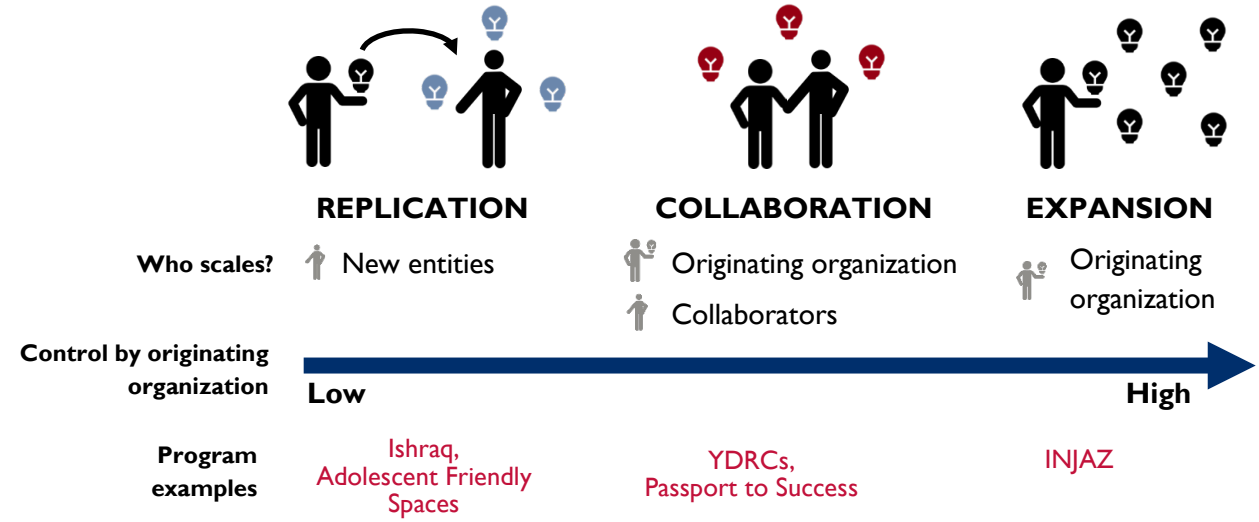
Program	Scaling Result
Ishraq (Egypt)	Scaled up nationally with 50 new Ishraq classes run by trained institutionalization team members, which included staff from the ministry, NGOs, and youth centers "using local resources, advocacy, and networking." Ishraq developed a toolkit on how to establish new cohorts and trained government officials on the process through four workshops.
YRDCs (West Bank/Gaza)	IREX grew the YDRC model from the three previously-established YDRCs (from Ruwwad) to the current network of 11 YDRCs that cover the whole of West Bank – a network that these organizations themselves formalized by signing a Memorandum of Understanding in September 2018.
INJAZ (Jordan)	In its first year, INJAZ graduated 613 students in different governorates in Jordan with the assistance of 70 volunteers. Within three years (in 2002), INJAZ's programming had been successfully integrated into Jordan's formal school schedule. Today, INJAZ has reached more than 1.5 million youth and trained almost 28,000 corporate volunteers, from whom approximately 3,000 annually teach in 208 schools, 41 universities and colleges, and 119 youth centers. INJAZ had a unique scenario in which it received three distinct phases of USAID funding to support implementation ($4.9 million), sustainability ($10 million), and scaling ($5.5 million).
Passport to Success® (Multi-country)	PTS has been adopted and delivered in more than 33 countries and is available in 19 languages. PTS was introduced to the MENA region in 2006, and to date has provided training to over 40,000 youth from about 60 youth-serving organizations, businesses, or government training programs in the region.
Adolescent Friendly Spaces (Iraq)	The AFS model has been applied in Jordan, Lebanon, and Syria in Palestinian refugee camps. Regionally, the AFS model was replicated by a UNICEF program funded by the Swiss International Development Corporation agency in nine countries.
Questscope Non-formal Education (Jordan)	In the span of six years, the NFE program transitioned from a relatively small, organic initiative based out of a few community-based organizations (CBOs) to a program at national scale with 120 NFE centers and thousands of youth enrolled. In part, this is an encouraging success for innovative governmental-non-governmental cooperation and reaching unprecedented numbers of out-of-school youth in Jordan.

APPROACH

Scaling is the process of expanding "successful policies, programs, or projects in different places and over time to reach a greater number of people."[56] Approaches to scaling youth development programs depend on the extent to which the originating organization maintains control of the program as it is scaled up. These approaches include expansion, collaboration, and replication. These approaches are illustrated in Figure 5 below.

[56] Jowett, A. (2010). Paths to Scaling-up through Replication: An Educational Perspective. Retrieved from https://pdfs.semanticscholar.org/59ee/47ab7c5c591357a9f9bb2776184f004371fe.pdf

Figure 5: Approaches to Scaling



Expansion: The same organization increases in size and the model is implemented in additional regions or populations. This ensures greater control, supporting more uniform programming and quality assurance. However, it relies on resource mobilization by a single organization, which can slow the scaling process.

INJAZ employed this model, which continued to lead training of new staff and provided overall guidance to affiliated partners. As noted in the Sustainability section, INJAZ had a unique scenario in which it received three distinct phases of funding to support implementation ($4.9 million), sustainability ($10 million) and scaling ($5.5 million).[57] This long-term financial commitment was instrumental in enabling INJAZ to scale. Across the programs reviewed, however, those that successfully scaled benefitted from significant donor investment that could then be leveraged to form additional private/public sector integration/partnerships. None of the programs examined in this report scaled without initial donor investment.

Collaboration: A joint initiative between the originating organization and a partner to implement an adapted model. This approach keeps the originating organization involved through design and implementation, though the structure of programming may evolve.

Like INJAZ, YDRCs in the West Bank/Gaza received funding for scaling (under Ruwwad, three YDRCs were established, while PWY expanded the network to 11 centers). However, interviewees said that as the program grew, new centers were given a higher level of independence to implement the model with some common components and flexibility to adjust activities.

Questscope's NFE program derived from a unique governmental-non-governmental partnership between Questscope and the Jordan Ministry of Education. In the span of six years, the NFE program transitioned from a relatively small, organic initiative based out of a few community based organizations (CBOs) to a program at national scale with 120 NFE centers and thousands of youth enrolled.[58] The partnership served to help the government meet commitments it made to increase opportunities for youth.

Replication: The model is adapted and replicated in different contexts, potentially by different organizations. Replication may take the form of licensing or sharing core program approaches, but the

[57] Abu Jaber, M., Kwauk, C., and Robinson, J. (2016). INJAZ: Engaging the Private Sector for Greater Youth Employability in Jordan. Center for Universal Education: The Brookings Institution. pg 3

[58] Questscope (2019). 2018-2019 Annual Report. Questscope. Retrieved from: http://www.questscope.org/sites/default/files/QS-AnnualReport-digital2019.pdf

final program is largely directed by the implementing organization in the new context. This model allows a program to spread to other locations without extensive financial commitments from the originating organization but requires that organization to allow activities to evolve independently.

Teach for Lebanon, for example, is a member of Teach for All (a replication of the US-based Teach for America program), a global network of organizations that train and place teachers at schools in underserved communities. According to interviews, Teach for Lebanon is responsible for fundraising, operations, and management, but draws on the network as a source of advice and support as needed.

DONOR SUPPORT

Based on a review of the literature and interviews, adopting a proven, established model for positive youth development (like the PYD Framework in Figure 1) may attract donor support to scale. In programs reviewed, school-based programs often select models that are aligned with the public school curricula in order to co-locate and/or receive public funding. Others designed models together with target participants, donors, and government partners and to build legitimacy of a model through consensus building and participation.

This latter approach is evident in the Adolescent Friendly Spaces (AFS) program in Iraq, which developed the "National Criteria and Guidelines for Adolescent-Friendly Spaces," which has a focus on adolescent girls. As the program scaled in Jordan, Lebanon and Syria, it attracted a variety of international partners and ultimately UNRWA adopted the action research program designed by AFS as part of the curricula in the 172 schools it operates.[59]

In Morocco, IYF successfully implemented life skills training as an after-school activity. After the initial launch within a couple of regions, the approach gained additional donor support and private foundations to expand activities to other areas as well as vocational schools. IYF's programs in Morocco—many of them using the same general approach and based on the same core curriculum—continue to be funded by different donors to support this scaling, according to interviews.

PUBLIC AND PRIVATE SECTOR INTEGRATION

Among programs reviewed, IYF was successful in scaling use of its PTS curriculum in Jordan through a combination of public and private sector partnerships. Specifically, the program worked with public schools, the Jordanian Federation for Tourism Association, and the Hospitality and Tourism Education Company, providing workforce development activities to unemployed youth. Partnering with these institutes enabled IYF to dramatically increase the number of stakeholders using and adapting its training system.[60]

Photo Credit: Julie Fossler for USAID/Egypt

Similarly, INJAZ's partnership with the Jordanian Ministry of Education resulted in integration of its curriculum into secondary skill-building programs which gave them access to the public-school system and its associated government resources.

[59] UNICEF MENARO (2015). Analytical Report on the Good Practices in Adolescent and Youth Programming. UNIATTTYP, R-UNDG Arab States/MENA. pg. 219

[60] Obeid, S. and Qursha, E. Rapid Assessment Report on the Youth Leadership Center, International Youth Foundation. pg. 11

Collaboration with the ministry allowed INJAZ to achieve significant scaling via mainstreaming into Jordanian schools. [61]

However, this model is more difficult to achieve with local government institutes or companies without a national presence. Local resources are often drawn on for sustainability, but less so for scaling—at least directly—because communities are more likely to invest in their own areas rather than elsewhere. The West Bank/Gaza YDRCs offers an example: the centers developed a network of 146 local, regional, and international partners, which has been leveraged to increase youth participation, diversify course offerings, create opportunities for employment and skills application, and access funding and in-kind support. YDRCS have been successful in using the network to expand programming at current locations but have struggled to establish substantial partner buy-in for new centers.

Deliberately involving champions in expansion plans can be an asset to facilitate policy change or gain resources. INJAZ courted leaders that would provide INJAZ with credibility and support growth: her Majesty Queen Rania, as well as a Board of Trustees from local and international companies and organizations.[62] Further research is required however to examine why some projects struggled to keep partners while others, such as INJAZ, were more successful. However, it can be argued that INJAZ's support from multiple sources, such as the government, the Royal Family, and international institutions such as Junior Achievement, likely contributed to the program's longer-term sustainability and scalability.

EVIDENCE AND QUALITY ASSURANCE

Evidence of program effectiveness and the existence of a quality assurance system increases scalability. Evidence refers to both internal and external evaluations that determine not only if and how the program met its objectives, but also those that test the program's theory of change. Quality assurance refers to the mechanisms in place to collect and analyze data for ongoing learning and decision making, essential to support successful expansion. Expansion can cause resources to be spread thin and management to be decentralized (depending on the scaling model), so quality assurance is particularly important during scaling.

TOOLBOX: Positive Youth Development Measurement Toolkit provides implementers of youth programming with a variety of references, resources, and tools on how to use a PYD approach for evaluating youth-focused programming.[63]

Among programs reviewed, INJAZ applied a learning methodology to **monitor program quality** during scaling. "What made INJAZ successful was that it was never a single solution but rather a methodology. Its strategy was to pilot, test, enhance, and scale up only those programs that had proven to have a large impact based on criteria identified by their monitoring and evaluation protocols."[64] By assessing inputs on a rolling basis, only the best results would be iterated upon.

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[61] Abu Jaber, M., Kwauk, C., and Robinson, J. (2016). INJAZ: Engaging the Private Sector for Greater Youth Employability in Jordan. Center for Universal Education: The Brookings Institution. pg 8

[62] Ibid. pg. 12

[63] Hinson, L., Kapungu, C., Jessee, C., Skinner, M., Bardini, M., and Evans-Whipp, T. (2017). Positive Youth Development Measurement Toolkit. Available at: https://www.youthpower.org/resources/positive-youth-development-measurement-toolkit

[64] UNICEF MENARO (2015). Analytical Report on the Good Practices in Adolescent and Youth Programming. UNIATTTYP, R-UNDG Arab States/MENA Pg. 6

Table 6: Illustrative Indicators from Selected Youth Programs

Program	Implementer	Indicators
The Ishraq Program for Out-Of-School Girls	Population Council	Number of girls who passed the AEA exam
		Number of girls who entered school
The BRIDGE Programme	Unite Lebanon Youth Project	Pass rates on midterm and final exams from previous preparatory courses
		Number of BRIDGE students enrolled in university
		Number of BRIDGE students graduating university
A Right for an Equal Life	Ebtessama Foundation	Employment rates of youth in program
		Self-reported self-esteem of participants
Economic and Social Inclusion of People with Disabilities	LPHU	Employment rates of participants
Participation of Adolescents and Youth for Social Cohesion	UNICEF	Strengthened social cohesion amongst adolescents and youth through inclusive participation
PWY Program	IREX	Social integration of adolescents and youth through civic engagement
		Empowerment of vulnerable groups by establishing linkages through integrated programming
		Increased literacy rates
		Increased secondary school completion rates
		Increased employment
		Increased civic participation
		Evidence of youth leadership roles in organizations and communities
		Improved long term health indicators

TOOLBOX: The Positive Youth Development Illustrative Indicators handout is a companion to the Positive Youth Development Measurement Toolkit (see page 39). The Positive Youth Development Measurement Toolkit provides guidance and resources for implementers of youth programming in low- and middle-income countries to integrate PYD principles in their monitoring and evaluation systems and effectively measure PYD outputs and outcomes within their programs.[65]

During IREX's efforts to scale the YDRC network, the PWY program focused heavily on **measurement and monitoring of implementer capacity**. The program was guided by IREX's Capacity Development Process (CDP), "a participatory methodology that requires YDRCs to reflect on their capacity in six factors strongly associated with organizational effectiveness and sustainability: participation, leadership,

[65] Hinson, L., Kapungu, C., Jessee, C., Skinner, M., Bardini, M. and Evans-Whipp, T. (2016). Measuring Positive Youth Development Toolkit: A Guide for Implementers of Youth Programs. Washington, DC: YouthPower Learning, Making Cents International. Retrieved from https://www.youthpower.org/sites/default/files/YouthPower/resources/PYD%20Indicators%20Brief%20final%203.17.pdf

programs, community, resources, and internal systems. A key component of this process was the IREX Organizational Capacity Assessment, which includes a scale of five potential levels of organizational capacity – Non-Functioning, Developing, Operational, Well-Developed, and Model of Excellence – based on their self-assessment of and scoring for the six key areas. The PWY team then designed capacity building approaches based on the identified strengths and weaknesses, ensuring that the program's priorities were defined by the YDRCs themselves."[66] Furthermore, the model PWY used was independently evaluated over 18 months to examine the ways youth benefitted from the program. The YDRCs now use this evaluation when recruiting new donors and partners.

TOOLBOX: *IREX's Guide to Organizational Performance Improvement* provides a conceptual framework for applying a performance improvement approach to IREX's organizational strengthening work and consolidates best practices based on IREX's experience working with a variety of institutional partners along with the latest thinking in the capacity development field.[67]

TRAINING AND CERTIFICATION OF PROGRAM STAFF

Only two programs reviewed outlined a systematic approach to training large numbers of volunteers within a scaled program. First, IYF's Passport for Success program uses **certification and training** to manage quality. The program offers a formal training process that certifies trainers and coaches to become Master Trainers and then certify others. Throughout this process, all certified members are subject to annual quality assurance checks by IYF. This process is essential, as high training quality is difficult to maintain as the program expands its reach globally.[68] IYF's coaching program and standardized feedback form for all trainers help track quality and identify where additional support might be needed. This is the only program that reported using certification, and no information is available assessing the effectiveness of this certification approach and quality assurance checks.

Second, as INJAZ's volunteer network grew significantly over the years (now reaching 27,000 trained volunteers), internal research found that outcomes varied heavily based on the trainer, and that internal training methods were inconsistent. INJAZ responded by establishing higher standards for volunteer engagement including mandatory trainings before the start of classes and a full Volunteer Management Cycle to match and support volunteers based on their experience.[69]

TOOLBOX: Excel Beyond the Bell's *A Youth Development Practitioner's Guide to Professional Development* is an example of a Core Competencies tool kit designed to serve as a resource to help improve and support practitioners' work with children and families from a school district in the United States.[70]

KEY TAKEAWAYS: SCALING

Across the programs reviewed, there were few examples that successfully scaled. Those that did achieve this goal designed to scale early in implementation, mobilized partnerships and resources, and established systems for quality assurance. Considerable research and evidence gathering remains to be done in this

[66] IREX (2018). IREX West Bank: Partnerships with Youth Program Final Report. USAID.
[67] IREX's Guide to Organizational Performance Improvement. Retrieved from https://www.irex.org/sites/default/files/node/resource/irex-guide-organizational-performance-improvement.pdf
[68] Obeid, S. and Qursha, E. Rapid Assessment Report on the Youth Leadership Center, International Youth Foundation.
[69] Abu Jaber, M., Kwauk, C., and Robinson, J. (2016). INJAZ: Engaging the Private Sector for Greater Youth Employability in Jordan. Center for Universal Education: The Brookings Institution. pg 12
[70] Excel Beyond the Bell. Youth Development Practitioner's Guide. Retrieved from https://excelbeyondthebell.org/professional/practitioner_guide.html

area before policy makers and practitioners can more fully understand challenges and best practices for scaling successful youth initiatives in the MENA region.

APPROACH: Identifying the approach—replication, collaboration, or expansion—early can support scaling by guiding program design (low-cost model, flexible curriculum, etc.) to facilitate.

- ✔ Work with the donor and relevant partners to identify and invest in the scaling approach early on (e.g., USAID dedication of funding specifically for scaling of INJAZ).

PUBLIC AND PRIVATE SECTOR INTEGRATION; DONOR SUPPORT: Alignment with existing government, private sector, or donor initiatives can be invaluable for scaling, giving access to new resources and a broader range of partners.

- ✔ Seek a diverse range of partners who provide different services and support (see Key Takeaways: Implementation).
- ✔ If the program has a major international donor or well-known multinational private sector partner, draw on the network and connections of this actor to establish linkages with other donors or national champions (see Key Takeaways: Sustainability).
- ✔ By adopting well established models, aligning with the missions of partner institutions, and/or collaboratively developing local models of youth development with target youth, institutional stakeholders, and donors, programs increase the likelihood of attracting support for scaling.

QUALITY ASSURANCE: Programs that scale successfully have mechanisms in place to determine what elements of the program are most effective for scaling and to continuously monitor program quality as scaling occurs.

- ✔ Integrate indicators for scaling (e.g. number of new partnerships established if implementing a "collaboration" approach) into ongoing monitoring.
- ✔ Conduct rigorous monitoring and evaluation activities to demonstrate effectiveness and adaptability, and actively involve youth in collecting, analyzing, and reporting this information.
- ✔ Develop a structured youth development and ethics training and certification system for staff.

SUMMARY CONCLUSIONS

According the available evidence, the primary conclusions of this review are as follows:

The MENA region is a particular youth context and yet is also very diverse. The region is nearly as diverse as the rest of the world in terms of cultural, social, economic, and political conditions, and thus should not be treated as a monolith. The authors of this report do not make generalizations about the region as a result, but rather present a spectrum of instances across the region where youth programming was successful in one or more ways. There are, no doubt, prominent challenges that most youth in the region face, however. These include the ways MENA youth negotiate tradition and modernity especially when it comes to issues of gender and faith. MENA youth also typically confront refugee flows and internal displacement, chronic conflict, lack of economic opportunity, political instability, and poor education systems. A good deal of research on youth and violence shows that a cross-section of many factors, both intrinsic (psychology and health) and extrinsic (social, economic, and political) contribute to the reasons why youth resort to violence, and thus every situation should be treated as unique.[71]

Considerable research and evidence gathering in the MENA region is needed. While there are many types of youth programming throughout the region, there remains little guidance on effectively designing, sustaining and growing successful community, school-based and embedded youth programs and there are very few practical tools to use for those serving youth in the MENA region.

Successful community, school-based and embedded youth programs in the MENA region have safe, accessible spaces for participants and actively engage community members—including parents, families and community leaders, as well as government, private sector companies, and non-governmental organizations (NGOs). The space type and location, as well as the level of community engagement, should be flexible depending on the youth population targeted. For example, programs serving girls may seek an indoor space for privacy and dedicate additional time and resources for talking with parents to address any safety or other concerns and the provision of childcare, whereas programs that serve refugee youth must be prepared to address their specific vulnerabilities such as trauma or social and economic marginalization.

Effective and sustainable community, school-based and embedded youth programs in the MENA region employ a combination of well trained, full-time staff along with youth interns and community volunteers. The programs reviewed for this desk review employed traditional staffing structures with managers, program officers, and financial and administrative staff. These paid staff are often complemented with trained volunteers. Staffing presents a key opportunity to engage young people as trainers, coaches, or interns.

Successful community, school-based and embedded youth programs in the MENA region used a formal curriculum to structure their programming but also remained flexible to the particular needs of their participants. The programs reviewed for this desk study—which do not reflect all programs in the region—primarily address workforce development, violence prevention, and community engagement. Fast changing conditions (economic, political, social) require these types of youth programs to be continuously nimble and responsive to participants' needs to remain relevant, while

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[71] World Health Organization, *World Report on Violence and Health*, ed. EG Krug, LL Dahlberg, JA Mercy, AB Zwi, and R Lozano, (Geneva: 2002). United States Department of Health and Human Services, *Youth Violence: A Report of the Surgeon General* (Washington, DC: US Government Printing Office, 2001). Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, *Best Practices of Youth Violence Prevention: A Sourcebook for Community Action*, by TN Thornton, CA Craft, LL Dahlberg, BS Lynch, and K Baer (Atlanta, GA: 2000). U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, "Blueprints for violence prevention," *Juvenile Justice Bulletin*, by S Mihalic, K Irwin, D Elliott, A Fagan, and D Hansen (Washington, DC: July 2001). MW Lipsey and DB Wilson, "Effective Interventions for Serious Juvenile Offenders: A Synthesis of Research," in *Serious and Violent Juvenile Offenders: Risk Factors and Successful Interventions*, ed. R Loeber and DP Farrington (Thousand Oaks, CA: Sage, 1998), 313–45.

adopting and adapting a formal curriculum that reflects the youth competencies central to each program mission.

Partnerships are critical to sustainability. Government, private sector, and local institutions such as universities can provide long-term management and operational support. Programs reviewed had strong connections at the community level—with parents, families, community leaders, etc.— that helped to ensure ongoing demand for and support of community, school-based and embedded youth programs. However, the benefits of these relationships must also be balanced with potential risks; local conflicts make accepting funding from some sources socially or politically fraught.

Sustained community, school-based and embedded youth programs in the MENA region meaningfully involved youth in decision making and planned for sustainability from the beginning with regard to cost and capacity building. In the programs reviewed, lasting programs integrated into the design phase the views and needs of youth so that they are reflected in the mission and programming. Additionally, attention to operational and management costs so that were not prohibitive to long-term community ownership was vital. For example, investment in high-cost facilities that cannot be locally maintained may be detrimental to sustainability. Also, a key activity proved to be transitioning responsibility to local actors from an early stage and providing organizational capacity building to ensure that local stakeholders were equipped to take on program operations.

Scaled-up community, school-based and embedded youth programs in the MENA region identified one of three approaches—expansion, collaboration, or replication—and planned accordingly starting at the design phase. Many of the same sources of support for sustainability can also be drawn on for scaling, but these must be managed and budgeted for independently. In programs reviewed, expanding within a community required different types of engagement with government, private sector, and community leaders: community leaders can be recruited to serve on a board while government officials will need to be visited and lobbied in the capital. The private sector can be approached for sponsorships and in-kind support. Local resources were much more often drawn on for sustainability, but less so for scaling—at least directly—because communities are more likely to invest in their own areas rather than elsewhere. Strong leadership and trained staff are vital for building networks.

To both sustain and scale community, school-based and embedded youth programs in the MENA region, strong monitoring and evaluation systems are needed to ensure quality and increase the likelihood of attracting interested investors. Successful programs reviewed have monitoring systems with well-defined indicators and methods for tracking them, as well as independent evaluations and studies of the program's theory of change in order to demonstrate the effectiveness of an approach or model.

Sustainable and scalable community, school-based and embedded youth programs have multi-year, unrestricted funding for management and operations. Many of the best practices identified in the programs reviewed (e.g., setting up traditional staffing and management structures, staff training, cultivating partnerships, etc.) require investment in staff salaries and overhead. In addition, the most sustainable programs had a long-term funding horizon, which allowed for planning and implementing sustainability strategies.

These findings present a starting point for a conversation among community, school-based and embedded youth programming practitioners, implementers, and donors in the MENA region in order to learn from existing experience and practice, fill in knowledge gaps, and envision the future of this type of youth development programming in the region.

AREAS FOR FURTHER RESEARCH

Considering the findings above, several areas of further research have been identified to more effectively implement high quality, sustainable, and scalable community, school-based and embedded youth programming the MENA region.

1. **Comparative staff, intern, and volunteer levels**

   Most programs have this data, but in different locations, access permissions, and formats requiring considerable time collecting and merging the data in order accurately compare and analyze. An effort such as this however would likely yield a clearer understanding of the youth development staffing and volunteer landscape in the MENA region.

2. **Comparative trends in size, cost, curriculum/activities**

   Like the category above, most programs have financial data, but in different locations, access permissions, and formats requiring considerable time collecting and merging the data. Curricula exist in very diverse forms from formal or textbook-based approaches to more participant-driven, process-based approaches. An effort such as this however would likely yield a clearer understanding of the youth development financial and programmatic landscape in the MENA region, and allow for more realistic planning and fundraising objectives.

3. **Tools and guidance for sustainability and scaling**

   There are few tools and resources, much less broader examinations, of successful sustainability and scaling efforts among youth development programs anywhere, much less focused on the MENA region beyond the handful profiled in this report. Because these are no doubt iterative and highly contextual processes—much less very difficult to achieve—no comparisons of best practice are known in either category. This is a large gap in the literature on youth programming.

4. **Rigorous qualitative and quantitative research on outcomes and impacts**

   Few community, school-based and embedded youth programs in the region have been independently evaluated, especially types that test theories of change and employ quantitative or mixed methods to examine development outcomes. Experimental and quasi-experimental research should be considered and planned at the design stage of youth initiatives and are powerful ways to demonstrate program outcomes and effects and invite further donor and community support. Longitudinal and panel studies that examine the longer-term outcomes of different development pathways should also be considered to fill in much needed information about how youth navigate and access services over time.

5. **Youth development-oriented data monitoring system models**

   Research should be conducted to inform the development of youth-centered program monitoring models for ongoing data analysis, evaluation, and decision making. The models should be developed in conjunction with existing indicator frameworks.

ANNEXES

ANNEX A: LITERATURE REVIEWED

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ANNEX B: METHODOLOGY

The review was conducted using three thematic lenses: (1) design and effectiveness; (2) sustainability; and (3) scaling. Each lens includes core guiding questions outlined in Figure 6 below (for a full list of research questions and sub-questions, please see Annex C).

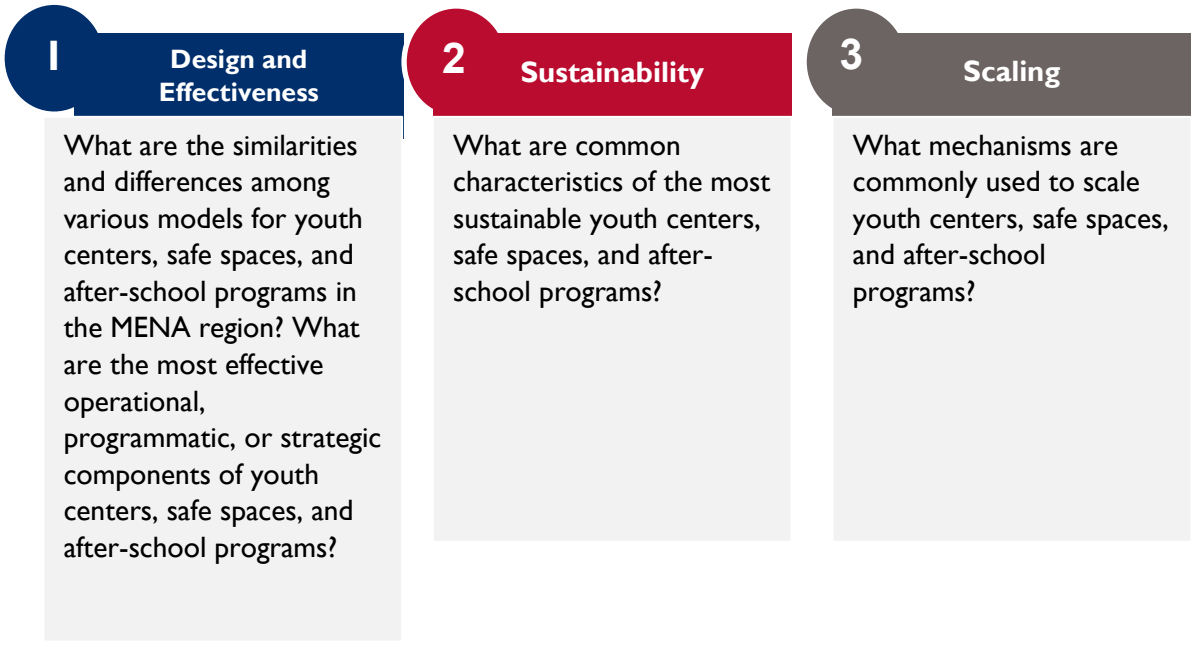
KII PARTICIPANTS BY ORGANIZATION

Save the Children
Creative Associates
IREX
Management Systems International
United Nations
Mercy Corps
Population Council
Teach for Lebanon
QuestScope

Findings were informed by a combination of **document review** (April-May 2019) and primary data collection, namely **Key Informant Interviews** (KIIs) (May-June 2019). The research team began their analysis by gathering documents from USAID, other donor and government research, and academic and grey literature, focusing on those directly related to youth development programs in MENA and published within the last five to seven years (the full list of documents reviewed by the research team is included as Annex A). The team then examined these documents against the three thematic lenses, using a matrix categorizing findings, conclusions, and recommendations according to the guiding questions under each lens. This allowed the team to better understand to what extent existing literature describes the design and effectiveness, sustainability, and scaling of community, school-based and embedded youth programming in the MENA region, and where gaps exist. During this analysis, the team compiled a list of 20 programs, each classified by location, model (e.g., school-based, government-run, etc.), context, and target population; these classifications formed the basis for disaggregation of findings.

The team conducted nine KIIs to supplement the desk review and delve more deeply into examples of good practices in implementation, scaling, and sustainability of youth development programming. Key informants were either current or former staff of youth centers, safe spaces, and after-school programs, or otherwise have in-depth knowledge of this topic. Protocols used for KIIs are included as Annex C.

Figure 6: Thematic Lenses and Core Guiding Questions



Data collected from both the desk review and KIIs were analyzed utilizing several methods appropriate to the types of data collected. Content analysis was used to identify the range of youth centers, safe

spaces, and after-school programs considered in the study, while comparative analysis was leveraged to determine differences and similarities among these. Given that men and women often have very unequal experiences participating in extracurricular programming, gender analysis examined how youth centers, safe spaces, and after-school programs contribute to these experiences (positively or negatively). Finally, while this study was designed so that gaps raised in the initial document review were further investigated in the KIIs, there remain outstanding gaps in what these methods were able to find and conclude. Therefore, gap analysis was an important analytic method employed by the research team to identify possibilities for future research related to youth development programming in MENA.

LIMITATIONS

The main limitation of this study relates to the heavy reliance on existing literature and program reporting. Desk review research is inherently biased towards activity and country reports that are most accessible; thus, the research team could only address questions according to the scope and focus of existing materials, meaning that some details of operational components, financial information, and start-up processes were limited. Evaluation reports, for example, tended to focus on program outcomes and not on operational details. The review was also conducted in English, which further narrowed the range of documents accessed by the team.

In addition, program documents produced by the implementing organization without independent verification can be subject to positive bias. The breadth and depth of these documents also varied among the different programs reviewed; there were some areas within MENA where detailed information on youth development programming was available, and others where this was limited.

While the KIIs aimed to complement document review findings to more fully respond to research questions under each thematic lens, the scope of these KIIs was relatively narrow; nine total KIIs were held, and all with staff or stakeholders from multilateral organizations or international nonprofits. This limited scope coupled with the absence of fieldwork necessarily constrains the research team in sourcing a broad range of data on which to draw for this study.

The research team worked to mitigate these limitations by casting as wide a net as possible (given language constraints) in terms of the documents examined, not limiting the research to USAID internal reports; triangulation of desk review findings with information obtained via KIIs also served as a main mitigation strategy.

ANNEX C: KII PROTOCOL

Name:
Organization:
Position:
Program location (city, country):
Rural, urban, peri-urban:
Gender:
Years in position/or field:
Age range for program participants:

*Consent/confidentiality

*Request for documents – anything they can share

We are still conducting the desk review and are accepting documents, so we'd appreciate anything else you have to share.

No.	Question	RQ
1	Please describe your organization and your role. *Probes as needed:* • *Intended programmatic outcomes* • *Location – including rural/urban* • *Length of operation* • *Funding model*	N/A
2	What type of space do you use to operate programming (e.g. community center, school, public or government-run space, etc.)? What are the advantages and disadvantages of this space? How and why was this site selected, and who was involved in the selection process (probes: staff, youth, parents, teachers, public officials, other community members)?	1,2
3	What is your target participant population? Does this include girls, children of differing ages or members of marginalized groups (e.g. refugees/IDPs, out-of-school children, children with disabilities, etc.)? If so, what strategies have you employed to ensure inclusion of these participants?	2
4	What methods do you use to deliver programming to youth (probes: music and arts, sport and play, leadership training, etc.)? Does this include a set curriculum and if so, is this flexible or fixed? Please describe the curriculum, the process for developing it, and how it is taught or used in programming. *Probes as needed:* • *Pedagogy – what teaching methods are used and what effect does that have?* • *Does your program offer certification to participants? What benefit, if any, does that add to the program?*	2

5	Please describe how, if at all, youth have been engaged at various stages of programming: 1) Design; 2) Implementation; 3) Monitoring and Evaluation 4) Partnerships (community organizations, local government, private businesses, etc.)	2
6	Please describe your staffing structure. Do you use paid staff or volunteers? What are your processes for hiring and training staff? Have you had issues with staff retention and if so, what are your strategies for addressing these?	2
7	What is the most successful element of your program operations? What are the biggest operational challenges you face? (probe: staffing, space, community engagement)	1,2
8	How long has your organization been operating? What, in your opinion, have been the most important factors in assuring sustainability of youth spaces programming? How have these factors affected your organization's sustainability? *Probes:* ● *What funding models best support sustainability?* ● *What programmatic, staffing and operational structures best support sustainability?*	3
9	Has your organization tried to scale programming and was this successful? Why or why not?	4
10	If you have scaled, what, if any, elements (programmatic, management, staffing, operational, etc.) changed during this process and why? What stayed the same and why?	4
11	What approaches has your organization used to assure quality while scaling? Accessibility to different types of participants (e.g. girls, youth with disabilities, rural youth, etc.)? What has worked, and what hasn't worked? *Probe: Does your organization have a certification process? What is it called, and how has it helped?*	4
12	What roles, if any, do various stakeholder and community groups (e.g. parents, teaches, public or government officials, etc.) play in the design and implementation of programming? How, if at all, do these groups impact sustainability and the ability of the program to scale?	1,2,3,4
13	Does your organization maintain partnerships with public institutions (government or schools), nonprofits or other community organizations? If so, please describe these partnerships. *Follow-up: how, if at all, do these partnerships impact* 1. *Program implementation;* 2. *Management, staffing or operations;* 3. *Sustainability;* 4. *Ability to scale?*	2,3,4
14	What is the most challenging aspect of managing a program like this in the MENA context? What did you do to ensure success within that context?	1,2,3,4

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