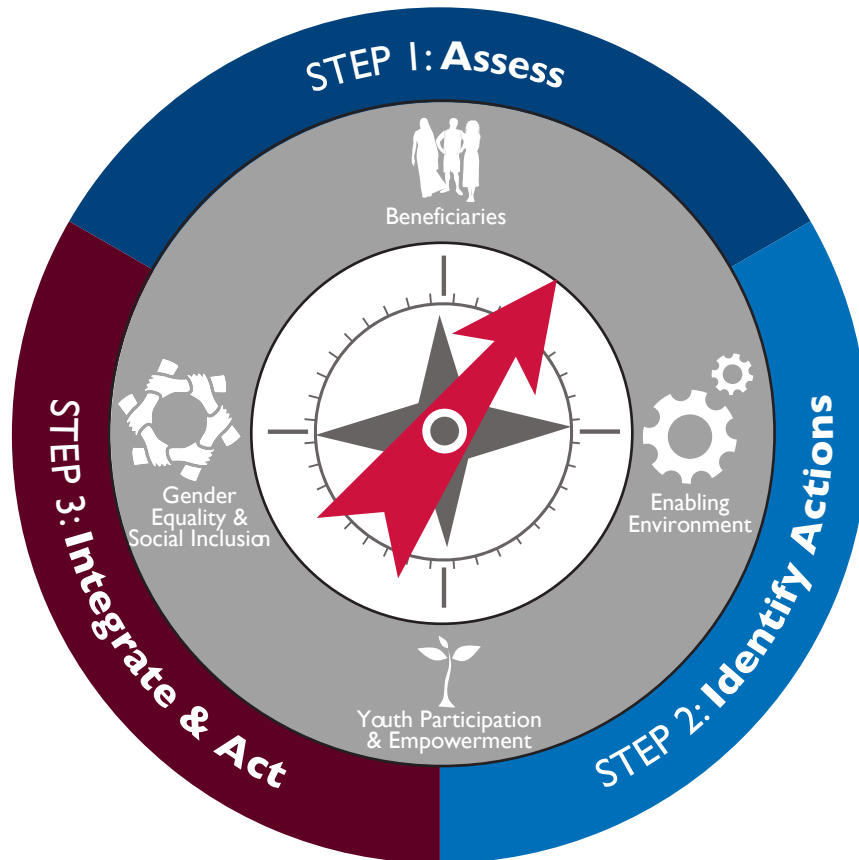


# YOUTH COMPASS: A STRATEGIC GUIDE TO STRENGTHEN YOUTH ACTIVITIES



**USAID**  
FROM THE AMERICAN PEOPLE



**PEPFAR**  
U.S. President's Emergency Plan for AIDS Relief

**YOUTHPOWER**  
ACTION

# **YOUTH COMPASS:**

## **A STRATEGIC GUIDE TO STRENGTHEN YOUTH ACTIVITIES**

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# ↑ INTRODUCTION

- Background
- Purpose
- Structure
- Intended Audience & Timing
- Using the Youth Compass
- Overview

*Credit: Ramon Balestino*



# Background

Young people—who embody the potential for progress and innovation—comprise the largest population segment in developing nations. Yet, they are disproportionately vulnerable to economic, societal and environmental forces, which is why the U.S. government has long-supported efforts to empower youth and improve their conditions around the world.

Beginning in 2003, USAID invested in the development of two youth assessment tools to guide its own programming: *Equip 3 Guide to Cross-Sectoral Youth Assessments* and the *Youth Map*. In its current YouthPower effort, USAID is calling for the next generation of analytical tools that expand the assessment scope to include youth activity implementation, in addition to program design. This expansion responds to two trends in USAID:

1. Missions have intense grant and contract processes and requirements (e.g., project appraisal document, gender assessment, environmental impact assessment);
2. Most youth activities under YouthPower have required post-contract award assessments, such as risk assessments, identification of target beneficiaries and market analyses—each aiming to further guide implementation and heighten the potential for success.

*The Youth Compass: A Strategic Guide to Strengthen Youth Activities* has been developed to answer USAID's call to support the implementation of youth activities, and increase implementers' ability to achieve intended activity results, bring those results to scale and sustain them. The compass, a timeless instrument for navigation and orientation, both represents and operationalizes the strategic process.

# Purpose

The Youth Compass is used to strengthen a youth activity (also referred to as a youth project or youth program),<sup>1</sup> to maximize positive effects on youth stakeholders and the achievement of results. Use is not limited to USAID-supported activities. Anyone can use the Compass to improve a youth-focused

effort irrespective of the donor organization, context or desired results.

More than an analytical tool, the Compass is a strategic process for analyzing weaknesses, opportunities and gaps in knowledge concerning youth activities;

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<sup>1</sup> For the Youth Compass, an activity refers to a USAID award, previously referred to as a project or program. A youth activity is one whose primary beneficiary group is youth or in which youth are part of the beneficiary population or implied beneficiaries (e.g., cases in which teachers, youth-serving civil society organizations or technical vocational education and training centers are primary beneficiaries).

identifying and prioritizing actions to strengthen activities; and incorporating those actions into activities. Such actions can include refining target youth beneficiaries, further pinpointing an activity's geographic scope, adding a complementary positive

youth development approach, enhancing work across sectors, or adjusting interventions so that young women and men benefit equally.

Per USAID's 2012 Policy on Youth and Development, youth comprises individuals ages 10–29.

# Structure

## Compass Guiding Process

Informed by the disciplines of strategic management and organizational development, use of the Youth Compass involves a three-step, seven-task process:

| STEP 1: Assess                   | STEP 2: Identify Actions                          | STEP 3: Integrate & Act          |
|----------------------------------|---|----------------------------------|
| TASK 1: Frame Activity           | TASK 4: Identify & Validate Strengthening Actions | TASK 6: Develop Integration Plan |
| TASK 2: Analyze Activity         | TASK 5: Prioritize Strengthening Actions          | TASK 7: Share & Act              |
| TASK 3: Conduct Further Research |   |                                  |

The strategic process begins with the framing of the youth activity's key results (Task 1); moves to assessing weaknesses, opportunities and filling knowledge gaps (Tasks 2 and 3); facilitates

evidence-based identification and prioritization of strengthening actions (Tasks 4 and 5); and ends with integrating strengthening actions into the activity (Tasks 6 and 7).

## Conceptual Framework

The Youth Compass' conceptual framework,<sup>2</sup> which consists of four areas (beneficiaries, enabling environment, youth participation and empowerment and gender equality and social inclusion), was informed by the three foundational development approaches for youth below (see Annex B for further information and resources on each).

- **POSITIVE YOUTH DEVELOPMENT** engages and empowers youth, along with their families, communities and governments, to reach their full potential. It builds skills, assets and

competencies; fosters healthy relationships; strengthens the enabling environment; and transforms systems.

- **CROSS-SECTORAL COORDINATION** intentionally harnesses the resources, networks and expertise across multiple development sectors to promote systems-level, sustainable results. For the Youth Compass, cross-sectoral coordination in youth efforts should be considered specifically in the education, health, governance and economic growth sectors.

<sup>2</sup> The conceptual framework consists of a set of standards that together provide a common thread of understanding across all Youth Compass tasks and allows it to be put into practice.

- **GENDER EQUALITY**, a core USAID development objective, is fundamental to the realization of human rights, as well as effective and sustainable development outcomes. Outcomes

can include, changing gender norms, reducing gender disparities, diminishing gender-based violence and empowering young women and men to determine and realize their full potential.

As defined below, the Compass' four areas serve as standards that a youth activity is both measured against (Tasks 1-3) and strives to attain (Tasks 4–7).



### AREA 1. Beneficiaries

The activity's key beneficiary group (or groups) is clearly identified. If youth comprise the key group, then their location, age, gender, race, ethnicity, education, marital status and socio-economic status are defined and well understood.



### AREA 3. Youth Participation and Empowerment

The activity has approaches and interventions for youth to participate, make decisions, build skills, practice passions and contribute positively to society.



### AREA 2. Enabling Environment

The activity can achieve and sustain results by improving youth's enabling environment. An enabling environment is system-based and is composed of the following elements: social (e.g. relationships with peers and adults), normative (attitudes, norms and beliefs), structural (laws, policies, and program services) and physical (safe, supportive spaces).<sup>3</sup>



### AREA 4. Gender Equality and Social Inclusion

The activity uses an inclusive approach to promote equal rights, responsibilities and benefits for young women and men. This implies that interests, needs and priorities of both young women and men are considered by the activity regardless of age, sexual orientation,<sup>4</sup> gender identity, disability status, marital or parenting status, race, religion, ethnicity, socio-economic status, geographic area, migratory status, and health status.



<sup>3</sup> Definition taken from USAID's *Positive Youth Development Measurement Toolkit*, December 2016, p 22 (<http://www.youthpower.org/positive-youth-development-toolkit>).

<sup>4</sup> This includes individuals who identify as either lesbian, gay, bisexual, transgender, intersex, or questioning (LGBTIQ).



# Intended Audience and Timing

The Youth Compass is intended to help USAID implementing partners execute youth activities more effectively and efficiently. Missions can also use it to inform management or resource actions for a youth activity, or as programming guidance

for other relevant activities in their development portfolio. The Youth Compass can also be of strategic value to other donors or youth-led or -serving project implementers.

## What distinguishes the Youth Compass?

- ▶ **FLEXIBLE:** Can be used at any time during an activity.
- ▶ **A STRATEGIC PROCESS:** More than an assessment tool, it's a process that facilitates collaboration, learning and adaptation.
- ▶ **RESULTS-DRIVEN:** Begins with and driven by activity results.
- ▶ **ENGAGES YOUTH:** Opportunity to engage youth and key local stakeholders.
- ▶ **FILLS GAPS:** Can be used to verify the validity of an activity's initial design and strengthen as called for.
- ▶ **COMPLEMENTARY:** Generates valuable information that can inform the activity's annual work plan and monitoring and evaluation plan.

The ideal time to use the Youth Compass is during the start-up phase (typically within first 90-days) of a youth activity to inform deliverables such as the first-year annual work plan or the monitoring and evaluation (M&E) plan. As seen in the table, implementing partners can benefit from it during other stages.

In designing the Youth Compass' strategic process, the authors were mindful of both practicality and rigor. Thus, it is flexible and the time it takes to get through the process is dependent on the needs of the user. For example, it can be used as a rapid, internal exercise for implementing partner staff (2–5 days) or it can be used more rigorously and involve USAID staff and youth stakeholders (5–15 days). As with any analytic effort, the larger the scope and more rigorous the methodology, the greater the required time and staff dedication.

| Implementing Partners Can Use Youth Compass During A Youth Activity's | Strategic Contributions  |
|---|--|
| 1. Solicitation stage   | Proposal design  |
| 2. First 90 days  | First annual work plan; M&E plan                                   |
| 3. First year   | First annual work plan M&E plan (amended); second annual work plan |
| 4. Middle years   | Internal mid-term evaluation; Third or fourth annual work plans    |
| 5. Final year   | Final Work Plan  |

# Using the Youth Compass

## Getting Started

The Youth Compass is user-friendly and easy to implement. To get the full benefit, begin by completing the three start-up actions below.

**ACTION 1: MOBILIZE COMPASS TEAM.** The Youth Compass process is intended to be collaborative. A team of at least three people (inclusive of women and men) should carry out the Youth Compass process from beginning to end. When establishing the team, users have two options:

1. **IMPLEMENTING PARTNER TEAM:** Composed uniquely of implementing partner staff with technical or management expertise. This option allows for a rapid assessment but does not promote broader participation and ownership.

2. **INTEGRATED TEAM:** Composed of any combination of implementing partner staff, youth, local partners, stakeholders and USAID staff. This option can enable deeper insights and produce youth activity champions (people who voluntarily dedicate themselves to activity's success); however, it will take more time to mobilize, coordinate and empower members to participate.

The composition of the team will be based on available time and resources. In addition to including youth as sources of information, it is recommended that they be fully incorporated onto the Compass team (see TIP box).

### TIP Considerations to Engage Youth in the Youth Compass Process

- › **PURPOSE:** Begin with a clear idea of why and how you want to engage youth. Know what the benefits will be for youth and implementing partners.
- › **RECRUIT:** Select youth connected to the activity and aim for diversity (considering location, gender, age, education, socio-economic status) and inclusion of underserved groups (for example youth with disabilities and ethnic minorities).
- › **EMPOWER:** Before implementing the Youth Compass process, provide an orientation for the youth members on the Compass team and ask where and how they can best contribute.
- › **ACT:** Throughout the Youth process, strive for youth-initiated efforts and shared decision-making with adults.
- › **TECHNOLOGY:** When available, consider how social networking can be used by youth to support or enhance Youth Compass implementation.
- › **SUPPORT:** Check in with the youth team members across Youth Compass implementation and ensure their basic needs (e.g., safety, transportation, meals) are covered.
- › **ONGOING INVOLVEMENT:** Once the Youth Compass process is complete, create more opportunities for youth to champion the activity and participate strategically throughout.

*(See Annex C for more details on engaging youth)*

**ACTION 2: DEVELOP A YOUTH COMPASS STATEMENT OF WORK.** The Compass team should develop a simple statement of work to facilitate a successful experience. The statement of work can consist of four sections:

| Section                                | Guiding Questions   | Considerations  |
|--|---|---|
| <b>A. Purpose</b>                      | Why do you plan to use the Compass and what results do you seek?                          | Most important section; it sets the direction for the Compass. Keep it simple and straightforward.  |
| <b>B. Team Composition</b>             | Who will be on the implementation team and what is each member's role and responsibility? | A lead facilitator, ideally from the implementing partner, should guide the team through all tasks and ensure relevance of findings and proposed strengthening actions. |
| <b>C. Geographic Scope</b>             | In which geographic area(s) will the Compass focus?                                       | Reflect on the purpose of the statement of work, the geographic scope of the activity and available time and resources to carry out the Compass process.                |
| <b>D. Timeline and Level of Effort</b> | When will you implement the Youth Compass?<br>How many workdays will you take per task?   | Set a date range that is achievable based on purpose and team composition.  |

**ACTION 3: DOWNLOAD THE FULL YOUTH COMPASS TEMPLATE.** The Compass team should populate the electronic template with real-time findings and recommendations. It can be downloaded by clicking on the paper clip symbol to the right, or by clicking on the paper clip symbol at the top of Annex A.<sup>5</sup> While using the electronic template is optional, it is highly recommended in order to save time and ensure consistency.



# Overview

*Youth Compass: A Strategic Guide to Strengthen Youth Activities* is organized into three chapters.

## CHAPTER 1. Putting the Youth Compass Into Action

This chapter contains a detailed explanation of the three-step, seven-task process. The tasks consist of exercises to assess the current state of the activity; identify and prioritize strengthening actions; and integrate the actions into the youth activity and act upon them. As needed, Youth Compass users can tailor each task exercise to best suit the needs and realities of the youth activity in-focus.

## CHAPTER 2. Conclusions and Follow Up

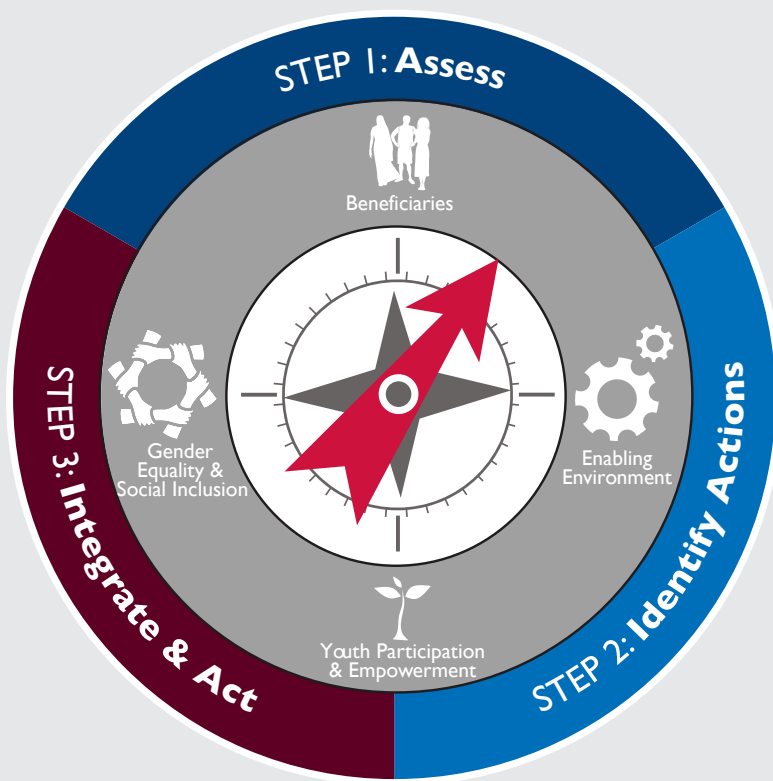
This chapter summarizes important points and provides final considerations for follow up once the Youth Compass has been completed.

## CHAPTER 3. Compass Case Study

This chapter presents a sample case study to demonstrate the Youth Compass in action. Its illustrative responses can guide a Compass team in making decisions under each task. The fictional youth-focused activity has cross-sectoral, positive youth development and gender elements. It is recommended that the Compass team review the case study before beginning the Youth Compass effort.

<sup>5</sup> The full Youth Compass template is available for download at: (<http://www.youthpower.org/resources/youth-compass-template>)

# CHAPTER I: Putting The Youth Compass Into Action



- **STEP 1: Assess**
  - › TASK 1: Frame the Activity
  - › TASK 2: Analyze the Activity
  - › TASK 3: Conduct Further Research
- **STEP 2: Identify Actions**
  - › TASK 4: Identify & Validate Strengthening Actions
  - › TASK 5: Prioritize Strengthening Actions
- **STEP 3: Integrate & Act**
  - › TASK 6: Develop Integration Plan
  - › TASK 7: Share & Act

# STEP I Assess

Once the Compass team has been assembled, a statement of work has been created and the Youth Compass template has been down-loaded, the team is now ready to start using the Youth Compass' three step, seven task process.

The first step is to review the youth activity's existing technical framework and results, and then assess its strengths, weaknesses or gaps as they relate to each of the Youth Compass' four strategic areas (beneficiaries, enabling environment, youth participation and

empowerment and gender equality and social inclusion). This will provide the evidence base upon which implementers can strengthen the activity's approaches, interventions, partners and monitoring, evaluation and learning.

Step I involves three tasks:

- › TASK 1: Frame the Activity
- › TASK 2: Analyze the Activity
- › TASK 3: Conduct Further Research

## TASK I

### Frame the Activity

In Task I, the Compass team uses the Youth Compass to identify and review the following existing youth activity elements:

- **THEORY OF CHANGE:** A narrative description, usually accompanied by a visual depiction of how and why a purpose or high-level result will be achieved.
- **KEY RESULTS:** The intended change in a development condition affecting people, systems or institutions. Results can be outputs or outcomes and collectively make up the theory of change.
- **TECHNICAL APPROACH:** The major techniques or methods that frame the activity and guide interventions.
- **TECHNICAL INTERVENTIONS:** The tasks, components or actions that operationalize the activity.
- **TARGET BENEFICIARIES:** The people who receive interventions or are targeted by the activity's results.
- **KEY PARTNERS:** The organizations responsible for carrying out interventions or supporting achievement of results.



By reviewing and listing this information, the team has the analytical boundaries to assess progress. Among this information are the desired results that the eventual strengthening actions will seek to attain.



**TASK 1 INSTRUCTIONS:** Based on the definitions above, fill-in the Task 1 template. This information usually can be found in the USAID activity contract, the original youth activity proposal or the USAID request for proposals or applications (i.e., RFP or RFA).

|                           |  |
|---------------------------|--|
| <b>Theory of Change</b>   |  |
| <b>Key Results</b>        | <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol> |
| <b>Technical Elements</b> |  |
| • Technical Approaches    |  |
| • Technical Interventions |  |
| • Target Beneficiaries    |  |
| • Primary Partners        |  |



*Credit: USAID*

## TASK 2

# Analyze the Activity

In Task 2, the Compass team analyzes the activity based on the Youth Compass' four strategic areas (beneficiaries, enabling environment, youth participation and empowerment, and gender equality and social inclusion). The analysis of each area is guided

by an overarching question that informs specific questions in the template. Answering the questions will help the Compass team to identify important needs or opportunities (i.e., findings) within the current state of activity implementation.



**TASK 2 INSTRUCTIONS:** Keeping in mind the information gained from completing Task 1, select and respond to the questions in the Task 2 template, recording the answers in the “Findings” column. If the team cannot fully answer a question (perhaps because it lacks information), identify in the “Further Research Needed?” column the methods it will use to answer it (for example desk research, policy reviews, focus groups, asset mapping etc.). Task 3 provides guidance for any needed further research.

If desired, the Compass team can tailor questions to specific realities (see TIP box below) or develop additional questions it considers important.

# TIP

## Tailoring the Compass to Development Scenarios

Task 2 area definitions and overarching questions can be easily adapted to other development scenarios and corresponding efforts that affect youth. These can include post conflict, preventing or countering violent extremism or humanitarian assistance.

*(See Annex D for details on tailoring the Compass' Task 2 to these scenarios)*



## AREA I: Beneficiaries

**DEFINITION:** The activity’s key beneficiary group (or groups) is clearly identified. If youth comprise a key group, then their location, age, gender, race, ethnicity, education, marital status and socio-economic status are defined and well understood.

**OVERARCHING QUESTION:** How is the youth activity focusing on the optimal beneficiary group(s) and addressing their major strengths and needs?

| Key Questions   | Findings<br>(Answers to Questions) | Further Research Needed? |
|---|------------------------------------|--------------------------|
| <b>I.1. CLARITY:</b> Are target beneficiaries clearly defined (i.e., demographics, geographic locations, or organizational affiliation)? If so, who and where are they?   |                                    |                          |
| <b>I.2. ASSETS &amp; NEEDS:</b> Does the activity adequately focus on male and female beneficiaries’ key assets and needs? If so, how? If not, how can it be improved?  |                                    |                          |
| <b>I.3. UNDERSERVED YOUTH:</b> If youth are beneficiaries, are underserved youth groups (e.g., LGBTIQ, youth with disabilities, ethnic minorities, migrants, young mothers, incarcerated youth, HIV-positive, etc.) part of this beneficiary group? If yes, is it sufficient? If not, why not?                        |                                    |                          |
| <b>I.4. YOUTH DEVELOPMENT STAGES:</b> If youth are key beneficiaries, are the activity’s approaches and interventions appropriate for their gender-specific developmental stages (e.g., early adolescence, adolescence, emerging adulthood, transition adulthood)? If so, how? If not, why not?                       |                                    |                          |
| <b>I.5. YOUTH CROSS SECTORAL:</b> If youth are key beneficiaries, does the activity develop youth assets or focus on needs in other sectors (i.e., health, education, economic growth or governance)? If so, how? If not, why not?  |                                    |                          |
| <b>I.6. YOUTH INFLUENCERS:</b> If youth are key beneficiaries, are youth influencers, such as parents, spouses, extended family, caregivers, teachers, employers, or community leaders (i.e., government, religious, traditional), included in the activity as beneficiaries? If yes, how? If not, why not?           |                                    |                          |
| <b>I.7. YOUNG ADOLESCENTS:</b> If young adolescents (younger than 18) are key beneficiaries, has a risk assessment found their participation to be free from risk or harm? If no risk assessment was conducted, why not? If a risk assessment was conducted, is there a plan in place to mitigate any potential harm? |                                    |                          |
| <b>I.8. M&amp;E:</b> Does the activity specify a total number of beneficiaries to be reached? If so, can it be achieved? If not, why no total number?   |                                    |                          |
| <b>I.9. SCALING-UP:</b> Is scaling-up the activity to reach more beneficiaries important? If so, does the activity have a specific vision and plan for what, how, where and for whom scale will be achieved? <sup>6</sup> If not, why not?  |                                    |                          |
| <b>I.10. M&amp;E:</b> Are the activity’s results achievable given the current realities of the target beneficiary group(s)? How do you know or not?   |                                    |                          |

<sup>6</sup> For more information on how to successfully achieve scale, see, *Scaling-up – From Vision to Large-Scale Change*, 2012 (<http://www.msiworldwide.com/wp-content/uploads/Scaling-Up-Framework.pdf>).



## AREA 2: Enabling Environment

**DEFINITION:** The activity can achieve and sustain results by improving youth’s enabling environment. An enabling environment is system-based and comprised of the following elements: social (e.g. relationships with peers and adults), normative (e.g., attitudes, norms and beliefs), structural (e.g., laws, policies, and program services) and physical (e.g. safe, supportive spaces).

**OVERARCHING QUESTION:** How does the activity understand and improve societal conditions that affect youth?

| Key Questions  | Findings<br><i>(Answers to Questions)</i> | Further Research<br>Needed? |
|--|---|-----------------------------|
| <b>2.1. REGULATORY:</b> What laws or policies affect the activity’s ability to achieve results, scale or sustainability? Do any warrant more focus (e.g., change, modification, advocacy)?   |   |                             |
| <b>2.2. POLITICAL:</b> How does the political environment affect the activity’s ability to achieve results, scale or sustainability?   |   |                             |
| <b>2.3. SOCIO-ECONOMIC:</b> Is the socio-economic status or level of vulnerability of youth’s families, caregivers or community important for the activity to achieve results, scale or sustainability? If so, how? If not, why not?   |   |                             |
| <b>2.4. ORGANIZATIONAL:</b> What are the networks or organizations (public, private or independent) that the activity should be collaborating with to achieve results, scale or sustainability?  |   |                             |
| <b>2.5. RELATIONSHIPS:</b> Does the activity introduce or strengthen relationships with adults, peers or key influencers identified in response to question 1.6? If so, how? If not, why not?  |   |                             |
| <b>2.6. SAFE SPACES:</b> If youth are key beneficiaries, do young men and women have safe physical or virtual spaces to interact and take full advantage of activity services? If yes, where? If not, what must be done to ensure such?  |   |                             |
| <b>2.7. NORMS:</b> Do key stakeholders have clear and consistent beliefs and expectations about youth (e.g., regarding their health, relationships, self-expression, involvement) that promote opportunities for responsibility, independence and growth?  |   |                             |
| <b>2.8. MEDIA:</b> How do media (e.g., print, social, TV, radio) perceive and portray youth? Do these realities warrant more focus to achieve results, scale or sustainability?  |   |                             |
| <b>2.9. CROSS-SECTORAL:</b> Do other sectors (i.e., health, education, economic growth or governance) or partners within them critically affect the activity’s ability to achieve results, scale or sustainability? If so, what strategic opportunities exist to focus on or collaborate in these overlapping sectors? |   |                             |
| <b>2.10. M&amp;E:</b> Does the activity have specific results or indicators (e.g., number of youth-friendly laws/policies; number of pro-social services or programs; number of pro-youth government officials; number of youth-led organizations) to improve the youth-enabling environment? If not, why not?         |   |                             |



## AREA 3: Youth Participation and Empowerment

**DEFINITION:** The activity has approaches and interventions for youth to participate, make decisions, build skills, practice passions and contribute positively to society.

**OVERARCHING QUESTION:** How is the activity incorporating positive youth development approaches to engage and empower youth and other key adult stakeholders?

| Key Questions  | Findings<br>(Answers to Questions) | Further Research<br>Needed? |
|--|------------------------------------|-----------------------------|
| <b>3.1. CONTRIBUTION:</b> How are target youth participating or contributing to improving their own development as well as that of their communities / country through the activity?   |                                    |                             |
| <b>3.2. ADULT EMPOWERMENT:</b> How is the capacity of key adult stakeholders or influencers identified in response to question 1.6, being built to best support youth's participation and empowerment?   |                                    |                             |
| <b>3.3. YOUTH COMMUNICATION:</b> How does the activity use social media, radio or other channels to communicate with youth or facilitate communication between youth to achieve results, scale or sustainability?  |                                    |                             |
| <b>3.4. TECHNICAL SKILLS BUILDING:</b> If youth are key beneficiaries, do young women and men have equal opportunities to build and practice technical skills <sup>7</sup> relevant to market demand? If so, what is the goal of transferring the skills?  |                                    |                             |
| <b>3.5. SOFT SKILLS BUILDING:</b> If youth are key beneficiaries, do young women and men have equal opportunities to build and practice key soft skills such as positive self-concept, self-control, social skills, empathy, communication, goal orientation and higher-order thinking? <sup>8</sup> If so, what is the goal of transferring these skills? |                                    |                             |
| <b>3.6. CROSS-SECTORAL:</b> If youth are key beneficiaries, and given the response to question 2.9, what opportunities exist for youth to build skills in complementary sectors (i.e., education, health, governance or economic growth)? Are they important to achieving activity results, scale or sustainability?                                       |                                    |                             |
| <b>3.7. M&amp;E:</b> How is the activity measuring positive youth development, particularly with respect to improvements in youth's mastery of skills; contributions within activity; and relationships? <sup>9</sup> Is it sufficient?  |                                    |                             |
| <b>3.8. M&amp;E:</b> How are young men and women, beneficiaries, or stakeholders involved in monitoring or measuring the success of the activity and making decisions on its improvement?  |                                    |                             |

7 Technical skills are considered to be specific abilities that can be taught and measured, such as math, reading, auto mechanics, computer software design, graphic design.

8 For definitions of these essential skills, see *Key Soft Skills for Cross Sectoral Outcomes* November 2016, pp. 48-58 (<http://www.youthpower.org/resources/key-soft-skills-cross-sectoral-youth-outcomes>).

9 For more information on a positive youth development measurement framework and illustrative indicators, see: *Positive Youth Development Measurement Toolkit* (<http://www.youthpower.org/positive-youth-development-toolkit>).





## Area 4: Gender Equality and Social Inclusion

**DEFINITION:** The activity uses an inclusive approach to promote the equal rights, responsibilities and benefits for young women and men. This implies that interests, needs and priorities of both young women and men are considered by the activity regardless of age, sexual orientation, gender identity, disability status, marital or parenting status, race, religion, ethnicity, socio-economic status, geographic area, migratory status and health status.

**OVERARCHING QUESTION:** How is the activity promoting gender equality and social inclusion?

| Key Questions  | Findings<br><i>(Answers to Questions)</i> | Further Research<br>Needed? |
|--|---|-----------------------------|
| 4.1. <b>BENEFICIARY BALANCE:</b> Is there a gender and social balance among key beneficiaries? If yes, what does it look like? If not, why not?  |   |                             |
| 4.2. <b>STAFF BALANCE:</b> Is there a gender and social balance among activity staff? If yes, what does it look like? If not, why not?   |   |                             |
| 4.3. <b>EQUAL ACCESS:</b> Do young women and men have equal access to participate and make decisions in the activity and its services? If not, what are barriers (e.g., safety, timing, distance, discrimination, social norms)?                     |   |                             |
| 4.4. <b>NORMS:</b> How does the activity understand and address gender or social norms (i.e., beliefs about acceptable roles, behaviors and capacities) or inequalities (e.g., roles, voice, access, control, decision-making)?                      |   |                             |
| 4.5. <b>EQUALITY:</b> Does the activity provide specific interventions or services (e.g., dialogue, capacity building, integration, transformation, mainstreaming) to promote gender equality or social inclusion? If so, what? If not, why not?     |   |                             |
| 4.6. <b>M&amp;E:</b> How will the activity's outcomes equally affect women and men beneficiaries across different backgrounds or social groups?  |   |                             |
| 4.7. <b>M&amp;E:</b> If youth are key beneficiaries, is the activity collecting and using sex, age and social status-disaggregated data? If yes, how are they using the data? If no, why not?  |   |                             |
| 4.8. <b>M&amp;E:</b> Is the activity using indicators that are sensitive to gender or the underserved groups identified in response to question 1.3 to measure achievement of results, scale or suitability? If yes, what are they? If not, why not? |   |                             |
| 4.9. <b>M&amp;E:</b> How is the activity monitoring whether its implementation is successfully achieving gender equality and social inclusion versus reinforcing inequities and negative stereotypes?  |   |                             |

### TASK 3

## Conduct Further Research

In Task 3, the Compass team addresses any gaps it identified in Task 2. Completing Task 3 is also an opportunity to engage youth, beneficiaries or stakeholders in a way that further informs and

reveals current needs, assets, realities or priorities; multiplies ideas and enthusiasm; and lays a foundation for empowering and mobilizing future activity champions.

### TIP Engaging Youth in Task 3 “Further Research”

Task 3 is an opportunity to further involve male and female youth both as key research informants and research leaders. Take opportunities to mobilize and empower youth to collect, analyze and make recommendations on data. Engaging local youth teams in the full research process can ensure more access to local respondents, deeper analysis, higher validity and opportunities for sustained and valuable contributions across the activity.

(See Annex C for ideas to engage youth in research methods)



**TASK 3 INSTRUCTIONS:** Using the following Task 3 template, consider each question from Task 2 that needs further research and determine which of the three options below to take. Once determined, place each question under its corresponding option and carry out efforts according to the instructions below for each option.

| Task 2 Question | Findings from Task 2 | Selected Option |          |          |
|-----------------|----------------------|-----------------|----------|----------|
|                 |                      | Option 1        | Option 2 | Option 3 |
|                 |                      |                 |          |          |
|                 |                      |                 |          |          |
|                 |                      |                 |          |          |
|                 |                      |                 |          |          |
|                 |                      |                 |          |          |
|                 |                      |                 |          |          |

**OPTION 1. Conduct further research to fill in information gaps identified in Task 2.**

This can be as simple (desk research) or rigorous (mixed-method research) as the Compass team desires. Organize the research process using the research plan template below (see Annex E for details on each question).

| Research Plan                           |                      |  |                                 |                         |
|---|----------------------|--|---------------------------------|-------------------------|
| Priority Task 2 question to be answered | Findings from Task 2 | Data collection methods & sources to be used (see Annex C) | Timeline to accomplish research | Team member responsible |
| 1.                                      |                      |  |                                 |                         |
| 2.                                      |                      |  |                                 |                         |
| 3.                                      |                      |  |                                 |                         |

Once the research is complete, go back to the Task 2 question and input the findings.

**OPTION 2. Turn further research needed into a “Strengthening Action”.**

The Compass team has identified that further research is needed; however, doing so goes beyond the scope and timeline of Compass implementation. Nevertheless, this information is necessary to achieving the results of the youth activity. Therefore, make it a strengthening activity to be included in Task 4 below.

Likely scenarios in which the research scope and intensity warrant a Task 4 strengthening action include:

- Identifying the youth beneficiary group and their demographic profiles (Area 1)
- Prioritizing the geographic locations where the activity will work (Area 1)
- Mapping the needs and assets of the youth

beneficiary target group across the activity (Area 3)

- Labor market analysis to identify demand for youth in select industries in the activity’s targeted geography (Area 3)
- Primary research effort to investigate gender or social norms in the activity’s targeted geography (Area 4)

As demonstrated in the above examples, the Compass team must develop a title that provides enough information for a Task 4 strengthening action. This should include the research method to be employed. When the team has developed the adequate strengthening action, place it into its corresponding area in Task 4.

**OPTION 3. Do not conduct further research.**

The Compass team can conclude that the information gaps do not immediately warrant further research. Even if the team decides not to conduct further research, it should discuss the implications

that not knowing the information could have on the activity or potential strengthening actions of the Youth Compass. Thought should be given to eventually filling the information gap(s).

# STEP 2

# Identify Actions

Once the Compass team completes Step 1, they can turn that information into youth activity–strengthening actions, attain agreement from stakeholders and prioritize the strengthening actions.

Step 2 has two tasks:

- › TASK 4: Identify & Validate Strengthening Actions
- › TASK 5: Prioritize Strengthening Actions

## TASK 4

### Identify & Validate Strengthening Actions

Task 4 facilitates the analysis and validation of the findings from Step 1 into youth activity–strengthening actions. Before performing this task, the Compass team should agree upon a simple, uniform process to identify Task 2 and 3 findings that will warrant strengthening action responses.

Likewise, it should identify an approach to validate the major strengthening actions with stakeholders. At a minimum, the team should seek validation from the relevant USAID mission or other donors if applicable.



**TASK 4 INSTRUCTIONS - IDENTIFY STRENGTHENING ACTIONS:** Complete the Task 4 template by identifying the current Task 2 and 3 findings that present important strengths, weaknesses or opportunities for the activity. Record each of these findings in the ‘Key Task 2 Findings’ column under its Youth Compass strategic area (beneficiaries, enabling environment, youth participation and empowerment, and gender equality and social inclusion). Then, reflect on each key finding and develop a corresponding strengthening action that will enhance the activity’s ability to achieve results, scale or sustainability.

Once the Compass team develops the strengthening actions, it must validate them. The purpose of the validation is to discuss the relevance of the strengthening actions; their ease of being integrated into the activity; and potential to enhance the

youth activity’s ability to achieve results, scale or sustainability. The validation process can consist of the Compass team facilitating one or more participatory discussions to obtain feedback and recommendations on the developed strengthening actions.



**TASK 4 INSTRUCTIONS - VALIDATE STRENGTHENING ACTIONS:** At a minimum, the team should seek validation from the relevant USAID mission or donor-client. As time permits, the team should seek validation with a broader group of stakeholders, such as implementing partner staff, youth, beneficiaries or local stakeholders. Validation efforts can range from a simple meeting and presentation to a daylong workshop with stakeholders. Whatever the approach, the Compass team should allow enough time to explain and discuss the strengthening actions and obtain substantive feedback or recommendations.

| Key Task 2 Findings                                 | Proposed Strengthening Actions |
|---|--------------------------------|
| <b>Area 1. Beneficiaries</b>                        |                                |
| 1.  | 1.                             |
| 2.  | 2.                             |
| 3.  | 3.                             |
| <b>Area 2. Enabling Environment</b>                 |                                |
| 4.  | 4.                             |
| 5.  | 5.                             |
| 6.  | 6.                             |
| <b>Area 3. Youth Participation and Empowerment</b>  |                                |
| 7.  | 7.                             |
| 8.  | 8.                             |
| <b>Area 4. Gender Equality and Social Inclusion</b> |                                |
| 9.  | 9.                             |
| 10.   | 10.                            |
| 11.   | 11.                            |

## TASK 5 Prioritize Strengthening Actions

Once the Youth Compass team has gained validation of the strengthening actions, it can proceed to prioritize them based on criteria that will reveal whether the actions can be easily integrated into

the youth activity. Some of the criteria may have been discussed when the team sought validation while completing Task 4. If so, it will be important to bring that information into this current exercise.





**TASK 5 INSTRUCTIONS:** Using the Task 5 template, list each validated activity-strengthening action and indicate each criterion that the action meets.

- First place the title of each strengthening action (one per row) in the far left-hand column, “Strengthening Action.”
- Next, for columns 1–5, place a check mark (✓) in the respective column if the strengthening action meets the criterion (i.e., if answer is YES).
- Last, in the far right-hand column, total the number of criteria each action meets (i.e., total number of check marks ✓). The greater the total number of checkmarks for each strengthening action, the easier it is to implement and the higher its priority should be.

Accordingly, based on the total number of criteria each action meets, the Compass team should develop a final list of prioritized strengthening actions that are most relevant to undertake for the success of the activity.

| Strengthening Action                                | 1. No contract modification required? | 2. Sufficient time to implement? | 3. Sufficient financial resources to implement? | 4. Staff available to implement? | 5. Taking no action may limit Activity outcomes? | Total # of checkmarks |
|---|---------------------------------------|----------------------------------|---|----------------------------------|--|-----------------------|
| <b>Area 1. Beneficiaries</b>                        |                                       |                                  |   |                                  |  |                       |
| 1.  |                                       |                                  |   |                                  |  |                       |
| 2.  |                                       |                                  |   |                                  |  |                       |
| 3.  |                                       |                                  |   |                                  |  |                       |
| <b>Area 2. Enabling Environment</b>                 |                                       |                                  |   |                                  |  |                       |
| 1.  |                                       |                                  |   |                                  |  |                       |
| 2.  |                                       |                                  |   |                                  |  |                       |
| 3.  |                                       |                                  |   |                                  |  |                       |
| <b>Area 3. Youth Participation and Empowerment</b>  |                                       |                                  |   |                                  |  |                       |
| 1.  |                                       |                                  |   |                                  |  |                       |
| 2.  |                                       |                                  |   |                                  |  |                       |
| 3.  |                                       |                                  |   |                                  |  |                       |
| <b>Area 4. Gender Equality and Social Inclusion</b> |                                       |                                  |   |                                  |  |                       |
| 1.  |                                       |                                  |   |                                  |  |                       |
| 2.  |                                       |                                  |   |                                  |  |                       |
| 3.  |                                       |                                  |   |                                  |  |                       |

# STEP 3

# Integrate & Act

With the youth activity–strengthening actions identified, validated and prioritized, the Youth Compass team is ready to operationalize the strengthening actions. This includes making a plan to integrate them into the youth activity and then immediately implementing that plan. Note that the purpose of the Compass is not to create a stand-alone activity plan. Rather, it

aims to facilitate the seamless integration of the strengthening actions into the activity.

Step 3 has two tasks:

- › TASK 6: Develop Integration Plan
- › TASK 7: Share & Act

## TASK 6

### Develop Integration Plan

Task 6 adds a level of strategic detail to each prioritized strengthening action. That is, the Youth Compass team identifies who will perform each action, what resources are needed to execute each action, when each action will occur, where each action will take place, and how each action will be

integrated into the activity. Equally important, this plan will facilitate the integration of the strengthening actions into the activity via its annual plan, M&E plan, grant-making efforts, partnerships or other elements (see TIP box).

#### TIP Integrating Strengthening Actions Into the Youth Activity

Consider the most appropriate activity areas or element(s) to integrate Compass “Strengthening Actions” into, which can include:

- ✓ Annual Plan (or Amended Annual Plan)
- ✓ M&E Plan (or Amended M&E Plan)
- ✓ Gender Plan
- ✓ Sustainability Plan
- ✓ Exit Plan
- ✓ Scaling-Up Plan
- ✓ Grants Plan
- ✓ Budget / Staff Plan
- ✓ Training Curricula
- ✓ Interventions or Approaches
- ✓ Partnership or Alliance Memorandum of Understanding
- ✓ Beneficiary or Partner selection



**TASK 6 INSTRUCTIONS:** Use the Task 6 template to organize the Youth Compass team's plan to integrate each strengthening action that has been prioritized to undertake.

| Prioritized strengthening action from Task 5 | Compass Strategic Area (1-4) | Integration into activity | Responsible Party (Champion) | Sub-steps to integrate and execute the action | Date when action will be executed | Resources needed |
|--|------------------------------|---------------------------|------------------------------|---|-----------------------------------|------------------|
| 1.   |                              |                           |                              |   |                                   |                  |
| 2.   |                              |                           |                              |   |                                   |                  |
| 3.   |                              |                           |                              |   |                                   |                  |
| 4.   |                              |                           |                              |   |                                   |                  |
| 5.   |                              |                           |                              |   |                                   |                  |
| 6.   |                              |                           |                              |   |                                   |                  |

## TASK 7 Share & Act

The last task of the Youth Compass is to share the integration plan with stakeholders and act on it. The Compass team should strategically consider with which stakeholders to share the Compass results and the best means to do so. Doing so can facilitate reflections that justify its use, generate

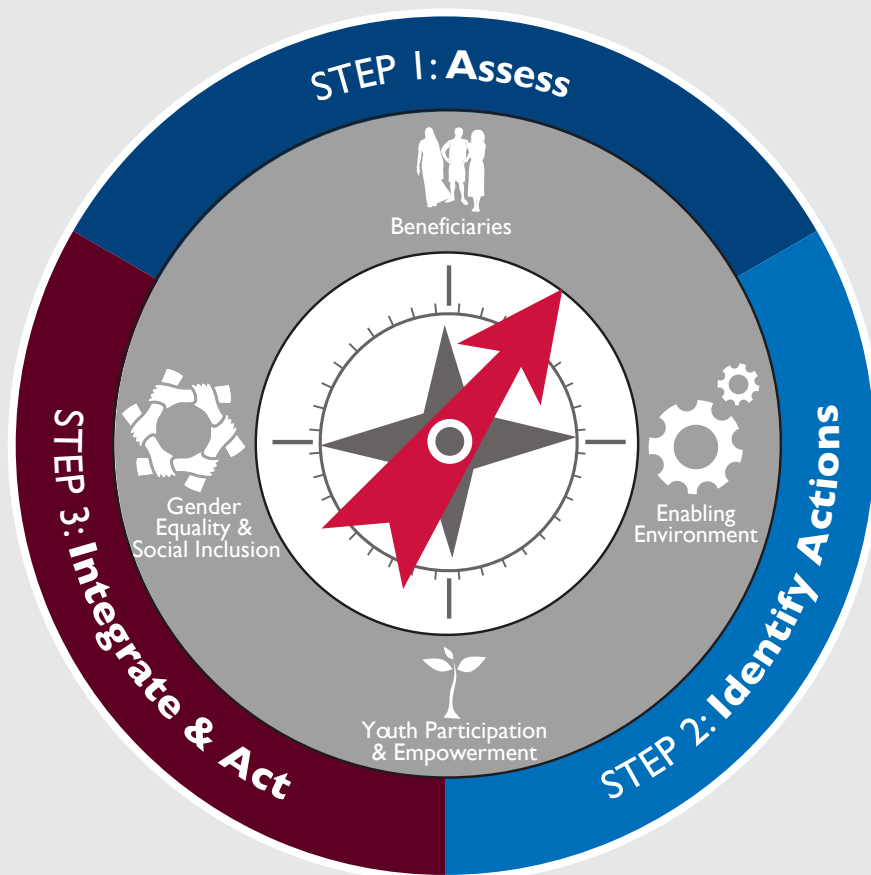
lessons and pave the way for future use. At the same time, each strengthening action's responsible party (champion) should take the lead in carrying out the processes and procedures as detailed in the integration plan.



**TASK 7 INSTRUCTIONS:** Fill in the Task 7 template to formalize the Compass team's intentions to share the Youth Compass results with stakeholders. At a minimum, this should include USAID. Also consider including those stakeholders who participated in the Task 4 validation discussions. Be clear about the purpose of the sharing effort and the most effective way to do so. The team should offer concrete opportunities to continue involving these actors across the activity.

| Target Audience | Purpose/Emphasis<br>(Inform, coordinate, mobilize participation) | Type of Event<br>(Meeting, workshop, town hall) | Proposed Date |
|-----------------|--|---|---------------|
| 1.              |  |   |               |
| 2.              |  |   |               |
| 3.              |  |   |               |
| 4.              |  |   |               |

# ➤ CHAPTER 2: Conclusions and Follow Up



Early in an activity's life cycle, USAID implementers can use the Youth Compass information to change, refocus or reaffirm programming to better achieve results.

While the Youth Compass is effective during the post-award phase, its utility does not end there. The Compass can be used across the activity cycle to inform proposal solicitations, guide necessary course corrections, support changes associated with a technical contract modification, or verify the validity of the current strategic direction in the field. The Compass can also be especially useful if no formal mid-term evaluation is scheduled for the activity.

As is the case with all analytical and strategic tools, the utility and efficacy of the Youth Compass depends on the Compass team's ability to act on the

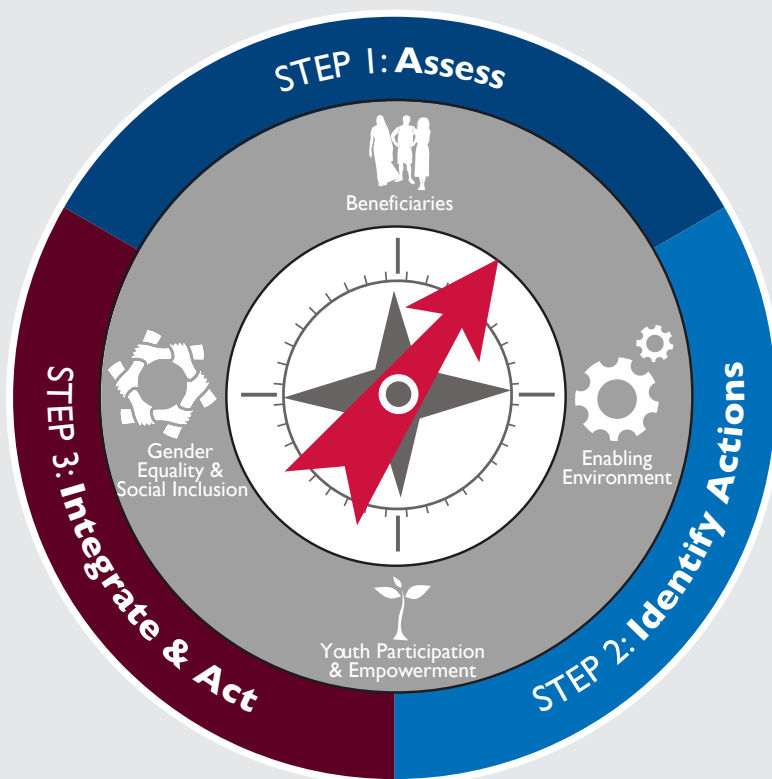
information gleaned from the process. With that in mind, the team should take care to adapt the Compass to the technical, contextual and institutional circumstances that make up the activity's operating environment. Doing so will expedite its implementation and facilitate actions that have real potential to increase achievement of results, scale and sustainability.

It is important to reiterate that the objective of the Youth Compass is not to create a stand-alone plan or set of separate interventions; it is to integrate validated and prioritized strengthening actions to ensure the activity is able to achieve its intended results. Once the plan to integrate the strengthening actions is executed, the Compass team should rapidly assess progress, ideally approximately 2 weeks after completing the Compass process, using the follow up checklist below.

| Follow Up Checklist  |     |    |                    |
|--|-----|----|--------------------|
| Key Question   | Yes | No | Comments/Follow up |
| • Have the strengthening actions been officially integrated in the youth activity? How do we know?   |     |    |                    |
| • Are there any further resource considerations (i.e., time, staff, funding) that need to be addressed to fully integrate or realize the strengthening actions?  |     |    |                    |
| • Are the Compass team champions carrying out the sub-steps of their assigned strengthening action in the timeline stipulated? Do they need further support from the implementing partner, beneficiaries, or client (USAID)? |     |    |                    |
| • Is each strengthening action enhancing the activity's ability to achieve results, scale or sustainability? If yes, how do we know? If no, what follow up is needed?  |     |    |                    |



# CHAPTER 3: Youth Compass Case Study



- **STEP 1: Assess**
  - › TASK 1: Frame the Activity
  - › TASK 2: Analyze the Activity
  - › TASK 3: Conduct Further Research
- **STEP 2: Identify Actions**
  - › TASK 4: Identify & Validate Strengthening Actions
  - › TASK 5: Prioritize Strengthening Actions
- **STEP 3: Integrate & Act**
  - › TASK 6: Develop Integration Plan
  - › TASK 7: Share & Act

The following fictional USAID youth activity demonstrates the process of completing the Youth Compass. The illustrative responses that follow can guide the Compass team in responding under each task. The example highlights a youth-focused activity that has cross-sectoral (i.e., economic growth, governance and health), positive youth development and gender elements.

## • STEP I: Assess

### › TASK I: Frame the Activity


|                                  |   |
|----------------------------------|---|
| <b>Theory of Change</b>          | If youth have better access to tailored health and employment services, then they will engage less in substance abuse, be more likely to secure employment and less willing to commit criminal offenses.  |
| <b>Key Results</b>               | <ol style="list-style-type: none"> <li>1. Technical workforce and employment readiness skills of target youth improved</li> <li>2. Mental and physical health of target youth improved</li> <li>3. Substance abuse among target youth declines</li> <li>4. Youth crime rates decline (criminal offenses)</li> </ol> |
| <b>Technical Elements</b>        |   |
| • <b>Technical Approaches</b>    | Positive youth development, public-private partnerships, conflict and gender sensitivity, non-formal education  |
| • <b>Technical Interventions</b> | Skills-building trainings, government-sponsored mental/physical health programs and research; youth-led outreach campaigns with communities and local civil society organizations.  |
| • <b>Target Beneficiaries</b>    | 6,000 at-risk female and male youth ages 15–24 who are unemployed, out of school and living in poverty in the Eastern region of the country   |
| • <b>Primary Partners</b>        | International Association for Youth Mental Health, Ministry of Health, Ministry of Economic Affairs, Ministry of Women and Child Affairs, Youth Can nongovernmental organization, country-based construction and engineering firms.   |


## › TASK 2: Analyze the Activity

### AREA I: Beneficiaries

**DEFINITION:** The activity's key beneficiary group (or groups) is clearly identified. If youth comprise a key group, then their location, age, gender, race, ethnicity, education, marital status and socio-economic status are defined and well understood.

**OVERARCHING QUESTION:** How is the youth activity focusing on the optimal beneficiary group(s) and addressing their major strengths and needs?

|  <b>Key Questions</b>  | <b>Findings (Answers to Questions)</b>  | <b>Further Research Needed?</b>                |
|---|---|--|
| <b>1.1. CLARITY:</b> Are target beneficiaries clearly defined (i.e., demographics, geographic locations, or organizational affiliation)? If so, who and where are they?   | <i>Yes. At-risk youth ages 15–24, who are unemployed, out of school, living in poverty and prone to substance abuse. The target location is the eastern part of the country. Specific village locations of interventions have not been determined yet.</i>  | Geographic mapping                             |
| <b>1.2. ASSETS &amp; NEEDS:</b> Does the activity adequately focus on male and female beneficiaries' key assets and needs? If so, how? If not, how can it be improved?  | <i>Yes. The activity will focus on beneficiaries' primary needs, which are employment and health support for substance abuse. Assets the activity will leverage are youth beneficiary participation in the design and implementation of substance abuse campaigns. Specific gender-based needs, assets and opportunities are not known.</i> | Gender analysis                                |
| <b>1.3. UNDERSERVED YOUTH:</b> If youth are beneficiaries, are underserved youth groups (e.g., LGBTIQ, youth with disabilities, ethnic minorities, migrants, young mothers, incarcerated youth, HIV-positive, etc.,) part of this beneficiary group? If yes, is it sufficient? If not, why not?                       | <i>No. The activity has not fully considered youth who are marginalized due to ethnic divisions within the eastern part of the country.</i>   | Desk research, youth mapping                   |
| <b>1.4. YOUTH DEVELOPMENT STAGES:</b> If youth are key beneficiaries, are the activity's approaches and interventions appropriate for their gender-specific developmental stages (e.g., early adolescence, adolescence, emerging adulthood, transition adulthood)? If so, how? If not, why not?                       | <i>Yes. The age range of the activity is 15-24, which encompasses two stages: adolescence and emerging adulthood. The activity will engage youth and work with the International Association for Youth Mental Health to design age- and gender-appropriate interventions.</i>   | Not applicable (NA)                            |
| <b>1.5. YOUTH CROSS SECTORAL:</b> If youth are key beneficiaries, does the activity develop youth assets or focus on needs in other sectors (i.e., health, education, economic growth or governance)? If so, how? If not, why not?  | <i>Yes. The activity will work across three sectors: economic growth, education and health. It will develop non-formal education trainings, identify employment opportunities and support the development of better healthcare services for youth.</i>  | NA   |
| <b>1.6. YOUTH INFLUENCERS:</b> If youth are key beneficiaries, are youth influencers, such as parents, spouses, extended family, caregivers, teachers, employers, or community leaders (i.e., government, religious, traditional), included in the activity as beneficiaries? If yes, how? If not, why not?           | <i>Yes. Female and male community leaders and parents will support youth outreach campaigns. The activity will work with the Ministry of Health and Ministry of Economic Affairs to support national health campaigns. Employers will also be included through public-private partnerships.</i>   | NA   |
| <b>1.7. YOUNG ADOLESCENTS:</b> If young adolescents (younger than 18) are key beneficiaries, has a risk assessment found their participation to be free from risk or harm? If no risk assessment was conducted, why not? If a risk assessment was conducted, is there a plan in place to mitigate any potential harm? | <i>No. A risk assessment was not conducted, but it is something to consider.</i>  | Young Adolescent Participation Risk Assessment |

|  <b>Key Questions</b>  | <b>Findings (Answers to Questions)</b>  | <b>Further Research Needed?</b>  |
|---|---|--|
| <b>I.8. M&amp;E:</b> Does the activity specify a total number of beneficiaries to be reached? If so, can it be achieved? If not, why no total number?   | <i>Yes. The activity specifies affecting 6,000 youth (3,000 females and 3,000 males) in 3 years. The activity will monitor any increases in ethnic tensions in the eastern part of the country that may impede the activity's ability to deliver services to youth.</i> | NA   |
| <b>I.9. SCALING-UP:</b> Is scaling-up the activity to reach more beneficiaries important? If so, does the activity have a specific vision and plan for what, how, where and for whom scale will be achieved? If not, why not? | <i>Yes, it is important. The Mission has asked the activity to consider scaling up successful interventions to more youth beneficiaries as early as the second year. <b>No plan is yet in place.</b></i>  | Desk research, short-term technical assistance consultant identification |
| <b>I.10. M&amp;E:</b> Are the activity's results achievable given the current realities of the target beneficiary group(s)? How do you know or not?   | <i>The activity is confident it can increase youth skills, improve youth health and decrease substance abuse. <b>However, there is concern about the activity's ability to materially affect youth crime rates.</b></i>   | N/A  |



Credit: MSI


## AREA 2: Enabling Environment

**DEFINITION:** The activity can achieve and sustain results by improving youth’s enabling environment. An enabling environment is system-based and comprised of the following elements: social (e.g. relationships with peers and adults), normative (e.g., attitudes, norms and beliefs), structural (e.g., laws, policies, and program services) and physical (e.g. safe, supportive spaces).

**OVERARCHING QUESTION:** How does the activity understand and improve societal conditions that affect youth?

| Key Questions  | Findings (Answers to Questions)   | Further Research Needed?                       |
|--|---|--|
| <p><b>2.1. REGULATORY:</b> What relevant laws or policies affect the activity’s ability to achieve results, scale or sustainability? Do any warrant more focus (e.g., change, modification, advocacy)?</p>                                     | <p><i>The National Youth Plan 2014–2019 calls for increased school enrollment and enhanced vocational training opportunities for young women and men. The activity will not affect school enrollment but does align with vocational training opportunities for youth and non-formal education.</i></p>  | NA   |
| <p><b>2.2. POLITICAL:</b> How does the political environment affect the activity’s ability to achieve results, scale or sustainability?</p>  | <p><i>There is political will in the current administration to engage youth as outlined in the National Youth Plan. There seems to also be slow but growing perception shifts that young women and men who have economic and health challenges should be supported, rather than isolated, for the growth and security of the country.</i></p>             | NA   |
| <p><b>2.3. SOCIO-ECONOMIC:</b> Is the socio-economic status or level of vulnerability of youth’s families, caregivers or community important for the activity to achieve results, scale or sustainability? If so, how? If not, why not?</p>    | <p><i>No. While the socioeconomic status of youth’s families or caregivers is always important, it is outside the scope, resources and timeline of this activity.</i></p>   | NA   |
| <p><b>2.4. ORGANIZATIONAL:</b> What are the networks or organizations (public, private or independent) that the activity should be collaborating with to achieve results, scale or sustainability?</p>   | <p><i>Collaboration with relevant ministries is critical, and the activity is partnering with them and local civil society organizations. The activity is partnering with the national youth organization Youth Can. The activity is also working with local business organizations to identify employment opportunities for young women and men.</i></p> | NA   |
| <p><b>2.5. RELATIONSHIPS:</b> Does the activity introduce or strengthen relationships with adults, peers or key influencers identified in response to question 1.6? If so, how? If not, why not?</p>   | <p><i>The relationship youth have with government and local communities has been historically strained. But given the increasing political will and opportunities for youth to voice their opinions and experiences, the activity anticipates that these relationships will become more positive.</i></p>   | NA   |
| <p><b>2.6. SAFE SPACES:</b> If youth are key beneficiaries, do young men and women have safe physical or virtual spaces to interact and take full advantage of activity services? If yes, where? If not, what must be done to ensure such?</p> | <p><i>The activity has not yet identified the exact locations of the interventions, but it will ensure that the location is safe and accessible for all youth.</i></p>  | Gender mapping (gender and conflict sensitive) |



|  <b>Key Questions</b>   | <b>Findings (Answers to Questions)</b>  | <b>Further Research Needed?</b> |
|--|---|---------------------------------|
| <b>2.7. NORMS:</b> Do key stakeholders have clear and consistent beliefs and expectations about youth (e.g., regarding their health, relationships, self-expression, involvement) that promote opportunities for responsibility, independence and growth?  | <i>Given existing norms, self-expression among youth is often discouraged in many communities. Youth have to seek permission to gather and speak on issues important to them that may be seen as taboo or culturally unacceptable (e.g., drugs, addiction, mental health concerns, etc.). The activity will try to build bridges between youth and youth influencers through youth-led outreach campaigns and discussion groups.</i>  | NA                              |
| <b>2.8. MEDIA:</b> How do media (e.g., print, social, TV, radio) perceive and portray youth? Do these realities warrant more focus to achieve results, scale or sustainability?  | <i>Adults own most popular youth-media outlets with few youth on staff. Many of the outlets typically portray youth as troublemakers and drug addicts who do not want to work. As part of the youth outreach campaigns, the activity will provide capacity-building support to existing youth media organizations so that all youth have more representation in this space and can share positive stories. The campaign will also reach out to the popular adult-owned media outlets to build relationships and bridges among other organizations and promote more sensitive and positive coverage of youth issues.</i> | NA                              |
| <b>2.9. CROSS-SECTORAL:</b> Do other sectors (i.e., health, education, economic growth or governance) or partners within them critically affect the activity's ability to achieve results, scale or sustainability? If so, what strategic opportunities exist to focus on or collaborate in these overlapping sectors? | <i>Yes. Once youth are supported by quality health services, they will be provided vocational skills-building trainings that will then affect their employment opportunities and the state of their mental health as well. The ability to achieve success in each intervention is important to providing a more holistic approach across sectors to all youth beneficiaries.</i>  | NA                              |
| <b>2.10. M&amp;E:</b> Does the activity have specific results or indicators (e.g., number of youth-friendly laws/policies; number of pro-social services or programs; number of pro-youth government officials; number of youth-led organizations) to improve the youth-enabling environment? If not, why not?         | <i>Yes. The activity would like to increase the number and quality of mental and physical health services offered by the state to all youth. It also seeks to build better and more positive relationships among youth, communities and parents. With respect to indicators, the activity will track the number of gender-, income- and ethnicity-sensitive policies and pro-social services in health, education and economic growth influenced or developed by the activity.</i>  | NA                              |




Credit: Ramon Balestino



## AREA 3: Youth Participation and Empowerment

**DEFINITION:** The activity has approaches and interventions for youth to participate, make decisions, build skills, practice passions and contribute positively to society.


**OVERARCHING QUESTION:** How is the activity incorporating positive youth development approaches to engage and empower youth and other key adult stakeholders?

|  <b>Key Questions</b>  | <b>Findings (Answers to Questions)</b>   | <b>Further Research Needed?</b>          |
|---|--|--|
| <b>3.1. CONTRIBUTION:</b> How are target youth participating or contributing to improving their own development as well as that of their communities / country through the activity?  | <i>Youth will help design and implement substance abuse outreach campaigns. They will also be included in the design and delivery of the skills-building training.</i>   | NA                                       |
| <b>3.2. ADULT EMPOWERMENT:</b> How is the capacity of key adult stakeholders or influencers identified in response to question 1.6, being built to best support youth's participation and empowerment?  | <i>Yes. Through involving them in public outreach campaigns and emphasizing the importance of physical and mental health at home and in the community.</i>   | NA                                       |
| <b>3.3. YOUTH COMMUNICATION:</b> How does the activity use social media, radio or other channels to communicate with youth or facilitate communication between youth to achieve results, scale or sustainability?   | <i>Local realities suggest that our target youth beneficiaries do not have ready access to social media. The activity will use radio and print media to communicate to youth in large numbers and facilitate communication between youth.</i>  | NA                                       |
| <b>3.4. TECHNICAL SKILLS BUILDING:</b> If youth are key beneficiaries, do young women and men have equal opportunities to build and practice technical skills relevant to market demand? If so, what is the goal of transferring the skills?  | <i>There is a robust technical skills-building component in the activity, which includes literacy, basic computing and basic accounting. These skills are transferable in any employment sector. The activity should review labor market demands to ensure that other technical skills are relevant for young women and men.</i> | Desk research                            |
| <b>3.5. SOFT SKILLS BUILDING:</b> If youth are key beneficiaries, do young women and men have equal opportunities to build and practice key soft skills such as positive self-concept, self-control, social skills, empathy, communication, goal orientation and higher-order thinking? If so, what is the goal of transferring these skills? | <i>The activity has not considered soft skills training but would like to include this. It will support youth in obtaining and securing diverse employment opportunities. More information is needed to determine priority soft skills for targeted companies in the construction and engineering industries.</i>                | Desk research, private sector interviews |
| <b>3.6. CROSS-SECTORAL:</b> If youth are key beneficiaries, and given the response to question 2.9, what opportunities exist for youth to build skills in complementary sectors (i.e., education, health, governance or economic growth)? Are they important to achieving activity results, scale or sustainability?                          | <i>Youth will be gaining technical skills through non-formal education that will support skills development and employment opportunities in the economic growth sector.</i>  | NA                                       |
| <b>3.7. M&amp;E:</b> How is the activity measuring positive youth development, particularly with respect to improvements in youth's mastery of skills; contributions within activity; and relationships? Is it sufficient?  | <i>The activity will use the Positive Youth Development Measurement Toolkit to strengthen current indicators in the M&amp;E plan and develop new ones as appropriate.</i>  | Desk research                            |
| <b>3.8. M&amp;E:</b> How are young men and women, beneficiaries, or stakeholders involved in monitoring or measuring the success of the activity and making decisions on its improvement?   | <i>Representative youth from all target communities will be involved in designing, implementing, monitoring and measuring the success of youth-led substance abuse outreach campaigns. Their ideas and suggestions will be critical to the campaigns' success.</i>   | NA                                       |

## Area 4: Gender Equality and Social Inclusion

**DEFINITION:** The activity uses an inclusive approach to promote the equal rights, responsibilities and benefits for young women and men. This implies that interests, needs and priorities of both young women and men are considered by the activity regardless of age, sexual orientation, gender identity, disability status, marital or parenting status, race, religion, ethnicity, socio-economic status, geographic area, migratory status and health status.

**OVERARCHING QUESTION:** How is the activity promoting gender equality and social inclusion?

|  Key Questions   | Findings (Answers to Questions)  | Further Research Needed?   |
|---|--|--|
| <b>4.1. BENEFICIARY BALANCE:</b> Is there a gender and social balance among key beneficiaries? If yes, what does it look like? If not, why not?   | <i>The activity will be purposeful in ensuring that male and female youth have equal participation and access to the activity. As stated above in 1.3, the activity needs to better understand and consider inclusion of ethnic minorities. We are not clear about how gender norms and relationships affect the activity's ability to achieve desired results.</i>    | Gender analysis  |
| <b>4.2. STAFF BALANCE:</b> Is there a gender and social balance among activity staff? If yes, what does it look like? If not, why not?  | <i>Yes. The activity is cognizant of maintaining a staff gender balance. Our home office and local staff employ men, women and youth from all demographics and backgrounds.</i>  | NA   |
| <b>4.3. EQUAL ACCESS:</b> Do young women and men have equal access to participate and make decisions in the activity and its services? If no, what are barriers (e.g., safety, timing, distance, discrimination, social norms)?                     | <i>There is a risk that young women in more conservative parts of the country will be discouraged from participating in interventions that can be perceived as disruptive to cultural norms. <b>Transportation may also be an issue for youth in rural areas in the eastern region, but the activity still needs to identify exact locations.</b></i>                  | Geographic mapping, desk research                                |
| <b>4.4. NORMS:</b> How does the activity understand and address gender or social norms (i.e., beliefs about acceptable roles, behaviors and capacities) or inequalities (e.g., roles, voice, access, control, decision-making)?                     | <i>There are gender barriers for young women who want to enter fields traditionally considered men's work, such as mechanical engineering and information technology and communications. <b>The activity needs more information on the barriers young women face and to be able to answer whether and how they are able to break into these employment fields.</b></i> | Key informant interviews, focus group discussions, desk research |
| <b>4.5. EQUALITY:</b> Does the activity provide specific interventions or services (e.g., dialogue, capacity building, integration, transformation, mainstreaming) to promote gender equality or social inclusion? If so, what? If not, why not?    | <i>Yes. The activity will promote gender equality and social inclusion within the communities via its interventions. The activity will also identify and address barriers that different gender groups and underserved youth face in accessing healthcare services and labor market opportunities.</i>   | NA   |
| <b>4.6. M&amp;E:</b> How will the activity's outcomes equally affect women and men beneficiaries across different backgrounds or social groups?   | <i>The activity will support all youth that fall within the target beneficiary group, regardless of their gender, ethnic, religious, etc. background. And, as identified above in 1.3, the activity will re-consider targeting its services to also affect underserved, male and female ethnic minorities.</i>   | NA   |
| <b>4.7. M&amp;E:</b> If youth are key beneficiaries, is the activity collecting and using sex, age and social status-disaggregated data? If yes, how are they using the data? If no, why not?   | <i>Yes. The activity will disaggregate data by sex and age on numerous indicators. It will be analyzed against the activity results to identify gender-disaggregated accomplishments or gaps.</i>  | NA   |
| <b>4.8. M&amp;E:</b> Is the activity using indicators that are sensitive to gender or the underserved groups identified in response to question 1.3 to measure achievement of results, scale or suitability? If yes, what are they? If no, why not? | <i>The M&amp;E plan developed by our headquarters proposal team has included gender equality and social inclusion indicators that measure results targeting health and employment opportunities. <b>However, there is a need to verify the validity of these indicators in the field and determine whether they are adequate measures.</b></i>                         | Gender analysis  |
| <b>4.9. M&amp;E:</b> How is the activity monitoring whether its implementation is successfully achieving gender equality and social inclusion versus reinforcing inequities and negative stereotypes?   | <i>The activity could do a better job. The activity has limited M&amp;E personnel, and there is a need for a local staff member who is dedicated to ensuring gender equality and social inclusion.</i>   | NA   |

### › TASK 3: Conduct Further Research

| Task 2 Question   | Findings from Task 2  | Selected Option |          |          |
|---|---|-----------------|----------|----------|
|   |   | Option 1        | Option 2 | Option 3 |
| <b>1.1. CLARITY:</b> Are target beneficiaries clearly defined (i.e., demographics, geographic locations, or organizational affiliation)? If so, who and where are they?   | <i>Yes. At-risk youth aged 15–24 years, who are unemployed, out of school, living in poverty and prone to substance abuse. The target location is the eastern part of the country. Specific village locations of interventions have not been determined yet.</i>  |                 | X        |          |
| <b>1.2. ASSETS &amp; NEEDS:</b> Does the activity adequately focus on male and female beneficiaries' key assets and needs? If so, how? If not, how can it be improved?  | <i>Yes. The activity will focus on beneficiaries' primary needs, which are employment and health support for substance abuse. Assets the activity will leverage are youth beneficiary participation in the design and implementation of substance abuse campaigns. Specific gender-based needs, assets and opportunities are not known.</i> |                 | X        |          |
| <b>1.3. UNDERSERVED YOUTH:</b> If youth are beneficiaries, are underserved youth groups (e.g., LGBTIQ, youth with disabilities, ethnic minorities, migrants, young mothers, prisoners, HIV positive, etc.,) part of this key beneficiary group? If yes, is it sufficient? If not, why not?  | <i>No. The activity has not fully considered youth who are marginalized due to ethnic divisions within the eastern part of the country.</i>   |                 | X        |          |
| <b>1.7. YOUNG ADOLESCENTS:</b> If young adolescents (younger than 18) are key beneficiaries, has a risk assessment found their participation in the activity to be free from risk or harm? If no risk-assessment was conducted, why not? If a risk-assessment was conducted, is there a plan in place to mitigate any potential harm? | <i>No. A risk assessment was not conducted, but it is something to consider.</i>  |                 |          | X        |
| <b>1.9. SCALING-UP:</b> Is scaling-up the activity to reach more beneficiaries important? If so, does the activity have a specific vision and plan for what, how, where and for whom scale will be achieved? If not, why not?   | <i>Yes, it is important. The Mission has asked the activity to consider scaling up successful interventions to more youth beneficiaries as early as the second year. No plan is yet in place.</i>   |                 | X        |          |
| <b>2.6. SAFE SPACES:</b> If youth are key beneficiaries, do young men and women have safe physical or virtual spaces to interact and take full advantage of activity's services? If yes, where? If not, what must be done to ensure such?   | <i>The activity has not yet identified the exact locations of the interventions, but it will ensure that the location is safe and accessible for all youth.</i>   |                 | X        |          |
| <b>3.4. TECHNICAL SKILLS BUILDING:</b> If youth are key beneficiaries, do young women and men have equal opportunities to build and practice technical skills relevant to market demands? If so, what is the goal of transferring the skills?   | <i>There is a robust technical skills-building component in the activity, which includes literacy, basic computing and basic accounting. These skills are transferable in any employment sector. The activity should review labor market demands to ensure that other technical skills are relevant for young women and men.</i>            | X               |          |          |

| Task 2 Question  | Findings from Task 2  | Selected Option |          |          |
|--|---|-----------------|----------|----------|
|  |   | Option 1        | Option 2 | Option 3 |
| <b>3.5. SOFT SKILLS BUILDING:</b> If youth are key beneficiaries, do young women and men have equal opportunities to build and practice key soft skills such as positive self-concept, self-control, social skills, empathy, communication, goal orientation, higher order thinking? If so, what is the goal of transferring these skills? | <i>The activity has not considered soft skills training but would like to include this. It will support youth in obtaining and securing diverse employment opportunities. More information is needed to determine priority soft skills for targeted companies in the construction and engineering industries.</i>   | X               |          |          |
| <b>3.7. M&amp;E:</b> How is the activity measuring positive youth development (PYD), particularly with respect to improvements in youth's mastery of skills; contributions within activity; and relationships? Is it sufficient?   | <i>The activity will utilize the Positive Youth Development Measurement Toolkit to strengthen current indicators in the M&amp;E plan and develop new ones as appropriate.</i>   | X               |          |          |
| <b>4.1. BENEFICIARY INCLUSION:</b> Is there a gender and social balance among key beneficiaries? If yes, what does it look like (i.e., young women and men with different backgrounds and needs)? If not, why not?   | <i>The activity will be purposeful in ensuring that male and female youth have equal participation and access to the activity. As stated above in 1.3, the activity needs to better understand and consider inclusion of ethnic minorities. We are not clear about how gender norms and relationships affect the activity's ability to achieve desired results.</i> |                 | X        |          |
| <b>4.3. EQUAL ACCESS:</b> If youth are a key beneficiary, do young women and men have equal access to participate and make decisions in the activity and its services? If not, what are barriers (e.g., safety, timing, distance, discrimination, social norms)?   | <i>There is a risk that young women in more conservative parts of the country will be discouraged from participating in interventions that can be perceived as disruptive to cultural norms. Transportation may also be an issue for youth in rural areas in the eastern region, but the activity still needs to identify exact locations.</i>                      |                 | X        |          |
| <b>4.4. NORMS:</b> How does the activity understand and address gender or social norms (i.e., beliefs about acceptable roles, behaviors and capacities) or inequalities (e.g., roles, voice, access, control, decision-making)?  | <i>There are gender barriers for young women who want to enter fields traditionally considered men's work, such as mechanical engineering and information technology and communications. The activity needs more information on the barriers young women face and to be able to answer whether and how they are able to break into these employment fields.</i>     |                 | X        |          |
| <b>4.8. M&amp;E:</b> Is the activity using indicators that are sensitive to gender or underserved groups identified in 1.3 to measure achievement of results, scale or suitability? If yes, what are they? If not, why not?  | <i>The M&amp;E plan developed by our headquarters proposal team has included gender equality and social inclusion indicators that measure results targeting health and employment opportunities. However, there is a need to verify the validity of these indicators in the field and determine whether they are adequate measures.</i>                             |                 | X        |          |

**OPTION 1. Conduct further research to fill in information gaps identified in Task 2.**

| Research Plan   |   |  |                                 |   |
|---|---|--|---------------------------------|---|
| Priority Task 2 question to be answered   | Findings from Task 2  | Data collection methods & sources to be used (see Annex C) | Timeline to accomplish research | Team member Responsible                       |
| <p><b>3.4. TECHNICAL SKILLS BUILDING:</b> If youth are key beneficiaries, do young women and men have equal opportunities to build and practice technical skills relevant to market demands? If so, what is the goal of transferring the skills?</p>  | <p><i>There is a robust technical skills-building component in the activity, which includes literacy, basic computing and basic accounting. These skills are transferable in any employment sector. The activity should review labor market demands to ensure that other technical skills are relevant for young women and men.</i></p> | <p>Desk research</p>                                       | <p>Half a day</p>               | <p>X Compass Team Member</p>                  |
| <p><b>3.5. SOFT SKILLS BUILDING:</b> If youth are key beneficiaries, do young women and men have equal opportunities to build and practice key soft skills such as positive self-concept, self-control, social skills, empathy, communication, goal orientation, higher order thinking? If so, what is the goal of transferring these skills?</p> | <p><i>The activity has not considered soft skills training but would like to include this. It will support youth in obtaining and securing diverse employment opportunities. More information is needed to determine priority soft skills for targeted companies in the construction and engineering industries.</i></p>                | <p>Desk research, private sector interviews</p>            | <p>1 day</p>                    | <p>X Compass Team Member</p>                  |
| <p><b>3.7. M&amp;E:</b> How is the activity measuring positive youth development (PYD), particularly with respect to improvements in youth's mastery of skills; contributions within activity; and relationships? Is it sufficient?</p>   | <p><i>The activity will utilize the Positive Youth Development Measurement Toolkit to strengthen current indicators in the M&amp;E plan and develop new ones as appropriate.</i></p>  | <p>Desk review</p>   | <p>1 day</p>                    | <p>X Compass Team Member; M&amp;E Advisor</p> |

**OPTION 2. Turn further research needed into a “Strengthening Action”.**

**QUESTIONS 1.1, 1.3, 2.6 AND 4.3.** Series of community mapping workshops with local and national partners to identify and select (1) specific community locations in the eastern region; (2) underserved ethnic youth who will be included as part of the beneficiary population; and (3) safe community spaces where youth can interact and learn through the activity.

**QUESTION 1.9.** Review scaling-up tool and bring in an expert to facilitate a scaling-up plan.

**QUESTIONS 1.2, 4.1, 4.4 AND 4.8.** Hire a local gender expert and conduct a systematic gender analysis to develop a gender strategy for the activity and gender-specific interventions and indicators.

**OPTION 3. Do not conduct further research.**

**QUESTION 1.7** The team will not conduct a separate risk assessment but will identify any potential risks to young adolescents' participation through the gender analysis strengthening action.



## • STEP 2: Identify Actions

### › TASK 4: Identify & Validate Strengthening Actions

| 1. Key Task 2 Findings   | 2. Proposed Strengthening Actions   |
|--|---|
| <b>AREA 1. Beneficiaries</b>   |   |
| <p>1. The demographics of the target beneficiaries are clear but the activity needs to identify exact community locations with safety and accessibility of target beneficiaries in mind.</p> <p>2. Scaling-up is important to the Mission; however, the activity has no plan in place or expertise in the scaling up approach.</p> <p>3. There is concern about the activity's ability to materially affect youth crime rates.</p>   | <p>1. Series of community mapping workshops with local and national partners to identify and select 1) specific community locations in the eastern region; 2) underserved ethnic youth who will be included as part of the beneficiary population; and 3) safe community spaces where youth can interact and learn through the activity.</p> <p>2. Identify a scaling-up expert consultant and hire this person to facilitate a scaling-up plan for the activity.</p> <p>3. Propose dropping the result "Youth crime rates decline (criminal offenses)" and corresponding indicators from the activity.</p> |
| <b>AREA 2: Enabling Environment</b>  |   |
| <p>Overall, the enabling environment is sufficiently addressed by the activity's interventions and partnerships. The only gap in this area is around the safe spaces that exist for youth, which will be identified as part of proposed strengthening action 1.</p>  | <p>NA</p>   |
| <b>AREA 3. Youth Participation and Empowerment</b>   |   |
| <p>4. There is a robust vocational/technical skills-building component; however, the activity has not considered a soft skills component. After doing some desk research, the team believes it is crucial to complement the hard skills training with soft skills training</p> <p>5. The team also conducted research to ensure that labor market demands are still consistent with labor market analyses conducted prior to contract award. The research showed that there has been significant growth in the information and communications technology sector, but beneficiary youth do not have easy access to computers and technology and, thus, lack experience and skills.</p> <p>6. The M&amp;E advisor has identified three additional positive youth development indicators to measure skills increase; participation in the activity; and improved relationship with youth influencers.</p> | <p>4. Integrate soft skills components focused on communication, problem solving and self-control into the workforce skills training as well as the training to prevent substance abuse and promote mental health.</p> <p>5. Identify or support local organizations to develop community youth information technology centers, where youth can access computers and information to support their technological skills development.</p> <p>6. Incorporate three additional positive youth development indicators into the M&amp;E plan.</p>   |
| <b>AREA 4. Gender Equality and Social Inclusion</b>  |   |
| <p>7. The activity has not considered gender adequately, particularly young girls and marginalized groups' participation, and would benefit from an expert gender advisor who can conduct a gender analysis and provide strategic inputs throughout implementation.</p>  | <p>7. Hire a local gender expert and conduct a systematic gender analysis to inform a gender strategy for the activity and gender-specific interventions and indicators.</p>  |

## › TASK 5: Prioritize Strengthening Actions

| Strengthening Action   | 1. No contract modification required? | 2. Sufficient time to implement? | 3. Sufficient financial resources to implement? | 4. Staff available to implement? | 5. Taking no action may limit Activity outcomes? | Total # of checkmarks |
|--|---------------------------------------|----------------------------------|---|----------------------------------|--|-----------------------|
| <b>Area 1. Beneficiaries</b>   |                                       |                                  |   |                                  |  |                       |
| 1. Series of community-mapping workshops with local and national partners to identify and select: 1) specific community locations in the eastern region; 2) underserved ethnic youth, female and male, who will be included as part of the beneficiary population; and 3) safe community spaces where youth can interact and learn through the activity. | ✓                                     | ✓                                | ✓   | ✓                                | ✓  | 5                     |
| 2. Identify a scaling-up expert consultant and hire this person to facilitate a scaling-up plan for the activity.  | ✓                                     | ✓                                | ✓   |                                  | ✓  | 4                     |
| 3. Propose dropping the result “Youth crime rates decline (criminal offenses)” and corresponding indicators from the activity.   |                                       | ✓                                | ✓   | ✓                                |  | 3                     |
| <b>Area 3. Youth Participation and Empowerment</b>   |                                       |                                  |   |                                  |  |                       |
| 4. Integrate soft skills components, focused on communication, problem solving and self-control, into the workforce skills training as well as the training to prevent substance abuse and promote mental health.  | ✓                                     | ✓                                |   |                                  | ✓  | 3                     |
| 5. Identify or support local organizations to develop community youth information technology centers, where all youth can access computers and information to support their technological skills development.  | ✓                                     | ✓                                | ✓   | ✓                                | ✓  | 5                     |
| 6. Incorporate three additional positive youth development indicators into the M&E plan.   | ✓                                     | ✓                                | ✓   | ✓                                | ✓  | 5                     |
| <b>Area 4. Gender Equality and Social Inclusion</b>  |                                       |                                  |   |                                  |  |                       |
| 7. Hire a local gender expert and conduct a systematic gender analysis to inform an integrated gender strategy for the activity and gender-specific interventions and indicators.  | ✓                                     | ✓                                | ✓   | ✓                                | ✓  | 5                     |



## • STEP 3: Integrate & Act

### › TASK 6: Develop Integration Plan

| Prioritized strengthening action from Task 5  | Compass Strategic Area (1-4) | Integration into activity                          | Responsible Party (Champion)                          | Sub-steps to integrate and execute the action  | Date when action will be executed | Resources needed   |
|---|------------------------------|--|---|--|-----------------------------------|--|
| Hire a local gender expert and conduct a systematic gender analysis to inform an integrated gender strategy for the activity and gender-specific interventions and indicators.  | 4                            | Work plan, M&E plan, Integrated gender plan        | Chief of party, deputy chief of party, technical team | -Draft a statement of work<br>Talk with local partners<br><br>Get approval from USAID<br><br>Schedule field visits after the gender advisor is hired to conduct the analysis | Year 1, third quarter             | Staff time, financial resources to hire gender advisor and conduct field visits                  |
| Series of community-mapping workshops with local and national partners to identify and select: 1) specific community locations in the eastern region; 2) underserved ethnic youth, female and male, who will be included as part of the beneficiary population; and 3) safe community spaces where youth can interact and learn through the activity. | 1                            | Work plan, M&E plan                                | Chief of party, deputy chief of party, technical team | -Schedule meetings with local partners and government officials<br><br>Identify mapping tools  | Year 1, third quarter             | Staff time, financial resources to travel to sites for workshops                                 |
| Identify or support local organizations to develop community youth information technology centers, where all youth can access computers and information to support their technological skills development.  | 3                            | Work plan, partnership memorandum of understanding | Technical team  | -Desk research<br><br>Contact local partners<br><br>Conduct a needs assessment of youth centers  | Year 1, fourth quarter            | Staff time, financial resources to support youth centers including transportation to visit sites |
| Incorporate three additional positive youth development indicators into the M&E plan  | 3                            | Partnership memorandum of understanding            | M&E advisor, technical team                           | -Incorporate into M&E plan<br><br>Get approval from USAID  | Year 1, second quarter            | Staff time   |
| Identify a scaling-up expert consultant and hire this person to facilitate a scaling-up plan for the activity.  | 1                            | Work plan, scaling-up plan                         | Deputy chief of party                                 | -Draft a SOW<br><br>Get approval from USAID<br><br>Organize process  | Year 1, third quarter             | Staff time, financial resources to hire scaling-up advisor                                       |

## › TASK 7: Share & Act

| Target Audience     | Purpose/Emphasis (Inform, coordinate, mobilize participation) | Type of Event (Meeting, workshop, town hall) | Proposed Date  |
|---------------------|---|--|--|
| USAID               | Inform, seek approval   | Meeting                                      | (Conduct directly after completion of Youth Compass) |
| Staff               | Inform, coordinate, mobilize                                  | Meeting                                      | (Conduct directly after completion of Youth Compass) |
| Local partners      | Inform, coordinate, mobilize                                  | Workshop                                     | (Conduct after meeting with USAID and Staff)         |
| Youth beneficiaries | Inform, coordinate, mobilize                                  | Workshop                                     | (Conduct after meeting with USAID and Staff)         |

**COMPASS FOLLOW-UP:** The Compass team, initiated by the Compass facilitator, organized a telephone call two weeks after completing the Youth Compass to review their progress in integrating the strengthening actions into the activity. During the 45-minute telephone call, the team went over the monitoring checklist (provided in Chapter 2 of the Youth Compass guide), which produced the following:

| Follow Up Checklist  |     |    |   |
|--|-----|----|---|
| Key Question   | Yes | No | Comments/Follow up  |
| • Have the strengthening actions been officially integrated in the youth activity? How do we know?   | ✓   |    | Yes. However the gender analysis and the scaling-up effort will be ongoing. We will be convening USAID and local stakeholders to share results from both efforts, discuss integration into the activity and next steps. |
| • Are there any further resource considerations (i.e., time, staff, funding) that need to be addressed to fully integrate or realize the strengthening actions?  |     | ✓  | Not at this time.   |
| • Are the Compass team champions carrying out the sub-steps of their assigned strengthening action in the timeline stipulated? Do they need further support from the implementing partner, beneficiaries, or client (USAID)? | ✓   |    | Compass team champions are shepherding all five strengthening actions and emphasizing integration into the activity.  |
| • Is each strengthening action enhancing the activity's ability to achieve results, scale or sustainability? If yes, how do we know? If no, what follow up is needed?  |     |    | It is too early to tell. Because each has been integrated into the activity and has M&E implications, the activity will be monitoring their achievement and effect.   |

# ANNEXES

- A. Youth Compass Template
- B. Conceptual Framework & Additional Resources
- C. Considerations for Youth Engagement
- D. Tailoring Task 2 of the Compass to Development Scenarios
- E. Task 3, Option I Research Plan



Credit: MSI

# ANNEX A: Youth Compass Template



Please click the paper clip icon to open a Microsoft Word version of the Youth Compass Template<sup>10</sup>

## Step I: Assess

### › Task I: Frame the Activity

|                                  |                      |
|----------------------------------|----------------------|
| <b>Theory of Change</b>          |                      |
| <b>Key Results</b>               | 1.<br>2.<br>3.<br>4. |
| <b>Technical Elements</b>        |                      |
| • <b>Technical Approaches</b>    |                      |
| • <b>Technical Interventions</b> |                      |
| • <b>Target Beneficiaries</b>    |                      |
| • <b>Primary Partners</b>        |                      |


<sup>10</sup> The full Youth Compass template is available for download at: (<http://www.youthpower.org/resources/youth-compass-template>)

## › Task 2: Analyze the Activity

### AREA I: Beneficiaries

**DEFINITION:** The activity's key beneficiary group (or groups) is clearly identified. If youth comprise a key group, then their location, age, gender, race, ethnicity, education, marital status and socio-economic status are defined and well understood.

**OVERARCHING QUESTION:** How is the youth activity focusing on the optimal beneficiary group(s) and addressing their major strengths and needs?

|  <b>Key Questions</b>  | <b>Findings (Answers to Questions)</b> | <b>Further Research Needed?</b> |
|---|--|---------------------------------|
| <b>I.1. CLARITY:</b> Are target beneficiaries clearly defined (i.e., demographics, geographic locations, or organizational affiliation)? If so, who and where are they?   |  |                                 |
| <b>I.2. ASSETS &amp; NEEDS:</b> Does the activity adequately focus on male and female beneficiaries' key assets and needs? If so, how? If not, how can it be improved?  |  |                                 |
| <b>I.3. UNDERSERVED YOUTH:</b> If youth are beneficiaries, are underserved youth groups (e.g., LGBTIQ, youth with disabilities, ethnic minorities, migrants, young mothers, incarcerated youth, HIV-positive, etc.,) part of this beneficiary group? If yes, is it sufficient? If not, why not?                       |  |                                 |
| <b>I.4. YOUTH DEVELOPMENT STAGES:</b> If youth are key beneficiaries, are the activity's approaches and interventions appropriate for their gender-specific developmental stages (e.g., early adolescence, adolescence, emerging adulthood, transition adulthood)? If so, how? If not, why not?                       |  |                                 |
| <b>I.5. YOUTH CROSS SECTORAL:</b> If youth are key beneficiaries, does the activity develop youth assets or focus on needs in other sectors (i.e., health, education, economic growth or governance)? If so, how? If not, why not?  |  |                                 |
| <b>I.6. YOUTH INFLUENCERS:</b> If youth are key beneficiaries, are youth influencers, such as parents, spouses, extended family, caregivers, teachers, employers, or community leaders (i.e., government, religious, traditional), included in the activity as beneficiaries? If yes, how? If not, why not?           |  |                                 |
| <b>I.7. YOUNG ADOLESCENTS:</b> If young adolescents (younger than 18) are key beneficiaries, has a risk assessment found their participation to be free from risk or harm? If no risk assessment was conducted, why not? If a risk assessment was conducted, is there a plan in place to mitigate any potential harm? |  |                                 |
| <b>I.8. M&amp;E:</b> Does the activity specify a total number of beneficiaries to be reached? If so, can it be achieved? If not, why no total number?   |  |                                 |
| <b>I.9. SCALING-UP:</b> Is scaling-up the activity to reach more beneficiaries important? If so, does the activity have a specific vision and plan for what, how, where and for whom scale will be achieved? If not, why not?   |  |                                 |
| <b>I.10. M&amp;E:</b> Are the activity's results achievable given the current realities of the target beneficiary group(s)? How do you know or not?   |  |                                 |




## › Task 2: Analyze the Activity

### AREA 2: Enabling Environment

**DEFINITION:** The activity can achieve and sustain results by improving youth’s enabling environment. An enabling environment is system-based and comprised of the following elements: social (e.g. relationships with peers and adults), normative (e.g., attitudes, norms and beliefs), structural (e.g., laws, policies, and program services) and physical (e.g. safe, supportive spaces).

**OVERARCHING QUESTION:** How does the activity understand and improve societal conditions that affect youth?


|  <b>Key Questions</b>   | <b>Findings (Answers to Questions)</b> | <b>Further Research Needed?</b> |
|--|--|---------------------------------|
| <b>2.1. REGULATORY:</b> What laws or policies affect the activity’s ability to achieve results, scale or sustainability? Do any warrant more focus (e.g., change, modification, advocacy)?   |  |                                 |
| <b>2.2. Political:</b> How does the political environment affect the activity’s ability to achieve results, scale or sustainability?   |  |                                 |
| <b>2.3. SOCIO-ECONOMIC:</b> Is the socio-economic status or level of vulnerability of youth’s families, caregivers or community important for the activity to achieve results, scale or sustainability? If so, how? If not, why not?   |  |                                 |
| <b>2.4. ORGANIZATIONAL:</b> What are the networks or organizations (public, private or independent) that the activity should be collaborating with to achieve results, scale or sustainability?  |  |                                 |
| <b>2.5. RELATIONSHIPS:</b> Does the activity introduce or strengthen relationships with adults, peers or key influencers identified in response to question 1.6? If so, how? If not, why not?  |  |                                 |
| <b>2.6. SAFE SPACES:</b> If youth are key beneficiaries, do young men and women have safe physical or virtual spaces to interact and take full advantage of activity services? If yes, where? If not, what must be done to ensure such?  |  |                                 |
| <b>2.7. NORMS:</b> Do key stakeholders have clear and consistent beliefs and expectations about youth (e.g., regarding their health, relationships, self-expression, involvement) that promote opportunities for responsibility, independence and growth?  |  |                                 |
| <b>2.8. MEDIA:</b> How do media (e.g., print, social, TV, radio) perceive and portray youth? Do these realities warrant more focus to achieve results, scale or sustainability?  |  |                                 |
| <b>2.9. CROSS-SECTORAL:</b> Do other sectors (i.e., health, education, economic growth or governance) or partners within them critically affect the activity’s ability to achieve results, scale or sustainability? If so, what strategic opportunities exist to focus on or collaborate in these overlapping sectors? |  |                                 |
| <b>2.10. M&amp;E:</b> Does the activity have specific results or indicators (e.g., number of youth-friendly laws/policies; number of pro-social services or programs; number of pro-youth government officials; number of youth-led organizations) to improve the youth-enabling environment? If not, why not?         |  |                                 |

## › Task 2: Analyze the Activity

### AREA 3: Youth Participation and Empowerment

**DEFINITION:** The activity has approaches and interventions for youth to participate, make decisions, build skills, practice passions and contribute positively to society.

**OVERARCHING QUESTION:** How is the activity incorporating positive youth development approaches to engage and empower youth and other key adult stakeholders?

|  <b>Key Questions</b>  | <b>Findings (Answers to Questions)</b> | <b>Further Research Needed?</b> |
|---|--|---------------------------------|
| <b>3.1. CONTRIBUTION:</b> How are target youth participating or contributing to improving their own development as well as that of their communities / country through the activity?  |  |                                 |
| <b>3.2. ADULT EMPOWERMENT:</b> How is the capacity of key adult stakeholders or influencers identified in response to question 1.6, being built to best support youth's participation and empowerment?  |  |                                 |
| <b>3.3. YOUTH COMMUNICATION:</b> How does the activity use social media, radio or other channels to communicate with youth or facilitate communication between youth to achieve results, scale or sustainability?   |  |                                 |
| <b>3.4. TECHNICAL SKILLS BUILDING:</b> If youth are key beneficiaries, do young women and men have equal opportunities to build and practice technical skills relevant to market demand? If so, what is the goal of transferring the skills?  |  |                                 |
| <b>3.5. SOFT SKILLS BUILDING:</b> If youth are key beneficiaries, do young women and men have equal opportunities to build and practice key soft skills such as positive self-concept, self-control, social skills, empathy, communication, goal orientation and higher-order thinking? If so, what is the goal of transferring these skills? |  |                                 |
| <b>3.6. CROSS-SECTORAL:</b> If youth are key beneficiaries, and given the response to question 2.9, what opportunities exist for youth to build skills in complementary sectors (i.e., education, health, governance or economic growth)? Are they important to achieving activity results, scale or sustainability?                          |  |                                 |
| <b>3.7. M&amp;E:</b> How is the activity measuring positive youth development, particularly with respect to improvements in youth's mastery of skills; contributions within activity; and relationships? Is it sufficient?  |  |                                 |
| <b>3.8. M&amp;E:</b> How are young men and women, beneficiaries, or stakeholders involved in monitoring or measuring the success of the activity and making decisions on its improvement?   |  |                                 |




## › Task 2: Analyze the Activity

### Area 4: Gender Equality and Social Inclusion

**DEFINITION:** The activity uses an inclusive approach to promote the equal rights, responsibilities and benefits for young women and men. This implies that interests, needs and priorities of both young women and men are considered by the activity regardless of age, sexual orientation, gender identity, disability status, marital or parenting status, race, religion, ethnicity, socio-economic status, geographic area, migratory status and health status.

**OVERARCHING QUESTION:** How is the activity promoting gender equality and social inclusion?

|  <b>Key Questions</b>   | <b>Findings (Answers to Questions)</b> | <b>Further Research Needed?</b> |
|--|--|---------------------------------|
| <b>4.1. BENEFICIARY BALANCE:</b> Is there a gender and social balance among key beneficiaries? If yes, what does it look like? If not, why not?  |  |                                 |
| <b>4.2. STAFF BALANCE:</b> Is there a gender and social balance among activity staff? If yes, what does it look like? If not, why not?   |  |                                 |
| <b>4.3. EQUAL ACCESS:</b> Do young women and men have equal access to participate and make decisions in the activity and its services? If not, what are barriers (e.g., safety, timing, distance, discrimination, social norms)?                     |  |                                 |
| <b>4.4. NORMS:</b> How does the activity understand and address gender or social norms (i.e., beliefs about acceptable roles, behaviors and capacities) or inequalities (e.g., roles, voice, access, control, decision-making)?                      |  |                                 |
| <b>4.5. EQUALITY:</b> Does the activity provide specific interventions or services (e.g., dialogue, capacity building, integration, transformation, mainstreaming) to promote gender equality or social inclusion? If so, what? If not, why not?     |  |                                 |
| <b>4.6. M&amp;E:</b> How will the activity's outcomes equally affect women and men beneficiaries across different backgrounds or social groups?  |  |                                 |
| <b>4.7. M&amp;E:</b> If youth are key beneficiaries, is the activity collecting and using sex, age and social status-disaggregated data? If yes, how are they using the data? If no, why not?  |  |                                 |
| <b>4.8. M&amp;E:</b> Is the activity using indicators that are sensitive to gender or the underserved groups identified in response to question 1.3 to measure achievement of results, scale or suitability? If yes, what are they? If not, why not? |  |                                 |
| <b>4.9. M&amp;E:</b> How is the activity monitoring whether its implementation is successfully achieving gender equality and social inclusion versus reinforcing inequities and negative stereotypes?  |  |                                 |

### › Task 3: Conduct Further Research Options

| Task 2 Question | Findings from Task 2 | Selected Option |          |          |
|-----------------|----------------------|-----------------|----------|----------|
|                 |                      | Option 1        | Option 2 | Option 3 |
|                 |                      |                 |          |          |
|                 |                      |                 |          |          |
|                 |                      |                 |          |          |
|                 |                      |                 |          |          |
|                 |                      |                 |          |          |
|                 |                      |                 |          |          |

**OPTION 1.** *Conduct further research to fill in information gaps identified in Task 2.*

| Research Plan                           |                      |  |                                 |                         |
|---|----------------------|--|---------------------------------|-------------------------|
| Priority Task 2 question to be answered | Findings from Task 2 | Data collection methods & sources to be used (see Annex C) | Timeline to accomplish research | Team member Responsible |
| 1.                                      |                      |  |                                 |                         |
| 2.                                      |                      |  |                                 |                         |
| 3.                                      |                      |  |                                 |                         |

**OPTION 2.** *Turn further research needed into a “Strengthening Action”.*

**OPTION 3.** *Do not conduct further research.*

- **Step 2: Identify Actions**

- › **Task 4: Identify & Validate Strengthening Actions**

**ANALYSIS:**

| Key Task 2 Findings                                 | Proposed Strengthening Actions |
|---|--------------------------------|
| <b>Area 1. Beneficiaries</b>                        |                                |
| 1.  | 1.                             |
| 2.  | 2.                             |
| 3.  | 3.                             |
| <b>Area 2. Enabling Environment</b>                 |                                |
| 4.  | 4.                             |
| 5.  | 5.                             |
| 6.  | 6.                             |
| <b>Area 3. Youth Participation and Empowerment</b>  |                                |
| 7.  | 7.                             |
| 8.  | 8.                             |
| <b>Area 4. Gender Equality and Social Inclusion</b> |                                |
| 9.  | 9.                             |
| 10.   | 10.                            |
| 11.   | 11.                            |

**VALIDATION:** With who and how will the Compass team share proposed strengthening actions?

› Task 5: Prioritize Strengthening Actions

| Strengthening Action                                | 1. No contract modification required? | 2. Sufficient time to implement? | 3. Sufficient financial resources to implement? | 4. Staff available to implement? | 5. Taking no action may limit Activity outcomes? | Total # of checkmarks |
|---|---------------------------------------|----------------------------------|---|----------------------------------|--|-----------------------|
| <b>Area 1. Beneficiaries</b>                        |                                       |                                  |   |                                  |  |                       |
| 1.  |                                       |                                  |   |                                  |  |                       |
| 2.  |                                       |                                  |   |                                  |  |                       |
| 3.  |                                       |                                  |   |                                  |  |                       |
| <b>Area 2. Enabling Environment</b>                 |                                       |                                  |   |                                  |  |                       |
| 1.  |                                       |                                  |   |                                  |  |                       |
| 2.  |                                       |                                  |   |                                  |  |                       |
| 3.  |                                       |                                  |   |                                  |  |                       |
| <b>Area 3. Youth Participation and Empowerment</b>  |                                       |                                  |   |                                  |  |                       |
| 1.  |                                       |                                  |   |                                  |  |                       |
| 2.  |                                       |                                  |   |                                  |  |                       |
| 3.  |                                       |                                  |   |                                  |  |                       |
| <b>Area 4. Gender Equality and Social Inclusion</b> |                                       |                                  |   |                                  |  |                       |
| 1.  |                                       |                                  |   |                                  |  |                       |
| 2.  |                                       |                                  |   |                                  |  |                       |
| 3.  |                                       |                                  |   |                                  |  |                       |

- **Step 3: Integrate & Act**

- › **Task 6: Develop Integration Plan**

| Prioritized strengthening action from Task 5 | Compass Strategic Area (1-4) | Integration into activity | Responsible Party (Champion) | Sub-steps to integrate and execute the action | Date when action will be executed | Resources needed |
|--|------------------------------|---------------------------|------------------------------|---|-----------------------------------|------------------|
| 1.   |                              |                           |                              |   |                                   |                  |
| 2.   |                              |                           |                              |   |                                   |                  |
| 3.   |                              |                           |                              |   |                                   |                  |
| 4.   |                              |                           |                              |   |                                   |                  |
| 5.   |                              |                           |                              |   |                                   |                  |
| 6.   |                              |                           |                              |   |                                   |                  |

- › **Task 7: Share & Act**

| Target Audience | Purpose/Emphasis (Inform, coordinate, mobilize participation) | Type of Event (Meeting, workshop, town hall) | Proposed Date |
|-----------------|---|--|---------------|
| 1.              |   |  |               |
| 2.              |   |  |               |
| 3.              |   |  |               |
| 4.              |   |  |               |

**NOTE:** Once the Compass process is complete, the below monitoring checklist can be reviewed by the Compass team in the near future (~2 weeks after completion) to check in on the progress of strengthening action integration and action.

| Follow Up Checklist  |     |    |                    |
|--|-----|----|--------------------|
| Key Question   | Yes | No | Comments/Follow up |
| • Have the strengthening actions been officially integrated in the youth activity? How do we know?   |     |    |                    |
| • Are there any further resource considerations (i.e., time, staff, funding) that need to be addressed to fully integrate or realize the strengthening actions?  |     |    |                    |
| • Are the Compass team champions carrying out the sub-steps of their assigned strengthening action in the timeline stipulated? Do they need further support from the implementing partner, beneficiaries, or client (USAID)? |     |    |                    |
| • Is each strengthening action enhancing the activity's ability to achieve results, scale or sustainability? If yes, how do we know? If no, what follow up is needed?  |     |    |                    |

# ANNEX B: Conceptual Framework & Additional Resources

**CONCEPTUAL FRAMEWORK:** The Youth Compass' conceptual framework, which consists of four areas (beneficiaries, enabling environment, youth participation and empowerment, and gender equality and social inclusion), was informed by three foundational development approaches for youth: positive youth development, cross-sectoral coordination and gender equality. The following expands on these concepts and provides illustrative strengthening actions to support Youth Compass implementation.

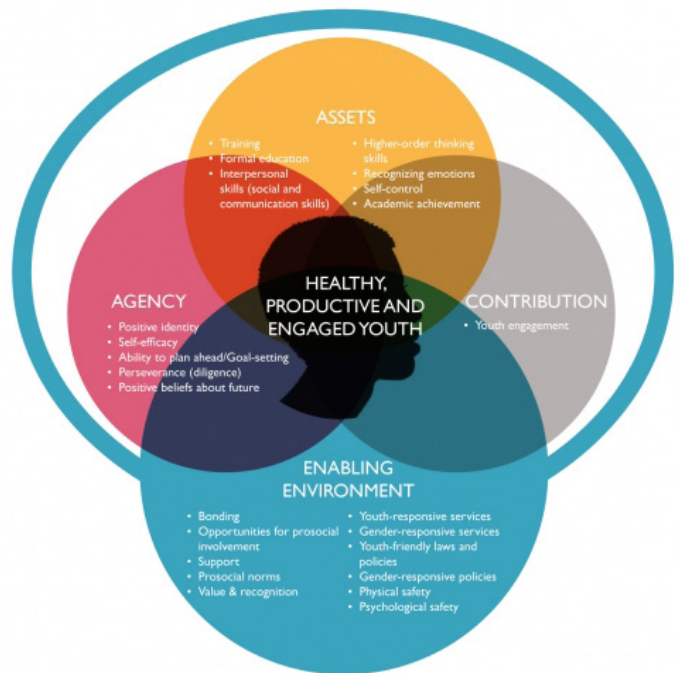
## I. POSITIVE YOUTH DEVELOPMENT

Positive youth development is both a philosophy and an approach to youth development. It emerged as a response to the deficit model of development, which is based on the long-held belief that adolescence is naturally a tumultuous stage of development. The research, however, does not support this belief. Study after study has found that youth develop along different trajectories, and protective factors increase the likelihood of a successful transition to adulthood.

YouthPower Learning has defined it as follows: Positive youth development engages youth along with their families, communities and/or governments so that youth are empowered to reach their full potential. Positive youth development approaches build skills, assets and competencies;

foster healthy relationships; strengthen the environment; and transform systems.

Based on the definition above, YouthPower Learning has organized positive youth development constructs into four critical components, or domains that serve as the overarching framework. Seven features of the approach that are essential for strong programs are linked directly to the four domains. The table below includes the definitions of the domains and the corresponding features.



*Credit: USAID*

## Positive Youth Development Domains and Features

| Domains and Definitions   | Features  |
|---|---|
| <b>ASSETS:</b> Youth have the necessary resources, skills and competencies to achieve desired outcomes.   |   |
| <b>AGENCY:</b> Youth perceive and have the ability to employ their assets and aspirations to make or influence their own decisions about their lives and set their own goals, as well as to act upon those decisions in order to achieve desired outcomes.  | Skills building   |
| <b>CONTRIBUTION:</b> Youth are engaged as a source of change for their own and for their communities' positive development.   | Youth engagement and contribution   |
| <b>ENABLING ENVIRONMENT:</b> Youth are surrounded by an environment that develops and supports their assets, agency, access to services, and opportunities, and strengthens their ability to avoid risks and to stay safe, secure, and be protected and live without fear of violence or retribution. An enabling environment encourages and recognizes youth, while promoting their social and emotional competence to thrive. The term "environment" should be interpreted broadly and includes: social (e.g., relationships with peers and adults), normative (e.g., attitudes, norms and beliefs), structural (e.g., laws, policies, program services, and systems) and physical (e.g., safe, supportive spaces). | Healthy relationships and bonding   |
|   | Belonging and membership  |
|   | Positive norms, expectations and perceptions                                      |
|   | Safe space  |
|   | Access to age-appropriate and youth-friendly services; integration among services |

## Illustrative Strengthening Actions for Positive Youth Development

| Compass Strategic Areas                               | Illustrative Strengthening Actions   |
|---|--|
| <b>Area 1: Beneficiaries</b>                          | Activities can include youth influencers (e.g., teachers, parents, caretakers, mentors, policymakers) as beneficiaries. For example, a program could work with parents and teachers to educate youth on sexual and reproductive health at home and in school.                                      |
| <b>Area 2: Enabling Environment</b>                   | Activities can identify and work with leading youth organizations that can positively influence the design and implementation of national policies/initiatives that affect youth.  |
| <b>Area 3: Youth Participation &amp; Empowerment</b>  | Activities can engage youth in monitoring and evaluation efforts. Youth can participate in the decision-making process of selecting communities to survey and be trained to lead or conduct the surveys themselves.  |
| <b>Area 4: Gender Equality &amp; Social Inclusion</b> | Activities aiming to promote young women's participation in the workforce can design trainings on redefining gender norms, expectations and roles in a positive way (i.e., how young women's participation in the labor market can help increase society's economic growth and families' incomes). |

### POSITIVE YOUTH DEVELOPMENT RESOURCES:

- ACT for Youth Downstate Center for Excellence, ACT for Youth, Upstate Center of Excellence (2003). *A Guide to Positive Youth Development*. ([http://dhss.alaska.gov/dph/wcfh/Documents/adolescent/assets/PYD\\_Guide.pdf](http://dhss.alaska.gov/dph/wcfh/Documents/adolescent/assets/PYD_Guide.pdf))
- USAID (November 2016). *Key Soft Skills for Cross-sectoral Youth Outcomes*. (<http://www.youthpower.org/resources/key-soft-skills-cross-sectoral-youth-outcomes>)
- YouthPower. *Positive Youth Development Illustrative Indicators Website*. (<http://www.youthpower.org/positive-youth-development-pyd-indicators>)
- ACT FOR YOUTH UPSTATE CENTER OF EXCELLENCE. *Positive Youth Development Resource Manual*. (<http://www.youthpower.org/resources/act-youth-positive-youth-development-resource-manual>)
- Benson, P. L., Scales, P. C., Hamilton, S. F., & Sesma, A., Jr (June 2007). *Positive Youth Development: Theory, Research, and Applications*. (<http://www.youthpower.org/resources/positive-youth-development-theory-research-and-applications>)
- YouthPower. *YouthPower Website*. ([www.youthpower.org](http://www.youthpower.org))



## 2. CROSS-SECTORAL COORDINATION

Cross-Sectoral coordination intentionally leverages resources, networks and expertise across multiple development sectors to promote systems-level, sustainable results. Cross-sectoral coordination in

youth efforts should specifically be considered in the education, health, governance and economic growth sectors.

| Illustrative Strengthening Actions for Cross-Sectoral |  |
|---|--|
| Compass Strategic Areas                               | Illustrative Strengthening Actions   |
| <b>Area 1: Beneficiaries</b>                          | Activities can include youth influencer or organization-based beneficiaries that cut across multiple sectors, such as education and economic growth. For example, the activity may focus on improving youth's hard and soft skills to better prepare them for employment. Youth in secondary education will be key beneficiaries, but the activity can also target private sector organizations to best prepare as well as open up potential internship or employment opportunities. |
| <b>Area 2: Enabling Environment</b>                   | An economic growth youth activity aiming to facilitate youth entrepreneurship may be better able to achieve results by working across governmental ministries to harmonize an enterprise development strategy or policy with other key development strategies and policies, such as a youth policy, a gender and economic empowerment strategy or a secondary education policy or strategy.  |
| <b>Area 3: Youth Participation &amp; Empowerment</b>  | A governance activity that seeks to strengthen youth participation and engagement in the political sphere can collaborate with the education sector. For example, the activity could work with schools to organize after-school programs that educate youth on voting and civil rights, as well as help them get registered to vote.   |
| <b>Area 4: Gender Equality &amp; Social Inclusion</b> | Activities that aim to prevent/end gender-based violence and promote gender equality can also benefit from collaborating in the governance space. For example, the activity can organize campaigns with young women and men who can use social media, radio and other communications channels to influence policy discussions and educate communities on preventing/ending gender-based violence and promoting equal rights of young men/women.                                      |

### CROSS-SECTORAL RESOURCES:

- USAID (2009). *Guide to Cross-Sectoral Youth Assessments*. (<http://www.equip123.net/docs/e3-CSYA.pdf>)
- USAID (November 2016). *Key Soft Skills for Cross-sectoral Youth Outcomes*. (<http://www.youthpower.org/resources/key-soft-skills-cross-sectoral-youth-outcomes>)
- USAID (February 2013). *State of the Field Report: Examining the Evidence in Youth Education in Crisis and Conflict*. USAID Youth Research, Evaluation, and Learning Project. (<https://www.usaid.gov/documents/1865/state-field-report-holistic-cross-sectoral-youth-development>)
- USAID (March 2016). *DRG Cross Sectoral Programming Support Project: DRG Integration Case Study Synthesis*. ([https://usaidlearninglab.org/sites/default/files/resource/files/case\\_study\\_synthesis\\_report\\_-\\_light\\_version\\_7.14.16.pdf](https://usaidlearninglab.org/sites/default/files/resource/files/case_study_synthesis_report_-_light_version_7.14.16.pdf))
- USAID (2005). *Youth and Conflict*. ([https://pdf.usaid.gov/pdf\\_docs/Pnadb336.pdf](https://pdf.usaid.gov/pdf_docs/Pnadb336.pdf))

### 3. GENDER EQUALITY

Gender equality, as a core USAID development objective, is fundamental for the realization of human rights and key to effective and sustainable development outcomes. Efforts can include addressing

gender norms, reducing gender disparities, diminishing gender-based violence and empowering young women and men to determine and realize their full potential.

| Illustrative Strengthening Actions:                   |  |
|---|--|
| Compass Strategic Areas                               | Illustrative Strengthening Actions   |
| <b>Area 1: Beneficiaries</b>                          | Activities can conduct a gender analysis to identify and/or better understand gender groups within the target geography; the gender dynamics and inequalities that exist; and potential partners to collaborate with.                              |
| <b>Area 2: Enabling Environment</b>                   | Activities can identify and seek to influence (through civil society) national policies and/or laws that perpetuate gender inequality or negative social norms.  |
| <b>Area 3: Youth Participation &amp; Empowerment</b>  | An education activity, for example, that targets young women in communities where it may be physically unsafe for them to attend school due to cultural norms, can develop online courses so that young women can still participate.               |
| <b>Area 4: Gender Equality &amp; Social Inclusion</b> | An activity aimed at changing negative gender stereotypes of marginalized gender groups such as LGBTIQ, can provide trainings to youth influencers such as parents and community leaders on redefining gender roles, expectations and perceptions. |

#### GENDER EQUALITY RESOURCES:

- USAID (April 27, 2017). *ADS Chapter 205: Integrating Gender Equality and Female Empowerment in USAID's Program Cycle*. (<https://www.usaid.gov/sites/default/files/documents/1870/205.pdf>)
- USAID *Gender Integration in Democracy, Human Rights, and Governance (DRG)*. (<https://www.usaid.gov/documents/2496/gender-integration-democracy-human-rights-and-governance-drg>)
- MenEngage, Promundo, UNFPA (2010). *Engaging Men and Boys in Gender Equality and Health. A Global Toolkit for Action*. (<http://www.youthpower.org/resources/engaging-men-and-boys-gender-equality-and-health>)
- Gender Practitioner Collaborative. *Minimum Standards for Mainstreaming Gender Equality*. (<http://dldocs.mercycorps.org/MinimumStandardsMainstreamingGenderEquality.pdf>)

#### SELECT RESOURCES ON YOUTH:

- Search Institute (January 2016). *Development Assets Profile*. (<http://www.search-institute.org/sites/default/files/a/Fluid-DAP-User-Guide-1-2016.pdf>)
- USAID (September 2013). *Integrating Youth into Health Programs: Considerations for Implementing the Youth in Development Policy in Global Health Activities*. (<http://www.youthpower.org/resources/integrating-youth-health-programs-considerations-implementing-youth-development-policy>)
- The International Bank for Reconstruction and Development (2012). *Measuring Success of Youth Livelihood Interventions. A Practical Guide to Monitoring and Evaluation*. ([http://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/documents/publication/wcms\\_376599.pdf](http://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_376599.pdf))
- UNESCO (2015). *Planning Education with and for Youth*. (<http://unesdoc.unesco.org/images/0023/002335/233510e.pdf>)
- USAID. *Education Website*. (<https://www.usaid.gov/education>)
- UNESCO. *UNESCO International Institute for Educational Planning Website*. (<http://www.iiep.unesco.org/en>)
- International Labour Office (2013). *Youth Labor Market Analysis: A Training Package on Youth Labor Market Information*. ([http://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/---emp\\_policy/documents/instructionalmaterial/wcms\\_302416.pdf](http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_policy/documents/instructionalmaterial/wcms_302416.pdf))
- International Youth Foundation. *Youth Map Website*. (<https://www.iyfnetwork.org/youthmap-africa/>)

# ANNEX C: Considerations for Youth Engagement

The Youth Compass presents a unique opportunity to engage youth. Expanding on the TIP boxes on pp. 11 and 21, this annex contains further

considerations and reflection questions for the Compass team to meaningfully engage youth across the Youth Compass process.

► **PURPOSE:** Begin with a clear idea of why and how you want to engage youth. Know what the benefits will be for youth and implementing partners.

- **CONSIDERATIONS:** First, the Compass team must identify the major reason(s) youth will participate in the Youth Compass process. Be clear from the outset about how the implementing partner and youth will mutually benefit from their involvement. This will allow the Compass team to communicate to youth why they are being involved, what is expected of each team member and what the benefits will be.
- **REFLECTION QUESTIONS:** Why are we engaging young people? How will doing so be mutually beneficial for everyone involved? What are we trying to accomplish in the short-and long-term?

► **RECRUIT:** Select youth connected to the activity and aim for diversity (considering location, gender, age, education, socio-economic status) and inclusion of underserved groups (for example youth with disabilities and ethnic minorities).

- **CONSIDERATIONS:** Reach out to diverse youth-led or youth-serving organizations connected to the activity to recruit potential youth team members. Take time to discuss with them the Youth Compass effort and their interest and ability to participate.
- **REFLECTION QUESTION:** Does the composition of the Youth Compass team reflect the youth population with whom we work or seek to positively affect?

► **EMPOWER:** Before implementing the Youth Compass process, provide an orientation for the youth team members on the Compass and ask where and how they can best contribute.

- **CONSIDERATIONS:** Meet with the youth team members before initiating the Youth Compass process to discuss the purpose of their participation; the tool's three-step, seven-task process, and their roles and responsibilities. The orientation should be interactive, and the youth should be able to ask questions, make decisions and provide input.
- **REFLECTION QUESTION:** How can we best prepare the youth team members to maximize their contributions to the Youth Compass effort?

► **PARTICIPATION:** Throughout the Youth Compass process, strive for youth-initiated efforts and shared decision-making with adults.

- **CONSIDERATIONS:** Ensure that youth are fully incorporated into the Compass team, with equal roles, responsibilities and decision-making power. This can include leading efforts for specific tasks, facilitating meetings and contributing to the findings.
- **REFLECTION QUESTION:** Where and how are youth contributing to the Youth Compass process and its results?

► **TECHNOLOGY:** When available, consider how social networking can be used by youth to support or enhance Youth Compass implementation.

- **CONSIDERATIONS:** Youth with smartphones likely use social media. Their ability to rapidly share information or mobilize their peers to take immediate action can be an asset to Youth Compass Tasks 2–7.
- **REFLECTION QUESTION:** In the Youth Compass process, are we tapping into youth's ability to obtain, share and act via social media?








► **SUPPORT:** Check in with the youth team members across Youth Compass implementation and ensure their basic needs (e.g., safety, transportation, meals) are covered.

- **CONSIDERATIONS:** Costs associated with youth participating in the Youth Compass should be covered by the activity. Also, secure specific times throughout Compass implementation to check in with the youth to ask questions, clarify issues and reflect on their participation, contributions and roles.
- **REFLECTION QUESTIONS:** Is there a safe, productive space for youth team members to learn and meaningfully contribute throughout the Youth Compass process? Are they incurring any hardships as a result of this participation?

► **ONGOING INVOLVEMENT:** Once the Youth Compass process is complete, create more opportunities for youth to champion the activity and participate strategically throughout.

- **CONSIDERATIONS:** As much as possible, enable youth (including those from underserved groups) to serve as champions, mentors, multipliers or advisors for the activity or for USAID. Stay connected to them across the activity to relay progress and flag potential opportunities for continued participation.
- **REFLECTION QUESTIONS:** What are the concrete opportunities to involve youth once the Youth Compass process is completed? What are the activity's concrete plans to do so?

THE FOLLOWING TABLE OFFERS A VARIETY OF POTENTIAL RESEARCH TOOLS AND METHODS THE COMPASS TEAM CAN USE, ALONG WITH IDEAS ON HOW TO ENGAGE YOUTH.

| Research Tool & Method   | Use it To...   | How to Use It   | Youth Engagement Opportunities   |
|--|--|---|--|
|  <b>Desk Review</b>                     | Establish understanding of demographic, social, economic, political landscape (e.g., youth policies, relevant sectoral laws, unemployment effect, etc.,).  | <ul style="list-style-type: none"> <li>• Scan, prioritize and synthesize existing information.</li> <li>• Can range from 2-8 hours, depending on need for information.</li> </ul>   | Youth can organize and lead research and share findings.                     |
|  <b>Focus Group Discussions (FGDs)</b>  | Capture perspectives and opinions on a variety of topics or issues (e.g., how do youth typically interact with adults in the country?) from an array of stakeholders.  | <ul style="list-style-type: none"> <li>• Facilitator and note-taker needed.</li> <li>• 6-10 participants per FGD.</li> <li>• 5-7 guiding questions max.</li> <li>• FGDs should last ~1 hour.</li> <li>• One-on-one Interviews.</li> </ul> | Youth can design, facilitate and participate in FGDs.                        |
|  <b>Key Informant Interviews (KIIs)</b> | Deepen information gathered in surveys, FGDs, workshops. Or, obtain information on sensitive topics.   | <ul style="list-style-type: none"> <li>• Semi-structured format recommended.</li> <li>• 5-10 pre-determined questions and follow-up.</li> <li>• Typical interviews take 45-90 minutes.</li> </ul>   | Youth can lead and participate in interviews.                                |
|  <b>Mapping</b>                         | Visual and non-visual representation of data that explores challenges or opportunities. Can map youth stakeholders, policies or institutions; target beneficiaries and geographies; or, identify cross-sectoral linkages and gaps. | <ul style="list-style-type: none"> <li>• Method can be individual (e.g., policy or stakeholder mapping) or participative (e.g., community mapping).</li> <li>• Can take 2-8 hours, depending on scope.</li> </ul>                         | Youth can organize, lead and share results.                                  |
|  <b>Roundtable Discussions</b>        | Obtain a variety of opinions on a range of issues in a manner that is less structured than a FGD.  | <ul style="list-style-type: none"> <li>• Facilitator and note taker needed.</li> <li>• 5-10 participants.</li> <li>• Set of 3-4 themes / related questions.</li> <li>• Typical sessions last ~2 hours.</li> </ul>                         | Youth can plan, facilitate, participate and share results of sessions.       |
|  <b>Storytelling Circles</b>          | Elicit information from youth about their experiences, challenges or priority needs.   | <ul style="list-style-type: none"> <li>• Youth facilitator and note-taker needed.</li> <li>• 6-12 participants.</li> <li>• Typical sessions last ~ 2 hours.</li> <li>• Design (and if time, test) survey.</li> </ul>                      | Youth can design, lead and participate in the circles.                       |
|  <b>Surveys</b>                       | Collect data from a larger audience, using a structured set of questions (to verify, strengthen, enrich FGDs or KIIs).   | <ul style="list-style-type: none"> <li>• 2-4 team members can administer (less if administered online).</li> <li>• 10-20 questions; place emphasis on quantitative questions and limit qualitative (open-ended).</li> </ul>               | Youth can help design and administer survey, analyze data and share results. |

## RESOURCES FOR YOUTH ENGAGEMENT

- YouthPower Learning (March 15, 2017). *Engaging Youth in Research*. ([https://www.youtube.com/watch?time\\_continue=1041&v=FtmwOwMWWCA](https://www.youtube.com/watch?time_continue=1041&v=FtmwOwMWWCA))
- Harvard Family Research Project (2002). *Youth Involvement in Evaluation and Research*. (<http://www.youthpower.org/resources/youth-involvement-evaluation-and-research>)
- Impact Strategies Inc (2007). *Core Principles for Engaging Young People in Community Change*. ([http://forumfyi.org/files/FINALYouth\\_Engagement\\_8.15.pdf](http://forumfyi.org/files/FINALYouth_Engagement_8.15.pdf))
- Shepherd Zeldin and Julie Petrokubi, University of Wisconsin-Madison. Carole MacNeil, University of California-Davis. *Youth-Adult Partnerships in Community Change*. (<http://4h.ucanr.edu/files/2427.pdf>)
- Program for Youth and Community. *Facilitators Guide for Participatory Evaluation with Young People*. (<http://www.whatkid-scando.org/archives/featurestories/2006pdfs/guidebook.pdf>)
- USAID (November 2011). *Community Youth Mapping. A Tool for Youth Participation and Program Design*. (<http://www.equip123.net/docs/e3-CYM.pdf>)
- Jane L. Powers and Jennifer S. Tiffany (2006). *Engaging Youth in Participatory Research and Evaluation*. (<http://www.youthpower.org/resources/engaging-youth-participatory-research-and-evaluation>)

# ANNEX D: Tailoring Task 2 of the Compass to Development Scenarios

The Youth Compass can be used in numerous development scenarios that involve youth, including those in which youth may be particularly vulnerable. Below are three such scenarios (post conflict, preventing/countering violent extremism, and humanitarian assistance). Within each are illustrative Youth Compass questions that demonstrate the tool's flexibility and usefulness in each context.

**POST CONFLICT:** Women and youth are disproportionately vulnerable to conflict (namely political instability and violence) and its aftermath. Although violent conflict may have ended, youth may continue to face insecurity and instability. They may be former combatants who need to be reintegrated into society. They may be unemployed. Or they may have lost parents, family members and peers. As conflict dynamics shift, it will be imperative for implementers to assess and adapt the activity to ensure that it is responding to the immediate and long-term needs of youth in the post-conflict scenario.

## Post-Conflict: Illustrative Overarching & Key Questions

### AREA 1: Beneficiaries

**DEFINITION:** The activity's key beneficiary group (or groups) is clearly identified. If youth comprise a key group, then their location, age, gender, race, ethnicity, education, marital status and socio-economic status are defined and well understood.

**OVERARCHING QUESTION:** Is the activity focused on youth, underserved youth groups and key youth influencers that are most affected by conflict?

#### OTHER IMPORTANT QUESTIONS:

**ASSETS & NEEDS:** Given the post-traumatic effects of conflict, would these target beneficiaries benefit from psychosocial support?

**YOUTH INFLUENCERS:** Did youth influencers change post conflict; is the activity targeting them? (Oftentimes, after a conflict many youth have lost parents, family or caretakers. So it will be important to take stock of this and try to understand who may be able to rapidly fill such roles if loss has occurred.)



## AREA 2: Enabling Environment

**DEFINITION:** The activity can achieve and sustain results by improving youth's enabling environment. An enabling environment is system-based and comprised of the following elements: social (e.g. relationships with peers and adults), normative (e.g., attitudes, norms and beliefs), structural (e.g., laws, policies, and program services) and physical (e.g. safe, supportive spaces).

**OVERARCHING QUESTION:** How does the activity account for and seek to improve the enabling environment for youth in this post-conflict context?

### OTHER IMPORTANT QUESTIONS:

**REGULATORY:** In the post-conflict context, what are the opportunities to improve or develop laws and policies that more positively affect youth?

**SOCIO-ECONOMIC:** How has the socio-economic status or level of vulnerability of youth's families, caregivers, communities and other youth influencers changed after conflict? Will the activity need to address these issues to achieve activity results?

## AREA 3: Youth Participation and Empowerment

**DEFINITION:** The activity has approaches and interventions for youth to participate, make decisions, build skills, practice passions and contribute positively to society.

**OVERARCHING QUESTION:** Do youth in conflict-affected areas have access to positive youth development approaches that are safe and empowering?

### OTHER IMPORTANT QUESTIONS:

**CONTRIBUTION:** How are youth participating in post-conflict efforts to improve their own status as well as that of their communities or country?

**TECHNICAL SKILLS BUILDING:** If youth are primary beneficiaries, do young women and men have equal opportunities to build and practice technical skills relevant to post-conflict market demands? How will these skills be transferable over time as the conflict dynamics and labor markets shift?

## AREA 4: Gender Equality and Social Inclusion

**DEFINITION:** The activity uses an inclusive approach to promote the equal rights, responsibilities and benefits for young women and men. This implies that interests, needs and priorities of both young women and men are considered by the activity regardless of age, sexual orientation, gender identity, disability status, marital or parenting status, race, religion, ethnicity, socio-economic status, geographic area, migratory status and health status.

**OVERARCHING QUESTION:** How is the activity promoting gender equality and social inclusion in the post-conflict scenario?

### OTHER IMPORTANT QUESTIONS:

**ATTITUDES:** How has conflict impacted or shifted gender or social norms (i.e., beliefs about acceptable roles, behaviors and capacities) or inequalities (e.g., roles, voice, access, control, decision-making)?

**BENEFICIARY INCLUSION:** Is there a gender and social balance among key beneficiaries? If yes, what does it look like (i.e., women and men with different backgrounds and realities) and what efforts may need to be considered in a post-conflict environment (e.g., reintegrating youth ex-combatants in local communities)?

## POST CONFLICT & YOUTH RESOURCES:

- USAID (2005). *Youth and Conflict*. ([https://pdf.usaid.gov/pdf\\_docs/Pnadb336.pdf](https://pdf.usaid.gov/pdf_docs/Pnadb336.pdf))
- USAID (December 2013). *Using Technology to Deliver Educational Services To Children And Youth In Environments Affected By Crisis and/or Conflict*. (<https://www.usaid.gov/what-we-do/education/educating-children-and-youth-crisis-and-conflict-situations/Using-Technology-Deliver-Educational-Services>)
- USAID (February 2013). *State of the Field Report: Examining the Evidence in Youth Education in Crisis and Conflict*. USAID Youth Research, Evaluation, and Learning Project. (<https://www.usaid.gov/what-we-do/education/educating-children-and-youth-crisis-and-conflict-situations/state-field-reports>)

**PREVENTING/COUNTERING VIOLENT EXTREMISM:** Partly because of their stage of biological, psychological and social development, youth are particularly vulnerable and susceptible to recruitment by violent extremists and terrorist organizations. Working with youth to prevent and counter violent extremism is a delicate matter, which is why such efforts should be as transparent and partnership-oriented as possible.

**Preventing/Countering Violent Extremism: Illustrative Guiding Questions**

**AREA 1: Beneficiaries**

**DEFINITION:** The activity's key beneficiary group (or groups) is clearly identified. If youth comprise a key group, then their location, age, gender, race, ethnicity, education, marital status and socio-economic status are defined and well understood.

**OVERARCHING QUESTION:** Is the activity focused on youth most vulnerable to being pushed or pulled into violent extremism? If so, what is their profile (location, age, gender, education socio-economic status)?

**OTHER IMPORTANT QUESTIONS:**

**YOUTH INFLUENCERS:** Is the activity also focused on youth influencers (i.e., local community leaders, faith-based leaders, schools, parents) as beneficiaries? If so how? If not, why not?

**PUSH/PULL DRIVERS:** What are the driving factors that may attract youth to violent extremism (e.g., unemployment, social exclusion, identity, sense of belonging, boredom/idleness, lack of civic engagement opportunities, self-affirmation, influence of peers and others, avenging real and perceived wrongs)?

**AREA 2: Enabling Environment**

**DEFINITION:** The activity can achieve and sustain results by improving youth's enabling environment. An enabling environment is system-based and comprised of the following elements: social (e.g. relationships with peers and adults), normative (e.g, attitudes, norms and beliefs), structural (e.g., laws, policies, and program services) and physical (e.g. safe, supportive spaces).

**OVERARCHING QUESTION:** What are the elements of the enabling environment that will reduce youth's susceptibility to violent extremism?

**OTHER IMPORTANT QUESTIONS:**

**ORGANIZATIONAL:** Is the activity engaged with local government, security forces, religious leaders and other youth organizations to collectively support and understand youth affected by violent extremism?

**NORMS:** What are the expectations and beliefs about youth by the leaders of these organizations?

**AREA 3: Youth Participation and Empowerment**

**DEFINITION:** The activity has approaches and interventions for youth to participate, make decisions, build skills, practice passions and contribute positively to society.

**OVERARCHING QUESTION:** How is the activity providing positive youth development opportunities for youth to develop and use knowledge, skills and attitudes to better understand and build resilience to violent extremism?

**OTHER IMPORTANT QUESTIONS:**

**SOFT SKILLS BUILDING:** How is the activity building youth's skills to address local realities, systemic grievances, and messaging that may push or pull them into violent extremism?

**SAFE SPACES:** Do youth have safe spaces to engage in dialogue and political processes?

#### AREA 4: Gender Equality and Social Inclusion

**DEFINITION:** The activity uses an inclusive approach to promote the equal rights, responsibilities and benefits for young women and men. This implies that interests, needs and priorities of both young women and men are considered by the activity regardless of age, sexual orientation, gender identity, disability status, marital or parenting status, race, religion, ethnicity, socio-economic status, geographic area, migratory status and health status.

**OVERARCHING QUESTION:** How is the activity promoting gender equality and social inclusion within the volatile context of violent extremism?

#### OTHER IMPORTANT QUESTIONS:

**VIOLENT EXTREMISM ROLES:** Which roles (e.g., suicide bombers, propagandists, recruiters) are young women and men assuming to perpetuate violent extremism?

**ALTERNATIVE ROLES:** What positive roles can young women assume to prevent and counter violent extremism (e.g., mediators, community conveners)?

**MASCULINITY:** How do perceptions of masculinity influence young men's participation in violent extremism?

#### PREVENTING/COUNTERING VIOLENT EXTREMISM & YOUTH RESOURCES:

- USAID (March 2017). *Promising Practices in Engaging Youth in Peace and Security and Preventing/Countering Violent Extremism*. (<http://www.youthpower.org/resources/promising-practices-engaging-youth-peace-and-security-and-pcve>)
- UNESCO.(2016). *A Teacher's Guide on the Prevention of Violent Extremism*. (<http://unesdoc.unesco.org/images/0024/002446/244676e.pdf>)
- Search for Common Ground. (2017). *Transforming Violent Extremism: A Peacebuilder's Guide*. (<https://www.sfcg.org/wp-content/uploads/2017/04/Transforming-Violent-Extremism-V2-August-2017.pdf>)
- USAID (February 2009). *Guide to the Drivers of Violent Extremism*. ([https://pdf.usaid.gov/pdf\\_docs/Pnadt978.pdf](https://pdf.usaid.gov/pdf_docs/Pnadt978.pdf))
- USAID (September 2015). *People, Not Pawns: Women's Participation in Violent Extremism Across MENA*. ([https://www.usaid.gov/sites/default/files/documents/1866/CVE\\_RESEARCHBRIEF\\_PEOPLENOTPAWNS.pdf](https://www.usaid.gov/sites/default/files/documents/1866/CVE_RESEARCHBRIEF_PEOPLENOTPAWNS.pdf))

**HUMANITARIAN ASSISTANCE:** Youth—along with women, people with physical disabilities, the elderly and marginalized groups—are particularly vulnerable during and after natural disasters, famines, forced displacement or other humanitarian crises. In such emergency scenarios, it is paramount to understand and address the priorities, needs and rights of affected young women and men. Equally important is to safely and responsibly engage these young people's energy, creativity and commitment throughout all stages of humanitarian action.

#### Humanitarian Assistance: Illustrative Guiding Questions

##### AREA 1: Beneficiaries

**DEFINITION:** The activity's key beneficiary group (or groups) is clearly identified. If youth comprise a key group, then their location, age, gender, race, ethnicity, education, marital status and socio-economic status are defined and well understood.

**OVERARCHING QUESTION:** Is the activity focused on youth, underserved youth groups and key influencers most affected by the emergency situation?

#### OTHER IMPORTANT QUESTIONS

**ASSETS & NEEDS:** Does the activity understand and prioritize needs of male and female youth most affected by the emergency situation?

**UNDERSERVED YOUTH:** Are underserved youth (e.g., youth with disabilities, migrants, refugees), who are most vulnerable during and after the emergency situation, part of the key beneficiary group?

## AREA 2: Enabling Environment

**DEFINITION:** The activity can achieve and sustain results by improving youth's enabling environment. An enabling environment is system-based and comprised of the following elements: social (e.g. relationships with peers and adults), normative (e.g., attitudes, norms and beliefs), structural (e.g., laws, policies, and program services) and physical (e.g. safe, supportive spaces).

**OVERARCHING QUESTION:** Which elements of the enabling environment are most important to reducing the emergency situation's negative impact on youth and vulnerable populations?

### OTHER IMPORTANT QUESTIONS

**POLITICAL:** Is there adequate political will and resources allocated to relief services that target youth and correspond to the scale and scope of the emergency situation?

**ORGANIZATIONAL:** What are the networks or organizations (local, national or international) that are effective in providing relief and are open to empower and safely engage youth in their efforts?

## AREA 3: Youth Participation and Empowerment

**DEFINITION:** The activity has approaches and interventions for youth to participate, make decisions, build skills, practice passions and contribute positively to society.

**OVERARCHING QUESTION:** How is the activity providing positive youth development opportunities for youth to safely and responsibly participate across all aspects of humanitarian action?

### OTHER IMPORTANT QUESTIONS

**CONTRIBUTIONS:** How are youth participating in and contributing to emergency relief efforts?

**SOFT SKILLS BUILDING:** Are there opportunities for young women and men to build and practice soft skills within the emergency relief context?

## AREA 4: Gender Equality and Social Inclusion

**DEFINITION:** The activity uses an inclusive approach to promote the equal rights, responsibilities and benefits for young women and men. This implies that interests, needs and priorities of both young women and men are considered by the activity regardless of age, sexual orientation, gender identity, disability status, marital or parenting status, race, religion, ethnicity, socio-economic status, geographic area, migratory status and health status.

**OVERARCHING QUESTION:** How is the activity promoting gender equality and social inclusion within the emergency situation context?

### OTHER IMPORTANT QUESTIONS

**BENEFICIARY BALANCE:** Is there a gender and social balance among key beneficiaries?

**NORMS:** How does the activity address gender and social norms in the context of the emergency situation?

## HUMANITARIAN ASSISTANCE & YOUTH RESOURCES

- Lyric Thompson (March 9, 2016). *Can Women and Girls be at the Center of US Humanitarian Assistance?* (<https://www.devex.com/news/can-women-and-girls-be-at-the-center-of-us-humanitarian-assistance-87830>)
- The Sphere Project (2011). *Humanitarian Charter and Minimum Standards in Humanitarian Response.* ([http://www.miusa.org/sites/default/files/documents/resource/The\\_Sphere\\_Project\\_Handbook\\_2011.pdf](http://www.miusa.org/sites/default/files/documents/resource/The_Sphere_Project_Handbook_2011.pdf))
- CBM. *Disability Inclusion: Disaster Management.* ([http://www.cbm.org/article/downloads/78851/CBM\\_Disability\\_Inclusion\\_-\\_Disaster\\_Management.pdf](http://www.cbm.org/article/downloads/78851/CBM_Disability_Inclusion_-_Disaster_Management.pdf))

# ANNEX E:

## Task 3, Option I Research Plan

The questions below are restatements of the research plan template in Option I of Task 3 in the Youth Compass. With each question is additional guidance to help the Compass team conduct further research to fill in information gaps identified in Task 2. Based on available time and information needs, the Compass team should determine the level of effort for any further research.

### 1. Priority Task 2 questions to be answered

The Compass team should consider all of the questions identified as requiring further research under Option I in the Task 3 template. Discuss whether answering each question and filling the knowledge gaps is a priority by determining whether the information collected will be useful in supporting a potential Youth Compass strengthening action.

### 2. Findings from Task 2

Simply fill in any initial findings the team produced for questions identified as requiring further research under Option I. Ideally, the findings will identify the information gap and guide the direction of the research to be conducted.

### 3. Data Collection methods and sources to be used?

The Compass team needs to decide how it will conduct further research for each question in Option I. Data collection can be primary (i.e., team collects its own data) or secondary (i.e., synthesis of existing research). Deciding between the two is based on the time and resources available to conduct the research. Consider the following when conducting primary or secondary research.

#### *If secondary research:*

- What type of information is needed and how much?

- What national or international sources can and will be used?
- Is data sufficiently disaggregated to yield findings for the activity's beneficiary group(s)?

#### *If primary research:*

- What approach will be used to identify the research sample or the subset of the larger population from which you will collect data? <sup>11</sup>
- What types of tools or methods will be used to collect the data (see table below for recommended research tools and methods).

**NOTE:** See the table at the end of Annex C for a description of specific research methodologies and considerations on how to further engage youth.

### 4. Timeline to accomplish research?

Human and financial resources necessary to conduct further research should be identified. Time constraints associated with the activity must also factor into the research plan.

### 5. Team member responsible for conducting research and answering the Task 2 question?

A Compass team member should be responsible for carrying out the research activities and developing the final answer for each Task 2 question.

<sup>11</sup> Select sampling approaches include:

**Selective (or Purposive):** Sample is selected based on characteristics of a population and the objective of a study.

**Snowball:** Sampling technique where existing study subjects recruit future subjects from among their acquaintances. **Representative:** A small quantity of the population is selected to accurately reflect the larger or total.

**Stratified:** Population is divided up into separate groups (called strata). Then, a simple random sample is drawn from each.

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