IN DEVELOPMENT: BECOMING BETTER YOUTH PARTNERS

YouthPower2: Learning and Evaluation

FINAL REPORT

USAID
FROM THE AMERICAN PEOPLE

YOUTHPOWER2
LEARNING AND EVALUATION

PHOTO: Bigshow Lamar Campton/Pexels

TABLE OF CONTENTS

Table of Contents	ii
A Note from the Director	iii
A Note from the Youth Advisory Group	iv
Overview	1
At a Glance	5
The Activity	3
Activities and Results	9
Developing the Evidence Base	10
Broadening Access to Knowledge	16
Fostering Engagement	21
Facilitating Application	26
Looking Ahead	31
Annexes	33
Annex A: Acronyms and Abbreviations	34
Annex B: Reports and information products produced	36
Annex C: YP2LE Webinars and Major Events	39

Contract Number: 47QRAA19D0006K/7200AA19M00018
Prime Contractor: Making Cents International
Period: October 2019 – September 2024 Final Report

September 2024
This report is made possible by the support of the American people through the United States Agency for International Development (USAID), under the terms of YouthPower2: Learning and Evaluation AID Contract #47QRAA19D0006K/7200AA19M00018. The authors' views expressed in this report do not necessarily reflect the views of USAID or the United States Government.

A NOTE FROM THE DIRECTOR

Lindsey Woolf

To say that youth are assets in low- and middle-income countries means recognizing and valuing the unique strengths, capabilities, and potential young people possess. It acknowledges that young people are not passive recipients of aid or services but active participants and agents of change in their communities and societies.

Young people can contribute to their countries' development in various ways. They bring fresh perspectives, creativity, energy, and innovative ideas to address social, economic, and environmental challenges. Their skills, knowledge, and entrepreneurial spirit can drive economic growth, social progress, and sustainable development.

Furthermore, investing in young people can have long-term benefits for society. By providing opportunities for education, training, employment, and civic engagement for young people, we can strengthen their potential, improve resilience, and help them become active and responsible members of their communities.

Viewing young people as assets in low- and middle-income countries means recognizing their potential to drive positive change and contribute to their societies' overall well-being and prosperity. It is about investing in their development, having them play an active role in decision-making processes, and creating opportunities to thrive and fulfill their potential.

As the 5-year YouthPower2: Learning and Evaluation (YP2LE) Activity ends, we are thrilled to showcase the impact and learning cultivated through this transformative initiative. At the heart of our work lies the essential commitment to meaningful and inclusive youth engagement, which guides every facet of our endeavors and shapes the narrative of global youth development. By placing young people at the forefront and championing their voices, YP2LE has strived to make sure youth are not just beneficiaries but active participants in the journey toward positive youth development.

Lindsey Woolf
YP2LE Project Director

A NOTE FROM THE YOUTH ADVISORY GROUP

As youth, we often hear that we are the future of this world. Sometimes, we feel powerless, and that no effort can bring lasting change, but then, we remember that there is no future without a present. We are the past, the present, and the future of this world, and we have the power to write the history future generations will be inspired to read. Being part of the YP2LE Youth Advisory Group has given us insight into our potential to change the world by changing and empowering ourselves.

Through YP2LE, we have been empowered with the knowledge, skills, and support needed to drive change. The Activity has provided invaluable resources and opportunities to engage with other young people and peers who share our passion for positive youth development. YP2LE has connected us with a network of experts and mentors with whom we have collaborated.

The practical experience we have gained through YP2LE has enabled us to learn how to effectively design, implement, and evaluate youth-centered initiatives that address the unique challenges our communities face. This process has reinforced our belief that we have the power to ignite change by inspiring others. YP2LE has not only equipped us with the tools to be effective leaders but also instilled in us a deeper sense of responsibility to be the change agents our communities need.

As we reflect on our journey with YP2LE, we realize that the power to create change lies not only in grand gestures but in the small, consistent actions we take every day. Each of us has the potential to be a catalyst for transformation, and YP2LE has shown us that by coming together, supporting one another, and staying committed to our values, we can build a future where youth are not just the leaders of tomorrow but the architects of today. Our journey has just begun, and together, there is nothing we cannot achieve.

"Evidence shows that if we invest effectively in youth's integrated development, the current generation will contribute to greater economic growth, democracy, and stability, and development efforts are more efficient and effective when we engage youth as partners."

— USAID Youth in Development Policy 2022 Update

OVERVIEW

The United Nations estimates there are nearly 1.2 billion[1] young people between the ages of 15 and 24 in the world. Making up 16 percent of the population, youth are far from a monolith. They have significantly different lived experiences from their peers and their elders. Many are struggling for survival, others are searching for a path, and some already know they want to make an impact on their communities. They lead efforts in advocacy, education, innovation, knowledge management, outreach, policy, program implementation, research, systems change, and much more. Just in numbers, youth have a substantial influence on societies, yet they are often expected to fall in line and are treated as passive recipients of programs and services. If we want to change the world, our attitudes toward youth must shift.

The United States Agency for International Development (USAID), through its Youth in Development policy and the implementation of activities such as YouthPower Learning (YPL) and YouthPower2: Learning and Evaluation (YP2LE), is helping the Agency's staff and fellow implementers, researchers, and government officials to change that mindset and become better youth partners. The foundation for this work is the Positive Youth Development (PYD) approach.

"We are usually called by the government official to listen to what they have already decided, and [they] simply consider our participation a decoration."

— YP2LE Ethiopian Youth Focus Group Participant

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

[1]United Nations. n.d. State of the World s Youth. Accessed August 14, 2024. https://www.un.org/en/global-issues/youth#:~:text=State%20of%20the%20World's%20Youth,cent%20of%20the%20global%20population.

Making Cents International (Making Cents) was awarded the YP2LE Activity in September 2019. The 5-year initiative built, expanded, and disseminated PYD evidence and learning across multiple sectors and provided leadership in promoting PYD best practices with the intention of helping transform the way we think about working with youth.

Together with our partners, we worked to deepen the evidence base, broaden access to knowledge, foster meaningful and inclusive youth engagement, and facilitate the application of the PYD approach in program design and implementation to improve how the international development sector partners with youth. We also fostered collaborative networks and provided rapid-response technical support to USAID Missions and operating units, while championing PYD principles. Building on the success and lessons learned from YPL, our technical approach assembled a mosaic of global PYD evidence building, stakeholder engagement, knowledge transfer, and application of learning to help USAID and others construct high-quality, effective, and sustainable programs. Figure 1 presents YP2LE's theory of change.

If we

Conduct research that contributes to the evidence base on how to intentionally engage youth, families, communities, and systems in age- and developmentally-appropriate activities and foster a sense of belonging, pro-social norms, gender equity, and healthy realtionships...

...Improve the knowledge, skills and practices of those working in global PYD to help youth build skills and assets, access health and education services, civic and economic opportunities, and safe spaces...

...Increase the number of traditional partners that are collaborating, sharing, disseminating, and applying PYD best practices and lessons learned...

...Effectively use the Youthpower.org and Youthlead.org websites to harness knowledge and engage youth worldwide...

...Support USAID MBIOs by providing technical input, products, and assessments...

then

YP2LE will build, expand, and disseminate PYD evidence and learning within and across multiple sectors and provide leadership in promoting PYD best practices leading to sustainable outcomes that: address poverty and build resilient, democratic, and self-reliant societies that improve health, nutrition, education, and well-being outcomes and strengthen economies for generations to come.

Figure 1. YP2LE theory of change

PHOTO: Shutterstock

ACTIVITIES AND RESULTS

YP2LE started by expanding cutting-edge, relevant PYD evidence and bringing together a diverse group of researchers to address critical questions from USAID's PYD Learning Agenda. Simultaneously, we expanded a vibrant Learning Network that engaged various global stakeholders to familiarize more people with PYD and help them learn together. These activities generated actionable knowledge accessible through online platforms, webinars, and a network of exemplary young changemakers who amplified PYD lessons throughout their communities and networks across 36 countries. We worked with USAID and its partners to make sure that applying best practices in PYD is practical and that practitioners and leaders have valuable data to make critical strategic decisions on how to meaningfully engage youth in improving their lives and communities with the support of their peers, families, and governments.

Developing the Evidence Base

YP2LE focused on expanding the evidence base for PYD in low- and middle-income countries by conducting research to address gaps in knowledge. The PYD Learning Agenda, which identified critical questions to generate evidence and advance the understanding of PYD, guided our work *(see also Table 1)*. By conducting numerous research activities, evaluations, and youth assessments, we gathered data from thousands of young people in LMICs about their needs and challenges, experiences with youth programming interventions, and perceptions about opportunities within their communities. We learned about stakeholder collaborations and ongoing efforts to support youth development in multiple country contexts, including promising approaches for integrated youth programming and strategies for more effectively engaging youth in decision-making and provision of input. Additionally, we tested multiple strategies for tracking and following up with youth over time, which is critical for understanding how outcomes persist or change as young people approach adulthood. YP2LE also equipped USAID Missions, Bureaus, and Independent Offices and practitioners with information, tools, and resources to create high-quality, effective, and sustainable PYD programs, resulting in impact evaluations, research reports, cross-sectoral assessments, technical guidance, and learning materials to enrich the evidence base for PYD. Ultimately, the body of knowledge generated through YP2LE's research activities and resource creation underscore the importance of a continued focus on cross-sectoral, integrated programming and fostering buy-in across stakeholders and systems to advance youth outcomes and effectively engage youth as equal partners in their development.

Broadening Access to Knowledge

YP2LE successfully expanded access to knowledge about PYD through multiple channels and initiatives, including the expansion of a dynamic Learning Network and key platforms like the YouthPower.org and YouthLead.org websites, social media, webinars, podcasts, publications, and symposia. Modeling the PYD approach, YP2LE partnered with youth to make sure young changemakers and youth champions had opportunities to access, create, and share ideas, knowledge, resources, and tools with the wider development community, as well as network with like-minded colleagues, learn about events, and identify funding opportunities.

"As youth in the space, we don't want to get the information– we want to be a part of the conversation." –Shanna Kay Wright Vaughn, YouthLead Ambassador and Mentor with JN Wise Aspiring Youth Program in Jamaica.

Fostering Youth Engagement

YP2LE's commitment to fostering meaningful and inclusive youth engagement is evident in various initiatives. The Youth Advisory Group, YouthLead Ambassador and Peer Advisor Program, International Youth Digital Leadership Council, and Care Leaders Council all played vital roles in advising the YP2LE team by applying a youth lens and other expertise to enhance products, events, and activities; promoting positive youth engagement; and providing feedback to USAID. These programs prioritized authentic youth voices, leadership development, and capacity strengthening. Young leaders' dedication and contributions in these programs significantly influenced youth engagement strategies and supplied valuable insights for advancing PYD principles.

Facilitating Application

YP2LE was pivotal in supporting USAID Missions, Bureaus, and Independent Offices through technical input, products, and assessments to build resilient and self-reliant societies by directly applying the PYD evidence across various sectors, thus improving health, nutrition, education, and well-being outcomes while strengthening economies. Our flexible buy-in mechanism supported PYD across sectors, leading to the development of new tools, testing of theories, and strategic decision-making. We executed 30 buy-ins from 20 different Operating Units. Buy-ins encompassed a range of activities, including the development of case studies to examine successful Youth Workforce Development reforms, the creation of toolkits for integrating mental health and psychosocial support into youth programming, cross-sectoral assessments, and the establishment of the International Youth Digital Leadership Council and Care Leaders Council. Overall, YP2LE's contributions improved the effectiveness of USAID programming and fostered strategic partnerships with diverse youth worldwide.

Looking Ahead

The lessons learned from a decade of implementing YPL and YP2LE can be applied across any youth-focused, youth-relevant, or youth-led program. In addressing young people's unique needs and challenges, we must emphasize collaboration, research, equity, and inclusion. We have to use existing evidence to align our approaches to promote PYD practices, including supporting youth leadership, mental health, and well-being, while leveraging technology and advocating for system-level youth-friendly and -responsive policies. Increasing investments and support from governments, donors, and other stakeholders is imperative to advance youth partnership in development. This investment includes funding for research to continue to fill existing evidence gaps on the outcomes of approaches, capacity bridging for local organizations to promote localized and youth-led programming, meaningful and inclusive youth engagement, and scaling up of successful programs.

PHOTO: Aniebiet Bassey

AT A GLANCE:

YouthPower2: Learning and Evaluation

YOUTHPOWER2: LEARNING AND EVALUATION

93
Number of new evidence products generated

769
Number of youth engaged in YP2LE activities:

- 11 Youth Advisory Group members
- 73 YouthLead Ambassadors
- 18 Peer Advisors
- 24 Digital Youth Council members
- 15 Care Leaders Council members
- 8 Community of Practice Youth Co-Champions
- 93 Youth Researchers
- 5 Content Managers
- 4 Atlas Corps Fellows
- 50 Youth Well-Being Prize Participants
- 468 Youth participants engaged in additional YP2LE activities (e.g., training, validation sessions, facilitation, etc.)

16,025
Number of Learning Network members who participated in events, discussions, training sessions, and fora

221
Number of events organized, sponsored, or co-hosted by the YP2LE contract

630
Number of interviewed end users (i.e., USAID staff, YouthPower implementing partners, Learning Network members) who reported using YP2LE-supported evidence in their work during the last year

30
Number of buy-ins completed by YP2LE staff

YOUTHPOWER AND YOUTHLEAD PLATFORMS

3,843,464
Number of website views

1,532,905 YOUTHPOWER.ORG
2,310,559 YOUTHLEAD.ORG

13,884
Number of eNewsletter subscribers

5,488 YOUTHPOWER.ORG
7,225 YOUTHLEAD.ORG

9,179
Amount of web content reviewed, approved, and published on YouthPower.org and YouthLead.org

2,325 YOUTHPOWER.ORG
6,854 YOUTHLEAD.ORG

PHOTO: Ahmed Ali

THE ACTIVITY

Making Cents International (Making Cents) was awarded YouthPower2: Learning and Evaluation (YP2LE) in September 2019. YP2LE was a 5-year Activity designed to build, expand, and disseminate Positive Youth Development (PYD) evidence and learning within and across multiple sectors and provide leadership in promoting PYD best practices with the intention of helping transform the way we think about working with youth.

Together with our partners, we worked to deepen the evidence base, broaden access to knowledge, foster meaningful and inclusive youth engagement, and facilitate the application of the PYD Framework in program design and implementation to improve how the international development sector partners work with youth. We fostered collaborative networks and provided rapid-response technical support to the United States Agency for International Development (USAID) Missions and Operating Units while championing PYD principles. The technical approach builds on the success of YouthPower Learning (YPL) by assembling a mosaic of global PYD evidence-building, stakeholder engagement, knowledge transfer, and application of learning to help USAID and others in the international development community construct high-quality, effective, and sustainable youth programs. Through YPL, we learned that it takes engaged youth working with supportive adults to create sustainable change in individuals and systems that leads
to agency.

YP2LE Partners

- Making Cents International
- FHI 360
- DataVision
- MERQ Consulting
- Global Knowledge Initiative
- ICRW
- Mathematica Policy Research
- NORC
- The Cloudburst Group
- Restless Development
- University of Melbourne
- University of North Carolina
- Voluntary Services Overseas
- Youth Alive Uganda

Figure 2 provides a framework for PYD and illustrates that to achieve the vision of healthy, productive, and engaged youth, PYD programs, practices, and policies must consider:

1. Assets: Young people have the resources and skills to achieve their goals.

2. Agency: Young people can use their resources and aspirations to make decisions and achieve goals.

3. Contribution: Young people are actively involved in positive development for themselves and their communities.

4. Enabling environment: Young people are surrounded by a supportive and safe environment that promotes their development.

Figure 2. PYD framework

With YP2LE, we started with the task of expanding cutting-edge, relevant PYD evidence, and we engaged a diverse group of researchers in work that helps answer the questions in USAID's PYD Learning Agenda. We also created a vibrant Learning Network that engaged various global stakeholders to familiarize more people with PYD resources, approaches, and best practices to help them learn together. Collectively, these activities generated actionable knowledge that is accessible through online platforms, webinars, and a network of exemplary young changemakers, who amplified PYD lessons throughout their communities and networks across 36 countries. We worked with USAID and its partners to make sure that applying best practices in PYD is practical and that practitioners and leaders have valuable data to make critical strategic decisions on how to meaningfully engage youth in improving their lives and communities with the support of their peers, families, and governments.

PHOTO: Kaech Benard

ACTIVITIES AND RESULTS

Developing the Evidence Base

To change mindsets about youth in development, YP2LE was tasked with expanding the cutting-edge and actionable evidence base for PYD. We brought together leading researchers to address critical questions from USAID's PYD Learning Agenda and other youth development agendas. YPL developed the PYD Learning Agenda, which was informed by the Systematic Review of PYD Programs in Low- and Middle-Income Countries (LMICs). The Learning Agenda helped identify gaps in evidence for effective PYD practices and guided investments in collaboration with youth-serving practitioners. YP2LE later synthesized key updates based on research reports, technical guidance, and learning materials developed to address gaps in the five Learning Agenda themes.

The PYD Learning Agenda prioritized five themes that served as anchors guiding YP2LE's PYD-focused research in LMICs. YP2LE conducted the research activities and assessments listed in *Table 1*. For a complete list, see Annex B. Additional details about selected products are provided below. YP2LE's research enhanced understanding of ways to effectively engage youth with their families and within their communities to effect change in the systems they live in. We gained understanding of outcomes important for PYD, including a sense of belonging, pro-social norms, gender equity, and healthy relationships. YP2LE equipped practitioners with information, tools, and resources to inform the creation of high-quality, effective, and sustainable youth
programs built on a PYD foundation. Through research, an interactive Learning Network, digital knowledge dissemination, and the provision of technical support to USAID Missions, Bureaus, and Independent Offices (MBIOs), YP2LE has significantly enriched the PYD evidence base, helping transform the way the sector thinks about working with youth.

Table 1. PYD Learning Agenda themes, questions, and YP2LE illustrative products

PYD Learning Agenda Theme	Key Questions	Illustrative YP2LE Products
Understanding How PYD Programs Achieve Positive Impact in LMICs	Do PYD programs in LMICs achieve their longer term/sectoral outcomes by effecting PYD outcomes?	Cost Analysis for Positive Youth Development: A Brief Literature Review
	How can PYD programs that have proven to be effective be adapted to different contexts?	The Long-Term Impacts of Akazi Kanoze: A 10-Year Tracer Study (forthcoming) Impact Evaluation of the First-Time Parents Activity (endline report forthcoming) Listening to Youth Through 17 Cross-Sectoral Youth Assessments: Implications for Programming and Policy
Cross-sectoral Impact of PYD Programs	Do PYD programs have significant positive effects on outcomes in multiple sectors?	Youth Civic Engagement Country Snapshots Dashboard
	What are the best ways to design and implement PYD programs with cross-sectoral outcomes in LMICs?	The Long-Term Impacts of Akazi Kanoze: A 10-Year Tracer Study (forthcoming) Impact Evaluation of the First-Time Parents Activity (endline report forthcoming) Listening to Youth Through 17 Cross-Sectoral Youth Assessments: Implications for Programming and Policy
Measurement of PYD Constructs	What processes or strategies are critical for adaptation of reliable and valid PYD tools to different contexts? How do we best measure the implementation of PYD approaches at the program, system, or agency level?	Youth Civic Engagement Country Snapshots Dashboard PYD Monitoring, Evaluation, Research, and Learning (MERL) Practitioner Toolkit (forthcoming) Cost Analysis for Positive Youth Development: A Brief Literature Review Cost Reporting Guide for Cross-Sectoral Positive Youth Development Programs Listening to Youth Through 17 Cross-Sectoral Youth Assessments: Implications for Programming and Policy
PYD for Vulnerable or Marginalized Populations	What are the barriers to and facilitators for including vulnerable or marginalized populations in universal PYD programs? How effective are tailored PYD programs at serving the needs of vulnerable or marginalized populations?	Systematic Literature Review of PYD Impacts on Marginalized and Vulnerable Youth The Long-Term Impacts of Akazi Kanoze: A 10-Year Tracer Study (forthcoming) Impact Evaluation of the First-Time Parents Activity (endline report forthcoming) Listening to Youth Through 17 Cross-Sectoral Youth Assessments: Implications for Programming and Policy
Youth Engagement in PYD Programs	What strategies are effective in enabling meaningful youth engagement? What are the best ways to measure and evaluate the impact of various levels of youth engagement on intended PYD?	Lessons Learned in Youth Engagement case studies (4) and Synthesis Report Youth Civic Engagement Country Snapshots Dashboard Listening to Youth Through 17 Cross-Sectoral Youth Assessments: Implications for Programming and Policy

Cross-Sectoral Youth Assessments: USAID's Youth in Development Policy, established in 2012 and updated in 2022, has helped usher in a paradigm shift toward appreciating young people as assets and engaging them as partners across various sectors instead of focusing on single-sector issues. To support USAID's implementation of this policy, we conducted cross-sectoral analyses in nine LMIC countries to assess the current youth landscape, identifying salient challenges, needs, and opportunities to strengthen strategic and intentional engagement with youth as partners in development. The assessments raised youth's voices and drew heavily on inputs from youth focus group discussions, with approximately 1,350 young people consulted across country contexts. Most assessments also engaged local youth researchers on the team, recognizing that youth-led data collection provided richer data, insights, and recommendations that youth validated. Drawing on assessments both YPL and YP2LE conducted, the YP2LE team wrote a peer-reviewed article titled Listening to Youth Through 17 Cross-Sectoral Youth Assessments: Implications for Programming and Policy that was published in the Journal for Youth and Development.

USAID MBIOs used YP2LE's cross-sectoral youth assessments (CSYAs) to gain insight into young people's priorities and incorporate them into their 5-year Country Development Cooperation Strategies (CDCSs). These assessments provided a comprehensive understanding of various aspects of youth development in the respective countries through secondary data and by gathering input from young people directly on their primary challenges and opportunities, educational and economic prospects, experiences with gender and other forms of discrimination, access to health care and technology, and opportunities for civic engagement. Our CSYAs have also explored issues related to youth's representation and inclusion, including the experiences of marginalized groups such as youth who identify as lesbian, gay, bisexual, transgender, queer, and intersex people, and those with other diverse sexual orientations and gender identities (LGBTQI+); Indigenous youth; and youth with disabilities.

Research Workstreams: We conducted three research workstreams under YP2LE, looking at: (1) a tracer study with participants of the Akazi Kanoze (AK) Activity in Rwanda, (2) a youth-focused First-Time Parents (FTP) component of a larger Population Health and Environment Activity in Tanzania, and (3) USAID/Ethiopia's Integrated Youth Activity. These studies, described below, contributed to improved understanding of young people's needs and challenges across sectors, and elicited recommendations for the development of better youth programming. This knowledge will help practitioners understand and design more effective cross-sectoral youth interventions—and hopefully, support advocacy for continuing to work across sectors with young people.

1 Tracer Study: Akazi Kanoze

This mixed-methods study aimed to assess the AK Activity's long-term impact (10 years later) on work readiness, employment, and other outcomes of interest among individuals who participated in prior studies of AK. This added another data point to an existing randomized control trial, a prior tracer study, and qualitative case studies. While pre-dating USAID's adoption of the PYD framework, AK's activities aligned with PYD approaches, providing youth with skills training, mentoring, and coaching to enhance employability and entrepreneurial capacity, and facilitate professional connec tions within the public and private sectors.

2 Impact Evaluation: Tanzania's First-Time Parents Program

FTP is a youth-focused component of a larger Population Health and Environment Activity implemented by USAID's MOMENTUM Integrated Health and Resilience in the Ruaha Rungwa Ecosystem in Tanzania. FTP promotes voluntary family planning, maternal and newborn health and education, and positive gender dynamics in relationships for young, first-time mothers and their influencers, such as male partners and older female relatives. As part of the larger Population Health and Environment Activity, FTP also connects participants to livelihoods and natural resource management and conservation opportunities.

YP2LE evaluated the impact of FTP on youth outcomes, explicitly focusing on first-time mothers. Research questions included whether integrated health programming improves outcomes for participating youth, the impact of the program on modern contraceptive use, and the relationship between participation and various outcomes, including sexual and reproductive health knowledge, livelihoods, and PYD-related outcomes. We also assessed the cost-effectiveness of the intervention.

3 Baseline Study: USAID/Ethiopia Integrated Youth Activity

The Kefeta Activity, led by Amref Health Africa in collaboration with local and international partners, seeks to help youth across Ethiopia increase their economic opportunities; establish self-reliant organizations; amplify their voice in local, regional, and national policy discussions; and improve access to essential services tailored to youth.

YP2LE conducted a baseline study with nearly 3,000 youth across eight cities in Ethio pia—four of which are within Kefeta's focus area, and four comparison cities. The report outlines the socioeconomic status of survey participants, and their knowledge, attitudes, and practices related to Kefeta's key domains. It aims to establish the comparability of intervention and comparison groups at baseline, paving the way for further analysis of Kefeta's impact at the midterm and final evaluation stages.

Cost Analysis for PYD: A Brief Literature Review. In this literature review, YP2LE examined how PYD programs have conducted cost-effectiveness and cost-efficiency analyses. The review focuses on the components of youth programs that were tracked and measured. Our findings from this review supported the development of guidance and tools that helped USAID gain a better understanding of the value for money of investments in youth programming.

Youth Civic Engagement Country Snapshots Dashboard. YP2LE developed a dashboard to analyze trends in youth civic engagement in select LMICs and gain a better understanding of youth's knowledge, attitudes, and behaviors related to civic engagement. The dashboard shows results from a web-based, crowdsourced survey completed in 2021. The survey involved young people aged 18–35 from Armenia, Bangladesh, the Dominican Republic, Ethiopia, Guatemala, Iraq, the Kyrgyz Republic, Lebanon, Mali, and Serbia. Findings shed light on youth's primary sources of civic knowledge, trust in government, voting habits, participation in civil society, and volunteering. Our survey found that (1) relatives and friends were the most likely to influence youth's social and political perspectives, (2) levels of trust in government and election processes were low, and (3) youth felt they could make meaningful change, but not through formal government bodies.

Systematic Literature Review of PYD Impacts on Marginalized and Vulnerable Youth. YP2LE reviewed academic and grey literature to understand youth's vulnerability and marginalization in LMICs, its definitions, contributing factors, youth's experiences, access to PYD programming, effective program features, scaling models, and novel dimensions of vulnerability and marginalization. The assessment highlighted six key findings crucial for understanding vulnerability and marginalization among young people in LMICs, which emphasized the importance of considering culture and context and the need for a comprehensive typology to frame vulnerability. The review also identified the limitations of existing tools for measuring vulnerability and incorporating PYD aspects in programs. Furthermore, our findings underscored the influence of intrinsic, contextual, and structural factors on access to PYD programs for vulnerable and marginalized youth. Finally, the study suggested that multi-component and cross-sectoral approaches could be the most beneficial for promoting PYD among vulnerable and marginalized youth in LMICs.

Better Youth Workforce Development Outcomes Through Sustainable Systems Reform. To increase USAID's understanding of effective approaches for supporting improved, scaled, and sustainable youth workforce development (YWFD) outcomes in LMICs, YP2LE developed three case studies (the Philippines, South Africa, and Tunisia) and a synthesis report to examine successful YWFD reforms, where government was a critical system actor, and the reforms were scaled and sustainable. Across the case studies, seven overarching findings emerged for donors and implementers to consider when conducting systems work. This learning will enable USAID to design, implement, and evaluate YWFD activities and investments. This work also informs the PYD Learning Agenda, primarily the positive impact of PYD programming in LMICs theme.

Youth Workforce Case Studies

Opportunity 2.0 (O2): Implemented by the Education Development Center in the Philippines, O2 aims to support out-of-school youth by strengthening systems to help them access education, employment, and livelihood opportunities through partnerships with governmental and employment-oriented agencies.

Jobs, Opportunities, and Business Success (JOBS): Implemented by Chemonics International in Tunisia, JOBS focuses on stimulating firm growth to create jobs in a high youth unemployment labor market, emphasizing public–private partnerships to increase youth's employability and job placement.

Presidential Youth Employment Intervention (PYEI): Funded by the Republic of South Africa, PYEI's South Africa Youth platform was created to aggregate learning and earning opportunities for young people, linking them to jobs and work experiences in partnership with government departments and private-sector organizations to support pathways to employment.

PHOTO: USAID

WHAT WE LEARNED

Operationalizing localization. The work has focused on engaging local teams and youth to lead and participate in research and evaluation activities. Giving youth and local staff greater control has resulted in more contextualized approaches, more effective implementation, and increased confidence, especially among the involved youth.

Engaging youth in monitoring, evaluation, research, and learning (MERL) activities. Youth were engaged as participants and collaborators on MERL teams for CSYAs, impact evaluations, YP2LE annual MEL activities, and a separate study on the effects of different youth engagement approaches on YP2LE workstreams. This partnership yielded better understanding of the youth's lived realities, trust building with local youth that led to richer and more in-depth discussions and insights, and more effective outreach strategies with local youth groups. In addition, the partnership strengthened youth's skillsets and access to networking and professional development opportunities to advance their leadership experience and careers.

Conducting longitudinal and follow-up studies with youth populations. Longitudinal studies are essential to understand the long-term outcomes of youth work as they grow into and through adulthood. However, these studies come with additional research complications, such as outreach, attrition, and self-reporting, which require additional time and budget. In addition to learning around effective conduct of research activities with youth in LMICs, we have gathered important and current data from young people in multiple country contexts regarding their access to and uptake of health-related services and education, perceptions around educational and economic opportunities, and ways in which they engage in civic issues and environmental conservation activities.

Aligning technical deliverables' content to target audiences. In generating research and research-based products, determining language, level of detail, and key content accessibility for priority audiences from the start is critical to increased uptake. YP2LE devel oped tools, including a scoping questionnaire for planning and setting deliverable expectations. Lack of sufficiently specific direction on priority audiences, hindered the ability to create succinct and user-friendly deliverables and messaging for specific
audiences affecting uptake of the products.

BROADENING ACCESS TO KNOWLEDGE

YP2LE continued to expand its dynamic Learning Network to involve stakeholders worldwide in collaborative learning and expanding access to knowledge about PYD and meaningful youth engagement. We made knowledge accessible to more people through websites, social media, and more. These audiences included young changemakers, implementers, researchers, academics, and government representatives, who learned, shared, and amplified PYD lessons within their communities and networks.

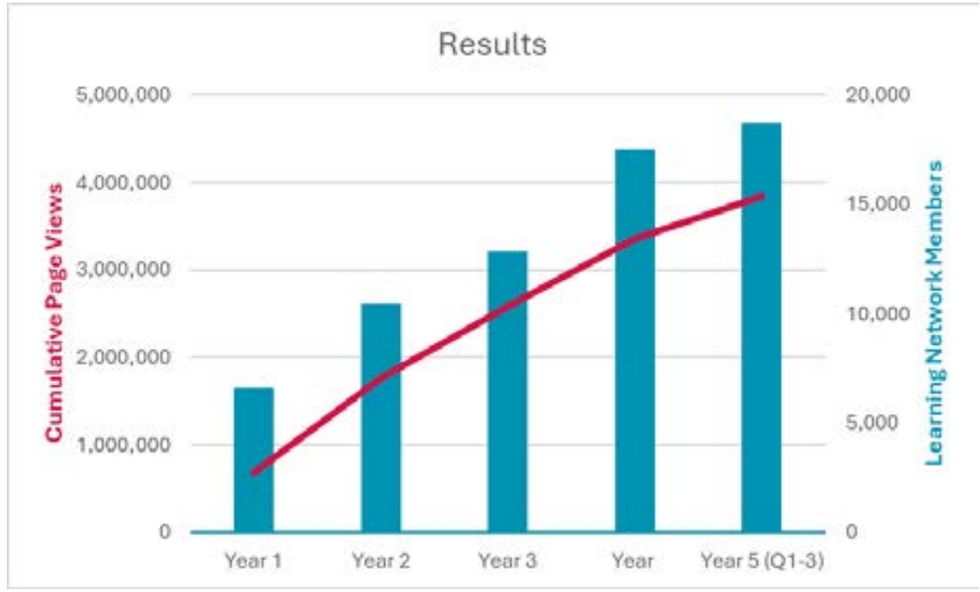


Figure 3. Cumulative Page Views of the YouthPower and YouthLead Websites over the Course of YP2LE

Exchange platforms included:

YouthPower and YouthLead Websites. YouthPower.org, launched under YPL in 2016, is a central hub for PYD, connecting donors, practitioners, partners, and young people. YouthLead.org, created under YPL in 2018, expanded significantly during YP2LE's lifespan as a resource for young changemakers. *Figure 3* shows that, over 5 years, there were more than 3.8 million page views of the YouthLead and YouthPower websites, and the number of site members more than doubled to exceed 18,000. To support this growth, we made technical improvements to both the YouthLead and YouthPower sites. These improvements included making the searching feature more user-friendly; expanding content in Arabic, English, French, and
Spanish; adding language filters for content; improving search engine optimization to help people find resources; and enhancing the accessibility of design and language. The Activity posted weekly content based on the most accessed and searched-for topics on each site, such as mental health. Additionally, we cross-promoted events and site membership, helping members learn about upcoming webinars and bringing new users to the Learning Network. By making information readily available online, we enabled more people from diverse locations to engage in continuous learning and personal development and contribute to their work and communities, thus creating more youth champions.

"YouthLead is more than a portal for sharing resources or opportunities because it's the possibility to connect your project to a global audience and to be able to connect with [other] projects and to find inspiration. I always encourage [other youth to use] this platform that [supports us] worldwide, especially [those of us in] the Global South."

– Johan Sebastián Chávez Mosquera, co-founder of BEFLY

Curating Resources via Toolkits. Significant PYD knowledge and resources existed prior to YP2LE, and the Activity served to curate resources on the websites and via new products, such as toolkits. These toolkits helped people access best practices in one place, like through the Youth and Gender Analysis Toolkit, the PYD Starter Kit, Global LEAD Toolkit, and the Youth Center Toolkit.

Communities of Practice (CoPs). CoPs allow youth and youth-serving practitioners to share their ideas and experiences and learn about new evidence and resources on PYD. Two co-champions—one of whom was also a youth advisor—led each community, incorporating champion expertise to curate content, support outreach to broader networks, and carry out webinars and virtual member events. YP2LE supported five active CoPs throughout the life of the Activity, outlined below, and provided an online space for other USAID communities (i.e., Middle East and North Africa CoP, Workforce Outcomes Reporting Questionnaire Working Group).

- **Business, Entrepreneurship, and Private Sector Engagement (BEPSE) CoP**
- **Youth Engagement CoP**
- **Gender CoP**
- **Higher Education Engagement and Transformation CoP**
- **Youth Systems Strengthening CoP**

How One CoP Champion Is Becoming the Advocate He Always Needed

Jose "Mike" Hernandez, an educator and advocate for youth development, drew from his childhood experiences to inspire and empower others. Growing up without a father, he assumed the role of man of the house and discovered his natural ability to motivate and support others. His journey from El Salvador to the United States exposed him to new ways of supporting youth, leading him to redirect his career toward youth development. Mike believed in engaging youth to play meaningful roles in society and founded programs to involve them in discussions that matter. His work, including a unique program for girls affected by the COVID-19 pandemic, gained momentum and recognition.

He joined the Youth System Strengthening CoP as a co-champion/youth advisor, offering a structured framework to guide his projects. The Youth System Strengthening framework became a compass for steering his efforts toward a more comprehensive form of youth development. "My participation in YSS [Youth System Strengthening] [was] a blessing," Mike said. **"It [was] an amazing journey, especially because my co-champion, Bonnie, [was] the best partner I could ever have on a team. I have learned a lot from her. Sometimes learning is only vertical, but with her, it [was] horizontal."**

In addition to the CoPs, YP2LE brought together USAID implementing mechanisms under the YouthPower2 Annual Program Statement to share their implementation experiences and collective expertise and participate in USAID's thought leadership for youth programming.

Social Media. YP2LE experienced significant growth in its social media following over the course of 5 years. We started with 6,265 followers on Facebook and Twitter in September 2019. By the end of the 5 years, the audience had grown to 82,861 followers across Facebook, Twitter, and Instagram, representing a 1,224-percent increase. Users engaged with YP2LE's posts 71,906 times during this period. Through the YP2LE social media platform, followers received resources, events, and stories that directed them to the YouthPower and YouthLead platforms. YP2LE conducted 11 campaigns, including 6 contests, to further engage its audience. The YouthLead social media campaigns aimed to increase engagement and visibility across social media and YP2LE platforms, boost YouthLead membership, and reinforce PYD approaches, focusing on topics such as mental health, localization, and inclusion.

Podcasts. YP2LE developed our PYD Lab podcast for implementers and young leaders who want to examine innovative approaches to PYD and hear stories of young people leading change in their communities. In each episode, we delved into a variety of topics that youth around the world are interested in advancing and the challenges they face along the way. Each episode included recommendations from YP2LE and the youth about resources that helped them and could help others, including the many resources we created. We released 20 podcasts with 1,300+ listeners from 74 countries, covering themes or topics such as democracy, entrepreneurship, gender-based violence, mental well-being, and many more.

PHOTO: Ahmed Ali

Webinars and Events. Webinars and events through the Learning Network and CoPs played a vital role in broadening access to knowledge. They provided a platform for experts, practitioners, and those with lived experience to come together and share their insights and research findings, and practice applying tools. Based on members' feedback over the course of YP2LE, webinars aimed to integrate elements of skill-building as feasible for 1- to 1.5-hour webinars. For example, one Learning Network webinar focused on awareness of a youth-led implementation research toolkit and practice using one of the tools, and a Youth Systems Strengthening CoP webinar talked about ways to integrate a youth systems approach into grant applications. Examples from YP2LE's 168 webinars and events include:

- **YP2LE's BEPSE CoP Youth and Labor Market Assessments (LMAs) webinar series.** In 2022, the BEPSE CoP organized a four-webinar series about youth in LMAs. In each webinar, experts talked about adapting the LMA model to better contribute to youth employment outcomes and engage youth in the process. After the webinars, the CoP developed a brief summarizing youths' engagement in LMAs.

- **Tools for Reflection and Action to Better Engage Men and Boys for Gender Equality.** This webinar, presented by the YP2LE Gender CoP, focused on tools to engage men and boys as allies in the fight for gender equality. Speakers shared tools and strategies to promote positive masculinities and engage men and boys to advance gender equality.

- **Celebrating the Power of Storytelling on International Youth Day.** USAID, YP2LE, and Generation Unlimited hosted the Global LEAD #WatchOurImpact Dialogue for International Youth Day in 2022. This virtual event, featuring USAID Administrator Samantha Power and the #WatchOurImpact Digital Storytelling Contest winners, drew more than 1,000 registrants from around the globe. Through this virtual event, we provided a platform for youth to advocate for their causes to an international audience and also shared resources with the audience about how they can partner with youth.

PYD Symposia. YP2LE brought together experts and stakeholders to share knowledge, research, and perspectives on PYD-related subjects for two 2-day symposia. The 2021 virtual symposium brought together 843 young changemakers, youth-focused practitioners, USAID, and other donors for 16 sessions over 2 days. In 2024, the symposium reached its registration maximum at 300 in-person attendees for 2 days of content. The symposium focused on emerging topics and the updated Agency Youth Policy, including youth protection, mental health and safeguarding, meaningful youth engagement, workforce development, and systems change. In addition to content-focused sessions, in-person symposium participants emphasized the value of expanding and reinvigorating their network.

WHAT WE LEARNED

Our experiences implementing YP2LE have informed key lessons for enhancing knowledge management and knowledge dissemination.

Meeting people where they are. Based on feedback under YPL and data protection and security priorities for users, we aimed to increase user engagement via the YouthPower and YouthLead sites, including custom-built site discussion groups and member-to-member messaging functions. Despite testing weekly YP2LE posts, automated email notifications for discussion group posts, and publicizing messaging features on YouthLead, members rarely used these functions. In contrast, social media was one way to draw more audiences, especially youth, to the YouthLead site. Future efforts should consider existing spaces based on target audiences (e.g., social media, LinkedIn, WhatsApp), depending on security parameters and engagement priorities.

Considering the breadth vs. depth of audience engagement. The diversity of the Learning Network (by type of organization and role, level of expertise in PYD, sector, country/language/time zone, and more) was an asset to bring together different perspectives and expose more people to PYD resources. However, a downside of this broad engagement was that we were less able to focus outreach or engagement on specific groups to enhance their application of PYD, which would have required more continuous engagement and resources to support capacity strengthening. While the broad learning network had benefits, the number of target audiences limited YP2LE support—and therefore, potential changes—with any single group.

Decentralizing content management and engagement. We originally envisioned sites and CoPs where members would contribute significantly, posting content as well as creating new resources and affinity groups associated with a CoP. This contribution did not happen except through other USAID-funded mechanisms that compensated people for their work for affinity groups, resource posting, and country page updates. Future mechanisms should not assume members' willingness to engage in uncompensated work and should budget their own staffing accordingly.

Weighing tradeoffs of virtual engagement. Virtual engagement was more inclusive but posed greater challenges for community building. The transition to entirely virtual CoPs in 2021 broadened access to the content of CoPs to those outside of the United States, which was a significant step for inclusiveness. Nonetheless, fostering a sense of community in a virtual environment was more challenging and would have required significantly more time for CoP Champions and YP2LE. This was especially difficult given the greater online fatigue and demands for staff (including within USAID itself) during the COVID-19 pandemic.

FOSTERING ENGAGEMENT

Meaningful and Inclusive Youth Engagement

Defined in the USAID Youth in Development Policy, MIYE is an inclusive, intentional, mutually respectful partnership between youth and adults. It is a platform whereby power is shared, contributions are valued, and young peoples ideas, perspectives, skills, and strengths are inte grated into the design and delivery of programs, strategies, policies, funding mechanisms, and organizations that affect their lives and their communities, countries, and the world. Rather than passive recipients, youth should be recognized as architects of their growth, actively participating in shaping and executing development endeavors.

YP2LE was dedicated to fostering meaningful and inclusive youth engagement (MIYE) in alignment with the PYD principles. By infusing aspects of youth engagement across all core tasks, including advancing the PYD Learning Agenda, expanding the PYD network, enhancing YouthPower.org and YouthLead.org platforms, and offering rapid-response technical support, we provided a rich landscape for examining and refining youth engagement strategies.

Integrating youth engagement into PYD programs requires a holistic approach. This approach prioritizes young people's needs and perspectives. Programs can effectively support youth's growth and well-being by fostering authentic youth voices, building trusting relationships, providing skill development opportunities, encouraging active participation, and creating a safe and inclusive space.

We established the following mechanisms to foster youth's engagement across the Activity:

Youth Advisory Group (YAG) was a professional development and leadership opportunity for young changemakers to play a vital role in advising the YP2LE team on strengthening youth engagement across the Activity. Some of their roles included advising YP2LE with a youth lens for engagement approaches and USAID capacity strengthening, representing YP2LE at key events, and supporting the development of research activities and learning products.

YAG members brought their individual and collective expertise. They worked closely with the YP2LE team on PYD research, communications, outreach and advocacy, mentorship, capacity strengthening, CoPs, YouthPower.org and YouthLead.org platforms, and more. There were two cohorts of YP2LE YAG members, each comprising five young leaders. We engaged YAG members as consultants and paid them equally for their time and contributions during their YAG commitment. Their participation and work allowed youth programing to be co-created by youth, for youth, embodying PYD principles.

Nothing for Us Without Us: Young Leader Reflections from SDG Action Weekend

YP2LE's Atlas Corps Youth Engagement Fellow, Zunaira Ali, says youth can change the world for the better and save it. She had the honor of joining hundreds of other young leaders at the Sustainable Development Goals (SDG) Action Weekend and 2023 SDG Summit on September 18–19 in New York, at the United Nations building. She says, "I exited those doors with a renewed sense of responsibility and a determination to promote and facilitate positive youth engagement through action."

YouthLead Ambassador and Peer Advisor Programs were crucial in promoting YouthLead's benefits to national, regional, and local groups of changemakers. Ambassadors raised visibility and awareness about YouthLead as a resource and networking hub, while receiving mentorship opportunities and learning sessions informed by their needs. At the end of their program, they presented final projects in public webinars, amplifying their reputation and work. YP2LE selected four cohorts through a competitive process from thousands of candidates with proven track records in mobilizing other young changemakers. They received a nominal stipend upon successful completion. Youth-led learning events focused on knowledge, skill building, local engagement, and peer networking through various events.

Ambassadors completed a PYD 101 course, participated in group calls and events, and managed a Leadership Project of their choice. Their work was featured on the YouthLead platform, newsletter, and social media, acknowledging them as young changemakers. We chose five peer advisors, former YouthLead Ambassadors who showed great leadership skills, to serve as mentors for the next cohort.

International Youth Digital Leadership Council, comprised of two cohorts of young leaders aged 18–25 from more than 20 countries, was dedicated to reducing digital harm for children and youth. They advised USAID on its Digital Strategy, sharing lived experience and expertise to raise awareness of digital harm and influence national leaders, the private sector, civil society, and other youth on digital safety. Their commitment was evident in their monthly meetings, project work, and symposium presentations. Most importantly, their engagement with other youth on digital harm fostered leadership skills, self-confidence, and a sense of community responsibility, inspiring others to follow their lead.

YouthLead Is Helping One Changemaker Redirect His Course of Advocacy

Dhammaranta Jawale, a 29-year-old from Maharashtra, India, has always been passionate about addressing socioeconomic inequali ties in his community. He started his career as an assistant professor and aspired to be a media academic, but his involvement with YouthLead expanded his horizons.

As a 2022 YouthLead Ambassador, Dhammaranta now focuses on international development and is involved with various alliances and initiatives to address digital poverty and promote media and information literacy. YP2LE has been a game-changer for Dham maranta, allowing him to develop valuable connections and learn to work effectively in intercultural environments. He says, "It [YouthLead] has changed me as a person." Through YouthLead, he has deepened his contribution to the United Nations SDGs and is more committed than ever to striving for a more equitable world. According to Dhammaranta, the exposure and experi ences gained through the program have transformed him, enabling him to make a greater impact in international development.

Care Leaders Council supplied a platform related to family separation and alternative care for young leaders aged 21–35 from diverse backgrounds and experiences. They focused on care reform issues and provided feedback to USAID on engaging with individuals in institutionalized or foster care systems, supporting the U.S. Government's Strategy for Children in Adversity. We amplified their voices and created space for their lived experience and expertise to advocate for positive change. This support included creating a list of Dos and Don'ts of Meaningful and Inclusive Partnership with Youth, which guides how to better and more meaningfully partner with youth and care leaver populations. These young people with first-hand experience in child protection systems, including care leavers, played essential roles in advocating for care reform due to their unique ability to describe the challenges and impacts of various care systems and advocate for positive reform measures. The council has transitioned to the Better Care Network.

Lessons Learned in Youth Engagement. Dedicated to fostering MIYE in alignment with PYD, we developed four case studies and a synthesis report to strengthen the understanding and application of youth engagement within USAID programs and contribute to the broader understanding of how to engage youth meaningfully and sustainably in development work. The report offers practical insights and recommendations based on experiences and lessons learned from USAID staff, USAID IPs, our staff, and engaged youth from YP2LE workstreams. The report highlights effective youth engagement strategies and guidance for making sure youth's voices are heard and play a key role in driving development efforts. It also offers practical recommendations to promote diverse youth participation in decision-making and co-design processes and their involvement in high-level meetings, design, budgeting, and implementation. The study suggests extending youth's engagement beyond one-off activities and promoting clearer two-way communication. There is also a need to formalize youth's engagement, cautioning against tokenization and emphasizing fair compensation for youth's contributions. The study highlights how these MIYE approaches have helped USAID implementing partners and the youth involved in these activities to better leverage their insights and strengths.

Youth Engagement Case Studies

USAID/Colombia's Youth Resilience Activity (YRA)

YP2LE's USAID/Ghana Cross-Sectoral Youth Assessment

YP2LE's USAID/Eastern and Southern Caribbean Cross-Sectoral Youth Assessment

USAID's Center on Children in Adversity Digital Youth Council (DYC)

"Thanks to the Youth Well-Being Prize Competition Solutions Refinement Mentoring sessions by USAID, we turned our idea into a sustainable business, making a real impact on families who can't afford school fees and health care for their children using our digital environmental card; the one-on-one guidance is all we needed."

Maria Nakiganda, 1st place, Climate Change

Meaningful Inclusive Youth Engagement Workshop. YP2LE and Youth Excel organized a MIYE workshop for USAID/Guatemala. The 1.5-day-long workshop aimed to enhance USAID staff's capacity regarding PYD and examined the advantages and challenges of MIYE. The workshop covered topics such as youth protection and safeguarding as a prerequisite for MIYE, integrating MIYE into the program cycle; identifying and assessing risks; understanding identity, positionality, and power; addressing stereotypes and biases; adopting a trauma-informed approach; communicating with empathy; engaging with youth participants and colleagues; and promoting intergenerational engagement. As a result of the workshop, the Mission revived its youth working group, which now meets monthly and involves representatives from every office. Subsequently, USAID customized this initial workshop and delivered it in Jordan. USAID plans to adapt and use the workshop material for Missions globally.

Youth Well-being Prize Competition. Together with the Children, Youth, and Family team in USAID's Inclusive Development Hub, YP2LE supported the Youth Well-Being Prize Competition, which sought to incentivize solutions created by young people for young people, build knowledge and improve youth's access to educational materials and information on how youth can protect their well-being, improve their safety, and take action to address youth's mental health, digital harm, safeguarding, gender-based violence, and climate change. USAID made 15 awards from over 4,000 applicants.

PHOTO: ACDI VOCA

Youth Researchers: A MIYE Approach That Worked

YP2LE engaged youth researchers on each of the nine CSYAs completed under the Activity. As with all CSYAs, the team working on the USAID/Eastern and Southern Caribbean and USAID/Ghana CSYAs implemented a practical MIYE approach. They arranged regular meetings and capacity-strengthening check-ins with the youth, and actively involved youth researchers by assigning them various roles and tasks based on their skills and interests. For instance, some youth researchers conducted interviews or facilitat ed focus group discussions, while others took notes and transcribed interviews. The team adopted a rotational approach to roles and tasks to make sure each youth researcher gained experience from different responsibilities. Moreover, they allocated time at the beginning of the CSYA planning for relationship-building calls, allowing the youth to get familiar among themselves.

Photo: Erick Telimsein

WHAT WE LEARNED

Incorporating MIYE into PYD programs is essential for nurturing the growth and well-being of young people and building trust for partnerships. Key lessons have emerged for effectively integrating youth's engagement into youth programs:

Making room for youth's authentic voice. It is vital to involve young people in decision-making and provide them with a meaningful role in shaping the program. This involvement includes inviting youth to participate in program planning, learning and evaluation, and leadership positions.

Building trusting relationships. Strong relationships between youth and program staff are key for creating a supportive environment. Youth should feel comfortable expressing their thoughts and ideas without fear of judgment.

Providing opportunities for skill development. Youth programs should offer chances for youth to develop essential life skills, such as communication, problem-solving, and decision-making. These skills help young people succeed in the program and their future endeavors.

Encouraging active participation. Engaging youth in hands-on activities and projects can help them develop a sense of ownership and responsibility for their own growth and development. This can also boost their motivation and engagement in the program.

Creating safe and inclusive spaces. Youth programs should strive to establish a welcoming and inclusive environment, where all youth feel respected and valued. This involves promoting diversity, equity, and inclusion within the program. Implementers should make sure there are dedicated staff, resources, and time to provide support for the youth, maintain open two-way communication, diversify feedback mechanisms, and facilitate regular check-ins, decision-making meetings, and debriefs.

FACILITATING APPLICATION

YP2LE supported USAID MBIOs by providing technical input, products, and assessments and directly applying PYD evidence and learning across multiple sectors to build resilient, democratic, and self-reliant societies that improve health, nutrition, education, and well-being outcomes and strengthen economies for generations to come.

Rapid-Response Technical Support. YP2LE worked collaboratively with USAID Missions and Operating Units through a highly flexible buy-in mechanism to develop and implement scopes of work with a PYD lens. The field support buy-ins ensured practical applications of PYD and led YP2LE to develop new tools, test new theories, and put important data in the right hands for strategic, cross-sectoral decision-making. YP2LE had 30 buy-ins from 20 different Operating Units. Select buy-ins are listed in *Table 2*.

Table 2. Select application-focused buy-ins

Operating Unit and Activity Name	Activity Description
USAID Bureau for Democracy, Conflict, and Humanitarian Assistance Center of Excellence on Democracy, Human Rights and Governance (DCHA/DRG) Integrating MHPSS into Youth Programming Toolkit	This toolkit offers strategies and tools for creating, implementing, and assessing mental health and psychosocial support (MHPSS) programs and activities for young people in LMICs and conflict-affected areas. These MHPSS program components can be integrated into comprehensive youth initiatives. The toolkit is accessible in Arabic, French, Spanish, and English.
USAID Bureau for Inclusive Growth, Partnerships, and Innovation MHPSS for Marginalized and Underrepresented Groups Toolkit	This toolkit builds on the Integrating MHPSS into Youth Programming Toolkit with a particular focus on how MHPSS programs can support marginalized and underrepresented groups. Key populations covered in the toolkit include survivors of torture, people with disabilities, Indigenous peoples, and LGBTQI+ people.
USAID/Eastern and Southern Caribbean Eastern and Southern Caribbean Youth Assessment	The Mission requested a comprehensive assessment of the youth landscape across 11 countries and 6 cross-sectoral areas. The assessment identified challenges, needs, opportunities, and resources for youth and guided the Mission toward more strategic engagement with Caribbean youth, including developing the Regional Development Cooperation Strategy.

Photo: Rahama Nantoumé

Operating Unit and Activity Name	Activity Description
Center on Children in Adversity International Youth Digital Leadership Council	The Digital Youth Council of young leaders focused on digital safety and reducing digital harm to children and youth. Their work allowed USAID to gain valuable insights, creative ideas, and recommendations to inform the USAID Digital Strategy, while also empowering a generation of digital changemakers and advocates in their communities.
Office of Gender Equality and Women's Empowerment (GenDev) Youth and Gender Analysis Toolkit	This toolkit provides USAID Missions and implementing partners with guidance and tools to help make sure youth- and/or gender-focused analyses during the start-up phases of economic-growth activities adequately capture the constraints and opportunities young women face.
USAID/Ghana Ghana Youth Assessment	YP2LE conducted a rapid youth assessment to provide a comprehensive snapshot of the youth landscape, including salient challenges, needs, opportunities, and resources in Ghana. The cross-sectoral assessment was used to inform the CDCS by providing recommendations for integrating and engaging youth.
USAID/Guatemala Guatemala Youth Landscape Assessment	The Youth Landscape Assessment provided a comprehensive snapshot and analysis of the youth landscape, including salient challenges, needs, opportunities, and resources across 11 thematic areas relevant to youth in Guatemala. The data will help the Mission to consider and design new youth-focused and youth-inclusive activities and adapt existing activities under the 2020–2025 CDCS. It also identified and mapped key stakeholders and influencers in youth development to inform the 2026–2030 CDCS.
USAID Bureau for Resilience, Environment, and Food Security Youth in Agri Systems Learning Activity (YASLA)	This Activity advanced knowledge on approaches to, and the state of evidence for, youth's inclusion in development interventions related to agri-food systems, and more specifically, agriculture-led growth and food security, resilience, nutrition and water security, sanitation, and hygiene. Five reports were generated including Coping with the Unexpected: How Youth Face Shocks and Stressors to Agriculture and Food Systems and Much Room for More: Strengthening Coalition Action to Promote Youth Engagement and Employment in Agriculture and Food Systems.
USAID Bureau for Africa Protecting Children and Youth within USAID Education Programming	YP2LE finalized a suite of 10 training modules to strengthen USAID staff's capacity in comprehensive child protection and child safeguarding practices for children to help them acquire the education and skills needed to be productive members of society. These online training modules provide USAID with an alternative method for uptake and online training may be worth considering for future activities.

Implementation Guidance. The YP2LE team provided technical assistance on how to engage with youth, youth-led, and youth-serving organizations and strengthen the capacity of MBIOs and local institutions to design and conduct assessments and evaluations.

- **The Global Child Thrive Act Implementation Guidance.** YP2LE developed the Global Child Thrive Act Implementation Guidance, which provides USAID MBIOs with key principles and priority areas critical in supporting holistic early childhood development. This guidance applies to all relevant USAID programming, regardless of the funding account, directive, or program area or the managing Operating Unit, office, or team.

- **Youth Assessments 101 Brief.** This brief describes key considerations and lessons learned for USAID Missions that conduct youth assessments. The information supports USAID staff as they plan, implement, and leverage findings from youth assessments to inform their Mission's programming. It draws on the 17 youth assessments YPL and YP2LE conducted, including lessons learned from team leads, USAID Washington staff members, YouthPower staff, and USAID Mission staff.

- **Recommended Strategic Priorities: Youth Employment in the Mozambique Health and Social Services Sector:** YP2LE conducted a comprehensive mixed-method assessment to investigate the potential of creating an employment market. This report recommends creating a youth employment market in the health and social sectors, highlighting the need to build wellness communities and engage young people in developing and promoting healthy living initiatives. The assessment recommended that systemic barriers to youth's employment and access to health and social services be reduced. It emphasized the support for development of skills and youth's employability, especially during the COVID-19 pandemic, along with the need for strengthened partnerships and coordination to address youth's employment and wellness challenges.

Photo: Jeanniere Manegabe

WHAT WE LEARNED

Including youth early on. During the scoping and budgeting phase of Activities, we must consider how we will partner with youth in those Activities. This consideration ensures that we allocate appropriate resources toward the inclusion of diverse youth perspectives by budgeting for and creating appropriate roles for youth, as well as designing activities and products that consistently incorporate youth's perspectives and experiences through both direct contributions and validations of findings and approaches.

Facilitating uptake requires time and diverse stakeholders. We focused heavily on generating learning products. but promoting broad use takes time to socialize the resource among relevant stakeholders. New evidence can serve as a starting point to build momentum within USAID, although promoting widespread use requires partnerships to be successful, including with local stakeholders and youth networks. Much of our work was focused on USAID audiences, which limited opportunities to expand outside of the Agency and was subject to the time, interest, and availability of USAID staff. USAID staff noted that due to limited bandwidth, they were more likely to scan products than use them; dedicated efforts focused on use and uptake may be beneficial to pull out key evidence and information for potential users. CoPs were set up to improve access to information but were unable to fully address use because that would require training and engagement that were not resourced for the broader audience of CoPs through the Activity. Broad and diverse use needs to be taken into account from the beginning, in the design phase; however, this can be a challenge when it is not known what learning products would be generated over the life of the Activity. A buy-in mechanism is a helpful way to de velop more specific products and audiences, but there should be a greater emphasis on and budget for use support (in addition to research) in scopes of work.

Viewing buy-ins as an opportunity to engage directly with youth. While most buy-ins focused on learning products, some included direct youth engagement, such as the Care Leaders Council, which supported care leavers, and the Digital Youth Council, which supported youth engaged in digital safety. These councils provide oppor tunities to guide USAID in its youth engagement approach es along with evidence on the effective outcomes of such councils (i.e., the Digital Youth Council helped to inform USAID's Digital Strategy).

Responding to emerging interests. Over the last few years, MHPSS emerged as a priority area for USAID, along with looking for ways to engage youth beyond youth consultations and councils. Our flexibility to respond to USAID's needs allowed us to develop MHPSS toolkits centered around trauma-informed and "do-no-harm" approaches and facilitate a youth prize competition on well-being in collaboration with USAID. These efforts increased opportunities to share PYD and MIYE messaging throughout the Agency.

Adapting rapid-response approach. While the buy-ins are framed as a rapid response, in some instances, YP2LE engaged in multi-year research activities or developed guidance materials that required longer engagement that was longer than just a few months or a quick assessment, such as the YASLA mentioned in *Table 2*. This required us to adapt our approaches to resource teams over a longer period of time and adapt deliverables to the evolution of USAID priorities and other contextual challenges (e.g., the COVID-19 pandemic) for different technical sectors over time.

Looking Ahead

The lessons learned from a decade of implementing YPL and YP2LE can be applied across any youth-focused, youth-relevant, or youth-led program. With a sharpened focus on the unique needs and challenges young people face, there is a burgeoning recognition of the importance of investing in programs and initiatives that support their holistic development.

As we see the evolution of youth programming, we recognize the complexity of youth development and the need for a sys tems approach. This approach acknowledges the interconnectedness of various systems that affect young people, such as fam ilies, peers, schools, communities, and societal structures. It emphasizes the importance of addressing the multiple influences on youth's development and creating supportive environments that promote positive outcomes for young people. Understand ing how these systems interact and affect youth's development is crucial. Encouraging collaboration and coordination, aligning our goals, and creating a supportive environment are important steps in promoting youth's leadership, decision-making, and advocacy skills and helping us become better youth partners.

The following recommendations aim to enhance the effectiveness of youth-focused, youth-relevant, or youth-led programming at a systems level:

Balance in evidence dissemination and application vs. new evidence generation: While it has gaps, there is a significant existing evidence base around PYD. It is important to consider the balance between disseminating and applying existing evidence, including structuring timelines to allow for more time for disseminating existing evidence and resources with a focus on application outside of USAID—helping more stakeholders gain the ability to apply PYD—alongside generating novel evidence and building. Noting that evidence users find this type of socialization imperative for uptake, this balance and planning could reflect in future learning agendas, focusing on learning as application (e.g., via training, coaching, etc.).

Equity and inclusion: Making sure that PYD programs are accessible to and inclusive of all young people, regardless of their background or circumstances, is essential for creating a genuinely meaningful systems-level approach. To enhance accessibility and inclusivity, programs should allocate resources for training staff on cultural sensitivity, implicit bias awareness, safeguarding and protection, and trauma-informed approaches. Additionally, programs should prioritize involvement of community members and youth groups from the beginning, allowing them to co-design, review, and pro vide feedback on the activities.

Cultivate youth partnership: It is essential to prioritize young people's engagement in designing and implementing PYD programs, making sure their voices are heard and their perspectives are integrated into decision-making processes.

Capacity bridging: Strengthening the capacity of organizations and individuals involved in PYD is critical to securing long-term success. This can include training and professional development opportunities, sharing best practices, and fostering a culture of continuous learning and improvement.

Photo: Benjamin Olivier Schaeuffele/Pexels

Address mental health and well-being: It is imperative to integrate mental health support and well-being initiatives into PYD programs to address the growing mental health challenges young people face.

Use technology: We must consider how to leverage technology to expand the reach of PYD programs to meet young people where they are online, including creating opportunities to provide online resources and using mobile technology and applications for youth engagement and learning.

Collaboration and coordination: Implementing a systems approach to PYD involves collaboration and cooperation among various stakeholders, including government agencies, nongovernmental organizations, schools, families, and communities. Building strong partnerships and communication channels between these entities can help ensure a comprehensive and holistic approach to PYD.

Policy and advocacy: Advocating for policies that support PYD at a systems level is essential for creating sustainable change. This can involve advocating for increased funding for youth programs, promotion of evidence-based practices, education reforms encompassing social and emotional learning, life skills development, career readiness within formal education systems, and making sure that PYD is integrated into existing policies and programs.

Sustainability: Developing sustainable funding mechanisms, continuous learning, and partnerships is pivotal in securing the long-term viability of PYD programs. This can involve diversifying funding sources, engaging in strategic planning, and building support from key community stakeholders.

After 10 years of programming dedicated to PYD learning and evaluation, there has been a shift in the acceptance of this approach and the way we choose to engage youth in development. A shift is good, but we can do better. The international development sector has the knowledge for meaningfully engaging youth in our work, but we have to implement that knowledge and learn how to adapt it as we find ourselves in new situations, such as the COVID-19 pandemic. As we get older as individuals and organizations, we tend to lose our flexibility and may not be as exposed to innovative approaches that can strengthen our youth programming, which is all the more reason to engage youth as partners.

We must also increase investment and support from governments, donors, and other stakeholders who are critical in advancing youth partnership in development. This investment includes funding for research; capacity bridging for local organizations; meaningful, inclusive youth engagement; and scaling up of successful programs. With a continued investment and a new mindset, we will become better youth partners in development.

Annexes

Annex A: Acronyms and Abbreviations

AK	Akazi Kanoze
BEPSE	Business, Entrepreneurship, and Private Sector Engagement (CoP)
CDCS	Country Development Cooperation Strategy
CoP	Community of practice
CSYA	Cross-sectoral youth assessment
FTP	First-Time Parents
LGBTQI+	Lesbian, gay, bisexual, transgender, queer, and intersex people, and those with other diverse sexual orientations and gender identities
LMA	Labor market assessment
LMIC	Low- and middle-income country
MBIO	Mission, Bureau, and Independent Office
MERL	Monitoring, evaluation, research, and learning
MIYE	Meaningful and inclusive youth engagement
MHPSS	Mental health and psychosocial report
PYD	Positive Youth Development
SDG	Sustainable Development Goal
YAG	Youth Advisory Group
YASLA	Youth in Agri Systems Learning Activity
YPL	YouthPower Learning
YP2LE	YouthPower2: Learning and Evaluation
YWFD	Youth workforce development
USAID	United States Agency for International Development

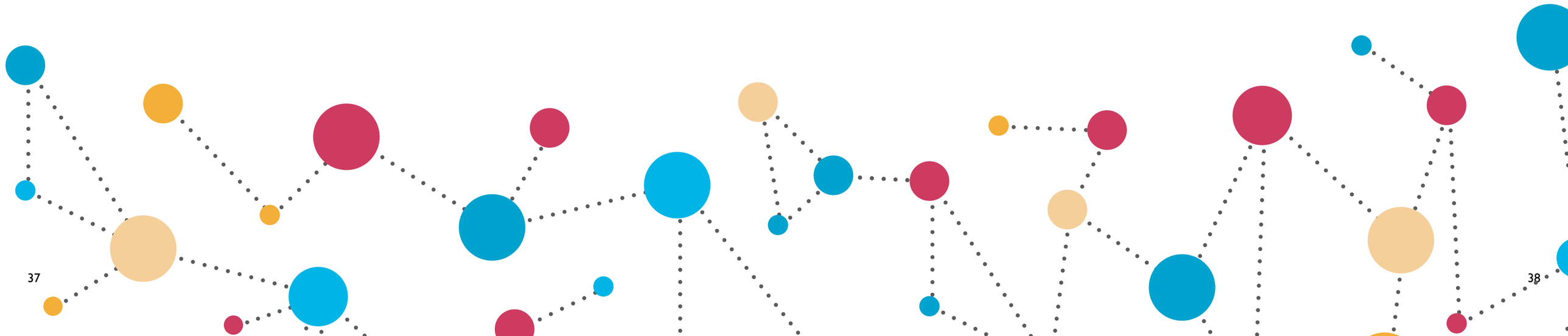
Annex B: Reports and Information Products Produced

NAME	LANGUAGE
USAID/Ethiopia IYA Impact Evaluation Baseline Report	English
Youth and Gender Analysis Toolkit: Tools for Economic Growth Activities	English
Youth and Gender Analysis Toolkit: Tools for Economic Growth Activities USAID Mission Brief	English
USAID/Morocco Cross-sectoral Youth Assessment Report	English
USAID/Morocco Cross-sectoral Youth Assessment: French Executive Summary	French
Morocco Cross-sectoral Youth Assessment Brief	English
USAID/Mauritania Cross-sectoral Youth Assessment Report	English
Overview of the Findings from the USAID/Mauritania Cross-sectoral Youth Assessment Situational Analysis	English
USAID/Guinea Youth Assessment: Situational Analysis Report	French
USAID/Guinea Youth Assessment: Situational Analysis Report	English
Summary Brief: USAID/Guinea Cross-sectoral Youth Assessment	English
USAID/Ghana: Youth Assessment Report	English
Integrating Mental Health and Psychosocial Support into Youth Programming: A Toolkit	Spanish
Youth Mental Health and Psychosocial Support: Considerations for Gender and Gender-based Violence	Spanish
Youth Mental Health and Psychosocial Support: Considerations for Youth Employment	Spanish
Youth Mental Health and Psychosocial Support: Considerations for Violence Prevention, Peace, and Security	Spanish
Youth Mental Health and Psychosocial Support: Considerations for Health	Spanish
Youth Mental Health and Psychosocial Support: Considerations for Education	Spanish
Integrating Mental Health and Psychosocial Support into Youth Programming: A Toolkit	Arabic
Youth Mental Health and Psychosocial Support: Considerations for Youth Employment	Arabic
Youth Mental Health and Psychosocial Support: Considerations for Violence Prevention, Peace, and Security	Arabic
Youth Mental Health and Psychosocial Support: Considerations for Health	Arabic
Youth Mental Health and Psychosocial Support: Considerations for Gender and Gender-based Violence	Arabic
Youth Mental Health and Psychosocial Support: Considerations for Education	Arabic
Integrating Mental Health and Psychosocial Support into Youth Programming: A Toolkit	French
Youth Mental Health and Psychosocial Support: Considerations for Youth Employment	French
Youth Mental Health and Psychosocial Support: Considerations for Violence Prevention, Peace, and Security	French
Youth Mental Health and Psychosocial Support: Considerations for Health	French

NAME	LANGUAGE
Youth Mental Health and Psychosocial Support: Considerations for Gender and Gender-based Violence	French
Youth Mental Health and Psychosocial Support: Considerations for Education	French
Integrating Mental Health and Psychosocial Support into Youth Programming: A Toolkit	English
Youth Mental Health and Psychosocial Support: Considerations for Youth Employment	English
Youth Mental Health and Psychosocial Support: Considerations for Violence Prevention, Peace, and Security	English
Youth Mental Health and Psychosocial Support: Considerations for Health	English
Youth Mental Health and Psychosocial Support: Considerations for Gender and Gender-based Violence	English
Youth Mental Health and Psychosocial Support: Considerations for Education	English
USAID Mission Checklist: Integrating Mental Health and Psychosocial Support into Youth Programming	English
Community Resilience Interventions to Promote Health and Health-Seeking Behaviors Among Youth: A Practitioner's Guide	English
Evidence-Based Community Resilience Interventions to Promote Health Outcomes and Health Seeking Behaviors Among Adolescents and Young Adults: A Systematic Literature Review	English
Evidence-Based Community Resilience Interventions to Promote Health Outcomes and Health Seeking Behaviors Among Adolescents and Young Adults: A Systematic Literature Review Brief	English
Youth Assessments 101: YouthPower2: Learning and Evaluation	English
2021 Youth Civic Engagement Country Snapshots	English
USAID/Ghana: Youth Assessment Report	English
Opportunities for Youth Employment in the Health and Social Sectors in Mozambique: A Desk Review	English
Recommended Strategic Priorities: Youth Employment in the Mozambique Health and Social Services Sector	English
Global Lead Toolkit	English
Global LEAD Toolkit: Adaptable Intervention Model	English
A Systematic Literature Review of Positive Youth Development Impacts on Marginalized and Vulnerable Youth Summary Brief	English
Overview of Findings from the Systematic Literature Review of Positive Youth Development Impacts on Marginalized and Vulnerable Youth	English
Cost Analysis for Positive Youth Development: A Brief Literature Review	English
Youth Center Toolkit: Creating Resources for Safe Spaces, Youth Centers, and After-School Programs	English
USAID/Madagascar Cross-Sectoral Youth Assessment Final Report	English
Madagascar Cross-Sectoral Youth Assessment Brief	English
USAID Eastern and Southern Caribbean Cross-Sectoral Youth Assessment Situational Analysis	English

NAME	LANGUAGE
Summary Brief Eastern and Southern Caribbean Youth Situational Analysis	English
PYD Learning Agenda Literature Scan	English
PYD Measurement Toolkit Roundtable Proceedings Report	English
WORQ Tool Guidance for Missions	English
Cost Reporting Guide for Cross-Sectoral Positive Youth Development Programs	English
Youth Engagement and Co-creation: Approaches, Lessons, and Resources from USAID's YouthPower 2 Collaboration Group	English
Mental Health and Psychosocial Support for Marginalized and Underrepresented Groups Toolkit	English
Marginalized and Underrepresented Groups: Victims of Torture	English
Marginalized and Underrepresented Groups: Indigenous Peoples	English
Marginalized and Underrepresented Groups: LGBTQI+ People	English
Marginalized and Underrepresented Groups: Persons with Disabilities	English
Impact Evaluation of the First-Time Parents Activity Baseline Report	English
YouthPower2: Learning and Evaluation Activity Monitoring, Evaluation, and Learning Plan - Year 1	English
YouthPower2: Learning and Evaluation Activity Monitoring, Evaluation, and Learning Plan - Year 2	English
YouthPower2: Learning and Evaluation Activity Monitoring, Evaluation, and Learning Plan - Year 3	English
YouthPower2: Learning and Evaluation Activity Monitoring, Evaluation, and Learning Plan - Year 4	English
YouthPower2: Learning and Evaluation Activity Monitoring, Evaluation, and Learning Plan - Year 5	English
YouthPower2: Learning and Evaluation Quarterly Report Y1Q1	English

NAME	LANGUAGE
YouthPower2: Learning and Evaluation Quarterly Report Y1Q2	English
YouthPower2: Learning and Evaluation Quarterly Report Y1Q3	English
YouthPower2: Learning and Evaluation Quarterly Report Y2Q1	English
YouthPower2: Learning and Evaluation Quarterly Report Y2Q2	English
YouthPower2: Learning and Evaluation Quarterly Report Y2Q3	English
YouthPower2: Learning and Evaluation Quarterly Report Y3Q1	English
YouthPower2: Learning and Evaluation Quarterly Report Y3Q2	English
YouthPower2: Learning and Evaluation Quarterly Report Y3Q3	English
YouthPower2: Learning and Evaluation Quarterly Report Y4Q1	English
YouthPower2: Learning and Evaluation Quarterly Report Y4Q2	English
YouthPower2: Learning and Evaluation Annual Report Y1	English
YouthPower2: Learning and Evaluation Annual Report Y2	English
YouthPower2: Learning and Evaluation Annual Report Y3	English
YouthPower2: Learning and Evaluation Annual Report Y4	English
The Use, Utility, and Uptake of YP2LE Products: 2021 Embedded Learning Report	English
The Use, Utility, and Uptake of YP2LE Products: 2022 Embedded Learning Report	English
The Use, Utility, and Uptake of YP2LE Products: 2023 Embedded Learning Report	English



Annex C: YP2LE Webinars and Major Events

FY20

NAME	COUNT	REGSITRATION
YouthPower2: Learning and Evaluation Virtual Kick-off Meeting, 2020	1	171
YouthLead Kenya Meetup	1	131
Youth in the Lead: Engagement for Global Action: (International Youth Day Webinar)	1	373
2020 YouthPower Annual Learning Network Meeting	1	180
Fighting the Unseen Impacts of COVID-19 (Webinar)	1	600
How Youth Leverage Tech to Advocate for SRHR and Gender Equality Amid the COVID-19 Pandemic (Webinar)	1	
What Can Cooperatives Do for Youth? YouthLead (Webinar)	1	222
Supporting Children's Mental Health and Well-Being in Conflict and Crisis, A Case Study of No Limit Gen (Webinar)	1	195
Leveraging Social Media to Advocate for Transparency and Accountability Amid the COVID-19 Pandemic (Webinar)	1	88
Education and Voluntary Reproductive Health Care: A Panacea for Positive Youth and Community Development (Webinar)	1	110
Cost Measurement in USAID Youth Development Programs (Webinar)	1	124
Cost Measurement in USAID Youth Development Programs – Asia/Pacific (Webinar)	1	64
Youth Action in Fighting Misinformation: An Infodemic in a Pandemic (Webinar)	1	77
Youth Engagement during the COVID-19 Pandemic: A Case for Youth Leadership (Webinar)	1	245
What Youth Can Learn about the Environment Amid the COVID-19 Pandemic (Webinar)	1	76
YouthLead Webinar: How to Use Youth Voice to Advocate for Change	1	35
Las redes sociales como herramienta para mejorar la convivencia	1	26
Webinar: How do I Join a CoP? (Learning Network Kick-off)	1	409
TOTAL	**56**	

FY21

NAME	COUNT	REGSITRATION
Learning Network Webinar: Systems Thinking Skills	3	724
Learning Network Webinar: Building Communities' Resilience Through Youth Volunteer Networks	1	123
Business Entrepreneurship/Private Sector Engagement CoP Kick Off	1	126
Youth Engagement CoP Kick Off	1	223
Gender CoP Kick Off	1	128
YouthLead: Schmidt Foundation/Rise Scholarship Program Information Session (jointly with Learning Network)	1	87
YouthLead: UNLEASH/Chemonics: Youth-Led Centered Design Training Session	1	175
Learning Network Webinar: Generation Global Ultimate Dialogue Adventure - Tony Blaire Institute	1	94
YouthLead: YAG-Led Training- How to use Digital Tools to run Effective Digital Activism Campaigns	1	102
Business, Entrepreneurship, and Private Sector Engagement COP Meeting	1	116
Learning Network Webinar: A Roadmap to Meaningful Youth Engagement	1	None
YouthLead: YAG-Led Training- Youth Opportunities and Innovation Unearthed by Covid-19	1	43
Business, Entrepreneurship, and Private Sector Engagement COP Meeting	1	117
Youth Engagement COP Meeting	1	270
Gender COP Meeting	1	93
YouthLead: Arabic Community Kick-off	1	190
Youth Engagement and Gender CoP Meeting	1	
CoP Meeting- MENA YouthLead CoP Kick-off Event	1	130
CoP meeting- HEET CoP Kick-off Event	1	207
Working Group Meeting- WORQ Kick-off Event	1	15
YouthLead: YAG-Led Capacity Building Event - Youth Innovation in COVID-19	1	43
Learning Network Webinar: Designing Better Youth Center and Safe Space Programs	1	541
YouthLead: YLA Webinar - Early Childhood Education and Illiteracy - Insights from West Africa	1	40
PYD Learning Agenda Advisory Group Biannual Meeting	1	18
MENA Youth CoP Meeting: Youth Engagement during COVID-19	1	45
YouthLead: YLA Webinar - Gender Equality and Inclusion - The Role of Youth Before and During the COVID-19 Pandemic	1	37
YouthLead: YLA-Webinar - Youth Entrepreneurship: The Art of Self-Reliance and Sustainability	1	25
Learning Network Webinar: Making International Programming More Inclusive and Accessible	1	384
YouthLead: Youth-Led Climate Action Roundtable with Administrator Power	1	15
YouthLead: YLA Webinar - Mental Health and Self-Care Among Young Leaders	1	32
BEPSE/Gender CoP Webinar on Women's Empowerment	1	74
YouthLead: YLA-Webinar - Youth Entrepreneurship Skills for Development: The Case of South America	1	22

FY21

NAME	COUNT	REGSITRATION
Youth Systems Strengthening June Meeting: Exciting Lessons from Mozambique and Tanzania	1	34
YouthLead: YLA-Webinar - Combating Child Marriage through Youth Advocacy on Family Planning and RHR	1	20
Instagram Live: Promoting Proactive Youth Participation in Top-Level Youth Development Process	1	N/A
Instagram Live: The Role of Youth Before and During the COVID-19 Pandemic	1	N/A
Instagram Live: The Role of Youth in Creating Healthier Communities	1	N/A
Instagram Live: Inspiring Private Participation in Green Finance	1	N/A
Instagram Live: The PYD Framework to Enhance Youth Leadership	1	N/A
Instagram Live: Finding and Leveraging Youth-related Opportunities in the Digital Space	1	N/A
Instagram Live: The Effect of COVID-19 on Youth Mental Health	1	N/A
Instagram Live: Generating Interest in Education	1	N/A
Instagram Live: Intangible Gains of Volunteering - Reflection of My Volunteering Journey	1	N/A
YouthLead: YLA-Webinar - Education as a Human Right - Insights from Venezuela and India	1	15
YouthLead: YLA-Webinar - Young Women's Participation in Peacebuilding: The Importance of Representation in Activism and Policy-Making	1	44
YouthLead: YLA-Webinar - The Role of Youth in Promoting Sustainable Agriculture Development	1	None
YouthLead: YLA-Webinar- Future of Work for Young People: The Role of Social Entrepreneurship and Soft Skills	1	96
Exploring the Evidence: Youth in Agri-food Systems Virtual Dialogue Series - Engaging Youth in ICTs and Digital Solutions for Productivity of the Food Systems	1	61
Exploring the Evidence: Youth in Agri-food Systems Virtual Dialogue Series- Identifying Effective Actions to Raise Productive Youth Engagement in Farming: Implications for African Governments and Development Organizations	1	365
Exploring the Evidence: Youth in Agri-food Systems Virtual Dialogue Series - Effective Practices to Support Youth in Inputs, Processing, and Distribution Areas of Food Systems	1	91
Exploring the Evidence: Youth in Agri-food Systems Virtual Dialogue Series - Engaging Youth in Policy, Advocacy, and Governance	1	61
What Role Can Education Play in Positive Youth Development (PYD) and Soft Skills Development?	1	None
YouthLead Mentorship Initiative: Launch Event for YouthLead Members	1	387
Global LEAD #WatchOurImpact Dialogue (International Youth Day Event)	1	1001
YP2LE Youth Civic Engagement Country Snapshots Dashboard Launch	1	78
TOTAL	**58**	

FY22

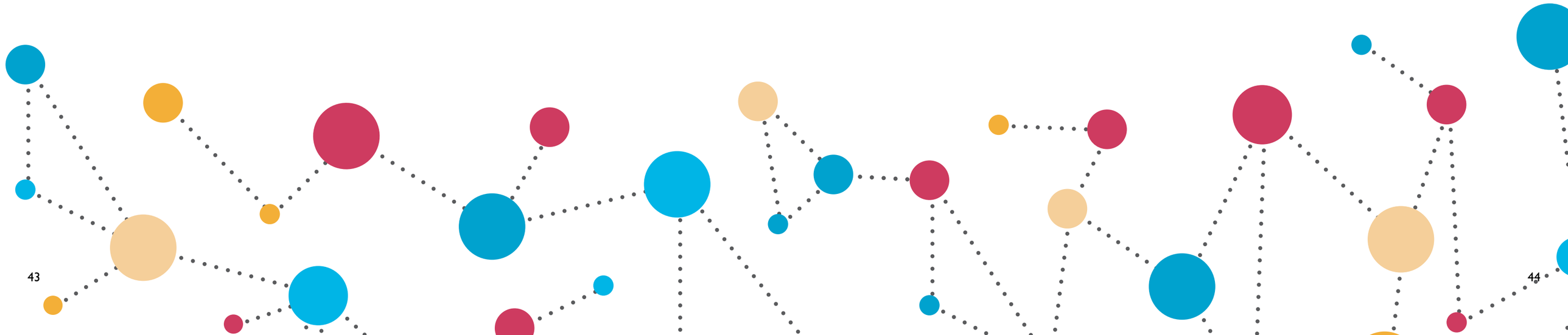
NAME	COUNT	REGSITRATION
Integrating Youth and MHPSS Programming Toolkit	3	461
Synergies Between Youth Livelihoods and Resilient Agri-Food Systems	1	38
Finding, Assessing, and Approaching Potential Mentors	1	42
YouthPower2 Symposium: Straight from the Source: Youth Perspectives on Effective Youth-Driven Programming	1	841
Youth Champions Summit: Integrating Youth as Partners in USAID Programming	1	330
USAID Global LEAD Toolkit Launch - Webinar 1	2	646
Building the Evidence Base: Recent Learnings in Positive Youth Development Research	1	235
Greening Higher Ed: Intersections of Education and Climate Change – HEET CoP	1	170
New Frontiers in Labor Market Assessments: Reaching the Last Mile – BEPSE CoP	1	92
Global LEAD Toolkit: Designing Youth Programs – YE CoP	1	179
State of Measuring Youth Systems Change – YSS CoP	1	117
Community Resilience Interventions and Health Outcomes for Youth	1	218
YouthLead Mentorship Initiative Learning Event: Mentorship Across Cultures	1	319
USAID Youth Engagement Training: Behavior Change, Norms, and Power Differentials - MODULE 1	3	64
Climate Change and Higher Ed: Education Outcomes and the Role of Universities – HEET CoP	1	76
Localizing Labor Market Assessments – BEPSE CoP	1	88
Building Sustainable Youth Networks –YE CoP	1	90
Hearing from Young Leaders –YSS CoP	1	25
Youth and Peace Processes –YSS CoP	1	43
The New Normal: Lessons from COVID19 – Gender CoP	1	90
Engaging Youth and Higher Education for Climate Change Response – HEET and BEPSE CoPs	1	76
Research to Change: Localizing Youth Leadership in Implementation Research -YE CoP	1	118
Meet, Greet, Collaborate: Hearing from youth-serving organizations - Gender CoP	1	49
The Impact of Young Leaders on Systems Change: Lessons from Jordan - YSS MENA CoP	1	63
Identifying Iraqi Labor Market Needs: Engaging the Private Sector - BEPSE CoP	1	59
Emerging Intersections: Discussion on Child Marriage and GBV - Gender CoP	1	121
Assessing Labor Supply and Demand to Benefit Youth: Case Study in Ethiopia - BEPSE CoP	1	54
Overcoming Digital Barriers in Online Learning and Engagement - YE CoP	1	55
Climate Change and Higher Ed: Youth Activism in Central Asia - HEET CoP	1	35
Cultivating Authentic Youth Partnerships in Systems Change - YSS CoP	1	55
International Youth Day Event	1	1198
YouthLead Mentorship Initiative Learning Event: Listening in Mentorship Relationships	1	72
TOTAL	**37**	**6119**

FY23

NAME	COUNT	REGSITRATION
Setting Boundaries and Managing Expectations Mentorship Learning Event	1	129
YouthLead for YOU: A Live Webinar Learning Network Event	1	81
Tipping Point: Virtual workshop with resources for gender transformative change	1	201
Equipping Youth with Skills and Experience through Public Private Partnerships	1	112
Carving a Career Path: Influence of Higher Education Services	1	53
Embedding Paraprofessionals in Social Service Workforce Systems	1	30
Personal Journeys of the YouthLead Peer Advisors	1	66
Insights from Ukraine: Findings on Secondary Education and Youth Research	1	154
YSS CoP: Virtual Café	1	62
Gender CoP: Meet and Greet Coffee Chat	1	67
YE CoP: Youth Engagement in COVID-19 Recovery	1	60
HEET CoP: Shaping Skills for Employability with University Career Centers	1	83
Gender CoP: Engaging Boys and Men	1	74
YSS CoP: Connecting Youth Engagement and Security	1	44
BEPSE CoP: Unpacking Bureaucratic Challenges for Young Entrepreneurs in Kenya	1	39
YE CoP: Virtual Community Networking Session	1	31
YSS CoP: The Youth Systems Collaborative Framework: Moving from Theory to Practice	1	91
BEPSE CoP: Youth Empowerment Unveiled: Navigating Government as Young Entrepreneurs	1	47
Gender and HEET CoPs: Beyond Binaries: A Discussion on Navigating Gender Identities in Higher Education Institutions	1	53

FY23

NAME	COUNT	REGSITRATION
YE CoP: Youth and Technology: Capitalizing on Web-based Solutions to Develop Resilient Young Leaders	1	110
YSS CoP: Lessons Learned: Measuring Child and Youth Systems Change Around the Globe	1	59
HEET CoP: Shaping Skills for Climate Change Impact through Higher Education Services in Egypt	1	41
Gender CoP: Empowering Futures: Unleashing Potential with the Gender and Youth Analysis Toolkit	1	95
BEPSE CoP: Youth Entrepreneurship: Exploring Cooperative Ventures for Startups	1	87
YE CoP: Measuring and Promoting Global Peacefulness with the Institute for Economics and Peace (IEP) - Part 1)	1	114
Gender CoP: Advancing Equality: Unveiling the Power of Advocacy in Strengthening Gender Programming	1	36
HEET CoP: Promoting Climate Action through Higher Education Initiatives in Latin America	1	62
YE CoP: The Institute for Economics and Peace's (IEP) Transformational Positive Peace Framework - Part 2	1	56
BEPSE CoP: Exploring Entrepreneurship and Youth Development: Products and Services Fair	1	148
YSS CoP: Youth-led Change: Transforming Mental Health and Child Protection	1	40
YLA Leadership Project: Youth, Biodiversity, and Climate Myths	1	78
YLA Leadership Project: Improving Access to Opportunities and Resources for Rural Youth in Colombia	1	17
YLA Leadership Project: Pathways to Fight Against Menstrual Poverty	1	16
YLA Leadership Project: The Role of Next-Gen Thinking to Accelerate Global Sustainable Development	1	74
YLA Leadership Project: Sexual Violence in Higher Education: A Youth Perspective	1	29
YLA Leadership Project: Microfinance and Skills Development on Women's Economic Empowerment	1	31
Mentorship Can Enhance Your Entrepreneurial Journey Mentorship Learning Event	1	29
Mentorship in the Digital Age Mentorship Learning Event	1	22
Working with USAID: Sharing Resources and Networks for Youth Organizations	1	92
Tools for Cost Reporting and Analysis of Youth Development	1	53
TOTAL	**40**	**2,766**



FY24 Q1

NAME	COUNT	REGSITRATION
Learning Network Event: Tools and Resources for the Costing Positive Youth Development	1	53
YLA Leadership Event: Equipping Entrepreneurs with Tools and Resources to Emerge out of Poverty	1	18
YLA Leadership Event: Sustainable Economic Development for Southeast Asian Youth	1	16
YLA Leadership Event: Breaking the Stigma of Adolescent Mental Health in Bangladesh	1	192
YLA Leadership Event: Women's Rights	1	401
TOTAL	**5**	**680**

FY24 Q2

NAME	COUNT	REGSITRATION
The Positive Youth Development Symposium	1	169
YP2LE Learning Network Event: Virtual Roundtable on Climate-Smart Solutions for Rural Youth	1	604
Introductory Remarks and Empowering Youth Through Mentorship and Skill Building (PYD Symposium Livestream)	1	145
Accelerating Holistic Youth Programming (PYD Symposium Livestream)	1	126
TOTAL	**4**	**1044**

FY24 Q3

NAME	COUNT	REGSITRATION
Mentorship Event #1: The Intersection of Mentorship and Youth Political Participation	1	401
Gender CoP: Breaking the Boundaries: Intersection between Gender Inclusion and Mental Health	1	119
YSS CoP: Embracing Progress: Cultivating Positive Shifts in Mental Health System Evolution	1	59
Youth Engagement CoP: Peer Connection and Networking Event	1	45
BEPSE CoP: Exploring Opportunities: Analyzing Youth and Women Employment for Economic Growth in Kenya	1	N/A
Youth Engagement CoP: Climate Change and Youth Response: Perspectives from Around the Globe	1	N/A
BEPSE CoP: Empowering Youth in Agri-Food Systems: Applying Youth-Inclusive Project Design Guidance	1	N/A
YP2LE Learning Network Event: Operationalizing the Global Child Thrive Act	1	250
TOTAL	**8**	**874**

Photo: Marcos Elihu Castillo Ramirez

About YouthPower2: Learning and Evaluation (YP2LE)

YP2LE is a USAID-funded activity focused on building and disseminating the evidence on Positive Youth Development (PYD). YP2LE's goal is to give program implementers, researchers, and young changemakers the information, tools, and resources they need to develop high-quality, impactful, and sustainable youth programs.

CONTACT

YouthPower2: Learning and Evaluation
Making Cents International
1050 Connecticut Ave NW #65470,
Washington, DC 20035
info@youthpower.org

www.YouthPower.org
@YPLearning