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**LEADERSHIP, MANAGEMENT
& GOVERNANCE PROJECT**

Inspired Leadership. Sound Management. Transparent Governance.

Youth Leadership Programmatic Review

Final Report



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About the LMG Project

Funded by the USAID, the Leadership, Management and Governance (LMG) Project (2011-2016) is collaborating with health leaders, managers and policy-makers at all levels to show that investments in leadership, management and governance lead to stronger health systems and improved health. The LMG Project embraces the principles of country ownership, gender equity, and evidence-driven approaches. Emphasis is also placed on good governance in the health sector – the ultimate commitment to improving service delivery, and fostering sustainability through accountability, engagement, transparency, and stewardship. Led by Management Sciences for Health (MSH), the LMG consortium includes the Amref Health Africa; International Planned Parenthood Federation (IPPF); Johns Hopkins University Bloomberg School of Public Health (JHSPH); Medic Mobile; and Yale University Global Health Leadership Institute (GHLI).

List of Acronyms

AfriYAN	African Youth and Adolescent Network on Population and Development
AMODEFA	Associação Moçambicana Para o Desenvolvimento da Família
CPD	UN Commission on Population and Development
GDP	Gross Domestic Product
FHOK	Family Health Options Kenya
IYAFP	International Youth Alliance for Family Planning
LMG	Leadership, Management & Governance Project
MSH	Management Sciences for Health
PJL	Projet Jeune Leader
PY	Project Year
PYD	Positive Youth Development
SRH	Sexual and Reproductive Health
USAID	United States Agency for International Development
UYAFPAH	Uganda Youth Alliance for Family Planning and Adolescent Health
VYLH	Volunteer Youth Leaders for Health
WDR	World Development Report
YHRC	Youth Health & Rights Coalition

1. Introduction

The importance of including youth, from 10 -29 years of age, in the development agenda has gained global support during the last 20 years. Multiple international conferences and reports have emphasized the potential impact of youth development outcomes, including the 1994 International Conference on Population and Development Programme of Action, the 45th Session of the UN Commission on Population and Development (CPD), the World Development Report (WDR) 2007, and the 2012 Bali Global Youth Forum Declaration, which states that:

“Governments should work in partnership with adolescents and youth, media, religious leaders and the private sector to create enabling environments that are conducive to ensuring young people have access to comprehensive affordable health services that are free from coercion, discrimination, violence and stigma – and provide for basic needs through increased funding, improved legislation and policies, accessible and affordable services.”

Investing in youth as partners and leaders in the development agenda is critical for moving any development agenda forward. Young people make up approximately 30% of the population in developing countries, and this demographic is expanding. Experts estimate that by 2025, there will be 72 million more youth than in 2006.¹ The young people of today can inspire and influence their peers, communities, and future generations to live healthy lives and contribute to community well-being. Investments in young people do not stop with the individual. The World Bank conducted a study in 2008 that showed that investments in youth have consequences that go far beyond the individual. When youth are not active participants in their society, it was found that the GDP of their countries declines.²

The USAID Youth in Development Policy recognizes the importance of youth participation in all sectors, and advocates for holistic and positive youth development. This means that youth, adults, institutions, and communities create or provide opportunities for youth to practice civic engagement, leadership, and altruism, and this leads to positive outcomes.³ The Policy notes that partnering with youth harnesses *“their energy, enthusiasm, skills, and innovative ideas to increase economic growth, foster social stability, improve civic participation, and ensure healthier, more educated and productive societies.”*⁴ The positive youth development (PYD) model incorporates a focus on youth’s needs, assets, and interests, rather than focusing narrowly on youth with risk-reduction strategies and programs, particularly with respect to reproductive and sexual health behaviors.

At the Leadership, Management, and Governance (LMG) Project, we are interested in the intersection between PYD and approaches that aim to develop young leaders. “Youth leadership” is a less understood term and is ambivalently defined in the literature, with significant overlaps with terms like

¹Nugent, R. (2006). Youth in a Global World. Retrieved from <http://www.prb.org/pdf06/YouthInAGlobalWorld.pdf>

² World Bank. (2009). *African Development Indicators 2008/2009: Youth and Employment in Africa: The Potential, the Problem, the Promise*. Washington, DC: World Bank.

³ Larson, RW. (2000). Toward a Psychology of Positive Youth Development. *American Psychologist*, 55(1), 170-183.

⁴ United States Agency for International Aid. (October 2013). Youth in Development Policy. Retrieved from <http://www.usaid.gov/policy/youth>

“youth development” and “youth participation”. The LMG Project conducted a rapid scan for promising youth leadership programmatic models, and learned that these are few and far between. There are several examples of one-off “training workshops” for youth, for example, imparting public speaking and communication skills (loosely defined as leadership skills), with little follow-up through referrals, linkages, mentoring, or coaching. In consulting with USAID, we heard that Missions wanted to invest in youth leadership, and wanted more information on the kinds of models that were producing results. Recognizing the gap in youth leadership programmatic models, we ambitiously set out to conduct a global survey that would identify promising programmatic models that are capturing and documenting their results. But first, we needed to clearly define what we meant by “youth leadership” and what kinds of models we were looking for.

2. Targeted Literature Scan

We undertook a targeted scan of peer-reviewed and grey literature for definitions and examples of youth leadership to identify areas where it overlapped with, or was distinct from, youth development. We used the findings to develop inclusion and exclusion criteria for defining youth program types; and to design the [www.youthleadglobal.org website](http://www.youthleadglobal.org), the survey instrument, and a scoring and ranking framework for assessing youth leadership programs. We were unable to find specific definitions for youth leadership, but were able to discern distinct principles and elements of youth leadership programs. The findings from the literature review are presented in the next section. We note the preponderance of US-based literature in the review and firmly believe that these principles, definitions, and findings are relevant for youth in other countries as well.

Youth Leadership is *one way* to achieve youth development

Youth development is a process that prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences that help them to become socially, morally, emotionally, physically, and cognitively competent. In particular, positive youth development approaches address the broader developmental needs of youth, in contrast to deficit-based models that focus solely on youth problems.⁵ Youth development programs that incorporate youth leadership competencies encompass a broader, more holistic process of developmental growth that occurs during adolescence, and determines both adolescent and adult behavior by building the capacity of youth to exercise authority over themselves. Youth development programs typically adhere to the premise that all youth have the capacity for positive growth and development, and these programs focus on strengths and positive outcomes.

Youth leadership is a theory of youth development, in which young people gain the skills and knowledge necessary to lead civic engagement, civic reform, and community organizing activities. It is *one way* to promote positive youth development. These programs connect youth with knowledge, skills, and resources that empower them to improve their communities, and provide them with opportunities to apply these skills. What distinguishes youth leadership models is that these programs build the capacity of youth to persuade others, while also exercising authority over themselves.

Youth participating in leadership programs may gain skills to analyze one's own strengths and weaknesses, set personal and vocational goals, and build the self-esteem to carry them out. Important youth leadership skills can include team building, ethical decision making, time management, goal setting, public speaking, peer mediation/conflict resolution, negotiation, and interpersonal communication.⁶ Leadership may also include the ability to identify community resources and use them to establish support networks to participate in community life, and to affect positive social change.⁷

⁵ Hare, R., & Richards, C. (2007). *Blazing the Trail: A New Direction in Youth Development & Leadership*. Washington, DC: National Collaborative on Workforce and Disability for Youth, Institute for Educational Leadership.

⁶ National Student Leadership Conference. Youth Leadership Programs. Retrieved from <http://www.nslcleaders.org/youth-leadership-programs/>

⁷ Adolescent Employment Readiness Center, Children's Hospital. (n.d.). D.C. Youth Leadership Forum. Washington, DC.

Leadership training prepares youth to manage time, work as a team, set goals, start conversations, facilitate meetings, and make effective presentations.⁸ In short, while youth leadership programs may impart skills and knowledge to the individual participants, the application of these skills is expected to positively affect their wider communities.

Key features of youth leadership programs include:

- Hands-on involvement of youth in all programmatic aspects, from budgeting, to planning, to implementation, to evaluation.
- Multiple opportunities to develop, practice, and apply leadership skills.
- Varied, progressive leadership roles for youth to lead small groups, large groups, programs, or events.

In our review, we also noted program models that were characterized as **youth empowerment or youth participation**. “Youth empowerment” programs seem to mostly target vulnerable youth who possess leadership potential, but lack opportunities to develop it in a positive way. “Youth participation” was defined as the active and meaningful engagement of young people throughout their own communities. It was often used synonymously with youth participation in many forms, including decision-making, sports, school, and any activity where young people have not been historically engaged. As such, programs that invoke youth participation approaches focus on creating mechanisms, channels, and structures through which youth can participate. Examples of youth participation programs include youth councils, participatory action research, youth-led media programming, and youth-targeted political organizations.

Youth Leadership is Youth Participation *plus* skills applied for results

We noted that youth participation, as a process, provides an important lens for youth-based programming and also has a well-developed theory. Within each of the above mentioned types of youth programming, we found three models of programs: for youth, with youth, and by youth. ‘For youth’ programs are designed, run, evaluated, and driven by adults. In ‘with youth’ programs, adults are conscious of the need to listen to youth and use their input to influence the program design and services. In ‘by youth’ programs, youth are involved in all aspects of the program – design, development, implementation, and evaluation – and adults are in supportive, mentoring, guiding, and coaching roles. These models reflect the “spectrum of attitudes” theory that adults view youth along a spectrum that ranges from seeing young people as objects, recipients, or partners.⁹

This participation paradigm is also well represented in Hart’s Ladder of Participation¹⁰ (see Figure 1 below). Hart’s Ladder is an effective framework to understand youth *participation*, but it does not provide an adequate conceptual framework to describe youth *leadership*. As we examined the difference between youth participation and leadership, we reached this conclusion: All youth leadership

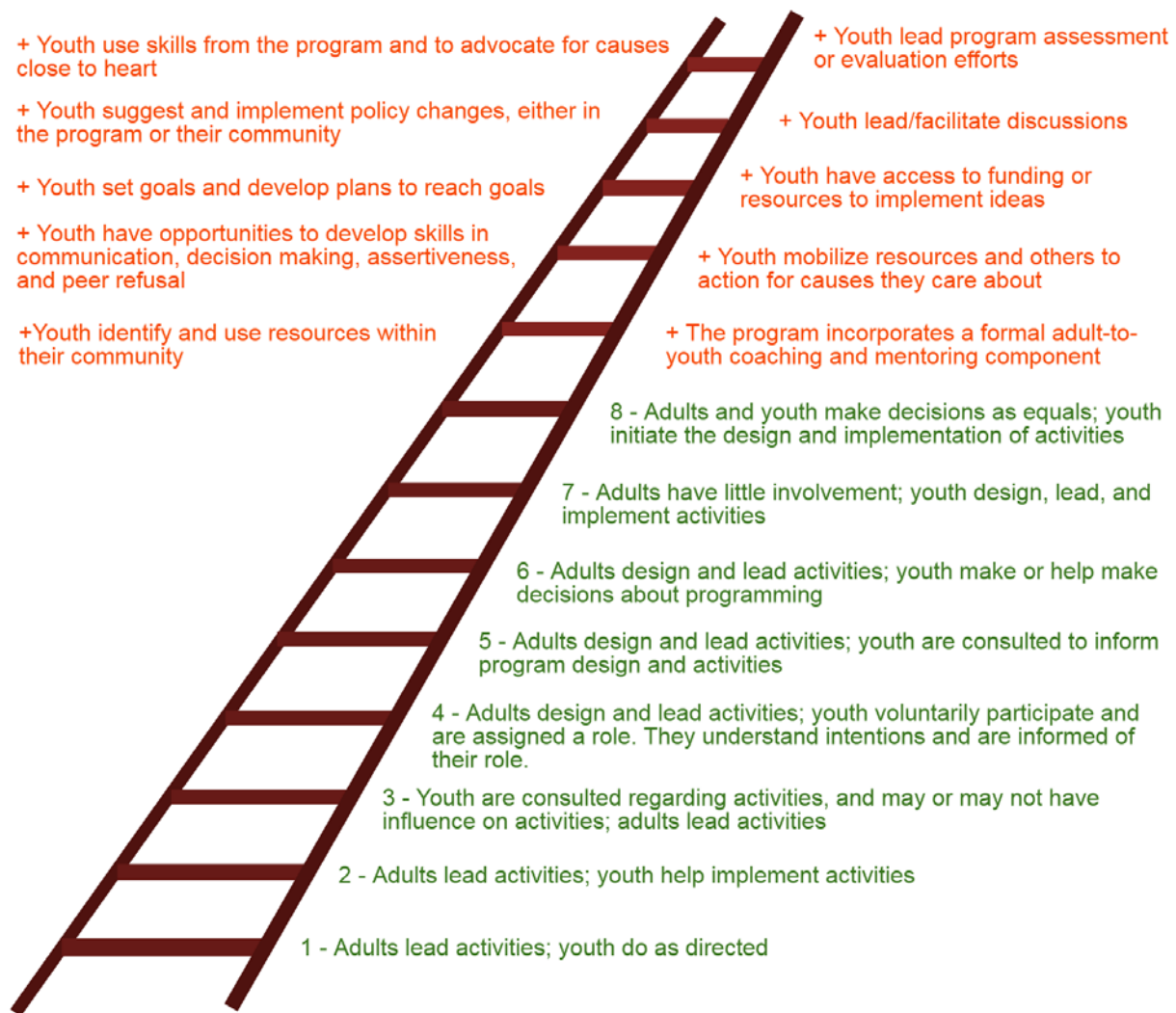
⁸ National Resource Center for Youth Development. (2013). Youth Leadership Development. Retrieved from <http://www.nrcyd.ou.edu/youth-engagement/youth-leadership-development>

⁹ Lofquist, W. (1989). *The Technology of Prevention*. Tucson: AYD Publications.

¹⁰ Hart, R. (1992). *Children’s Participation from Tokenism to Citizenship*. Florence: UNICEF Innocenti Research Centre.

activities must demonstrate meaningful participation of youth. However, all meaningful participation may not always result in youth reaching their leadership potential. **We started to see leadership as meaningful participation of youth *plus* (at minimum) skills development *and* opportunities to unleash their potential and power to influence or bring about change.** We believe that youth leadership programs go beyond the process of meaningful participation of youth, and provide distinct opportunities for youth to learn new skills and apply these for individual, organizational, and community-level change. We added critical elements of youth leadership programs to Hart’s Ladder (in red), most of which emerged from our targeted literature review.

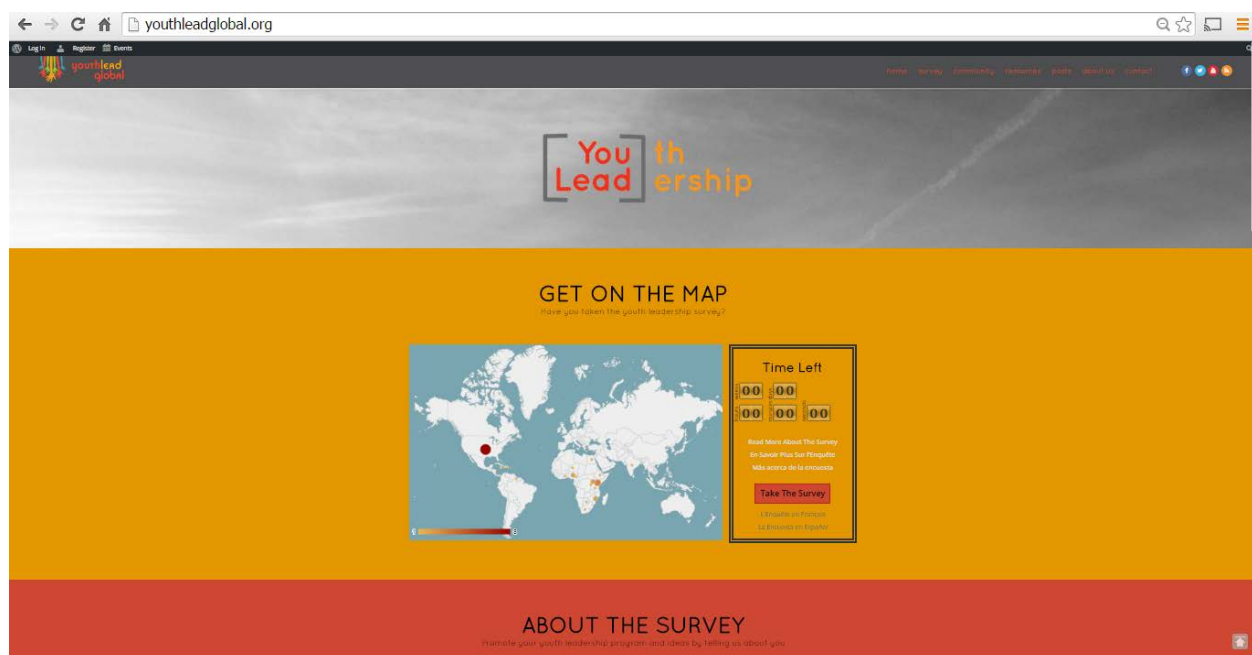
Figure 1: Examples of youth leadership outcomes



3. www.youthleadglobal.org

The draft survey was shared with two youth networks – the International Youth Alliance on Family Planning (IYAFP) and the Youth Health & Rights Coalition (YHRC) – that provided valuable comments and suggestions for changes. Since this survey sought out global youth leadership models, we developed a website, www.youthleadglobal.org, which hosts the survey (with unique user sign-in and password to ensure confidentiality) and other youth-focused activities (community of practice, blogs, articles of interest, etc.) implemented by the LMG Project. In coordination with our youth network collaborators and USAID colleagues, we put out a wide call for organizations to complete the survey. We used a mix of social media (LMG’s Facebook page, Twitter, LMG blog), and emails to USAID Mission staff and technical working groups to disseminate this request. The survey – with a real-time ticker on the landing web page – was opened in two rounds for three months each. Fifty-eight organizations submitted responses.

Figure 2: Screenshot of www.youthleadglobal.org



4. Survey Instrument Design

The literature review and analysis of definitions and program components informed the design of the survey instrument. To determine where programs fell along Hart’s ladder model, we added a question about the roles of adults and youth in the program. To distinguish between youth leadership approaches versus youth development or participation models, we also included a question on follow-up opportunities for youth to apply their new skills. We constructed a separate question about the characteristics and elements of the youth leadership program (See Appendix 1 for the complete list of survey questions). We recognize that effective youth leadership programs may not demonstrate *all* these elements *all* of the time, and/or they may also exhibit some components to a greater degree than

others. Questions were phrased accordingly. Some of the categories of questions and rationale for inclusion are presented in this section.

Age of youth

The literature review demonstrates that there is no concurrence on an age range that defines youth. Youth programs could target participants as young as 9 and as old as 29 years of age. In the survey, we asked respondents to provide both the minimum and maximum ages of youth eligible to participate in the program.

Scale

We wanted to consider the scale of programming and how important it is to have programs that have “gone to scale.” Questions on this topic included in the survey were:

- How many youth currently participate?
- How many youth have been served historically?
- What is the anticipated pipeline for youth participation in the future?

Financial support/funding

We wanted to identify programs that have considered the sustainability of their programming, and a program’s financial resources are crucial in this regard. The literature review found no youth programs that were fully self-sustaining, though some programs do generate funds that are re-invested in programming. To identify those programs that have a financial sustainability plan, we included a question to identify internal and external funding sources.

Duration

Duration was defined as the amount of time that a particular youth actively participated in a program. Some programs have an ‘active’ period in which youth attend consistent sessions, and then a ‘follow-up’ period when they report in on progress. Survey questions on this topic included:

- Duration of involvement
- Follow-up activities

We also made the decision to exclude one-off leadership trainings even if the results were measurable.

Technical areas of program

Youth programming spans the gamut of technical content areas, including health and non-health programs. Health programs uncovered during the course of the literature review included family planning, reproductive health, chronic diseases (such as smoking and obesity), hygiene/sanitation, and health awareness programs. Non-health programs included education, governance and democracy, livelihoods, gender-based violence, human rights, and civic engagement programs. The definition of the ‘health’ and ‘non-health’ programmatic content areas is nuanced, as health can be broadly defined as mental, emotional, spiritual, and physical well-being. We made a decision to include all sectors and ‘entry points’ for youth leadership models.

Metrics/results

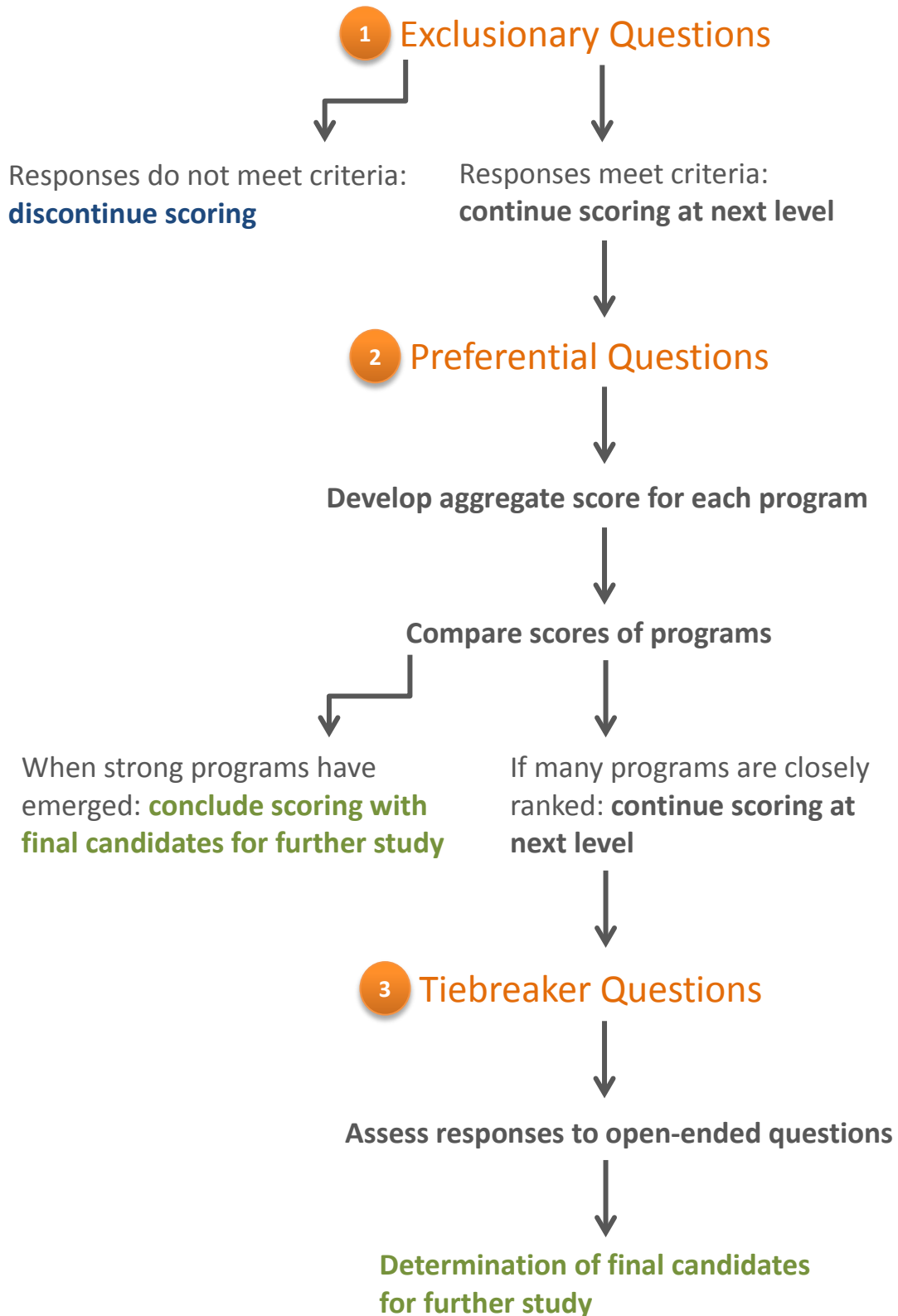
We included programs if they undertook active and routine measurement of results or had results to demonstrate and share. The following questions narrowed the field of organizations of interest:

- What results are measured? At what level?
- How often are results measured?
- What tools are used to measure outcomes of interest?

5. Ranking and Scoring of Survey Responses

We developed scoring and ranking criteria to help identify the top leadership models out of all the survey submissions. Survey questions were divided into three types: 1) exclusionary questions: i.e., particular responses signal that the program or organization is likely not a good candidate for further, in-depth study; 2) preferential questions: i.e., particular responses to these questions indicated that the program could be a good candidate for further study because, e.g. there was a high degree of youth leadership, outcomes were measured, the program was sustainable, etc., and 3) tiebreaker questions: i.e., open-ended questions requiring a more nuanced analysis that were used to differentiate between programs or organizations that had similar rankings. Figure 3 below shows a flowchart illustrating the survey response scoring process.

Figure 3: Diagram of Youth Leadership Program Survey Scoring



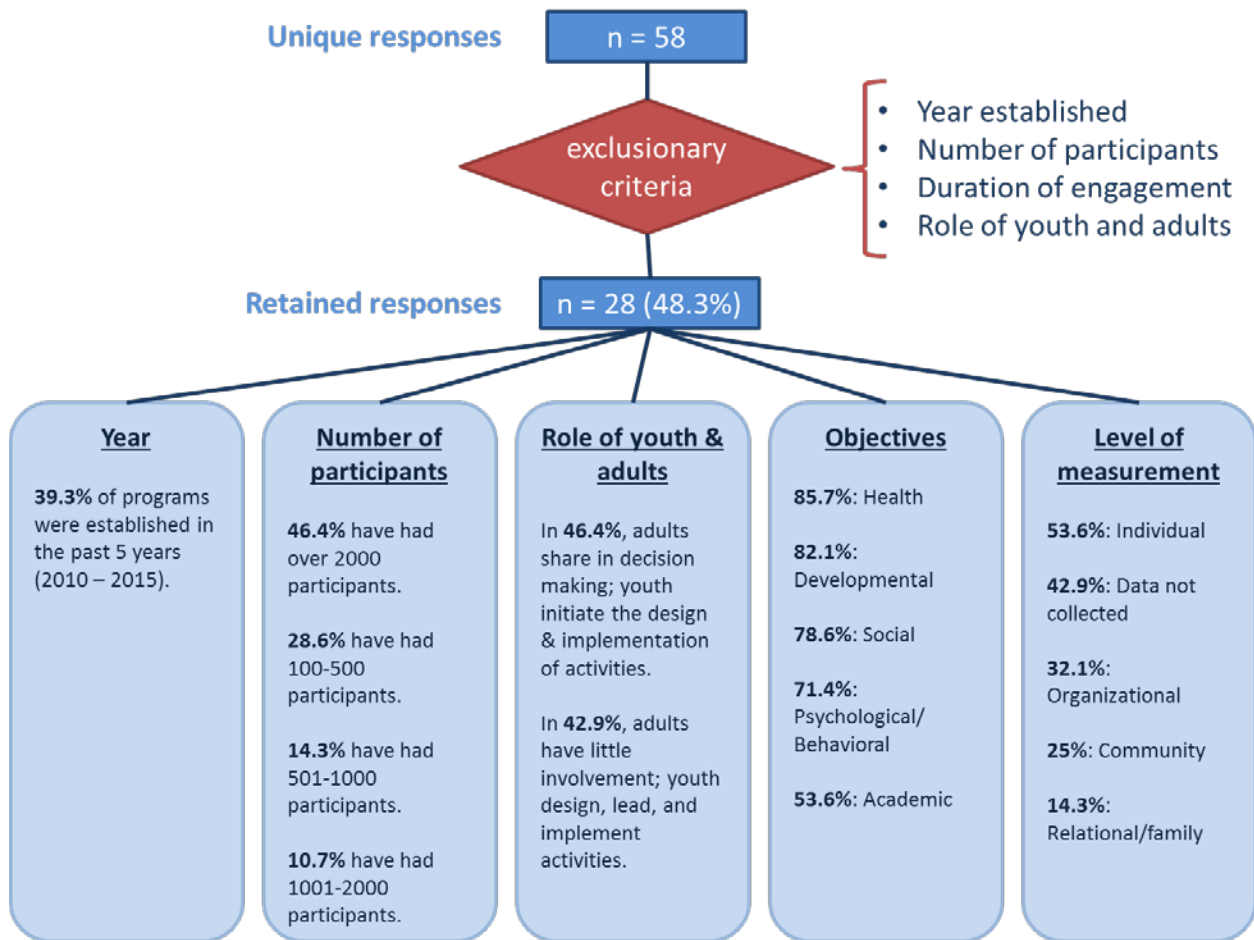
In Appendix 2, the questions in the survey are ordered according to the three ranking categories outlined above, and the rationale for the weighting of question responses is included in italics below each question. Exclusionary questions are listed first: if a program or organization fails to meet the threshold for these questions, it is not necessary to continue with the scoring. Listed next are the preferential questions, each of which is scored according to the specific answer provided. The aggregate score of all preferential questions for each survey respondent was compared, and in the event that several programs scored similarly, the tiebreaker questions were used to make a final determination of the best candidates for further study.

6. Survey Findings

During the first round of the survey (May – July 2015), we received 29 unique submissions. After reviewing each submission against the exclusionary criteria, 15 programs passed and were scored against the preferential criteria. Due to this low response rate, in PY5 (January – March 2016), we re-launched the survey to generate a second cohort of programs. We received another 29 unique responses in the second round, and after reviewing each submission against the exclusionary criteria, 13 programs passed and were scored against the preferential criteria. For an explanation of the exclusionary criteria and rationale we used in scoring, please see Appendix 2: Scoring of Youth Leadership Program Survey Responses.

As a snapshot of all the responses submitted and scored in both cohorts, a diagram of the scoring breakdown is shown below, along with the distribution of the programs retained across five key characteristics (year established, number of participants, role of youth and adults, objectives, and level of measurement). Note that respondents were asked to “select all that apply” (i.e. were able to choose multiple responses) regarding their program’s objectives and level(s) of measurement, which are reflected in the two lower right columns in Figure 4 below.

Figure 4: Youth Leadership Programmatic Review Scored Survey Responses



A further breakdown of two of these key characteristics – the level of outcomes these programs measured (respondents selected all that applied) and the role of youth and adults in the programs – are shown below.

Figure 5: Level of Outcomes Measured by Youth Leadership Programs (n = 28)

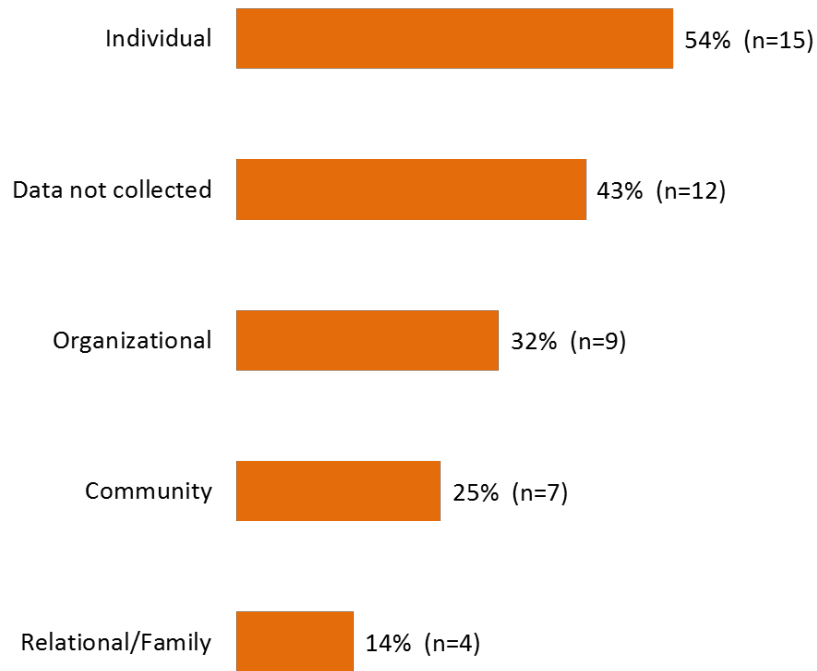
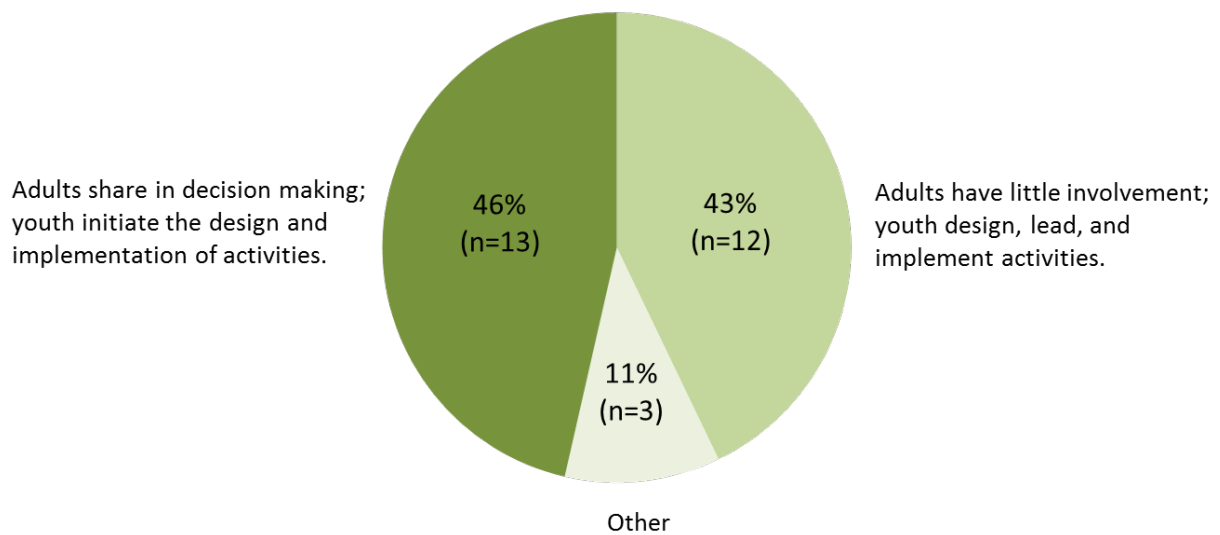


Figure 6: Role of Youth and Adults in Youth Leadership Programs (n = 28)

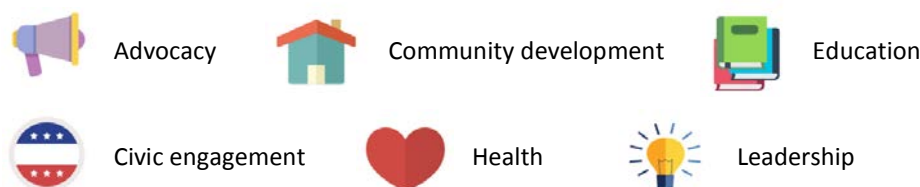


7. Open-ended Interviews with the Top Programs
















We designed an informed consent form and an interview guide (see Appendices 3 and 4 respectively) to further explore the inner workings of the highest scoring youth leadership programs from both rounds of the survey. With written consent, we conducted and recorded these 60-90 minute interviews with 1 - 3 staff of each program over Skype. Interviews were conducted by youth representatives from IYAFP and LMG staff, with one person conducting the interview and a second person taking notes. IYAFP joined LMG staff in a refresher on interviewing techniques and interview protocol to ensure that everyone was clear about the process, and their roles and responsibilities. All digital recordings and interview notes were stored on a Google Drive accessible only by the interview team.

8. Findings from the Top Programs

We looked at the top 15% of programs responding to our survey according to their total score, which equated to five of the 29 unique respondents in each round. However, in the second cohort, three organizations tied for the fifth spot; therefore, the second cohort included seven top organizations rather than five. The top organizations from both rounds of the survey are included in the table that follows, listed in no particular order as the difference in scores are not significant. Each program reported the various sectors in which they work, which are represented by the icons identified in the key below.



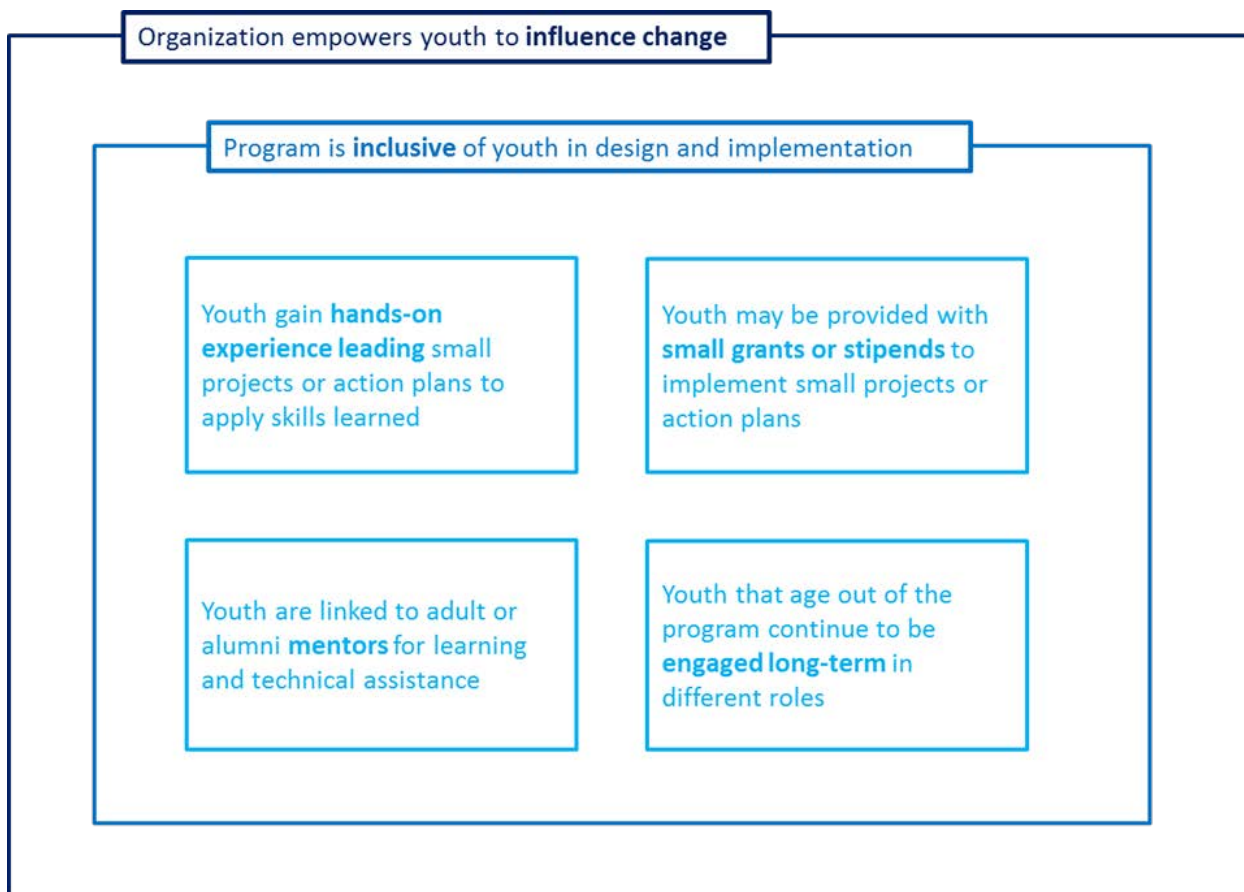
Organization	Country	Sector
Emerging Leaders Foundation	Kenya	
Center for Creative Leadership, Leadership & Debate Clubs	Ethiopia	
Women Deliver Young Leaders Program	United States (operating in developing countries)	
GOJoven International Public Health Institute	United States (operating in Belize, Guatemala, Honduras, and Mexico)	
AMODEFA	Mozambique	

Organization	Country	Sector
Projet Jeune Leader	Madagascar	
HACEY Health Initiative	Nigeria	
Uganda Youth Alliance for Family Planning and Adolescent Health (UYAFPAH)	Uganda	 
Global Changemakers	Switzerland	  
Family Health Options Kenya (FHOK)	Kenya	   
African Youth and Adolescent Network on Population and Development (AfriYAN)	East and Southern Africa	 
Volunteer Youth Leaders for Health (VYLH)	Philippines	 

We were able to schedule and conduct interviews with 11 of the 12 top organizations; despite multiple attempts to reach AMODEFA, we were unable to contact them. The 11 top organizations have been featured on YouthLeadGlobal.org, LMGforHealth.org (the LMG website), and LeaderNet.org as excellent models of youth leadership approaches. Key characteristics of these organizations are presented below.

The attributes of the most effective programs, when taken together, form an ecological model encompassing an organizational approach, programmatic approach, and key program components. Figure 7, below, provides a visual representation of this ecological model for effective youth leadership initiatives.

Figure 7: Ecological Model of Promising Practices in Youth Leadership Programs



Each component of this ecological model is elaborated below, with illustrative examples from our interviews with the top programs.

The organization recognizes youth as change makers and empowers young people to bring about change.

All of the top youth leadership programs expressed the conviction that youth can be spokespersons for their own needs, and have a key role to play as advocates for important causes within their family, school, and community. Through these programs, young people develop and apply skills to advance SRH, education, sustainable development, economic empowerment, and gender equity. To these organizations, ‘youth leadership’ means helping young people to reach their full potential to achieve their goals and serve as exemplary role models for their peers. Some programs began as partnerships (with the United Nations Population Fund or World Economic Forum, for example) to bring young people to high-level platforms. However, sensing that young people’s participation was tokenistic, the programs expanded their work with youth to include trainings, providing tools, and funding small youth-led projects. The top organizations recognize that young people understand their own needs and

challenges – as well as each other – and are integral to their own growth and development as leaders.

Youth are included in program design and implementation, or have the freedom to independently make the program their own.

As a guiding principle in its Youth in Development policy, USAID states that practitioners must “recognize that youth participation is vital for effective programs.”¹¹ All of the top programs interviewed ensure that their initiatives are developed with the input of youth. To some, this means putting young people at the forefront and mainstreaming their involvement in all of the program’s stages (design, implementation, evaluation) and aspects (budgeting, decision-making, community engagement). For example, country chapters may bring together smaller youth-led organizations so that they can develop joint initiatives, leverage their strengths in implementing activities, and share resources. To others, this takes the form of creating space within established programs for youth to freely develop and implement their own initiatives based on what they want to achieve. For example, Youth Educators working in schools are trained on a core curriculum for reproductive health classes, but have the independence to design their own lesson plans. In both approaches, youth primarily lead and manage activities, with support from adults as needed.

Skills development is followed by the design and implementation of a wide range of small projects or leadership action plans. These (can) have wider consequences for youth, the organizations in which they work, and their communities.

All of the top programs conducted in-person or on-line leadership skills building, which included diverse topics such as self-awareness, debating, sexual and reproductive health rights, advocacy, life skills, storytelling, community service, human rights, effective communication, and entrepreneurship. In the majority of the programs, participants design and implement a small project. Youth leaders then design and implement projects that benefit the organizations and the wider community. These projects are highly diverse, ranging from development of hotlines for sexual and reproductive health (SRH) questions, to ending child marriage by creating a watchdog group.

Respondents shared outcomes that benefit the youth (self-confidence to engage in public debates around culturally-sensitive issues, development of social networks); their families (cousins, siblings, and parents learning about SRH from youth); institutions (youth are on national commissions, boards, and local community counsels representing SRH issues); the broader community (youth sit on multi-sectoral committees looking at SRH issues); and beyond (youth represent SRH and other issues at international conferences).

Youth are provided with small grants or stipends to implement projects, or sponsorships to attend key events.

Nearly all of the top organizations provide some type of financial support to youth. Several organizations provide seed funding to youth to implement their action plans. These grants are most commonly used

¹¹ United States Agency for International Aid. (October 2013). Youth in Development Policy. Retrieved from <http://www.usaid.gov/policy/youth>

for community-level projects, such as creating watch dog groups, running hotlines for SRH, starting initiatives to reduce gender-based violence, or strengthening organizations in which youth work or are directly involved. Alternatively, where there was insufficient funding for entire projects, several organizations offered sponsorships (including travel allowances) for select youth to participate in high-level conferences or events where they could learn, advocate, and build their network. By attending such events, young people are able to present youth issues to members of governments, United Nations agencies, and the private sector; disseminate knowledge to their peers (such as promising practices in promoting SRHR in their community); and advocate for causes they care about (such as peacebuilding in Kenya, or supporting indigenous people in Mexico to live a healthy lifestyle).

Youth are linked to adult or alumni mentors for learning and technical assistance.

All of the top programs incorporate formal or informal mentoring into their approach in order to provide ongoing support for young people. This is done in different ways: by inviting “expert” guest speakers to speak to youth about their subject matter of expertise; by linking youth to adult coaches who support them through the period of involvement with the leadership program; and by providing feedback to youth on their implementation plans.

Youth that age out of the program continue to be engaged in different roles.

Nearly all of the top programs found ways to continue to engage with youth that age out of the program, so that young people can maintain their involvement in the program or more gradually transition out of it. Youth may be employed by the program as staff; engaged as mentors; linked through alumni networks so they can help to share job or career advancement opportunities with their peers; engaged to advocate for comprehensive sexual education; or engaged to train teachers and health workers in comprehensive SRH education.

9. Conclusions and Recommendations

In order to operate an effective youth leadership program, an organization must be committed to the principle that youth can and should be agents of change, and that it is a priority to build young people’s capacity as change makers by designing youth-centered programs. This can only happen if young people themselves are included in program design and implementation. Tokenistic participation of youth is not sufficient to develop the “non-cognitive skills such as perseverance, motivation, risk aversion, self-esteem, and self-control [that] are strongly predictive of life outcomes” that youth leadership programs seek to instill.¹²

Based on the findings from the targeted literature review, global survey responses, and in-depth interviews with successful programs, we offer the following recommendations for agencies or organizations implementing youth leadership initiatives:

¹² United States Agency for International Aid. (October 2013). Youth in Development Policy. Retrieved from <http://www.usaid.gov/policy/youth>

1. **Recognize young people’s agency and ability to effect change.** Commit to building the capacity of youth to act as change makers in their communities.
2. **Involve youth in program development.** Include young people in all phases of the program, from design to implementation to evaluation, or structure the program so that youth have the freedom to independently make it their own.
3. **Include hands-on experience.** Give young people the opportunity to apply the leadership skills they learn by designing and implementing a small project or action plan, on a topic of their choosing, in their school or community.
4. **Provide funding.** Provide youth with small grants or stipends to implement projects. Another option is to sponsor youth to attend conferences or events that are strategic opportunities for advocacy, learning, and networking.
5. **Provide support.** Link young people to adult or alumni mentors for ongoing learning and technical assistance as they implement projects and apply leadership skills in new contexts.
6. **Engage long-term.** Offer opportunities for youth that age out of the program to continue to be involved in different roles, such as paid staff, peer educators, or mentors.

USAID’s Youth in Development policy requests that all USAID Missions consider how to best integrate youth in their work, and our hope is that this review can move us one step forward in that direction. Beyond the benefits to individual participants engaging in youth leadership programs, young people are “important influencers in families and communities,”¹³ and we see positive outcomes at each of these levels. Youth leadership initiatives, when designed to include and empower young change makers, hold great potential and are a worthwhile investment.

¹³ United States Agency for International Aid. (October 2013). Youth in Development Policy. Retrieved from <http://www.usaid.gov/policy/youth>

Appendix 1: Youth Leadership Programmatic Review Survey Questionnaire

* REQUIRED

Meta-data from all survey responses will be de-identified. Any information about the top five organizations will not be released or shared publicly without prior consent from the affiliating organization or network.

1. What is the name of your Organization or Program?*
2. Your Name*
(First name and Surname)
3. Your Email*
4. Your Phone Number*
(Please include your country code.)
5. Your Organization or Program's Address*
6. What is your gender?*
(Male or Female)
7. What is your age?*
(Please enter a value between **14** and **110**.)
8. What is your role with the organization?*
9. How did you hear about the survey?*
 - Email from colleague
 - Youth representative/youth network
 - Social Media
 - Blog post
 - Other:
10. Organization Website
(Please enter the URL of the organization's main website.)
11. In what country is your organization located?*
12. In what sector does your program primarily operate?* Select all that apply.
 - Advocacy
 - Community development
 - Education
 - Civic engagement
 - Health

- Sport
- Add another (you'll be prompted)

13. Describe your youth leadership program's goals, objectives, and/or activities.*

14. How would you describe your youth leadership program?* Select one.

- This leadership program is part of broader youth programming efforts (e.g. sexual and reproductive health program)
- This leadership program is a standalone program focusing solely on developing youth leaders.

Now, we would like to ask you questions specific to the youth leadership program that you/your organization implement(s).

History, Participation, and Age Range

15. What year was your youth leadership program established?*

16. How many youth have participated in the program since inception?*

- < 100
- 100 – 500
- 501 – 1,000
- 1,001 – 1,500
- 1,501 – 2,000
- 2,001 +

17. a. Since the program's inception, what percentage of participants has been female?* If you do not have exact numbers, please enter approximate percentages.
(Please enter a value between **0** and **100**.)

17. b. Since the program's inception, what percentage of participants has been male?* If you do not have exact numbers, please enter approximate percentages.
(Please enter a value between **0** and **100**.)

18. a. How many female youth currently participate in the program?* You may enter an estimate.

18. b. How many male youth currently participate in the program?* You may enter an estimate.

19. a. What is the MINIMUM age of youth eligible to participate in your program?*

19. b. What is the MAXIMUM age of youth eligible to participate in your program?*

Engagement and Retention

20. What is the duration of active engagement with youth to build youth leadership skills?* Select one.
- Less than 2 hours
 - More than 2 hours, but less than 1 day
 - 1 day or more, but less than 1 week
 - 1 week or more, but less than 1 month
 - 1 to 6 months
 - Over 6 months
21. a. What is your overall retention rate (as a percent)?* You may enter an estimate. Retention rate = the number of youth who complete the youth leadership program, DIVIDED BY the number of youth enrolled in the program.
(Please enter a value between **0** and **100**.)
21. b. What percentage is the female retention rate? You may enter an estimate.
(Please enter a value between **0** and **100**.)
21. c. What percentage is the male retention rate? You may enter an estimate.
(Please enter a value between **0** and **100**.)

Recruitment, Outcomes, and Roles

22. How do youth gain 'membership' in your leadership program?* Select all that apply.
- Open to all youth who want to join
 - Self-nomination
 - Nomination by youth
 - Nomination by adults (teachers, counsellors, coaches, community)
 - Application
 - Referral
 - Other (you'll be prompted to enter)

Now we would like to ask you about the outcomes of the youth leadership program that you/your organization implement.

23. At what levels are the outcomes of the youth leadership program expected?* Select all that apply.
- Individual
 - Family
 - Organizational
 - Community
 - Other (you'll be prompted)
24. What are the roles of youths and adults in your program?* Select one. For the purposes of this survey, we consider youth to be between the ages of 10 to 29 years old.
- Adults lead activities; youth do as directed
 - Adults lead activities; youth help implement activities

- Youth are consulted regarding activities, and may or may not have influence on activities; adults lead activities
- Adults design and lead activities; youth voluntarily participate and are assigned a role. They understand intentions and informed of their role
- Adults design and lead activities; youth are consulted to inform program design/activities
- Adults design and lead activities; youth make/help to make decisions about programming
- Adults have little involvement; youth design, lead and implement activities
- Adults share in decision making; youth initiate the design and implementation of activities

Rate these statements about your program. For each question, select one of the following:

- Always
- Often
- Sometimes
- Rarely
- Never
- Not applicable

25. a. Youth use skills from the program and to advocate for causes close to heart*
25. b. The program incorporates a formal adult-to-youth coaching and mentoring component*
25. c. Youth have access to funding or resources to implement ideas*
25. d. The program incorporates a formal youth-to-youth coaching and mentoring component*
25. e. Youth mobilize others to action for causes they care about*
25. f. Youth lead/facilitate discussions*
25. g. Youth suggest and implement policy changes, either in program or in community*
25. h. Youth have opportunities to develop communication, decision-making, assertiveness, and peer refusal skills*
25. i. Youth set goals and develop plans to reach goals*
25. j. Youth identify and use resources within their community*
25. k. Youth lead program evaluation efforts*

Outcomes, Metrics, and Funding

This is the last section.

26. What outcomes does this leadership program aim to directly achieve for youth who participate in

the program?* Select all that apply.

- Health (i.e. sexual/reproductive health, healthy behaviors, negotiation skills)
- Academic (i.e. academic achievement, critical thinking, college access, workforce readiness, career awareness, vocational training)
- Psychological/Behavioral (i.e. self-control, self-esteem, self-confidence)
- Social (i.e. cooperation, communication, empathy)
- Developmental (i.e. problem solving, self-efficacy, decision-making, critical thinking)
- Other (you'll be prompted)

27. Does your program collect data to measure changes in leadership outcomes?*

- Yes
- No

27. a. (If yes,) How often is program monitoring conducted?*

- Monthly
- Semi-annually
- Annually
- Other:

27. b. At which level(s) are outcomes measured?* Select all that apply.

- None
- Individual
- Relational/Family
- Organizational
- Community

27. c. What indicators are used to measure youth leadership outcomes?* You can copy and paste plain text into this field, or upload a .pdf or .docx file below.

28. Who currently funds the youth leadership programming?* Select all that apply.

- Youth/family pay dues
- Donors (bilateral or multilateral donors, philanthropic foundations, individuals)
- Proceeds from activities/programming are reinvested in youth leadership programming
- Local, federal or national government
- Community groups

Appendix 2: Scoring of Youth Leadership Program Survey Responses

Q #	Question	Scoring
	Answer options	Scoring
	Rationale for weighting	
Exclusionary Questions		
15	What year was your youth leadership program established?	
	2014 – 2015	Exclude, discontinue scoring.
	<i>If a program or organization was established very recently (within the past 2 years), it is unlikely to have generated enough data or achieved outcomes that could be analyzed through further study.</i>	
16	How many youth have participated in the program since inception?	
	<100	Exclude, discontinue scoring.
	<i>If fewer than 100 youth have participated in the program, it is unlikely to have generated enough data that could be analyzed through further study, or that any outcomes would be generalizable for the field.</i>	
20	What is the duration of active engagement with youth to build youth leadership skills?	
	Less than 2 hours	Exclude, discontinue scoring.
	<i>If the duration of active engagement with youth is less than 2 hours, it is unlikely that a program with such a short duration would lead to measurable changes in leadership outcomes.</i>	
24	What are the roles of youths and adults in your program?	
	Adults lead activities; youth do as directed	Exclude, discontinue scoring.
	Adults lead activities; youth help implement activities	Exclude, discontinue scoring.
	<i>If adults lead the activities and youth merely participate, that would not meet our definition of a youth leadership program.</i>	
Preferential Questions		
9	How did you hear about the survey?	
	Email from colleague	1
	Youth representative/youth network	1
	Social media	1
	Blog post	0
	Other	0
	<i>If a respondent completed the survey because they were referred to do so, it could mean that s/he thinks they have a strong program that should be included and can contribute promising practices to the field.</i>	
21a	What is your overall retention rate (as a percent)?	
	76 – 100%	3
	51 – 75%	2
	26 – 50%	1
	0 – 25%	0

<i>This serves as an indicator of the success of the program. If youth feel they gain value from participating, they are more likely to remain engaged in the program or organization.</i>		
25a-k		
<i>Respondents will receive more points for responding 'always' or 'often' than those that respond 'sometimes,' 'rarely,' or 'never.'</i>		
25a	Youth use skills from the program to advocate for causes close to their hearts	
	Always, Often	2
	Sometimes	1
	Rarely, Never, N/A	0
25b	The program incorporates a formal adult-to-youth coaching and mentoring component	
	Always, Often	2
	Sometimes	1
	Rarely, Never, N/A	0
25c	Youth have access to funding or resources to implement ideas	
	Always, Often	2
	Sometimes	1
	Rarely, Never, N/A	0
25d	The program incorporates a formal youth-to-youth coaching and mentoring component	
	Always, Often	2
	Sometimes	1
	Rarely, Never, N/A	0
25e	Youth mobilize others to action for causes they care about	
	Always, Often	2
	Sometimes	1
	Rarely, Never, N/A	0
25f	Youth lead/facilitate discussions	
	Always, Often	2
	Sometimes	1
	Rarely, Never, N/A	0
25g	Youth suggest and implement policy changes, either in program or in community	
	Always, Often	2
	Sometimes	1
	Rarely, Never, N/A	0
25h	Youth have opportunities to develop communication, decision-making, assertiveness, and peer refusal skills	
	Always, Often	2
	Sometimes	1
	Rarely, Never, N/A	0
25i	Youth set goals and develop plans to reach goals	
	Always, Often	2
	Sometimes	1
	Rarely, Never, N/A	0
25j	Youth identify and use resources within their community	
	Always, Often	2
	Sometimes	1

	Rarely, Never, N/A	0
25k	Youth lead program evaluation efforts	
	Always, Often	2
	Sometimes	1
	Rarely, Never, N/A	0
27	Does your program collect data to measure changes in leadership outcomes?	
	Yes	5
	No	0
	<i>If a program does not collect data to measure changes in leadership outcomes, it is less likely that there would be sufficient and substantive information for in-depth analysis that would be relevant to the field.</i>	
Tiebreaker Questions		
12	In what sector does your program primarily operate?	
13	Describe your youth leadership program's goals, objectives, and/or activities.	
23	At what levels are the outcomes of the youth leadership program expected?	
26	What outcomes does this leadership program aim to directly achieve for youth who participate in the program?	
27b	At which level(s) are outcomes measured?	
28	Who currently funds the youth leadership programming?	

Appendix 3: Informed Consent Form

Informed Consent Form Semi-Structured Interviews LMG Youth Leadership Survey Follow-up

Purpose of the interview: Youth, as future leaders, will spearhead global efforts to improve health, education, economic development, and other outcomes. However, there is a dearth of knowledge about what constitutes effective youth leadership programming, particularly where these programs are interwoven with global public health initiatives. This study is funded by the Leadership, Management and Governance (LMG) Project at Management Sciences for Health (MSH) and is conducted in collaboration with the International Youth Alliance on Family Planning (IYAFP).

During this interview, we will ask a series of questions to learn the details of your youth leadership program. The purpose of these questions is to develop a description of your program so we can understand the kinds of youth leadership programs that are being implemented and the results that they are capable of producing for youth and communities. You can halt the interview at any time or refuse to answer a question. There is no right or wrong answer to any question that we ask. We hope that the interview will not take more than 30-45 minutes of your time.

During the interview, which we would like to record to ensure that we get correct quotes, we will write up a description of your program and share it with you to ensure that we did not misquote you or misrepresent your program. You will have a chance to make any corrections at this time.

Consent: I understand that my participation in this interview is voluntary and the interview will be recorded. I understand that I am free to participate or not to participate in this interview and that I may retract my consent to participate at any moment without any consequences to me.

In light of the above, I voluntarily accept to participate in this interview.

_____	_____
Interviewer's full name	Participant's name
Date: _____	Date: _____

Consent: Participant verbally agreed prior to interview.

Interviewer

Date: _____

Appendix 4: Youth Leadership Interview Guide for Top Programs

Study rationale

Youth, as future leaders, will spearhead global efforts to improve health, education, economic development, and other outcomes. However, there is a dearth of knowledge about what constitutes effective youth leadership programming, particularly where these programs are interwoven with global public health initiatives.

Research question

What practices of youth leadership programs are effective in improving the leadership skills of young people, as well as promoting gains for the wider organization and community?

What results are youth leadership programs achieving at the individual, organizational, and community levels?

Topics to be addressed in the interview

1. Program content
2. Youth served
3. Sustainability planning
4. Financials
5. Measurement of results

Instructions to the interviewer

In preparation, please ensure that you have read the above background information before beginning the interview. Review the survey responses submitted by the program and complete the fields highlighted in yellow below.

When you begin the interview, greet the interviewee and introduce yourself. Next, read the sentences in *italics* below. After that, you may proceed through the questions, recording your notes, and using the probes to follow up as needed.

Thank you for taking about 30 minutes to talk with us today about your youth leadership program. As you may know, the Leadership, Management & Governance (LMG) Project, funded by USAID, is conducting a global review of youth leadership programs in order to share promising practices and promote successful models. The first phase of this review was collecting information about youth programs via the survey hosted on YouthLeadGlobal.org, and in the second phase, we are conducting interviews with the top five programs to gain additional insights. We appreciate this opportunity to learn more about your approach, as it was one of the highest scored programs in our survey.

Please remember that we are in no way evaluating your program. In fact, we think your program model is one that should be highlighted globally. And to do so, we need to learn a little more about it. There are no right or wrong answers to any questions that I ask. Please be honest and open. If you do not know the answer to a question, you can direct me to someone else in your organization and I will be happy to set up a call with them.

We would like to record this interview. We will make sure that we share anything that we write with you so you have a chance to make any corrections.

Read either one as appropriate:

- *Thank you for sending us your consent form before this interview. You gave us permission to record this interview.*
- *We did not receive a signed consent form to record this interview. Do you give us permission to record this interview?*

[Hit 'Record' on the voice-recorder or software.]

We will begin the interview by asking some basic questions about your youth leadership program and the young people it serves.

Interviewers: _____

Name of program: _____

Name of interviewee: _____

1. Program content

- In your own words, could you tell me what does youth leadership mean to your organization?
- In your own words, could you tell me why you think youth leadership is important?
- [Survey Q.12] Looking back at the information about your program from the survey, your youth leadership primarily operates in _____ sectors. Could you please tell us more about the activities your program implements in each sector?
- [Survey Q.13] Again looking back at the information about your program from the survey, your youth leadership program's goals and objectives are _____. Could you please tell us more about these goals and objectives? For example... [use prompts as needed].
 - How (and by whom) were these objectives established?
 - How do the youth leadership activities contribute to the achievement of these objectives?
 - Have your objectives or activities changed at all over the life of the youth leadership program? If so, how?
- Does your program use the same or different leadership models or programs for different age groups?
 - How are these models or programs the same or different?
- How does your program provide opportunities for youth to apply their leadership skills?

2. Youth served
 - How many youth does the program plan to reach over time?
 - Are incentives provided to youth for their participation? If so, what are they?
 - What are the reasons for dropouts?
3. Sustainability
 - How do you follow-up with youth after the initial engagement period with youth?
 - Probe: mentorship, coaching, networking, linking youth to other organizations and opportunities
 - Are there standing plans to integrate youth into the program over time?
 - For example, some programs have mentoring components, where youth participants can transition into roles as mentors or coaches once they age out of the program.
4. Financial
 - [Survey Q.28] Again looking back to the survey, your youth leadership program is funded by _____. In what ways does this/these source/s of funding influence your programming?
 - What is the average cost per youth served?
 - You can provide an estimate if you are not sure.
5. Measurement of results
 - What is the 'theory of change' for your program? Or do you have a logic model or conceptual model that you tell us about and share?
 - [Survey Q.26] Again looking back to the survey, your youth leadership program aims to achieve _____ outcomes for youth who participate in the program. Could you tell us more about how young people's activities in the program lead to these outcomes?
 - Did any of these outcomes surprise you? If yes, why? If not, why not?
 - Did you see or hear of any outcomes among youth or within the organization or community that you did not expect to see/hear?
 - [Survey Q.23] Again looking back at the information about your program from the survey, it looks like you expect outcomes of the program at the level(s) of _____.

Could you please tell us more about how the program will lead to the desired outcomes at these levels?

- What outcomes are *measured* at each level?
 - What methods/tools are used to measure outcomes?
 - How does the program's work in improving young people's leadership skills link to the outcomes you expect?
6. Do you have any questions for us?
 7. Thank you very much for your time!
 8. Additional Notes

Provide additional information about the process and let them know that they will receive the summary so that they can look it over for accuracy.