

# YP2LE Learning Network Presents

## Designing Better Youth Center and Safe Space Programming **WEBINAR**

April 6, 2021 - 3-4 p.m. ET

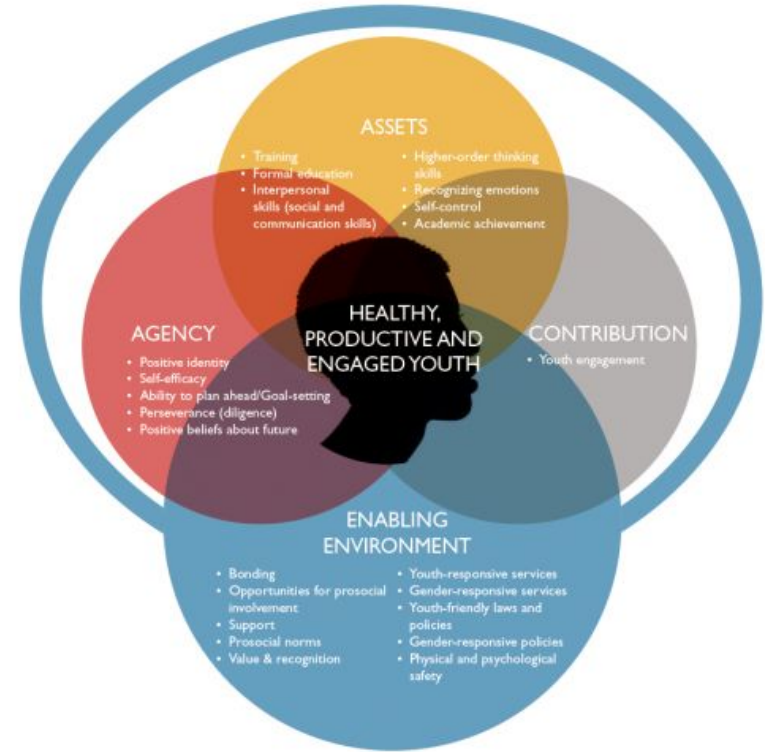


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# What is Positive Youth Development (PYD)?

- PYD programs recognize youth's inherent rights and result in youth who have **assets**, the ability to leverage those assets (**agency**), and the ability to **contribute** to positive change for themselves and their communities, surrounded by an **enabling environment** that supports them.
- <http://www.youthpower.org/positive-youth-development>



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# YP2LE = Sustainable Systems Change

- Achieving systems change via integration of Positive Youth Development (PYD) principles and frameworks.



- Constructing high-quality, impactful, and sustainable youth programs.



- Combining global PYD **evidence** building, **stakeholder engagement**, **knowledge** transfer, and **application** of learning.



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# Welcome



Mike McCabe  
Agency Senior Youth Advisor, USAID



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# Agenda and Poll

## Agenda

Timing	Activity
10 min	Welcome and YP2LE Overview
10 min	Overview of Toolkit and Evidence
10 min	Voices of Young Leaders
15 min	Conversation with Experts
10 min	Q&A
5 min	Closing and Next Steps

Let's start off with an audience poll!

If you are unable to answer through the onscreen poll, please answer in the chat!

**Question:** *“Did you participate or benefit from a youth center or safe public space as a young person?”*



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# Overview of Toolkit and How to Use It



CREATING SAFE SPACES, YOUTH CENTERS, AND AFTER-SCHOOL PROGRAMS

## YOUTH CENTER TOOLKIT

About

Evidence

Types

Design

Implement

Scale

Operations

M&E



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# About the Toolkit

About

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M&E



YOUTH CENTERS TOOLKIT:  
RESOURCES FOR SAFE SPACES AND AFTER-SCHOOL PROGRAMS

Many effective youth programs center around public safe spaces where youth can share ideas, learn new skills, and have constructive use of their non-school or work time. Having a safe space gives youth an opportunity to connect with others who are facing similar experiences and challenges. As a consequence, safe spaces can promote healing, empowerment, and resilience. These programs provide a set time and place for youth to engage with each other and in activities that range from education to sports to civic engagement. USAID is committed to developing resources that help youth in their Positive Youth Development (PYD) journey. To learn more about PYD, please see, [What is Positive Youth Development or "PYD"?](#)

Garnered from global research, this toolkit provides resources and examples of constructive youth safe spaces (YSS), including after-school programs (ASP) and youth centers (YC). These are collectively referred to as YSS/YC/ASPs throughout this toolkit.



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# Evidence

## What does the Evidence Tell Us?[1]

There is a growing body of evidence that supports positive youth development approaches. The type of programming that supports this often takes place in safe spaces, such as youth centers or in after-school programs. However, there is considerably more to learn about the effective components of high-impact programs.

The following components contribute to positive outcomes for youth in safe spaces and youth community programs:

Evidence

- ▶ physical and psychological safety;
- ▶ clear and consistent structure and appropriate supervision;
- ▶ supportive relationships;
- ▶ opportunities to belong;
- ▶ positive social norms;
- ▶ opportunities for skill-building;
- ▶ ethical practices;
- ▶ anonymity:[2]
- ▶ behavior-management processes.[3]



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# Types of Youth Centers

## What are Youth Safe Spaces, Centers, and After-school Programs?



Programs linked to YSS/YC/ASPs can take place in schools, churches, community centers, or other locations appropriate for youth. They can have their own dedicated space or building in the community or utilize a pre-existing one (e.g., schools, churches).

If you plan to host programs in a school- or community-based setting, consider this:

**After-school programs and safe spaces in schools** are implemented through partnerships with schools, typically secondary schools, technical and vocational training colleges, and universities.<sup>[1]</sup> They may be run by the school or be a partnership between the school and one or more community-based service providers. Their advantage is that they can meet young people where they already are and reduce costs associated with managing a separate facility.

If you are creating a special interest program focused on girls/women's empowerment or other similar

topics, consider this:

**Safe spaces and empowerment programs** for specific populations are focused on a special interest group, target population, or topic, such as a girls' coding club or a mental health support group for refugee youth. Community-based girls groups (CBGGs), also known as safe space groups, are one model of this type of program that has become increasingly common in recent years. CBGGs are widely shown to have a consistent positive effect across countries and contexts on changes that are "internal to girls—for example, attitudes toward child marriage, demand for health services, self-esteem, and literacy."<sup>[2]</sup> These programs may also include benefits in education-related outcomes, such as numeracy and school enrollment; and increases in girls economic and psychosocial assets.<sup>[3]</sup>

[See List of Sample Models and Programs here.](#)

Types



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# Toolkit Design

- Assessment and Setting Up Your Program: Objective
- Analyzing the Needs and the Operating Environment
- Vision Setting: Articulating the Objectives of Your Desired Programs
- Setting Up Your Program: Selecting Program Activities

Design



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# Implementation

Here are some resources for getting started in operations:

1

Volume 1: Urban Youth Centre Setup Guide | UN-Habitat

2

Starting and Operating After-school Programs | Youth.gov

3

Youth Program Manual (Operations p. 15-19) | United Advocates for Children of California

4

Management and Operation of Outreach Centers (p. 13) | Creative Associates

Implement

See full list of Operations Resources for Youth Safe Spaces and Centers.



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# Scale

## Managing, Scaling, and Partnerships

Scale

### Resource Mobilization

After reaching success in one location, your YSS/YC/ASPs could expand to new communities. This scaling requires additional resource mobilization, new team members, and strong community partnerships in the new area for expansion. In regard to funding this growth, a long-term funding horizon is important to sustainability and scaling strategies, and this related decision making should come at the design stage of the program itself.

Often YSS/YC/ASPs will need a four-pillar approach and strategy to resource mobilization to ensure sustainability and growth:

1

**Local Government Support** — Mobilizing public-sector funds from local municipalities and ministries that can include subsidies, in-kind support (e.g., electricity and water, or buildings), and possible staff support (e.g., social workers, youth workers).

2

**Volunteers** — Mobilizing volunteer support from local faith-based organizations, schools, universities, businesses, or volunteer groups.

3

**Private Sector and Donors** — Mobilizing private-sector, foundation, or international donor support in the form of financial or in-kind support (e.g., computers, sports equipment, training materials, etc.).

4

**Developing a Social Enterprise** — YSS/YC/ASP often will generate income from the products youth learn to build in the center or the set up of a local business that generates income for the center (e.g., gyms, car-washes, cafes, coffee shops, or even local service businesses, etc.).



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# M&E

M&E

- ▶ **Guide to Measuring Outcomes** | Education Northwest
- ▶ **Strategies for Evaluating Youth Programs** | Social Solutions
- ▶ **A Program Director's Guide to Evaluating STEM Education Programs** | ITEST Learning Resource Center
- ▶ **Defining Youth Outcomes for STEM Learning** | Afterschool Alliance
- ▶ **After-school Youth Outcomes Inventory** | Partnership for Afterschool Education
- ▶ **Assessing Outcomes in Child and Youth Programs: A Practical Handbook** | University of Connecticut
- ▶ **From Soft Skills to Hard Data: Measuring Youth Program Outcomes** | Forum for Youth Investment
- ▶ **Positive Youth Development Measurement Toolkit** | USAID



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# Resources for Existing Curricula

Full list available [here](#) and shared in chat.

## RESOURCES ON YOUTHPower AND YOUTHLEAD

- ▶ [YouthLead Full Resource Database](#): Education, project management, discussion mediation, health education, and more.
- ▶ [YouthPower Full Resource Database](#): Gender, economic growth, digital development, democracy, and more.

## EDUCATION

- ▶ [You4Youth \(Y4Y\) Stem Activities](#): Activity ideas, lesson plans, and staff training for youth STEM programs.
- ▶ [Partnership For Afterschool Education](#): Complete programming guides for virtually every theme and topic.
- ▶ [4-H Curriculum \(\\$\)](#): National 4-H Curriculum focuses on science, healthy living, and civic engagement.
- ▶ [CK-12](#): Online classes for every subject and every grade.
- ▶ [The Learning Trust](#): An organization dedicated to making effective after-school program curriculum.
- ▶ [Keep It Real Pittsburgh](#): Ideas for tutoring activities for an after-school educational program. [\[Additional activities.\]](#)
- ▶ [School on Wheels](#): Resources and materials for tutors including digital learning and college prep.
- ▶ [Reading Rockets](#): Program guides to help primary school students improve their literacy.

- ▶ [English as a Second Language \(\\$\)](#): Activities and games to improve English speaking, reading, and writing skills.
- ▶ [Y4Y Literacy Activities](#): Lesson plans, questionnaires, and strategies for improving literacy.
- ▶ [Y4Y Literacy Program Ideas](#): Research on best literacy improvement practices and program ideas.
- ▶ [Y4Y Science Program Ideas](#): Research on best science education practices and program ideas.
- ▶ [Reading A-Z](#): Tutoring and mentoring packs to improve skills in phonics, alphabet, and comprehension.
- ▶ [Y4Y Arts Program Ideas](#): Research on best arts and creativity practices and program ideas.
- ▶ [Y4Y Homework Program Ideas](#): Research on best homework help practices and program ideas.

## WOMEN'S AND GIRLS' EMPOWERMENT

- ▶ [Designing Programs for Adolescent Girls](#): Multiple resources for program creation.
- ▶ [Making the Most of Mentors](#): Recruitment, training, and support of mentors for adolescent girl programming.
- ▶ [Gender Equality Lessons for Schools](#): Eight lessons focused on gender, self-image, and equality.
- ▶ [A Girl's Guide to Epic Outdoor Adventures](#): A free toolkit for girls' empowerment activities.
- ▶ [Hardy Girls Healthy Women Staff Training \(\\$\)](#): Training and consultation for your organization.
- ▶ [Sexual Violence Prevention Toolkit](#): Anti-violence materials for coaches, teachers, and students.
- ▶ [Gender Equity Activities](#): Ideas for education about gender issues, and how to bring fairness and equity.
- ▶ [Girls Leadership Program Checklist](#): Recommendations for educators on women-focused programming.

## ADVOCACY, CIVIC ENGAGEMENT, AND LEADERSHIP

- ▶ [My Leader Kenya](#): Leadership, education, and entrepreneurship training.
- ▶ [Plan International](#): Resources for aspiring activists tackling many different youth-related issues.
- ▶ [Substance Abuse Prevention](#): Staff and student training manuals for teaching substance abuse prevention.
- ▶ [Young African Leaders Initiative](#): Online courses in leadership, business, civic leadership, and public management.
- ▶ [I am Malala](#): Toolkit for after-school clubs engaging in social and political advocacy.
- ▶ [UNICEF Kid Power Initiative](#): Program for improving youth and staff interactions.
- ▶ [Generation Citizen](#): Program for improving youth civic education and engagement.



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# Checklists

## SAFE SPACES CHECKLIST

Adapted from the National Research Council's [Community Programs to Promote Youth Development](#)

### Physical and Psychological Safety

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

### Supportive Relationships

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

### Clear and Consistent Rules and Expectations

- ❑ Staff set ground rules and expectations for youth in order to create a culture based on trust and predictability.
- ❑ All are greeted warmly and made to feel welcome.
- ❑ A sufficient number of adults are always present to supervise activities, keep youth safe, and support positive relationships.
- ❑ Expectations on participation and behavior are explicitly stated and posted in visible places.
- ❑ Activities are age appropriate.



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## FULL LIST OF OPERATIONAL RESOURCES

Name and Link	Topic	Source
<a href="#">Youth After-School Programming Resources</a>	Operation Planning	USAID
<a href="#">What is Positive Youth Development or "PYD"?</a>	Identifying Objectives	USAID YouthPower
<a href="#">Positive Youth Development Toolkit</a>	Identifying Objectives	USAID YouthPower
<a href="#">YouthPower Learning Grantee Komo Learning Centres CoP Videos - 1. Concept, Impact, and Expectations</a>	Identifying Objectives	USAID YouthPower Learning (YouTube)
<a href="#">Measuring Soft Skills and Life Skills in International Youth Development Programs: A Review and Inventory of Tools</a>	Identifying Objectives	USAID YouthLead
<a href="#">YouthPower Learning Grantee Komo Learning Centres Videos - 3. Activity Planning and Design</a>	Operations Planning	USAID YouthPower Learning (YouTube)
<a href="#">What Makes For A Successful Youth Center?</a>	Operations Planning	HeartWood Institute
<a href="#">Developing spaces by and for teens in out-of-school-time programs</a>	Operations Planning	Children's Investment Fund
<a href="#">Creative Associates Manual for Youth Centers</a>	Operations Planning	USAID
<a href="#">Developing a Strategic Plan</a>	Operations Planning	USAID YouthLead

Name and Link	Topic	Source
<a href="#">Starting and Operating</a>	Operations Planning	Youth.gov
<a href="#">Youth Program Manual (Operations p. 15-19)</a>	Operations Planning	United Advocates for Children of California
<a href="#">YouthPower Learning Grantee Komo Learning Centres CoP Videos - 2. Recruitment and Club Structure</a>	Operations Planning	USAID YouthPower Learning (YouTube)
<a href="#">Knowledge Management and Strategic Communications Guide and Toolkit</a>	Operations Planning	USAID YouthLead
<a href="#">YouthPower Learning Grantee Komo Learning Centres YE CoP Videos - 6. Activity Implementation</a>	Operations Planning	USAID YouthPower Learning (YouTube)
<a href="#">Youth Development Centers and Programs in the Middle East and North Africa Region Report - USAID</a>	Research Study	USAID
<a href="#">What Works in Soft Skills Development for Youth Employment?</a>	Research Study	Mastercard Foundation
<a href="#">Developing a Plan for Assessing Local Needs and Resources</a>	Identifying Objectives	USAID YouthLead
<a href="#">Objectives Planning Worksheet</a>	Identifying Objectives	Plan It On a Post It
<a href="#">Community Toolbox</a>	Identifying Objectives	University of Kansas
<a href="#">United Nations Sustainable Development Goals</a>	Identifying Objectives	UN



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# Full List of Strong Examples

## FULL LIST OF STRONG EXAMPLES

Program	Type	Location	Description
<a href="#">Action For Community Development (Acodev)</a>	Physical and Mental Health	African Continent	Serves the bottom 20 percent of income earners across East and Southern Africa by creating solutions in the areas of human rights, HIV/AIDS, reproductive and child health, and systems strengthening. Focuses on research, advocacy, and partnership to develop strong child health programs that build awareness of local health problems that disproportionately affect children.
<a href="#">Action for Development in Local Communities (ADOL)</a>	Community-Based Program	Uganda	With community centers in Bukedea town, Uganda, ADOL was created by young, committed, active citizens, and passionate graduate youth who wanted to give back to the community. The organization is dedicated to co-creating and designing with and for young people innovative and problem-solving projects that are geared towards realizing and achieving development at community, household, and personal levels.

Program	Type	Location	Description
<a href="#">Alcance Positivo (Community Youth At-risk)</a>	Resource Mobilization	Panama	Alcance Positivo (Positive Reach) established a network of 28 youth centers in primarily neighborhoods impacted by violence. Each center had to create a "diversified funding strategy" that documented its efforts to mobilize: a) local volunteers; b) municipal and governmental subsidies in the form of financial support, services, and human resource support; c) a community enterprise or small business (e.g., small cafe or gym) to generate income; and d) a donor strategy focused on local or national businesses and foundations that could commit a year or two support in the form of financial or volunteer resources. A national media company, offered to match corporate donations and that of USAID, with in-kind coverage of the corporate social responsibility efforts to create a "leverage" between the USAID donation, the corporate donation, and the media in-kind coverage.
	Scaling		
<a href="#">Association for Reconciliation and Development Through English</a>	Safe Space/ Empowerment Program	Burundi	This organization was created by a group of young people from Bujumbura who were particularly affected by war and violence. They created this group to meet and discuss ways and means of bringing young people together around the values of reconciliation, peace, and development. What is unique is that they focus on using the English language to discuss these issues as a means of improving skills in the language. To date, they offered English classes to over 4,000 people and managed 12 English clubs, alongside educational sessions on peace, human rights, gender-based violence, and knowledge of HIV/ AIDS.
	Education		



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# Conversation with Experts



Celina de Sola,  
Co-Founder of and  
Vice-President of  
Programs at Glasswing



Douglas Ragan,  
Programme  
Management Officer  
for the Human Rights  
and Social Inclusion  
Unit of UN-Habitat



Harold Sibaja, Latin America  
Regional Director, Creative  
Associates



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# Glasswing

*Converting existing public schools into  
Centers of Community*



- *Context: adversity, stigma, risk*
- *Strengths-based; PYD through Agency, Assets, Enabling Environment, Contribution*
- *10 Countries, Constant M&E and Iteration*



After-school programs

- STEM
- Sports
- Arts and Culture
- Transformational Leaderships

*Youth-centered, inclusive,  
competitions  
(2 hrs/week, volunteer-led)*



Academic support  
and Guidance

*Caring adult, role models,  
mentorship*



**COMMUNITY  
SCHOOL**



Community Integration

- Strengthening of social fabric
- Promoting dialogue and conflict resolution
- Volunteering opportunities

*Trauma-informed, mindfulness,  
restorative practices.  
Community Cafes*



Service-learning  
opportunities

*Community pride,  
peer-led, rooting*



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# One Stop Youth Resource Centres

Safe and Generative Space in Cities

- A partnership between UN-Habitat, local government and youth-led agencies, established in Nairobi, Kenya in 2003, with 6 Centres currently running in East Africa
- Built on an Asset Based model which engages youth leaders and adult partners in community building
- Focuses on capacity development in the area of technology, health promotion, skills development and engagement in government
- Base for Youthled COVID-19 Emergency Response coalition
- The One Stop have served over 500,000 youth since inception.

One Stops in: (Kigali, Rwanda; Kismayo and Mogadishu, Somalia; Nairobi and Mathare Informal Settlement, Kenya; Juba, South Sudan)



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# Creative Associates: *For my Neighborhood Outreach Centers (OCs)*

- A Creative/USAID crime prevention/safe space model established in Guatemala in 2006.
- OCs offer computer labs, music and arts rooms, a variety of courses, basic skills training, tutoring, recreation activities, sports activities, gyms, and in some cases income generation opportunities.
- The “*For My Neighborhood OCs*” promote a sense of community, identity and belonging keeping youth away from the streets.
- Almost 300 OCs established in Central America (Guatemala, El Salvador, Honduras, and Panama).
- A sustainable and scalable model developed in partnership with municipalities, FBOs, CBOs and supported by volunteers.
- Low Cost Initiative - \$25K/set up and \$7K/year operation.



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# Q&A



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# Next Steps

- **Download the toolkit**  
<https://www.youthpower.org/youth-center-toolkit>
- **Explore the AMAZING resources in the toolkit with your team**
- **Share the tools with your partners**
- **Apply the tools to your existing program or in designing a new center or safe space program**

# Stay Involved

## Join our Communities of Practice on YouthPower.org




**All YouthPower Members Discussion Group**

All registered members on YouthPower.org: Feel free to ask any questions about positive youth development, youth-program related questions, and...

1904

OPEN




**Gender Community of Practice**

A CoP focused on integrated youth-centered and gender transformative programming through positive youth development.

You must...

187

OPEN




**Youth Engagement Community of Practice**

A forum for sharing resources and experiences among practitioners, researchers, youth leaders, and others concerned with engaging youth in the...

277

OPEN




**Business, Entrepreneurship, and Private Sector Engagement Community of Practice**

A CoP focused on building skills in entrepreneurship and on collaboration with the private sector. Open to all sectors, the CoP will have an...

214

OPEN




**Higher Education Engagement & Transformation (HEET) Community of Practice**

The purpose of this group is to: 1) engage the wealth of experience and expertise within the international higher education community to advance...

12

OPEN




**Youth Systems Strengthening Community of Practice**

It is clear that systems impacting the positive trajectory of young people (e.g., education, health, workforce development, criminal justice,...

19

OPEN




**MENA Youth Community of Practice (English and Arabic)**

A community of practice (COP) for youth and youth-serving stakeholders supporting positive youth development in the MENA region....

56

OPEN



**Workforce Outcomes Reporting Questionnaire (WORQ) Working Group**

This discussion group provides a space for implementing partners, local organizations and USAID to share information on and discuss the toolkit...

9

OPEN



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# Thank You!

Thank you for participating in this YP2LE Learning Network webinar.

The recording of today's event will be shared with all registrants.

Visit [www.YouthPower.org](http://www.YouthPower.org) or [www.YouthLead.org](http://www.YouthLead.org) for more information.



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*This presentation is made possible by the support of the American people through the United States Agency for International Development (USAID), under the terms of YouthPower 2: Learning and Evaluation AID Contract #47QRAA19D0006K/7200AA19M00018. The authors' views expressed in this presentation do not necessarily reflect the views of USAID or the United States Government.*



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