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# Guide to Cross-Sectoral Youth Assessments

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Educational Quality  
Improvement Program 3

Engaging and Preparing  
Youth for Work, Civil Society,  
and Family Life



# Guide to Cross-Sectoral Youth Assessments

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## List of Acronyms

CSO	Community Service Organization
CMM	Conflict Management and Mitigation
DG	Democracy and Governance
DHS	Demographic and Health Surveys
EDC	Education Development Center, Inc.
EQUIP3	Educational Quality Improvement Program 3
FAO	Food and Agriculture Organization of the United Nations
GDP	Gross Domestic Product
ILO	International Labour Organisation
IR	Intermediate Result
KILM	Key Indicators of the Labor Market
NFE	Non-Formal Education
NGO	Non-Governmental Organization
OECD	Organisation for Economic Co-operation and Development
ROI	Return on Investment
SO	Strategic Objective
SOW	Scope of Work
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

# Table of Contents

i	Acknowledgements
ii	List of Acronyms
iii	Table of Contents
V	Executive Summary
1	Introduction
3	<b>Component 1: Developing an Assessment Framework</b>
9	<b>Component 2: Examining Country Data by Sector</b>
9	2.1 Economic Growth Indicators
11	2.2 Education Indicators
15	2.3 Democracy & Governance (DG) Indicators
17	2.4 Agriculture Sector Indicators
19	2.5 Health Indicators and Data Sources
21	<b>Component 3: Mapping USAID Sector Programs</b>
21	3.1 Program Models from the Economic Growth Sector
23	3.2. Program Models from the Education Sector
25	3.3 Program Models from the Democracy and Governance Sector
29	3.4 Program Models from the Agriculture Sector
31	3.5 Program Models from the Health Sector
33	<b>Component 4: Engaging Youth and Learning about their Perceptions and Experience</b>
33	4.1 Why Involve Youth?
34	4.2 Issues in Targeting Particular Youth Markets
34	4.3 When to Involve Youth in Assessment Activities
36	4.4 Building Youth Engagement into the Scope of Work
36	4.5 Youth Focus Group Protocols
38	4.6 Additional Resources USAID Missions Can Draw Upon
39	<b>Component 5: Learning about Perceptions and Experiences of Other In-Country Stakeholders</b>
39	5.1 Stakeholders Who Can Add Value to Youth Assessments
40	5.2 Types of Data and Information to Collect
41	5.3 Effective Ways to Involve Stakeholders
43	<b>Component 6: Developing Findings and Recommendations</b>
47	Final Note
49	Appendix 1: Mobility Mapping – Exploring Community Spaces and Structures Tool





# Executive Summary

The *Guide to Conducting Cross-Sectoral Youth Assessments* provides a conceptual framework, instruments, and tools for designing and implementing youth assessments in developing countries. It is intended for use by assessment specialists and USAID Mission staff interested in conducting a comprehensive cross-sectoral assessment of the assets and needs of youth. Assessments often serve as an early step in developing either a country-based youth strategy or a new youth project that USAID, or are used to help different sectors within the Mission to develop youth-related activities to achieve sector-specific, as well as cross-sector, strategic objectives.

Combining the use of both qualitative and quantitative assessment techniques, this Guide provides instructions on how to conduct hands-on research designed to engage youth and other key stakeholders and understand their knowledge, perceptions, and experiences regarding youth development needs. It also provides guidance for conducting more formal sector-level reviews of youth-related indicators and programs.

The Guide is purposely organized to reflect the priorities of the USAID sectors of economic growth, education, democracy and governance, agriculture, and health. There are six modules or steps to guide users to assemble and analyze specific kinds of information that match their requirements and interest. They are:

1. **Developing an Assessment Framework.** Key questions and issues need to be addressed prior to the start of a cross-sectoral youth assessment activity. Such an assessment analyses the needs and resources of youth, as well as the policies and programs that impact youth development. It integrates qualitative data about youth knowledge, perceptions, and skills with quantitative data on the status and performance of youth and programs in different sectors designed to meet youth needs. This section of the Guide provides six framing questions that help develop the scope of work for the assessment.
2. **Examining Country Data.** Assessment teams can use certain common and publicly available information to better understand youth needs and opportunities. This section of the Guide provides common indicators by sector that have implications for youth. For example, indicators from the economic growth sector might include youth unemployment rates by region or the availability to youth of various labor market mechanisms. It also offers guidance about where and how to collect information, and how to arrange it by sector to create a reliable picture of country context, linked to USAID policy and program priorities.
3. **Mapping USAID Sector Programs.** An important part of a cross-sectoral youth assessment is to map current and planned programs of the USAID Mission, and to consider how they might be applied or adapted to benefit sub-populations of youth such as out-of-school youth. This section of the Guide provides program models by sector, and offers guidance on how youth can contribute to and benefit from them.
4. **Engaging Youth and Learning about Their Perceptions and Experience.** In recent years USAID Missions have more actively engaged youth in assessment activities. Involvement of youth should occur as early as possible in the planning process, so that strategies can be refined, refocused or entirely re-formulated based on youth input. This section of the Guide offers several questions to be addressed by assessment teams, and presents sample tools for their use.
5. **Learning About the Perceptions and Experiences of Other In-Country Stakeholders.** This section of the Guide offers a variety of techniques for engaging other stakeholders (e.g., donors, other NGOs, youth workers,

community leaders, business people) in order to understand their knowledge, perceptions, and experiences related to youth issues. Information from key informants and potential partners will not only enrich the assessment process, but also benefit USAID Missions seeking to make results-oriented investments in youth programming.

6. **Developing Cross-Sectoral Findings and Recommendations.** Once information has been collected, the Assessment Team must assemble, integrate, analyze, and derive meaning from the data, and drive the process through to findings and recommendations. This section of the Guide suggests a series of questions that will help the Team make use of the data and information it collected under Components 1-5, and develop a set of findings and/or recommendations.



### Using this Guide

Most youth development practitioners, USAID Sector Team Leaders and Cross-Sectoral Assessment Teams consisting of several stakeholders would benefit from proceeding sequentially through this Guide, as suggested by the following exhibit. Experienced practitioners may wish to scan the Guide for themes of particular interest to their team and to proceed quickly to the reference materials and websites cited in the main body of text or in side-boxes for access to source documents and more detailed program examples.

# Introduction

Today and for the foreseeable future, youth are the largest and potentially most significant population cohort in the developing world. Youth between the ages of 15-24 make up between 30% and 40%, and in some cases over 50%, of the population in developing countries. The World Bank estimates that by 2010 the worldwide number of youth in this age group will reach 1.8 billion and 1.5 billion of them (83%) will live in developing nations. The vast majority lack basic education, marketable skills, decent employment, and are not positively engaged in civil society. Out-of-school and un- or underemployed youth are at higher risk of becoming victims or perpetrators of violence and crime, teen pregnancy, receipt and transmission of the HIV/AIDS virus, and other diseases. Such negative outcomes not only impose costs on young people and their families, but also on the economy and society at large.

The enormity of this growing cohort and evidence of their restlessness and discontent has prompted the current U.S. Department of State to include youth as a cross-cutting subject within the U.S. Government Foreign Assistance Framework. Many USAID Missions are responding with programs designed to improve conditions for youth in employment, education, health, and civil society. Given limited and finite resources, it is essential for these Missions to properly assess youth realities so that programmatic interventions are likely to achieve their desired objectives at a reasonable cost. This *Guide to Cross-Sectoral Youth Assessments* will help Missions carefully organize and obtain broad support for their assessments and subsequent programming. It will also help them approach the issue of youth programming across sectors in order to obtain a higher return on investment.

This Guide provides a conceptual framework, instruments, and tools for designing and implementing youth assessments in developing countries. It is especially intended for use by

assessment specialists and USAID Mission staff interested in conducting a comprehensive cross-sectoral assessment of the assets and needs of out-of-school-youth.

Combining the use of both qualitative and quantitative assessment techniques, the Guide provides instructions on how to conduct hands-on research designed to engage youth and other key stakeholders and understand their knowledge, perceptions and experiences regarding youth development needs. It also provides guidance for conducting more formal sector-level reviews of youth related indicators and programs.



A technical team of specialists from the USAID EQUIP3 Leader with Associate Award Program organized this Guide into six modules so that users can obtain specific kinds of information that match their requirements and interest:

- 1. Developing an Assessment Framework.** Provides a series of questions and issues that need to be addressed prior to the start of a cross-sectoral youth assessment activity.
- 2. Examining Country Data.** Data elements, by sector, that can be used by Assessment Teams to better understand youth needs and opportunities, and where and how to collect information.
- 3. Mapping USAID Sector Programs.** Sector program models that can benefit youth, and guidance on how youth can contribute to and benefit from them.
- 4. Engaging Youth and Learning about Their Perceptions and Experience.** Tools and techniques to engage youth and implement protocols to better understand their knowledge, attitudes, and experiences.
- 5. Learning About the Perceptions and Experiences of Other In-Country Stakeholders.** Engaging other stakeholders (e.g., youth workers, community leaders, business people) in order to understand their knowledge, perceptions, and experiences related to youth issues.
- 6. Developing Cross-Sectoral Findings and Recommendations.** How to assemble, integrate, and analyze data and information from different sources to develop informed findings and options for USAID cross-sectoral youth programs.

## Using this Guide

Most youth development practitioners, USAID Sector Team Leaders, and Cross-Sectoral Assessment Teams consisting of several stakeholders would benefit from proceeding sequentially through this Guide. Experienced practitioners may wish to scan the Guide for themes of particular interest to their team and to proceed quickly to the reference materials and websites cited in the main body of text or in side-boxes for access to source documents and more detailed program examples.

# 1.

## Component 1: Developing an Assessment Framework

A cross-sectoral youth assessment analyzes the needs and resources of youth, as well as the policies and programs that impact youth development. It integrates qualitative data about youth knowledge, perceptions, and skills with quantitative data on the status and performance of youth and programs in different sectors designed to meet youth needs.

When a USAID Mission begins planning a cross-sectoral country youth assessment, it should frame the scope of work for the assessment by addressing the following questions:

1. What is the purpose of the assessment?
2. How are youth defined?
3. Who is doing what in the field of youth policies and programs? What kinds of data and information about youth currently exist?
4. What is the Mission's country strategy and its sectors of operation? How can youth contribute to or benefit from ongoing sector programs?
5. Who should conduct the assessment?
6. What information should the assessment report provide?

### **Framing Question # 1: What is the purpose of the assessment?**

Defining the purpose, goals, and objectives of the assessment can provide general background on the status of youth as part of the organization of a USAID country development strategy; serve as the first step in the development of a new youth project that USAID wants to design; or help different sectors within the Mission to develop youth-related activities to achieve sector-specific, as well as cross-sector, strategic objectives.

### **Framing Question # 2: How are youth defined?**

Youth are not a homogenous cohort. An important first step in framing a youth sector assessment is to define the target population. Is the Mission interested in all youth? Or only those who are out-of-school? Are there gender or ethnic considerations related to the definition of youth? Is the Mission interested in youth in targeted geographic areas? What is the age range of youth to be included by the assessment?

Decisions about which groups to target in the assessment frequently emerge out of analysis of data elements described in other components of this Guide. To get started, the Mission and its Assessment Team might wish to consider the demographic characteristics of youth they definitely wish to rule in or rule out by selecting among the demographic characteristics listed below (see Figure 1).

In the course of defining the target population, it is helpful to become knowledgeable about the entire youth population by examining basic statistics for this demographic group. Members of the Assessment Team are likely to learn that the country does not collect data on several measures; has good data for urban areas but not for rural; or does not disaggregate the data by age, region, or some other important characteristic. However, sometimes a country has data (oftentimes in electronic form) that can be disaggregated, but does not display such tables in its published reports. Therefore, it is always a good idea to ask the appropriate government official if the data exists, or request a copy of the survey instrument to determine which data were actually collected.

**Figure 1. Defining the Youth Cohort: A Sample Check List**

Characteristic	Comments
Age range:        to	
Gender: Male    Female	
Urban or rural	
Ethnic group(s)	
Region, province, or city/town	
In school or out-of-school	
Employment status - employed full time or part time, unemployed, inactive or working for family	
Livelihood worker in informal sector - number of jobs held, benefits of livelihood/job activity (e.g. food, transportation costs, savings)	
Monthly earnings range	
Educational attainment (school years completed)	
Number in household	
Victim or refugee of recent natural disaster (e.g., flood, earthquake) or conflict	
Has HIV/AIDS or other serious illness	
Marital status – single or married	
Parental status – number of children	
Microfinance participant? Yes or No	
Literacy Level (high, medium, low)	
Language spoken in home:	
Knowledge of English (none, low, medium, high)	
Disability(ies) (identify)	
Military experience (current, previous, or none)	
Former or current inmate (yes or no)	
Other:	

### **Framing Question # 3: Who is doing what in the field of youth policies and programs? What kinds of data and information about youth currently exist?**

An initial scan of youth policies and programs being carried out by key stakeholder organizations can help the Mission identify the ones that are addressing youth issues in which USAID is interested, identify gaps in existing youth programming, and determine the extent of in-country youth data and information. Here is an initial list of key stakeholder organizations and some questions to ask of them:

**Ministry of Education:** Do they have information on school enrollments? Grade repetition? Completion and drop-out rates, achievement and skill certification levels? What educational options are available to youth after they graduate from primary school? Does the Ministry of Education administer non-formal or second chance programs that can be accessed by out-of-school-youth, or are other agencies responsible for these programs? Are current programs that serve out-of-school youth effective (i.e., formally and properly evaluated)?

**Ministry of Youth:** What kinds of government-sponsored youth development programs currently exist? Whom do they reach? What kinds of services do they provide? Have they been evaluated? Is there a National Youth Policy? How was it developed? What does it cover? Is it effective?

**Ministry of Labor:** What statistics exist on rates of youth employment and unemployment? Is there an effective labor exchange that connects jobseekers, especially youth, and employers? Do out-of-school-youth have access to government-sponsored skill training programs? What skills are covered by these programs? How do they measure student achievement?

**Youth-Serving NGOs:** Which NGOs offer youth programs? Whom do these programs reach? What kinds of services do they provide? Have they been evaluated?

**Youth:** How are youth engaged in their communities? Which, if any, youth programs do they participate in and why? What do they think of youth policies? Are/were they included in designing youth policies and programs? How are more marginalized youth included in policy discussions?

**Youth-led Associations:** Do youth-led associations exist? What is each one's mandate? Do they run programs to benefit youth or act more as an advocacy group? What is their relationship with other stakeholders (e.g., partners or adversaries)? Are/were they included in designing youth policies and programs? How are adults or non-youth involved, if at all, in these associations?

**The Private Sector:** What are the country's major economic sectors? What information exists about the demand for labor in these sectors? What skills do employers expect youth to have when they enter the work place? What are the names of major industry associations and to what extent do their activities target youth?

**Other Donors:** Which types of youth programs are funded by other donor agencies? Do these programs complement current or planned USAID youth programs? How could USAID collaborate with other donors to facilitate youth activities that USAID would like to sponsor?

### **Framing Question # 4: What are the Mission's country strategy and sectors of operation? How can youth contribute to or benefit from ongoing sector programs?**

When conducting a cross-sectoral youth assessment it is important to identify what the Mission is doing in specific sectors, such as education, democracy and governance, economic growth, and health. Initially it is useful to construct a map of Mission programs by sector, highlighting their intended outcomes, what they do, where they operate, and whom they serve. Do the programs currently focus on youth directly, or do they have indirect impact on youth? If not, do they have the potential for doing so? Such a cross-sector map is important because it allows: (a) the Assessment Team and Mission staff to identify how youth can contribute to or benefit from ongoing sector programs; and (b) Mission staff

to see how a cross-sector youth assessment relates to their own work and how they might benefit from participating in the assessment.

*More specific guidance on how to construct a youth and USAID sector program map is provided in Component 3.*

### **Framing Question # 5: Who should conduct the assessment?**

Because youth is a key issue in the U.S. Government Foreign Assistance Framework, such that it is often treated as “cross-cutting,” it could be useful to have the Mission form a Steering Committee composed of representatives from different sectors to guide the assessment process. The Steering Committee can help identify the purpose and outcomes of the assessment, pull together easily accessible information on youth status from different sources, and draw up a list of key stakeholder organizations that need to be contacted.

The Steering Committee can choose to implement the assessment itself, or engage a qualified international or local organization or team of consultants to implement the assessment. However, should the Mission decide to engage the services of an outside organization or individuals, it is recommended that members of the Mission Steering Committee stay fully involved in the assessment process. Remaining engaged will help ensure multiple sector ownership of the assessment and its findings, an essential outcome of any cross-sector activity of this kind.

### **Framing Question # 6: What information should the assessment report provide?**

The assessment report should provide evidenced-based findings and recommendations, including the following:

- A demographic analysis of the youth population within a national context, analyzing school and family status, trends and changes over at least a decade, and projections where they exist or can be inferred from current data;

- Youth knowledge, perceptions, assets, skills, and needs, as disaggregated by targeted segments of the youth population (e.g., age, gender, ethnicity, geographic location);
- A core set of youth status indicators (e.g., school enrollment and completion rates, achievement scores, employment rates);
- Assessments of the coverage and effectiveness of existing youth policies and programs;
- Assessments of the will and capacity of key youth stakeholders, including government at various levels, and civil society organizations;
- Analyses of USAID sector programs to explore how youth can benefit from and/or contribute to these programs;
- Tests of Mission hypotheses or beliefs about the most important youth issues in the country or the efficacy of particular programs or activities to address them.

As suggested by this last bullet point, one of the purposes of a cross-sector youth assessment is to test the validity of a hypothetical scenario or causal model about the kinds of programs the Mission believes can help address the needs of youth. If such a causal model or design hypothesis exists, the Assessment Team can collect information about the country’s contextual reality that can help validate or disprove the hypothesis.

An EQUIP3 cross-sector youth assessment in Morocco illustrates this scenario testing process. In Morocco, USAID believed that providing added support to government-sponsored youth centers, “Dar Chebabs,” would be a good strategy to meet the education and employment needs of marginalized, disaffected youth. The EQUIP3 Assessment Team collected information that confounded this hypothesis, and the Mission then changed its approach to the design of a new youth program. Figure 2 below highlights how scenario testing provided information that changed the Mission’s perspective.

*For more specific guidance on how to develop evidenced-based findings and program options, see Component 6.*



**Figure 2. Sample Outline to Test Causal Model: Can Government Youth Centers (“Dar Chebabs”) Meet the Needs of Disaffected Moroccan Youth?**

<b>Current Goals and Activities of Dar Chebabs (Youth Centers)</b>	<b>Intended Outputs</b>	<b>Outcomes</b>	<b>Impact</b>
Pursue music and other cultural hobbies (e.g., cinema, foreign languages)	Expand interests and improve skills in recreational pursuits	Greater life satisfaction, success in school, personal friendships, physical fitness and coordination	Fully functioning young citizens who are ready for further education, job training, employment, and civic participation
Study places and remedial literacy and numeracy instruction after school and during vacations	Improve academic skills		
Recreational sports	Improve motor and social skills and physical fitness; develop and deepen friendships		
Summer camps	Learn sports, teamwork and cooperation skills, personal hygiene, and discipline	Greater life satisfaction, health, appreciation of nature	
<b>Contextual Realities</b>	<b>Actual Outputs</b>	<b>Outcomes</b>	<b>Impact</b>
15-24 year olds avoid Dar Chebabs <ul style="list-style-type: none"> <li>Relatively small spaces</li> <li>Lack equipment/infrastructure</li> <li>Lack modern programs that appeal to youth (e.g., computers/ IT, non-traditional sports)</li> <li>Lack of youth input</li> <li>Staff perceived as unaccountable</li> </ul>	Only 18% of youth served are 15-24 year-olds, and majority of these are students  Only 21% of 15-24 year-olds have a positive view of Dar Chebabs' programs	Youth cynicism about interest of government in meeting their needs	Governmental programs do little to help marginalized youth improve their lives by becoming part of the formal education system or the formal economy
Dar Chebabs serve very few marginalized youth because of: <ul style="list-style-type: none"> <li>Fee-for-service funding structure tends to focus programming on children from households with means to pay</li> <li>Locations are far removed from poor communities</li> </ul>	Dar Chebabs entirely responsive to needs of community associations with fee-paying clients or good connections with local government	Marginalized youth without much help from any governmental entity	
Minimal national investment in Dar Chebabs with reliance on independent community associations to plan, operate and fund virtually all activities (except summer camps)		Programs do not affect marginalized youth nor help stem increase in disaffected youth vulnerable to extremism	
Proliferation of entities to serve youth fragments efforts, especially for marginalized youth	Lack of coordination among agencies and resources targeted on marginalized youth		



# 2.

## Component 2: Examining Country Data by Sector

Component 2 provides indicators by sector so that Assessment Teams can better understand the status of youth in a specific country or region. The sectors include economic growth, education, democracy and governance, agriculture, and health. For example, indicators from the economic growth sector might include youth unemployment rates by region, or the availability to youth of various labor market mechanisms. Tables for each sector include the implications for youth for each indicator.

As it begins its due diligence to assess youth in a country, the Team should identify the country's chief planning agency in order to obtain guidance on which agencies produce which kinds of statistical information. Each country handles the production and distribution of statistics in somewhat different ways. It is also worthwhile to learn whether major international donors (e.g., World Bank, regional development banks, United Nations) have produced or used data for particular studies that have implications for youth.<sup>1</sup>

### 2.1 Economic Growth Indicators

Figure 3 shows common economic growth indicators that describe economic conditions that development planners must consider as they develop programs to benefit youth. Sources of information for these indicators and measures are likely to be household or labor surveys published by Ministries of Labor, firm- and industry-based surveys sponsored by Ministries of Industry and/or Commerce, and the country's planning and statistical departments.

The Assessment Team should look at trends of several indicators at the same time in order to predict where youth are likely to find employment opportunities in the future. For example,

if GDP, wage rates, employment, and productivity in an industry are all showing strong growth, young people might wish to investigate particular occupations in that industry and seek skill training opportunities that will make them employable in that industry.



<sup>1</sup>In addition to data from national agencies, other primary sources of youth data include donor-sponsored research projects that harmonize the government's household data. Sources of data include the World Bank educational statistics and social protection indicators, as well as the International Labour Organisation and the United Nations Social Protection sites. This data allows for cross-country comparisons.

**Figure 3. Economic Growth Indicators and their Implications for Youth Assessments**

Economic Growth Indicators	Implications for Youth Assessments
<p><b>Labor force</b> refers to all people employed or looking for work.</p>	<p>In developing countries labor force rates help determine the proportion of youth in the formal economy and whether this is changing over time.</p>
<p><b>Unemployment rate:</b> Ratio of unemployed to total active labor force.</p> <p><b>Youth unemployment rate:</b> Ratio of unemployed youth to total active youth labor force, where youth are those 15-24 years of age. Sometimes it is useful to look at two cohorts: 15-19 and 20-24.</p>	<p>Most times these rates capture “formal” levels of unemployment and not the huge portion of people who gain their livelihoods in the informal economy. In every society youth have a higher rate of unemployment than adults. The question is how much higher. If the youth-adult gap is too high or growing, it may signal potential youth unrest.</p>
<p><b>Employment share:</b> Percent by economic sector, especially in the three main economic sectors (i.e., agriculture, industry, and services) and youth employment share by economic sector.</p>	<p>These two indicators show where the jobs are located in an economy by sector. The Services sector includes the livelihood sector, and is the largest employer of youth, particularly new entrants, in most economies (with the exception of agrarian, pre-industrial development).</p>
<p><b>Output share:</b> Percent of GDP by economic sector and/or industry.</p> <p><b>Industry productivity</b> in relation to overall average labor productivity.</p>	<p>Youth should train for jobs in industries where GDP, output share, and productivity are all growing. The output share is the most common measure of “value” of jobs in an economy, as it shows the percentage share of GDP of the sectors of economic activities. Many countries also have GDP by industry, such as agriculture, construction, manufacturing, mining, wholesale/retail trade, transportation, education, healthcare, etc. Productivity is often the justification of economic growth projects in different sectors or industries.</p>
<p><b>Employment elasticity to economic growth:</b> Ratio of growth rate of employment to the growth rate of output.</p>	<p>This measure is often used as the indicator of “jobs generation,” as it examines how responsive employment is to the economic growth rate. The “jobless growth” debate has been substantiated in some countries given the low responsiveness of jobs growth to economic growth. For example, the manufacturing sector has experienced high economic growth, yet very sluggish jobs growth, in countries throughout the world.</p>
<p><b>Wage growth:</b> Trends in average wage rates for workers in major industries and occupations over several years, adjusted for inflation.</p>	<p>Increasing wage rates normally indicate increasing demand for labor in a given field, making the occupation a likely candidate for expanded vocational training. Declining wage rates imply a lower demand for labor in a given field.</p>

## 2.2 Education Indicators

Five types of educational indicators are used to assess education in a country. These are described below:

1. **Participation:** Actual enrollment or engagement of youth in an educational program;
2. **Completion/Attainment:** Successful completion of the program, indicated in formal education by a certificate, diploma or degree, and in non-formal education by a variety of ways to recognize success (e.g., merit badges in Scouts, NGO literacy certificates);
3. **Learning achievement**, which consists of three kinds of measures:
  - a) **Knowledge or skill:** The score a student obtains on a test that indicates his/her standing relative to other students (e.g., percentile score) or to a particular level of certification needed to perform a job or task;
  - b) **Learning gain:** How much students learn over some time period as measured by a formal test or assessment, such as a pre and post-test (usually) administered at the beginning and the end of a program;
  - c) **Learning rates:** Units learned per specific period of time; (requires knowledge of the number of instructional hours that students received between the two tests);
4. **Utilization:** How knowledge, skills, and social standing acquired through education are used in employment, service, association, or the improvement of personal and family life (as in a non-formal health education class). Utilization of education usually is examined through cohort tracer studies (of those completing a program at different periods in time) that assess the impact of an educational program over a period ranging from a few weeks to several years after completion. Such studies assist monitoring and evaluation (M&E) and are extremely important because they answer the question whether the educational interven-

tion is helping clients succeed at the next level. Unfortunately, this kind of long-term follow-up is expensive, which is why such studies are comparatively rare; and

5. **Access:** Availability of education programs/opportunities, both formal and non-formal. The primary components of access are location, cost, and capacity of programs.

Although all of these indicators are important to gain an understanding of youth's educational opportunities and benefits, countries vary with respect to the amount and quality of data in each area. Obviously, the Ministry of Education would be the place for the Assessment Team to start to acquire data on the formal education system. Sometimes surveys of the ministries of Education and/or Labor capture participation in **non-formal education** (NFE). Other times NFE data is picked up by the existing household survey of the Ministry of Social and Health Services, or sometimes an agency targets youth in special surveys. The Assessment Team should inquire, also, whether special studies on education have been conducted by universities or donor organizations.

School **participation, attainment and achievement** are the most common quantitative indicators and are listed in Figure 4.



**Figure. 4. Common Educational Indicators and their Implications for Youth Assessments**

Educational Indicators	Implications for Youth Assessments
<p><b>Participation in formal education:</b> Percent enrolled by level and type, age group, gender, location/region, rural/urban populations, etc.</p>	<p>Develop a 5-10 year trend for participation and attainment, both the number and percent of the population 15-24 years of age. Depending on the USAID Mission and Government's priorities, target particular underserved regions or populations, e.g., the hill tribes of Bangladesh or the Roma in the Balkans. In such cases, compare results of underserved group with regional/national groups in order to assess equity among demographic groups.</p> <p>Obtain cross-sectoral perspective by cross-tabulating education results with those from other sectors: economic (employment), health, civic participation. This would require a special purpose survey of individuals from particular sub-group(s).</p>
<p><b>Attainment:</b> Years of formal education completed by age group, gender and location. Frequently a proxy for learning in the absence of any cost-effective means of assessing learning achievement. Compare results of different groups (e.g., national population vs. particular sub-groups).</p>	
<p><b>Participation in Non-Formal Education (NFE):</b> Years completed by age group, gender and location. Proxy for learning in the absence of any cost-effective means of assessing learning achievement. Compare results of national population vs. particular sub-groups.</p>	<p>Indicate NFE programs by organization, type, populations served, services, program profile, etc. Ideally, the indicators of participation and attainment would be specific to a sub-group and type of NFE within a broader national profile.</p> <p>It is useful to design a survey that cross-tabulates NFE indicators with other sectors such as employment, health, civic engagement, and community service.</p>
<p><b>Learning Achievement and Learning Rates:</b> Scores obtained on national, international or proprietary tests. Learning resulting from program requires pre- and post-tests. Learning rate is obtained by dividing units of achievement by units of instructional hours (e.g., grade-level gains per 100 hours of instruction).</p>	<p>Achievement data are becoming increasingly available in developing countries. When calculating learning rates, it is extremely important to report the actual number of instructional hours, not the time the student was supposed to be in school.</p>

Figure 5 below provides examples of educational utilization, that is, how and the extent to which education adds value to the well being of individuals and their communities. Data for virtually all of these indicators come from evaluation data whereby the student is followed for a substantial period after completing an educational program (e.g., 90 days to two years). To generalize from the data, of course, it helps if program participants and completers are compared with a control group that did not experience the educational program.

**Figure 5. Indicators of Educational Utilization and Their Implications for Youth Assessments**

Educational Indicators	Implications for Youth Assessment
<b>Job placement:</b> Found and held job for at least 90 days after completing program.	Requires follow-up survey of program completers. Collect data, if possible, on the job-holder's industry and occupation, including military service. Ministries of Labor frequently collect this information for programs they sponsor.
<b>Wage rate growth:</b> Difference in weekly wage rates or earnings before and after completing educational program.	Essential to calculate this for Return on Investment (ROI) of a given educational program. Students and educators also need this information to know whether the educational program adds value to students' livelihoods.
<b>Further education:</b> Pursued formal education and training after completing an educational program.	Both job and further education count as positive placements after completing an educational program.
<b>Obtained credential:</b> Completed additional level of schooling (e.g., grade promotion) or earned degree, diploma, or certificate.	Research suggests certification matters, so long as it helps open the door to the next level of success (e.g., job, better job, higher level of school).
<b>Civic engagement:</b> Examples include difference in annual voting rate before and after completing an educational program, difference in average weekly hours engaged in community service before and after completing program.	Calculate voting rate/percent by dividing the number of times person votes by the total number of elections held in community.  In addition to number of hours per week engaged in community service, indicate type of service (e.g., distributing food/relief supplies, neighborhood clean-up, distributing health information, tutoring, childcare/eldercare).
<b>Asset development:</b> Difference in wealth or assets accumulated (e.g., home, TV) before and after training.	Calculate <b>consumer index</b> of what the person owns at beginning and 1-2 years after completing program.

There are three ways in which the value of an indicator, such as those listed by Figures 4 and 5, become useful in providing insight on the scope of educational programs (number served) and their quality (learning achievement):

1. Indicator value is **compared against a standard or target** (e.g., local percent of girls enrolled in junior secondary school compared to national average percent);
2. Indicator value is **tracked over time** (e.g., the trend in enrollment rates over the past decade); and
3. Indicator values can be used to **compare sub-groups** (e.g., girls to boys, region 1 with region 2 and the national average, the urban poor with the rural poor).



Often (as in many USAID Performance Management Plans) indicator values are used for all three of these. Indicator values may be: (a) compared against a Strategic Objective (SO); (b) tracked as part of an Intermediate Results (IR) objective while the program is in progress; and (c) compared across subgroups, including groups directly engaged in project activities.

## Educational access

In addition to assessing participation, educational attainment and achievement, and the social, economic, and civic benefits that youth and their communities realize from education, the Assessment Team should identify and analyze those issues that affect the access of youth to a quality education. Such a framework would examine push/pull factors that influence youth participation, that is, the forces that PULL youth into education programs, and those that PUSH them away from participation, whether in formal or non-formal education.

These factors are difficult to quantify. Quantification generally requires the development of new surveys to collect data or use of existing surveys to update them. Despite such limitations, the Assessment Team and perhaps several focus groups should discuss these factors.



## 2.3 Democracy and Governance (DG) Indicators

Figure 7 describes seven indicators that can be used to assess the status of youth in civil society and their awareness of civic and governmental conditions that may influence their involvement in youth organizations and programs:

- Voter participation rate
- Youth advocacy
- Civic knowledge and values
- Youth political participation
- Youth community service
- Youth organizations with expertise in government affairs
- Salience of youth issues among the public

Governmental agencies that organize elections or develop basic statistics, as well as donor agencies, will occasionally collect data on voting behavior. However, they rarely collect data for the rest of the indicators listed. That said, university departments and non-governmental organizations (NGOs) concerned with good government and anti-corruption sometimes conduct political and/or civic surveys with representative samples of various youth cohorts. Such studies typically break down the youth cohort into membership in major political parties and other groups, as well as usual demographic cohorts (age, gender, educational attainment, region/city, and employment). Certainly, the Assessment Team should take advantage of such studies when they are available, ensuring that the studies have used acceptable social science methods in selecting samples, designing survey items, and in collecting and analyzing data. Should the Team wish to commission its own survey, it should proceed cautiously and touch all of the political bases, for the very nature of the indicators can enable them to be used for partisan advantage.<sup>2</sup>



<sup>2</sup>If the Assessment Team commissions its own survey, it should keep in mind that some of these indicators can be combined into indices that add together the scores on previously independent measures—for example, a political participation index that adds together the number of times in, say, a 2-month period that a person has participated in certain types of political activities.

**Figure 6. Democracy and Governance Indicators and their Implications for Youth Assessments**

Democracy and Governance Indicators	Implications for Youth Assessments
<b>Voter participation rate</b> among targeted youth, (e.g., percent of youth 18-24 years old who vote in elections).	Reflects an informed and active citizenry, but rate is not necessarily related to youth development programs. However, it is one measure of youth engagement with the nation's political forces.
<b>Youth advocacy</b> for improved civil society: Examples include: Number of initiatives carried out by youth-oriented Community Service Organizations (CSOs) or coalitions; Percent of staff of youth-oriented CSOs who believe their advocacy has resulted in policy and legal changes that have benefited the country.	Periodically conduct these types of assessments to determine change in extent of CSO/youth participation in the policy process and oversight of public institutions (give examples of changes implemented).
<b>Civic knowledge and values</b> <sup>3</sup> : Examples include: Percent of youth passing civic knowledge exam; Percent of youth who express democratic values on assessment of political attitudes.	Democratic values are particularly important in conflict and post-conflict environments.  Calculate difference in test scores before and after civics class or activity. Analysis should control for possible intervening influences such as prior education, exposure to media, and/or interest in politics.
<b>Youth political participation:</b> For example, <i>create a participation index</i> for those in a survey sample by adding percent scores of the following: attendance at forums on public policy issues, political rallies, political party events and activities, involvement in electoral campaigns, and voting in elections.	Survey youth periodically about their frequency of participation in political activities. Analysis should control for possible intervening variables such as prior education, exposure to media, and/or interest in politics.
<b>Youth community service:</b> Average hours per week engaged as unpaid volunteer in civic activities such as environmental clean-up, humanitarian assistance, delivering relief supplies, and providing literacy instruction to children, peers and adults.	Break down youth cohort into groups by age, gender, educational attainment, employment status, organizational membership, etc.
<b>Youth organizations</b> with expertise in government affairs: Number of youth CSOs with specialized expertise and capacity to monitor and analyze government policies, spending, and services.	Identify types of youth-oriented CSOs engaged in specific DG activities (e.g., monitor corruption, human rights issues).
Salience of <b>youth issues</b> among the public	Analyze extent of media coverage of youth issues (TV, radio programs, news agencies that target youth; special studies conducted by governmental agencies, universities, etc.); growth in use of new information technologies.

<sup>3</sup>In addition to these measures, the Assessment Team might wish to inquire whether universities or other organizations in the country have used other measures in political socialization studies (the process whereby people acquire values and beliefs to support the political system). These studies assess variables such as willingness to use legal means to effect change, confidence in the political system, and political tolerance. By their nature such studies are controversial, but if they already exist in the country, they could prove to be a useful component of assessment in the area of Democracy and Governance.

## 2.4 Agriculture Indicators

This section does not list indicators for agriculture since countries typically embed the sector's information about youth in numerous Economic Growth indicators that have been described previously (see Section 2.1), such as labor force participation rates, employment ratios, unemployment rates, long-term unemployment, underemployment, work hours per week, and poverty. This information can be found in a number of sources, but should be subject to careful review, since agencies frequently do not collect the same kinds of data the same way. Where discrepancies exist, the Assessment Team should endeavor to document why and indicate how the respective agencies have defined the variable and collected the data.

### Data from International Organizations

Several international organizations collect and/or publish country data for indicators that are relevant to the Agricultural Sector. For example, the International Labor Organisation's (ILO) Key Indicators of the Labor Market (KILM) report has youth unemployment rate data for 126 economies. This data is available separately for young men and women. <http://www.ilo.org/public/english/employment/strat/kilm/index.htm>

The World Development Reports, published annually by the World Bank, provide in-depth analyses of specific development topics. The 2007 report, which focused on youth, contains information from 100 countries on labor force participation rates for youth and the unemployment rate, both disaggregated by sex. The unemployment rate is further disaggregated by age group (15-24 and 25-29) and by urban/rural for ages 15-24. Finally, the report includes those not in the labor force and not in school, ages 15-24. Unfortunately, the reporting years for each country range from 1992 to 2006 so that the earlier reporting years are probably not relevant. The WDR for 2008 is on agriculture. [http://siteresources.worldbank.org/INTWDR2008/Resources/WDR\\_00\\_book.pdf](http://siteresources.worldbank.org/INTWDR2008/Resources/WDR_00_book.pdf)

International organizations such as the ILO, the Organisation for Economic Co-Operation and Development (OECD), and the Food and Agriculture Organization of the United Nations (FAO) agree that sufficient indicators exist to help quantify the situation of young workers. However, many countries either do not provide data or disaggregate data by age, or they do so only sporadically. The rural labor market, which is huge in some countries, is oftentimes difficult to classify since youth may be found participating in several types of labor at the same time, such as skilled and unskilled employment, self-employment, and day labor.

### Undercounting in Rural Areas

Most employment in agriculture, whether of youth, children, or adults, is in the category of either informal employment or self-employment and, as such, is likely undercounted. For rural areas poorly served by roads and other infrastructural support, it is unlikely that official census counts are accurate, that all households have been counted, and that the snapshot of the rural households has made allowances for migration. Each country uses slightly different methods of data collection and may have different definitions of, for example, what constitutes the age range for youth or what constitutes unemployment. Thus, cross-country comparisons are usually not statistically accurate, but for in-country programming, triangulating between national statistics and international databases would be a reasonable approach.

## Household Surveys Best for Employment Reporting

Information on employment is usually gathered in one of three ways: from household surveys, from official estimates, and from population censuses. The best source is the household survey. Should the Assessment Team contemplate a project for a specific region, it might be possible to find household survey data through the Ministry of Agriculture, the local higher education institution, international donors or NGOs, or from previous project reports. For example, Michigan State University routinely gathers and reports on a wide array of economic and agricultural indicators in many developing countries (<http://ideas.repec.org/s/msu/idpwrk.html>). By triangulating the above, it might be possible to come up with a good estimate of where the youth are (e.g., rural vs. urban) in a specific country. As noted earlier, these data can then be combined with national data and data from international statistical databases.

## Migration

The issue of migration as it relates to agricultural production bears discussion. Migration occurs in several forms. One of the most common yet underreported forms is that of internal, circular migration, rural-rural or rural-urban, and back again. Poor farmers of any age, but often youth and young adults, migrate for seasonal labor opportunities either daily (commuting) or for longer periods of time (temporary), returning home to farm or to simply wait until another agricultural or other opportunity seems likely. Whether these migrants are young men or women varies by country. Although some countries or regions report a feminization of agriculture in the poorer rural areas, other countries note a feminization of the migrant population. In large countries such as India, both can be occurring in different states or regions. What is interesting to note is that in most, but not all, countries the unemployment of youth is usually lower in rural areas, most likely because either the youth are in school, are not defined as unemployed (see earlier note on defining who is working and who is not), or because they are performing agricultural labor which often does not appear in the official labor statistics.

## Remittances

Farm workers from developing countries frequently migrate to other countries where wages are higher, and they send a portion of their earnings home. In some countries these remittances constitute a large portion of the country's GDP. The Assessment Team should endeavor to procure this data from ministries (e.g., Agriculture, Labor, Finance), and they should include in their report, if available, the number of such international migrants by age cohort and gender, and the annual value of their remittances.

## Summary

When trying to identify indicators for youth involvement in the Agriculture sector, analysts must use a combination of data sources. The Ministry of Agriculture is unlikely to report employment data and more likely to report production and GDP data for that sector. Ministries of Finance, Planning, Labor, and the like will have data on employment, unemployment, migration and remittances, perhaps by sectors, and they may have these disaggregated by age and sex, and possibly by rural-urban. Data might be available in the Ministry of Labor on agro-processing industries and agricultural exporting firms. The Ministry of Education is a source of data on number of children/youth in school, school leaving age, and numbers in tertiary education. Particular attention should be paid to identifying how the specific country categorizes and captures information on out-of-school youth. Even in rural areas, they can constitute a significant percentage of the total youth population and likewise of the internally migrating population.

## 2.5 Health Indicators and Data Sources

One of the most comprehensive resources for youth indicators is the Demographic and Health Surveys (DHS), a USAID-funded project. These surveys provide data on youth and reproductive health, HIV/AIDS, gender, and education. The project website has a “Youth Corner” with youth indicators for more than 30 countries. To see a complete list of country profiles, visit <http://www.measuredhs.com/topics/Youth/start.cfm>. Indicators #1-9 listed below in the table are taken from the DHS.

Another resource is the “The World’s Youth 2006 Data Sheet” produced by Population Reference Bureau. This data sheet provides various indicators on measures related to marriage and fertility, health behaviors, and use of health services, along with general indicators of population, education, and work. <http://www.prb.org/Publications/Datasheets/2006/PRB-TheWorldsYouth2006DataSheetPaintsaMixedPictureforAdolescents.aspx>



**Figure 7. Health Indicators and their Implications for Youth Assessments**

Health Indicators	Implications for Youth Assessments
1. Percentage of youth (age 20-24) married by age 18	Indicators related to family planning and reproductive health can assess the needs of young people in accessing appropriate information and services.
2. Percentage of youth (age 15-19) who have begun childbearing <sup>1</sup>	
3. Percentage of youth (age 18-24) who had sexual intercourse before age 18	
4. Percentage of never-married youth who had sex in last 12 months	
5. Percentage of youth who used a condom the last time they had higher-risk sexual intercourse <sup>2</sup>	
6. Percentage of youth currently using a modern method of family planning <sup>3</sup>	
7. Percentage of currently married youth who do not want any more children, or want to wait at least 2 years before having a child	
8. Percentage of youth with comprehensive knowledge of HIV/AIDS <sup>4</sup>	
9. Among young women whose most recent live birth was in the 5 years preceding the survey, percentage whose baby was delivered by a skilled provider	A birth attended by a skilled provider increases the chances of safe delivery and motherhood. Skilled providers can identify emergency situations, manage pregnancy complications, and refer the woman to appropriate levels of care and treatment when necessary.
10. Number of people reached through community outreach that promotes HIV/AIDS prevention through abstinence and/or being faithful	These last two indicators are those required for reporting to the Operational Plans, in the Foreign Assistance Framework under the “Investing in People” Objective. They would be most relevant in Missions working in countries that are PEPFAR focus countries.
11. Number of orphans and vulnerable children (OVC) served by OVC programs	

<sup>1</sup> Women who have had a live birth or who are pregnant with their first child

<sup>2</sup> Intercourse with a nonmarital, noncohabiting partner

<sup>3</sup> Among all youth age 15-24

<sup>4</sup> Comprehensive knowledge means knowing that consistent use of condoms during sexual intercourse and having just one uninfected faithful partner can reduce the chances of getting the AIDS virus, knowing that a healthy-looking person can have the AIDS virus, and rejecting the two most common local misconceptions about AIDS transmission or prevention.

# 3.

## Component 3: Mapping USAID Sector Programs

An important part of a cross-sectoral youth assessment is to map current and planned programs of the USAID Mission. This will help the Assessment Team understand how youth can contribute to and/or benefit from what the Mission is already doing.

The Assessment Team should prepare summary descriptions of the Mission's sector programs and their relevance for youth. For example, within the economic growth sector, the assessment might highlight program models of private sector competitiveness, value chain projects, and infrastructure development projects. The Team would gain an understanding of where and how these projects are implemented, and then explore how youth can contribute to and/or benefit from the various program activities.

Following are examples of program models commonly seen in USAID Missions in the areas of economic growth, education, democracy and governance, agriculture, and health. Along with the models are statements about how these programs can affect youth. The Assessment Team can use these models as a guide for its own analysis of the USAID sector programs in specific countries and their implications for youth development.

### 3.1 Program Models from the Economic Growth Sector

USAID Missions normally have several programs that help a country expand its economy by stimulating the private sector. These include private sector competitiveness programs, value chain programs, and infrastructure development programs. The Assessment Team should interview the individuals responsible in the USAID Mission for these areas, summarize in the Assessment Report the key features of the program, and assess its potential for having an impact on the country's youth population.



**Figure 8. USAID Economic Growth Program Models with Implications for Youth Assessments**

USAID Economic Growth Program Model	Implications for Youth Assessments
<p><b>Private sector competitiveness programs:</b> Technical assistance to particular industries with competitive advantage that are likely to grow with the proper positioning and help. Business and government representatives form “clusters” with members from every part of the business process – from raw material producers, to manufacturers, to traders, to retailers dealing directly with consumers. Also, cluster has members from supporting industries that make business possible, such as packaging, shipping, financial services, and information technology. Cluster does strategic planning to benefit all member companies.</p>	<p>Industry growth depends on skilled workforce. Clusters diagnose skill gaps and training needs; sometimes provide own training or link with universities and vocational schools.</p> <ul style="list-style-type: none"> <li>• Well-paying jobs for youth with certifications in specific industry skill standards that include mastery of new technologies.</li> <li>• Use work-based learning to improve effectiveness of skills training, apprenticeships, and mentoring programs</li> <li>• Provide technological know-how training to promote technology transfer through university program</li> <li>• Train trainers of in-firm training programs in core competencies that relate to recruitment of younger workers and their orientation to firm’s management system.</li> </ul>
<p><b>Value chain programs</b> (mostly micro, small, and medium enterprises): USAID facilitates services and support to address critical gaps within and between companies working together to satisfy market demands, each organizational unit adding to the value that is ultimately presented to the buying public. Each program component helps value chain function more efficiently and productively, creating sustainable commercial and financial services and information to micro, small and medium enterprises in the target provinces, along with their producer groups and business service providers. All value chain members endeavor to apply a systems approach to continually improve their respective effectiveness and efficiency.</p>	<p>Micro and small enterprises are often the first entry of youth into the labor market.</p> <ul style="list-style-type: none"> <li>• Small business mentoring and shadowing, short-term apprenticeships, and after-school activities to promote entrepreneurship help insert youth into these enterprises.</li> <li>• Value chain organization encourages educational institutions and community centers to smooth youth entry by providing skill training and using the value chain as the “pathways” for youth in their livelihood and jobs planning.</li> <li>• Since these micro and small enterprises rarely offer sophisticated new technologies, most value chain projects are more oriented to training in the basic processes of accounting, marketing, and organizational management.</li> </ul>
<p><b>Infrastructure development programs:</b> Generate unskilled jobs and employment in traditional economies. Often focus on transportation and community facilities.</p>	<p>Large youth population participates and benefits from hands-on training that is related to the infrastructure project, which frequently provides:</p> <ul style="list-style-type: none"> <li>• Short-term training in basic and employability skills and occupational safety for infrastructure work</li> <li>• Life skills education</li> <li>• Job counseling and placement</li> </ul>



## The Case of Sri Lanka: Competitiveness Clusters Identify Key Skill Areas

Eight growing industries with 500,000 workers identified workforce development as critical to their future competitiveness. Survey responses by industry representatives identified the following skill needs:

- *Soft skills*, particularly of work attitudes and communications;
- *Technical skills* that relate to the specific technical processes within each industry; and
- *English and ICT skills*, which are key to specific industries such as gems and jewelry and tourism.

The survey also found that there are *critical skills shortages in the ICT and tourism industries* and a huge shortage of qualified workers in the tourism sector.

In addition, this survey provided information on specific new entrant and in-service training for the companies, the costs of the training, the educational skills required for the sector, and an overview of recruitment and turnover in the industry.

Source: “Jobs for the 21st Century: Sri Lanka,” USAID 2006.

## 3.2. Program Models from the Education Sector

Mapping the Mission’s educational programs will help the Assessment Team develop strategies to improve current programs and develop new ones. In contrast to USAID’s long time experience with formal education systems, programs and activities for out-of-school youth are typically uncoordinated efforts of NGOs, often supported by external agencies.

USAID programs in education typically have the following objectives:

- Strengthen institutional capacity
- Improve educational quality
- Increase access to education, especially for girls
- Improve health and prevent disease through education

The Assessment Team should interview the individuals responsible in the USAID Mission for these areas, summarize in the Assessment Report the key features of the program, and assess its potential for having an impact on the country’s youth population.



**Figure 9. USAID Education Program Models with Implications for Youth Assessments**

USAID Education Program Model	Implications for Youth Assessments
<p><b>Strengthening institutional capacity:</b> Includes education policy formation, planning and management in schools, universities, governmental departments, legislatures, target communities, parent teacher organizations, and local school boards.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Build capacity to develop and manage information systems, financial management, and control systems</li> <li>• Include youth data and assessments within education sector assessments and planning</li> <li>• Policy dialogue on investments, efficiency, decentralization/private sector</li> </ul>	<p>Just as USAID supports the development of better management systems for schools and universities, it could do so for institutions that provide educational services to out-of-school youth. In many cases, the technical assistance, training, and material support is the same, whether the program is in the formal or non-formal education sectors.</p> <p>Assure out-of-school youth opportunity is addressed at national and local level, with support for school re-entry and alternative certification, or access to training programs with practical experience.</p>
<p><b>Improving educational quality:</b> Major focus has been to improve formal education, particularly basic education. Virtually every USAID program that includes education in its portfolio has a set of programs to improve the quality of teaching and learning. It is likely that many of these same programs could benefit programs for out-of-school youth.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Improve the curriculum; design and development of instructional materials</li> <li>• Train teachers</li> <li>• Develop standards, milestones, and systems to assess learning</li> <li>• Develop and support policies that improve school functioning and provide professional support to teachers and school directors</li> </ul>	<p>Assessment Team should inquire whether programs for primary and secondary schools could provide opportunities for older youth to serve as resources for lower primary grades, particularly in under-served regions. School dropouts either at upper primary or secondary levels but who have acquired rudimentary literacy and numeracy skills can be trained as teacher aides and/or tutors for the younger children, particularly those in over-sized lower-primary classes.</p> <p>A large scale example is Pratham's program in India, where with support from the Hewlett and Gates foundations, dropouts are carrying out assessments and providing tutors to thousands of schools. In addition to benefiting young adult participants through the training it provides, the program raises literacy levels of the younger pupils they serve. Other examples of youth as facilitators or teacher aides come from Uganda, Ghana, Honduras, Zambia, Egypt, Columbia, and Bolivia. Some provide scholarships for youth re-entering the formal education system.</p>

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USAID Education Program Model	Implications for Youth Assessments
<p><b>Increasing access to education and opportunity for girls:</b> Innovative, complementary education programs serve out-of-school youth who either have never been able to enter school, or who have dropped out and wish to re-enter the system. Examples:</p> <ul style="list-style-type: none"> <li>• Alternative basic education, (e.g., School for Life in northern Ghana, BRAC in Bangladesh, Community Schools in Egypt and Zambia, CHANCE in Uganda, Malawi youth volunteers for community socio-drama/life stories)</li> <li>• Vocational training centers for older youth</li> <li>• Complementary education centers in underserved areas in Honduras, Senegal, Nigeria (e.g. “Educatodos” for grades 1-6, 7-9)</li> </ul>	<p>Programs help demobilize child soldiers and youth who have been involved in militias. Many target areas where girls historically have had low participation in the education system. Critical to their success are features that distinguish them from most non-formal education, for example:</p> <ul style="list-style-type: none"> <li>• Strong professional support to teachers</li> <li>• Academic programs that assure youth re-entry into the formal system if they succeed in the complementary program</li> <li>• Active engagement of community and civil society for their development and support</li> </ul> <p>Expand and further develop programs such as Educatados, Tostan, Brigades – all of which offer alternative, vocationally productive education opportunities, with provisions for passing either secondary school academic examination, and or alternative certification.</p>
<p><b>Improving health and preventing disease:</b> HIV/AIDS new curriculum for the schools, youth teams on HIV/AIDS as in Namibia (UNICEF), school health and hygiene (e.g., latrines, water), nutrition programs, etc.</p>	<p>Such programs are frequently integrated with literacy, job training, and community service programs. Assessment Team should look for potential synergies.</p>

### 3.3 Program Models from the Democracy and Governance Sector

Democracy and Governance is a particularly rich sector for youth involvement and learning. These include experiences in areas such as rule of law, elections and political processes, good governance, and civil society (see Figure 10). The Youth Assessment report should summarize DG programs supported by the Mission and indicate how the program impacts and involves youth.



**Figure 10. USAID Democracy and Governance Program Models with Implications for Youth Assessments**

<p style="text-align: center;"><b>USAID Democracy and Governance Program Model</b></p>	<p style="text-align: center;"><b>Implications for Youth Assessments</b></p>
<p><b>Rule of Law</b></p> <ul style="list-style-type: none"> <li>• Increasing public knowledge of rule of law constitutions, laws and legal systems</li> <li>• Strengthening judicial independence as a means to maintain separation of powers; support justice system (i.e., improve capacity and sustainability of civil and criminal justice sector actors and institutions)</li> <li>• Protecting international human rights (i.e., support governmental and nongovernmental organizations created to protect, promote, and enforce human rights)</li> </ul>	<p>Assist youth’s understanding of and adherence to a rule of law culture. Examples:</p> <ul style="list-style-type: none"> <li>• Human rights or other types of civic education related to rule of law—for example, child and youth rights such as child labor or trafficking in persons</li> <li>• Identify youth organizations that actually have mandates that include the promotion of human rights</li> <li>• Work with host country governments to address the problem of youth gangs (as USAID Missions in Latin America have done)</li> </ul>
<p><b>Elections and Political Processes:</b> Support peaceful political competition and negotiation of disputes through a democratic and representative political process. USAID programs support the following:</p> <ul style="list-style-type: none"> <li>• Consensus building processes to agree on democratic reform rules and frameworks</li> <li>• Elections and political processes (i.e., impartial legal frameworks for elections; electoral management bodies; civic education around elections; enfranchisement, access, and participation of marginalized groups in electoral and political processes; and observation, monitoring, and oversight of elections)</li> <li>• Establish and/or develop democratic political parties (i.e., political party organizational development, strengthen capacity of elected officials and democratic political parties to govern responsibly and effectively, and outreach capacities of political parties)</li> </ul>	<p>Youth-related programs may encourage youth to actively participate in elections and political parties through exercising their right to vote, providing support to the electoral system by participating in monitoring domestic elections and/or actively participating in political parties (perhaps through youth wings of political parties). Youth have been involved in election-related civic education efforts and in large get-out-the-vote campaigns.</p>

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<p style="text-align: center;"><b>USAID Democracy and Governance Program Model</b></p>	<p style="text-align: center;"><b>Implications for Youth Assessments</b></p>
<p><b>Good governance:</b> Avenues for meaningful public participation and oversight in governance, as well as substantive separation of powers through institutional checks and balances.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• <b>Legislative functions and processes</b> - build capacity of legislatures to reach out to constituents and marginalized groups; strengthen their capacity to monitor and oversee government policies and programs; and train and support citizen groups and organizations to participate in legislative procedures and engage in advocacy.</li> <li>• <b>Public sector executive functions</b> - help reconstruct state institutions and systems through strategic planning and policy making, civil service reform, and ensuring effective oversight of the executive branch.</li> <li>• <b>Local government and decentralization</b> - encourage interaction of civil society groups and local officials; build capacity of local governments to plan, manage, deliver, and account for public goods and services; generate local government revenue through economic development, fiscal decentralization, and regional and national associations of local governments.</li> <li>• <b>Anticorruption reforms</b> - diplomatic interventions, such as treaty negotiation and implementation; governmental reforms to curb corruption; transparency through civil society advocacy and oversight such as social auditing; and supporting rule of law/justice institutions in enforcing anticorruption legislation.</li> <li>• <b>Security sector governance</b> - help government personnel draft laws and codes of conduct, manage public finances, and implement anticorruption and transparency measures for the security sector; encourage civilian management and oversight of the security sector; and develop capacity of civil society to engage the security sector (public advocacy, media and information sharing, human rights monitoring, etc.).</li> </ul>	<p>Assessment Teams could encourage host government to:</p> <ul style="list-style-type: none"> <li>• Engage youth organizations to monitor and report on governmental effectiveness in delivery of goods and services, be it at the national or local level, and in engaging youth (e.g., conduct youth surveys)</li> <li>• Advocate for national youth policies or work with youth to advocate for such policies with the legislature and/or local government</li> <li>• Address key governance problems such as corruption or human rights abuse. There have been several cases of student and youth groups actively engaged in combating corruption</li> <li>• Support youth-centered media, including news, entertainment, and sports.</li> </ul>

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<p style="text-align: center;"><b>USAID Democracy and Governance Program Model</b></p>	<p style="text-align: center;"><b>Implications for Youth Assessments</b></p>
<p><b>Civil Society:</b> Provide vehicles (media, civil society organizations, advocacy groups/associations) through which citizens can freely organize, advocate, and communicate with their government and with each other; strengthen a democratic political culture that values citizen and civic engagement, tolerance, and respect for human rights; empower citizens to participate in decision-making on matters affecting them; and mobilize constituencies to advocate for political reform, good governance, and strengthened democratic institutions and processes.</p> <ul style="list-style-type: none"> <li>• Ensure legal and regulatory frameworks are in place to enable Community Service Organization (CSO) engagement, such as NGO registration/ incorporation laws, and tax benefits for NGOs</li> <li>• Increase CSO capacity to engage in democratic processes, including advocacy, coalition-building, internal governance</li> <li>• Increase citizen participation in and oversight of policy and decision-making processes, service delivery, resource allocation, and oversight of public institutions</li> <li>• Strengthen political and civic culture through formal and informal civic education</li> <li>• Develop and strengthen democratic trade unions</li> <li>• Strengthen media freedom and freedom of information (e.g., legal and regulatory framework; professional and institutional capacity of the media sector; sustainability through management training; private, public and/or community media outlets and infrastructure, including establishing and/or developing community radio, newspapers and/or multi-media community centers)</li> <li>• Government public information campaigns and related activities, including sensitizing government officials to the role of independent media</li> </ul>	<p>Of the four DG sub-sectors, this one provides the most opportunities for working with youth. The Assessment Team could explore recommendations to encourage:</p> <ul style="list-style-type: none"> <li>• Youth advocacy and empower youth to engage in their communities and influence policy, strengthening their voice to bring change</li> <li>• Informal and formal education about democracy and good governance (civic education). DG programs would differ from other programs focused on service learning in that they would go beyond community service activities to those that assist youth in understanding the structural underpinnings of community problems and how to influence policies in order to bring change.</li> </ul>

### 3.4 Program Models from the Agriculture Sector

In the agricultural sector, there are several areas in which youth could become involved in infrastructure development. These include agro-processing, irrigation, product standards and quality control (value chain management), and product marketing.

**Figure 11. USAID Agriculture Sector Program Models with Implications for Youth Assessments**

USAID Agriculture Program Model	Implications for Youth Assessments
<p><b>Agro-processing:</b> In many parts of the world, roads, transportation and storage facilities do not support efficient marketing of farm products. Agro-processing – the processing of a crop or animal product to add value and extend shelf-life – is one way to overcome infrastructure problems. By processing, several objectives are achieved: spoilage is decreased, storability and transportability are increased, the value of the crop increases, risk is decreased, and income-earning opportunities can be spread beyond the family. Farmers often receive a simple machine (e.g., for cassava processing or for making peanut butter), training on how to maintain the machine, training in marketing (including reading and writing if necessary), and technical support for the crops being processed. The latter could be in the form of seed, fertilizer, or production advice.</p>	<p>Most agro-processing enterprises are small and located at the family/household level. There are opportunities to involve youth in the processing activities, even at these small scales. At the village or community level, to achieve economies of scale, a central location for agro-processing provides an ideal site for youth engagement and skill training.</p> <ul style="list-style-type: none"> <li>• Training could occur in the local school or community hall, and processing times could be arranged depending on the availability of youth for work (e.g., after school).</li> <li>• Training should not be a one-time event; instead, it should be connected to activities that are sustained.</li> <li>• Depending on the availability of mobile phones and internet, youth may be the most appropriate cohort to be trained on how to obtain market prices from regional buyers.</li> <li>• Too often, training in use of machinery or new technologies is only provided to men, not women or youth, despite evidence that all family members in most countries participate in agricultural activities.</li> </ul>
<p><b>Irrigation:</b> Addressing water quantity and quality is an issue that stretches across many sectors. In agriculture specifically, the focus is often on providing technical assistance and infrastructure to support both small and large irrigation projects. Having access to irrigation allows farmers to more reliably produce crops, produce crops out of season, and produce higher value crops.</p>	<p>The Assessment Team must carefully justify its recommendations in this area, as suggested below.</p> <p>With irrigation, the demand for labor increases (some crops demand more labor than others, e.g., vegetable production can require as much as five times more labor than cereals) as do training needs (manage irrigation flows; maintain pumps, pipes, and canals). Youth should be included in irrigation project design as part of a participatory process that would determine who has access to irrigation, where the irrigation will be located, and who receives training. For example, should both in-school and out-of-school youth, and both men and women farmers, have access to irrigation training, or just one or the other?</p>

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USAID Agriculture Program Model	Implications for Youth Assessments
<p><b>Product standards and quality control:</b> Farmers need to do more than just expand into new markets. The rise in internationally-owned supermarkets brings stringent regulations for food safety, purity, and quality. Farmers wishing to sell their products in these markets must meet the same quality standards as larger, commercial farms, in addition to other specific standards associated with protecting human, animal, and plant health. Linking producers to modern supply chains is an important path for agricultural development. Improving product standards and quality control in rural areas enables farmers to join a value chain that takes their products from their fields to intermediaries (processors, cooperatives, middle-level buyers) and on into the supermarket or other sales outlets, such as an export firm.</p>	<p>New processes and types of organizations in this area require more labor than was previously needed. The competencies needed to participate are by no means exclusive to adults. In fact, the type of intensive labor and the opportunity to learn new skills are particularly suited to youth in rural areas, and the design of such projects should take into consideration the availability of local youth to participate. Youth as well as adults must become aware of:</p> <ul style="list-style-type: none"> <li>• New procedures for processing, testing, inspecting, and certifying agricultural products for supermarket chains.</li> <li>• New types of organizations such as:               <ul style="list-style-type: none"> <li>• Small agri-businesses that sort and process the products;</li> <li>• Cooperatives where farmers pool their production to achieve transportation and marketing scale efficiencies;</li> <li>• Cooperatives to centralize the market location so that intermediary buyers can more easily select and purchase the products.</li> </ul> </li> </ul>
<p><b>Access to market information:</b> Most national ministries of agriculture fail to provide current information to farmers; sometimes the gap is filled by donors, NGOs and the private sector. These programs update farmer and agri-business skills, enabling them to respond to production and market opportunities through the use of new communication technologies to access up-to-date and accurate market information. Current information enables many to move out of local markets and link to the larger economy, which is essential for rural economic growth.</p> <p>While radio and newspapers are still popular venues for agricultural information, new communication technologies help farmers help themselves. As the use of mobile phones has grown exponentially, rural producers are able to make informed choices about selling their products. When livestock farmers, for example, can know beforehand the price that the buyers are going to pay in the weekly market, the farmers can decide whether or not to trek the livestock to market that week or wait until the following week. In the past, the livestock owners were at the mercy of the buyer because they did not want to take the animals back to their farms.</p>	<p>Youth represent a particularly rich pool of talent for learning how to use modern communication technologies to access market information. At the same time, most rural youth do not learn what they need to know in school to become better farmers. Because the primary and secondary school curriculum in rural areas is usually tied to a national curriculum, there is little space within the curriculum for agribusiness skills training. Whereas planners might endeavor to incorporate such training in the rural schools, another option is to do it after school. They could recommend, for example, that Farmer Field Schools be established where youth “hang out.” Here young people could learn how to become sources of knowledge within their communities on market information. Gradually this would empower youth and change their perception of a lack of opportunities for them in rural areas. Given those options, skill training would provide youth with opportunities that may prevent them from becoming disaffected and migrating to cities in hopes of finding work.</p>



### 3.5 Program Models from the Health Sector

USAID Missions conduct health programs for the most part in four areas: youth-friendly health services, sex and HIV education, peer education, and mass media/communications. Figure 12 summarizes these models and their implications for youth assessments.

**Figure 12. USAID Health Program Models with Implications for Youth Assessments**

USAID Health Program Model	Implications for Youth Assessments
Youth friendly health services	<p>Improve access and quality of reproductive health services by making them more acceptable to youth. Examples:</p> <ul style="list-style-type: none"> <li>• Train providers to treat youth with sensitivity</li> <li>• Ensure confidentiality of services or making services more affordable</li> <li>• Locate services in clinics, pharmacies, or school health facilities<sup>4</sup></li> </ul>
Sex and HIV education programs (may also be known as life skills programs) <sup>5</sup>	<p>A written curriculum intended to reduce adolescent sexual risk behaviors<sup>6</sup> is implemented in school, clinic, or community settings. A USAID program review in 2005 showed that these programs delay sexual initiation and increase condom use. Youth frequently assist curriculum development by indicating what they want from an education program. They also recruit other youth to help publicize the program and thus increase participation in it.</p>
Peer education programs	<p>These programs demonstrably improve knowledge, attitudes, and behaviors related to reproductive health. Youth trained to be peer educators also experience positive benefits themselves. Considerations for effective programs:</p> <ul style="list-style-type: none"> <li>• Quality of training and supervision of peer educators</li> <li>• Appropriate involvement of youth, parents, and the community<sup>7</sup> – youth help determine the needs of their peers, appropriate behaviors to achieve specific health goals, and recruitment strategies that support youth</li> </ul>
Mass media / communication programs	<p>Radio, television, and the internet are used to communicate messages about healthy behaviors. A global campaign done in conjunction with MTV in 2002 showed that media programs can have a significant impact on interpersonal communication about HIV/AIDS as well as changing social norms.<sup>8</sup></p>

<sup>4</sup> James-Traore T; Magnani R; Murray N; Senderowitz J; Speizer I; and Stewart L. Advancing Young Adult Reproductive Health: Actions for the Next Decade. FHI 2005.

<sup>5</sup> USAID's Health Policy Initiative project provides an online resource for policies related to improving youth reproductive health and HIV/AIDS worldwide. The site features a searchable database containing more than 100 full-text policies from over 40 countries and can be found at <http://www.youth-policy.com>.

<sup>6</sup> Kirby D, Laris BA, and Roller, L. "Impact of Sex and HIV Education Programs on Sexual Behaviors of Youth in Developing and Developed Countries". Youth Research Working Paper No. 2. FHI Working Paper Series No. WP05-05, 2005.

<sup>7</sup> Adamchak S and Finger, W. "Youth Peer Education". Youth Lens No. 24, FHI, 2007.

<sup>8</sup> Waszak Geary C; Mahler H; Finger W; and Henry Shears K. "Using Global Medica to Reach Youth: The 2002 MTV Staying Alive Campaign" Youth Issues Paper 5, Youth Net. FHI, 2005.



# 4.

## Component 4: Engaging Youth and Learning about their Perceptions and Experience

In recent years USAID Missions have more actively engaged youth in assessment activities. This trend has been driven both by an increased awareness of youth as key decision-makers in their own development, and by advances in assessment tools and methodologies available to Assessment Teams. Involvement of youth should occur as early as possible in the planning process, so that strategies can be refined, refocused, or entirely re-formulated before program descriptions and related procurement documents are finalized.

This section of this *Guide to Cross-Sectoral Youth Assessments* is built around several questions that USAID Mission teams should ask as they consider integrating a strong youth component into Scopes of Work (SOWs) for assessment activities. In addition, the section provides concrete examples of how USAID Mission teams have addressed these questions and used a wide range of assessment formats in settings as diverse as the West Bank, Morocco, the Philippines, Angola, and Timor-Leste.

### 4.1 Why Involve Youth?

Young people are a mobile and dynamic population who “vote with their feet” when it comes to participation in the programs designed to serve them. As a demographic cohort very much focused on the pursuit of economic opportunities, social networking, and holistic personal development, young people are obliged to weigh both the perceived advantages and real costs of participating in activities USAID might choose to fund compared to activities dictated by their immediate needs for survival. In addition, many young people have important household responsibilities related to child care, family livelihood pursuits, and other contributions to household economic survival; these responsibilities impact their decision making significantly.

Youth programs that are based entirely on what adult experts think are often doomed to failure, since assumptions about needs and priorities of youth are not effectively tested with young people themselves. In contrast, assessments that accurately portray youth see the young person as a necessary co-investor in the success of the project, and respect the fact that youth will have to bear many direct and opportunity costs if they decide to participate. These assessments focus on gathering information about young people’s current practices, surface what youth identify as being key barriers to more successful outcomes, and frame design questions in terms of where youth are willing to co-invest their time and material resources.



## 4.2 Issues in Targeting Particular Youth Markets

One common result in the roll out of new programs for youth is that the services or material supports offered never reach the particular youth group that was targeted. The literature cites examples from several sectors:

- **Education** offerings designed to reach out-of-school youth end up enriching programs for in-school youth.
- **Economic opportunity** programs intended to serve both young men and young women end up serving very few young women due to a lack of awareness of the constraints on girls' mobility or of fixed patterns in their daily use of time.
- Peer to peer **health** projects frequently select youth for training that come from a higher socio-economic class or different ethnic group than the intended beneficiaries; therefore, the project lacks the credibility or empathy required to succeed.
- **Youth center-based programs** have often fallen well short in their intended impacts because the location, hours, program offerings, or leadership structure of the center is better suited to more mainstream youth who come to dominate its activities to the exclusion of more marginalized groups.

Misaligned or misdirected youth programs are often due to assessment activities that fail to adequately segment the youth market, and end up drawing too heavily on so-called youth leaders or gathering information from youth who are the most readily accessible or the easiest to communicate with. Assessment activities need to go the extra mile to reach respondents from the intended target groups. This may require extensive pre-planning with local community-based organizations or networking with existing USAID-funded projects. It may also require the Mission to cover the expense of translation, transportation, or group facilitation. The Assessment Team needs to speak to youth at times and locations that are convenient to

the youth, and the team should continually ask the question “who is not here that we really need to speak to, and where are they?”

## 4.3 When to Involve Youth in Assessment Activities

In the past, youth have had only token involvement in USAID-funded assessment activities. Typically, they were asked to provide general thoughts or reactions via individual interviews, short surveys, or facilitated group discussions – with the focus on their perceived needs or their immediate impressions about proposed new interventions. This approach managed to garner some direct youth participation in single or multi-sectoral assessments, but this haphazard and shallow approach has fallen short of fully engaging youth as potential contributors of critical information, systematic analysis, constructive criticism, or alternative findings.



Recent USAID assessment activities have demonstrated the capacity of youth to play a more dynamic and systematic role at each stage in the assessment process, including:

**Youth involvement in the *Rapid Scan* phase.** It is often helpful to engage youth in this earliest stage of the assessment. They can be involved in brainstorming roundtables, key informant interviews, short surveys, or focus group driven mapping exercises – all of which look at how young people use their time; what community spaces and structures they interact with; and what young people’s perceptions are regarding their priority needs, opportunities and risks, existing assets, and key aspirations. Through these initial activities young respondents can influence the focus of the Assessment Team’s work, signal key gaps or misalignments in the information coming from other stakeholders, suggest non traditional sources of information, and highlight where any proposed program strategies might be in need of careful vetting.

**Youth contributions to *Scenario Building*.** Youth can rank, rate, or score existing programs that USAID might consider taking to scale, or potential new interventions that USAID might wish to pioneer. They can describe what worked and did not work in programs in which they participated. They can prioritize their needs and analyze the conditions under which they might participate in a new program. Scenario building can be done via Participatory Rapid Appraisal-style focus group sessions, through guided interviews, or participation of youth in mixed roundtable sessions (for example, see Appendix 1).

**Youth participation in *Scenario Testing*.** Youth can also test program options with key stakeholders and identify strengths, gaps, blind spots, and opportunities for further refinement. It is often best to engage a different group of youth in the Scenario Testing phase so that they can provide feedback on ideas from previous groups who had contrib-

uted to the Scenario Building phase. The Assessment Team should secure the services of a skilled facilitator who can tease out possible improvements or re-work existing design options, and not steer youth towards prematurely buying into approaches the Assessment Team may already be invested in.

**Youth roles as *Assessment Team members*.** Assessment Teams should endeavor to include one or more young people. Their presence can bring immediate benefits in terms of another set of perspectives, a different kind of familiarity and legitimacy with young respondents, and a constant reminder that youth can be engaged at every stage of assessment work. Youth members are generally drawn from local youth-serving organizations and meet certain key criteria, such as previous experience in project evaluation or design, good communication skills, demonstrated capacity to interact with people from a wide range of backgrounds, and experience in working in multiple communities or organizations. Typically, these youth are paired with more experienced team members with assessment capabilities.



## 4.4 Building Youth Engagement into the Scope of Work

Prior to formulating an Assessment Team, the USAID Mission commonly elaborates a Scope of Work (SOW) to guide the team's activities, including the work of any consultants or contractors. The SOW should address youth engagement in the following areas:

**1. Team make-up.** Beyond ensuring the participation of traditional sector specialists, Missions looking to assemble effective youth Assessment Teams will need to ensure that one or more members is well versed in youth assessment tools and approaches.

**2. Key objectives.** Effective engagement of youth representing the targeted population(s) of youth should be listed as a key objective of the assessment.

**3. Required activities.** Use of both qualitative and quantitative youth engagement approaches should be stipulated in the assessment's SOW. The SOW should also address the engagement of youth in all three assessment phases: (a) Market Scan, (b) Scenario Building, and (c) Scenario Testing.

**4. Final deliverables.** The SOW should stipulate a clear link between youth input and the program options developed by the team – including how such options have been tested directly with youth.

**5. Breakdown of team's level of employment (LOE).** This section of the SOW should specifically address youth engagement activities in order to ensure adequate resources are in place for this core set of activities.

**6. Budgetary building blocks.** Youth engagement activities will typically require designated budget lines to cover things such as (a) transportation and refreshments for focus group sessions; (b) translation costs for individual and group sessions with youth; and, (c) funds to cover the processing of any surveys or questionnaires used.

## 4.5 Youth Focus Group Protocols

Youth focus groups have proven to be a very effective methodology for engaging youth as active participants in assessment activities. Four critical factors for their success include:

**1. Appropriate representation.** Focus groups work best when they bring together groups of 8-12 youth with similar demographic characteristics. This allows the group to serve as an effective proxy for the thinking of the broader cohort they are intended to represent. Normally 4-5 focus groups drawn from the same cohort are required in order for an Assessment Team to form meaningful conclusions from the comparative data they generate.

**2. Best practices.** Focus groups fall into the trap of just being meandering “group interviews” unless they are driven by a well-developed set of guidelines. These ensure that each focus group follows an identical step by step process, and that data generated can thus be captured and communicated in reliable and valid ways. Effective focus groups tend to have the following characteristics:

- Utilize introductory techniques that put youth participants at ease and make them feel valued while acquainting them with the rules of effective communication, engagement, and respect for others (see Appendix 1).
- Built around a core set of questions and follow-up probes that take a group through an effective exploration of a given theme (such as how youth spend their time, what their thoughts are on a given topic, or what they see to be the priority needs of their cohort).
- Conduct group activities that require participants to rank or score the answers they generate during initial discussions. This ensures that the focus group participants reach formal consensus on key issues and have a way to signal where individual answers (no matter how strongly expressed) are in fact outliers.

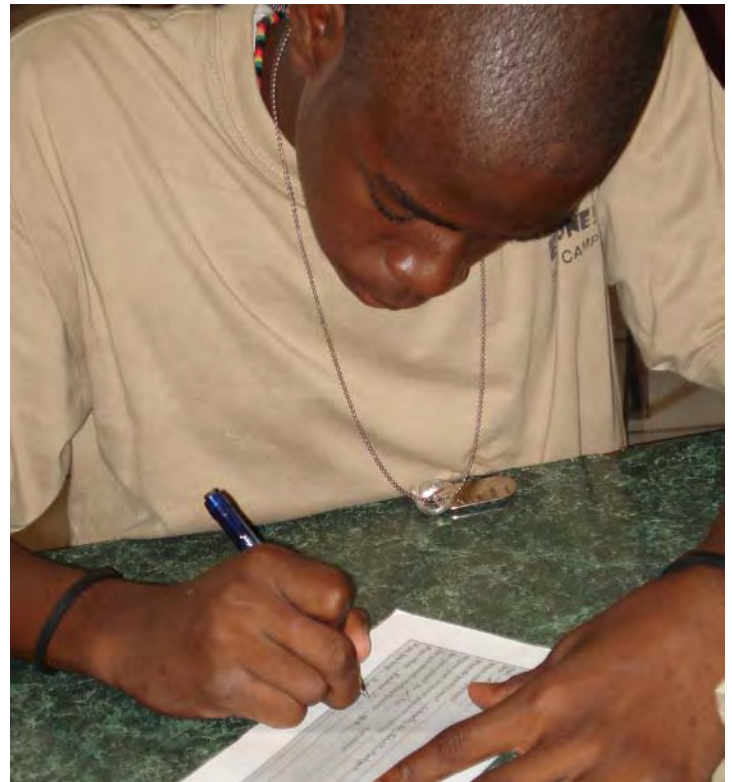
- Ask participants to analyze the results they have generated, providing further insight into the key drivers of youth decision-making and priority setting.
- Progress from open-ended discussion (e.g., looking at time use and mobility mapping) to follow-on questions with specific themes raised by the group in the previous discussion or which surfaced from the Assessment Team’s literature reviews and/or key informant interviews (see Appendix 1).

**3. Skilled facilitators.** Focus groups require skilled facilitation. Assessment Teams should ensure that at least one of their members (international or local) has a background in facilitating focus groups and that there is adequate time to orient local translators to the focus group process. Assessment Teams might also do some pre-field mission training in focus groups if this is not an existing area of strength for any team member. Assessment Teams also should ensure that one or more of their members is able to rigorously organize and analyze the qualitative data generated by multiple focus group discussions and to compare and contrast the findings with those obtained from quantitative data sources.

**4. Link qualitative and quantitative methodologies.**

Focus group results provide an effective entry point to the development of quantitative survey or questionnaire tools that can be used to test the generalizability of focus group findings to a broader sample of youth. Such quantitative tools can be used to test alternative scenarios or specific program ideas that arose from the focus groups. They can also be used to compare and contrast focus group responses with those from a wider range of youth cohorts who completed the questionnaire or survey.

Assessments that do not pay attention to these four critical factors run the risk of undermining the potential of focus groups to capture and communicate the priority needs and aspirations of the youth USAID would like to engage in the broader assessment process.



## 4.6 Additional Resources USAID Missions Can Draw Upon

There are a number of USAID publications that Mission teams can refer to if they want to do some further background reading on engaging youth in assessment activities. Good places to start include:

- USAID CMM Bureau’s 2005 Publication, “Youth and Conflict: a Toolkit for Intervention”
- USAID-funded “The Hope of Tomorrow: Integrating Youth into the Transition of Europe and Eurasia Volume 2 Youth Rapid Assessment,” Aguirre International, May 2004

EQUIP3 has also carried out a number of youth assessment activities in cooperation with USAID country missions in a wide range of settings. Assessment reports on many of these can be found on the EQUIP3 portion of [www.equip123.net](http://www.equip123.net). Suggested places to start based on areas of interest include:

- A good example of a **country-wide youth sampling methodology** can be found in the appendices of the “Ruwwad: Palestinian Youth Empowerment Assessment Report” (EQUIP3 2005).
- A useful overview of **how qualitative research with youth can be incorporated into an assessment report** can be found in the “Uganda and West Bank Youth Microfinance and Conflict Case Studies” (AMAP 2005, 2006).
- A diverse set of **youth-oriented focus group discussion tools** can be found in the appendices of the “Morocco Cross-Sectoral Youth Assessment Report” (EQUIP3 2007).

- Due to **security issues**, youth assessments sometimes need to adapt their methodologies, as described in the Somalia and Yemen youth assessment reports (EQUIP3 2008).





# 5.

## Component 5: Learning about the Perceptions and Experiences of Other In-Country Stakeholders

USAID Missions seeking to make results-oriented investments in youth programming can only benefit by drawing on the insights and experience of a full range of youth development stakeholders. In addition to the usual stakeholders in government, business, education, and community organizations, it is important to engage young people's extended families and immediate households, who have a significant stake in youth development outcomes, and often play a key role in the decisions youth make.

### 5.1 Stakeholders Who Can Add Value to Youth Assessments

Experience has shown that a number of different in-country stakeholders can add significant value to USAID-funded assessment activities. These include:

- **Parents and community leaders.** Parents should not be overlooked, but instead involved at all stages of the youth assessment. Community leaders should also be engaged early in the assessment process in order to give it legitimacy.
- **Local Government Officials.** Local government officials can often provide insight into both the overall condition of youth in their community and the ways in which national policies or programs are filtering down to the local level. They are a good source of reality checks regarding the imbalances between policies, available funding, legal frameworks, and realities on the ground.
- **Civil society organizations.** NGOs and community-based organizations have important insights about both existing youth programming and priority areas for innovation or scaling up. They also implement much USAID-funded programming.
- **Journalists and other media professionals.** Journalists are an excellent source of information during the initial rapid scan phase of assessment work. They can speak to both what the main youth-oriented stories are on the national or local agenda, as well as the ways young people are perceived by other stakeholders.
- **USAID grant recipients.** Even if not explicitly involved in youth programming, USAID grant recipients can provide interesting input at all stages of assessment work. They should be engaged early enough in the assessment to be able to facilitate direct access to young people for inclusion in youth engagement activities.
- **Other donor agencies.** USAID is normally in contact with both domestic and international donors, and these can be important sources of information about programming and policy trends that affect youth. These funders are often aware of both successes and failures of youth programs and those that are ready to go to scale, key gaps in services, and funding priorities of other donors and government entities. They also tend to be aware of trends in government policy making, as many have partnership agreements with key ministries or quasi-public organizations. No doubt they would be interested in where USAID plans to invest resources and would be happy to pitch program options that they could deliver with USAID funding support.
- **Business leaders.** Chambers of Commerce or service clubs such as Rotary International can help the Assessment Team identify leaders from businesses of all sizes. They will have insights into the state of youth development and the impact of the youth cohort on a country or community's social, political, and economic welfare.

- **Academics.** University faculty, researchers from public and private institutions, and other scholars can assist the Rapid Scan phase of assessment work. They can provide extensive background information in the form of existing published and un-published reports. They can share their overall impressions and analysis, and suggest where key gaps exist in what is known about youth.

## 5.2 Types of Data and Information to Collect

With guidance and feedback from the Mission staff or steering committee, the Assessment Team should develop its own interview schedules and questionnaires that address several of the five types of information described below:

**1. Contextualization of both data points and youth comments.** Stakeholders can check the accuracy and comprehensiveness of data collected by the Assessment Team. They can fill in the blanks or read between the lines when it comes to government reports and provide their insights on why youth have responded in a given way to questions they have been asked.

**2. Insights into emerging trends in the sector.** Government and non-government respondents can provide insights into the youth-serving sector at both the national and local levels, indicating which programs are the most successful and the policies and strategies that support or hinder progress. They are also a good source of information about current gaps in services or areas of particular weakness.

**3. Feedback on proposals to expand or initiate youth services.** As the Assessment Team enters into the scenario testing phase of its work, in-country stakeholders can be a useful source of feedback on emerging findings, recommendations, and proposed program options. This can be done via a series of individual interviews or through roundtable discussions where program scenarios are presented and feedback is solicited.

### 4. Clarity on incentives that may or may not work.

Since USAID is generally but one funding source in a complex system of resources and mandates, stakeholders are also able to provide insight into how USAID's funding decisions create incentives for change or reform. This is essential feedback to the Assessment Team as they seek approaches that would increase the likelihood of USAID's resources having the desired impact on youth welfare.

### 5. Information on youth's willingness to co-invest.

Since in-country stakeholders are frequently key investors in youth programs themselves, they can suggest the best ways for USAID to partner with them to achieve scalable and sustainable results.



### 5.3 Effective ways to Involve Stakeholders

Assessment Teams should keep in mind that many in-country stakeholders may have a direct interest in where USAID resources are invested. Therefore, the Team should differentiate between when stakeholders speak on their own behalf or for their sector. Getting stakeholders to step back and reflect more broadly on the work of their sector requires particular assessment methodologies and tools, all of which EQUIP3 has tested in a range of assessment settings. Examples of these methods include the following:

**Roundtable sessions.** It is particularly helpful during the initial Rapid Scan phase of the assessment to engage stakeholders in a series of facilitated roundtable discussions or community forums. These typically walk a cross-section of stakeholders through a series of guided questions that elicit their impressions about the overall state of youth (their needs, aspirations, assets, and deficits) along with the state of the youth-serving sector (its effective programs, any key gaps in services, along with trends in government policies). These sessions should encourage stakeholders not to speak exclusively about their own initiatives, but rather to reflect more generally about trends in the broader sector.

**Focus groups.** Focus groups are frequently effective at eliciting the thoughts and experiences of stakeholders. Sessions typically focus on mapping relationships, decision-making processes, funding streams, and influence channels within the youth-serving sector. They can also rank or score priority needs or program objectives.

**Key informant interviews.** Interviews with particularly active or interesting group session participants frequently follow roundtables and focus groups. These explore particular areas of focus or interest and often lead from one issue to another using the “chain” method of qualitative research. Effective interviews follow a series of carefully guided questions, while still leaving room for areas of unanticipated inquiry and follow-up.





# 6.

## Component 6: Developing Findings and Recommendations

Once information has been collected, the Assessment Team's next task is to analyze and derive meaning from the data. Component 6 presents a series of questions that will help the cross-sectoral youth Assessment Team make use of the data and information it collected under Components 1-5, and develop a set of findings and/or recommendations.

### 1. What was learned about the youth development issues that framed the assessment? Are they still valid?

Most assessments usually begin with a core set of youth development issues that the Mission asserts the host country is facing; oftentimes the Mission wants the Assessment Team to validate a preliminary hypothesis or design assumption. We suggest that the Assessment Team verify whether these are indeed the country's core issues in youth development, based on the information it collects. Each core issue identified by the Team should include a short analysis of why it is important. Following are examples of core youth development issues:

- There is an insufficiently developed private sector, therefore youth lack employment opportunities;
- Youth who drop out or never attend primary school lack access to relevant education and training opportunities; therefore they are unable to further develop basic livelihood skills;
- Youth are being actively recruited to join terrorist organizations or local gangs because there are no effective youth service programs in marginalized areas;
- Youth have little opportunity to contribute to the development of their communities, and therefore are viewed as liabilities rather than assets.

If there was a program design hypothesis or causal model that the Assessment Team was asked to examine, a section of the Team's report also can be used to either validate and/

or disprove the Mission's assumptions. This can be done by summarizing the key elements of the causal model, and then providing information on the contextual reality, which the Assessment Team has collected. Figure 2 in Component 1 of this Guide illustrates such a causal model analysis.

### 2. Which youth should the assessment target?

The assessment report should provide a profile of the youth population targeted by the core issues; e.g., if youth unemployment is the core issue the assessment report needs to profile, those youth that are unemployed or at-risk of unemployment must be identified. Such a profile can be both quantitative and qualitative. Quantitative information can be provided about geographic location, age, gender, and ethnic make-up, and other socio-demographic characteristics of the target group. Qualitative information might include some biographical profiles of the different members (boys/girls/older/younger) of the target youth group. These profiles can be drawn from the interviews with youth described in Component 4 of this Guide.

### 3. What do we know about the youth development status of targeted youth?

Moving beyond basic demographics, the next question to be answered requires putting together information on the indicators within each sector that contribute to a cross-sector analysis of youth development status. The Assessment Team should compare and contrast information on the indicators of youth status that it collected from agriculture, democracy and governance, economic growth, education, health, and other sectors (see Component 2). Please note that in some countries information on different youth status indicators may not exist or be difficult to come by. In these situations, the Assessment Team may wish to commission its own primary data research enabling a more robust analysis.

It also is worth noting that, in addition to the sector-specific youth status indicators described in Component 2 of this Guide, there are also developmental measures of youth status such as the 40 included in the Search Institute's youth developmental assets profile (see [www.search-institute.org/assets](http://www.search-institute.org/assets)). In all probability most developing countries have not assessed youth with regard to these developmental measures. However, the Assessment Team may wish to conduct its own survey or recommend that USAID collect such information as part of its youth development programming activities.

#### **4. What do we know about the perceptions, experience and assets of targeted youth?**

An important section of the assessment report summarizes information drawn from the focus group and in-depth interviews with youth themselves (see Component 4). This analysis should highlight what young people see as their priority goals, opportunities and risks, existing assets, and key aspirations. It should provide any feedback from youth on the effectiveness of existing youth programs and/or on the design for new programs. It also should provide an analysis of the implications for youth program development that the data on youth perceptions reveals.

#### **5. What do we know about perceptions of stakeholder groups in relation to the core issues of our analysis?**

Information from interviews with key stakeholders (see Component 5) should be used to produce an analysis of stakeholder perceptions. For example, the assessment should analyze the perceptions of family and community members regarding the needs of youth and the effectiveness of existing youth programs and policies. It also should identify the roles and responsibilities that different stakeholders can play in the development and implementation of youth policies and programs.

#### **6. What do we know about the reach and effectiveness of host country youth programs and institutions?**

The Assessment Team's analysis also should include an inventory of major youth policies and programs that affect the targeted youth cohort, as well as an assessment of the organizations that manage or sponsor these programs. Information about existing youth policies and programs and youth-serving organizations is readily available in most countries. Usually insights into program and organizational effectiveness can be derived from focus groups and individual interviews with the beneficiaries (youth themselves and their families) and stakeholders involved in these programs. However, in some cases USAID may want more detailed assessment information on the effectiveness of youth programs and youth-serving organizations. In these situations, Assessment Team members may want to spend time observing program activities, looking at any existing program evaluation data, and developing more in-depth program case studies that can be included as part of the assessment report.

#### **7. Can existing USAID sector-based programs be used to address core issues?**

The assessment report should contain an analysis of the resources offered through existing USAID sector programs that address the needs of targeted youth. Component 3 provides examples of USAID sector program models (in economic growth, education, democracy and governance, agriculture, and health), and it suggests how these models can help benefit and/or be informed by youth. The analysis section of a USAID cross-sectoral youth assessment should map existing Mission programs, identify their geographic reach, and suggest ways in which they can enhance their impact on priority youth development issues. For example, if youth unemployment is an important issue, the Assessment Team should review the possibilities for youth employment linkages with existing USAID programs in agriculture, economic growth, health, and other areas.

## 8. Should the Mission take action at this time to address youth development needs in the host country?

Based on the responses to questions 1-7, the Assessment Team needs to answer three more questions:

1. Is there a solid rationale for a new USAID-sponsored youth program?
2. If yes, what kinds of program models should the Mission support?
3. How should the Mission organize itself to implement a new program?

More detail on these three questions appears below:

### a. Is there a solid rationale for a new USAID sponsored youth development program?

The Assessment Team must determine whether there is justification for a new USAID youth program, and if so, what kind of program. It should weigh the following factors in arriving at its recommendations:

- i. Extent and urgency of the need;
- ii. Nature of the core issue and the degree to which it is effectively being addressed by others;
- iii. Extent to which existing USAID sector programs have resources that can be utilized to help support a new initiative;
- iv. Funding that is available;
- v. Results that can be achieved with a targeted level of investment.

### b. What kinds of program models should the Mission support?

Each new program should be designed to meet specific needs of targeted youth and the contextual realities within which they live. However, there are some basic youth development program models that the Assessment Team can use as a point of departure. Below are descriptions of six such

program models. Please note that youth programs very often combine several of the models listed below into an integrated program package.

- i. **Youth employment model.** Helps program participants obtain employment. Key elements include career counseling, vocational training, building linkages between education and training providers and the private sector, working with or establishing labor exchange mechanisms that link youth to employers, and linking youth to public sector infrastructure development projects.
- ii. **Livelihood skills development model.** Provides youth with skills that enhance their ability to contribute to a family or community enterprise, start a business, get a job, or return to formal education. Key elements include skills training, entrepreneurship training, access to micro-credit or micro-finance, and mentorship and counseling.
- iii. **Service learning model.** Provides youth with opportunities to participate in community development, engage in civil society, or provide humanitarian assistance. Key elements include youth leadership training, youth service project design, adult/youth mentorship and coaching, and linking of service activities to youth development outcomes.
- iv. **Youth services model.** Provides access to youth development services including information technology, culture and recreational services, tutoring, and psycho-social support. Key elements include the establishment of youth-friendly environments, and the provision of skilled youth development counselors.
- v. **Complementary education model.** Provides out-of-school youth with access to core literacy, life, livelihood, employability, and vocational skills training. Key elements include the establishment of flexible learning systems,

cross-disciplinary and cross-sectoral education and training programs, and linkages with formal skill certification programs that can lead to formal education and/or employment opportunities.

vi. **Program models that build the capacity of youth-serving organizations.** Provide technical and management support to enhance program effectiveness and sustainability of youth serving organizations. Key elements include the establishment of organizational standards and benchmarks, and the provision of relevant capacity-building, financial, and technical support.

**c. How should the Mission organize itself to implement a new program?**

There are three basic ways a USAID Mission can structure the implementation of a new youth development program:

i. **Establish Mission-wide youth Strategic Objective (SO) that can be implemented by multiple sectors working to achieve results and objectives within their own sectors.** For example, a Mission-wide objective might be to prevent youth from engaging in terrorism. Different sectors could pursue their own strategies to help the Mission reach this objective, e.g., democracy and governance could implement a civic engagement project; economic growth could focus on providing jobs for at-risk youth; and education could sponsor a training program for youth outreach workers in marginalized areas. Each sector program would monitor the impact of its efforts in relation to a set of indicators associated with that sector, e.g., the project in the economic growth sector would target a reduction in youth unemployment. In addition, a Mission-wide monitoring and evaluation framework could be established to track the impact of the different sector-specific programs on a common set of indicators for preventing terrorism.

ii. **Establish a cross-sectoral youth development project with targeted results.** Under this model two or more sectors would collaborate on a youth development project that has a common set of success measures. For example, the education sector and the economic growth sector might collaborate on a youth livelihood skills training program that had a job placement component. The education sector might take the lead in implementing the project, but funding could come from both sectors, and both sectors could claim the outcomes of the project to help them achieve their sector-specific results.

iii. **Establish a single-sector youth development project.** This traditional model of USAID youth programs is generally employed by Missions where there is little interest in youth programming outside of a single sector.

Regardless of which sector or organizational vehicle a Mission chooses to pursue for its youth development initiative, we recommend a team representing different sectors within a Mission be constituted to work together to coordinate the program. The holistic attributes of most youth development efforts require the perspectives of multiple fields of endeavor. Therefore, even a youth program implemented within a single sector will benefit greatly from the input of those working in other sectors.



## Final Note

With current and future changes in policy, program direction, and funding patterns, the development priorities affecting youth are likely to evolve over time. This Guide is meant to assist Missions in planning and thinking through the initiatives and responses most closely suited to each country situation, with a focus on both local developments and USAID policy contexts. This is meant to be a useful document both for Mission staff and for assessment teams, whether internal or external. As such, it is a work in progress and feedback is welcome and encouraged.





# A1.

## Appendix 1: Mobility Mapping - Exploring Community Spaces and Structures Tool

**Tool Introduction:** This is a “market engagement” – style Focus Group Discussion tool designed to:

- Begin to explore with young people the spaces and structures in the community where they spend time
- Understand the amount of time young people spend in these spaces
- Help the group reflect on the “gains” these spaces promote

The tool consists of five parts:

1. The Introduction
2. Step 1- Where Young People Spend Time
3. Step 2- Frequency and Level of Gain
4. Step 3- Follow Up Questions
5. The Closure

Each part has explanations and reminders about the step, and often includes a sample script for facilitators to use.

### Introduction

**Greeting:** We are \_\_\_\_\_ and \_\_\_\_\_ from the \_\_\_\_\_ Youth Assessment project – an initiative designed to help develop better programs and services for young people like you. We have been meeting with different groups this past week here in \_\_\_\_\_ and \_\_\_\_\_. We are especially pleased to be joining you here in \_\_\_\_\_ today.

Our team is made up of people from different countries such as \_\_\_\_\_ and \_\_\_\_\_. We do similar work with young people where we live and are looking forward to finding out more about young people’s ideas and experience here in \_\_\_\_\_.

We appreciate you taking the time to join us and would like to say thank you to \_\_\_\_\_ for inviting us to meet with you.

The use of the following **facilitation tools** is optional. They have proven to be effective with a range of groups and can be used to build rapport and ensure broader participation

**Facilitation Tools:** *Because one of the goals of today's meeting is to include everyone's participation, and to be sure all voices are heard, we have a few tools that will help us. All of us, including us your facilitators, will need to respect their use.*

*(1) First we have our Koosh. We will use it to invite participation, and the person who has the Koosh is the only one with the right to speak. You can ask for the Koosh if you want to say something or pass it to someone else in the group if you want to invite them to share an idea or opinion.*

*(2) If you are having to wait patiently for the Koosh and are excited to talk we will give you the Stretchy Ball. You can pull it and stretch it like this [show them] and it will help you relax as you wait your turn. For now let me give it to \_\_\_\_\_ who can pay attention to giving it to the first person who needs it, or share it with others who might like to hold it just for fun.*

*(3) Next I would like to show you another tool, the Chicken. It is used to signal to someone that they might be speaking a little bit too much (like a hungry chicken eating all of the grain). We can use it in a gentle way by shaking it at the person [show them] or sometimes by gently tossing it to someone. For now let me give it to \_\_\_\_\_ who can pay attention to the first person who needs it, or share it with others who might like to hold it just for fun.*

*(4) Finally we have our Lizard. It is used to signal to someone that they are being too aggressive or are hurting another person's feelings. We can use it by shaking it at someone who is getting a little aggressive – and we can even give it to them to pull and stretch in case they want to relax a little before carrying on. We look forward to this being a lively and energetic group and hope that these tools will help us all feel safe, supported and encouraged to speak.*

**Group Introduction:** *Let's use the Koosh now to introduce ourselves to the group. Please let us know your name and your age. Do introductions now.*

**Getting Started:** *When we meet with young people in a new community we find it helpful to start with trying to understand the things they are already doing, the places they spend time...*

**Remember:**

- Let the group do the work
- Let the tools do the work
- Probes not prompts
  - “Tell me more about that...”
  - “What does that look like...”

## Step 1 – Where Young People Like You Spend Time

**Step 1:** *To get started we would like you to give us examples of the different places in the community where young people spend time during an average (non vacation time) week. We will write your examples on these cards [show cards] so we can all remember the examples that have been given.*

**Remember:**

- Write their answers on index cards and place in front of the group (place in a random order)
- Write their answers in the language the group seems most comfortable with (put your own translation in small print at the bottom if necessary)
- Combine similar comments/cards in order to keep the number of cards manageable

**Probe for:** Places they go regularly, places they might go only a few times a week

### **Data Gathering Reminders:**

- Hold onto the index cards
- Make notes as they make any informal comments about where they spend the most time, and how much they gain from spending time there

## **Step 2 – Frequency and Level of Gain**

**Step 2:** *Now we would like to get a better understanding about these places that young people spend time. Working as a team, we would like you to take on two challenges:*

*First, using these yellow colored stones, please give us an idea of how much time young people like you spend in each type of place – with 1 stone representing very little time, and 5 stones representing a lot of time. You can use as many stones as you need.*

*\*\*\* give the group a chance to complete this first task*

*Second using these red stones, please give us an idea of how much you gain from spending time in each place -- with 1 stone representing very little gain and 5 stones representing a very high gain.*

*We ask you to work as a team using these facilitation tools, if needed, to make sure everyone gets a chance to speak. Since your scores will be done with these stones they can easily be changed – so anyone can get us started with their suggestions and then the group can decide together what the final scores should be.*

### **Remember:**

- Give the group time and space to work (let the group do the work)
- Support quiet members who might wish to speak by looking at body language
- Check to make sure the group has reached a consensus
- Ask for clarifications and insights after they have finished their work

**Probe for:** Differences between girls and boys, younger and older youth, poor and not-so-poor youth

### **Data Gathering Reminders:**

- Make a chart showing the number of stones placed in each card
- Make notes as they make any informal comments about where they spend the most time, and how much they gain from spending time there

## **STEP 3 – Follow Up Questions**

Divide the cards with the “how much do you gain” scores on them into the top half and the bottom half. Then ask the groups their perceptions about:

### **The Top Half**

- In what ways do these people/places promote young people’s gains?

### **The Bottom Half**

- What is missing from these places so that they do not promote many gains

### **Data Gathering Reminder**

\*\*Write the group’s answers on cards if you have time, or just make note of their comments in your notebook

## **Closure**

Thank the group for their participation and ask if they have any remaining observations they would like to share.

# About EQUIP3

The Educational Quality Improvement Program 3 (EQUIP3) is designed to improve earning, learning, and skill development opportunities for out-of-school youth in developing countries. We work to help countries meet the needs and draw on the assets of young women and men by improving policies and programs that affect them across a variety of sectors. We also provide technical assistance to USAID and other organizations in order to build the capacity of youth and youth-serving organizations.

EQUIP3 is a consortium of 12 organizations with diverse areas of expertise. Together, these organizations work with out-of-school youth in more than 100 countries.

To learn more about EQUIP3 please see the website at [www.equip123.net/equip3/index\\_new.html](http://www.equip123.net/equip3/index_new.html).



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