STATE OF THE FIELD REPORT: HOLISTIC, CROSS-SECTORAL YOUTH DEVELOPMENT

USAID YOUTH RESEARCH, EVALUATION, AND LEARNING PROJECT

Final Report

February 2013

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ACRONYM LIST

ADP	Adolescent Development Program (Trinidad and Tobago)
AfDB	African Development Bank
AFI	Ayala Foundation, Inc.
BIDS	Bangladesh Institute of Development Studies
BLO	Better Life Options Program (Nigeria)
BLOOM	Better Life Options and Opportunities Model
BLP	Better Life Options Program (India)
BRAC	Bangladesh Rural Advancement Committee
CASEL	Consortium for Social and Emotional Learning
CBOs	Community Based Organizations
C-CAT	CEDPA's Capacity Assessment Tool
CEDPA	Centre for Development and Population Activities
CIDA	Canadian International Development Agency
CLC	Community Learning Centers
CMES	Centre for Mass Education in Science
ComSec	Commonwealth Secretariat
CYP	Commonwealth Youth Programme
CYPEP	Community Youth Peace Education Program (Liberia)
DCT	Drama for Conflict Transformation
DFID	UK Department for International Development
DYCD	Department of Youth and Community Development (New York City)
EC	European Commission
EDC	Education Development Center
ELA	English Language Arts
ELAs	Employment and Livelihoods Adolescent Centers (Bangladesh)
ELSA	Education and Livelihoods Skills Alliance
EQuALLS2	Education Quality and Access to Learning and Livelihood Skills Project, Phase 2 (Philippines)
FAO	Food and Agriculture Organization of the United Nations
FET	Further Education and Training Colleges (South Africa)
GDP	Gross Domestic Product
GDP	Graduate Development Programme (South Africa)
GED	General Educational Development
GPD	Graduate Development Programme
GTZ	German Society for International Cooperation
IADB	Inter-American Development Bank
ICT	Information and Communications Technology
JCC	Jóvenes Constructores de la Comunidad

IOM	Institute of Medicine
IYF	International Youth Foundation
LEAP	Local Empowerment for Peace (Kenya)
LFL	Learning for Life Project (Afghanistan)
LTI	Liberia Transition Initiative
M&E	Monitoring and Evaluation
MADICS	Maryland Adolescent Development in Context Study
MDGs	Millennium Development Goals
MSALT	Michigan Study of Adult Life Transitions
NGO	Non-Governmental Organization
NYDA	National Youth Development Agency (South Africa)
OAS	Organization of American States
OMS	Outcomes Measurement System
OST	Out-of-School Time
OTI	USAID's Office of Transition Initiatives
OVC	Orphans and Vulnerable Children
PAS	Prepara Amiba Serbisu (Preparing Us for Work)
PBS	Positive Behavior Supports
PBSL	Philippine Business for Social Progress
PYD	Positive Youth Development
RBF	Rockefeller Brothers Fund
RCT	Randomized Control Trial
RtP	Right To Play
SEL	Social and Emotional Learning
SERVOL	Service Volunteered for All
SKYL	Support for Kosovo's Young Leaders
STDs	Sexually Transmitted Diseases
TRY	Tap and Reposition Youth Program (Kenya)
TVET	Technical Vocational Education and Training
UN	United Nations
UNDP	United Nations Development Programme
UNESCAP	United Nations Economic and Social Commission for Asia and the Pacific
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNFPA	United Nations Population Fund
USAID	United States Agency for International Development
UYF	Umsobomvu Youth Fund
WB	The World Bank
WFP	World Food Programme
WHO	World Health Organization
WVI	World Vision International

YDRC   Youth Development Resource Centers
YES   Youth Education for Life Skills
YIP   Youth Theater for Peace (Kyrgyzstan and Tajikistan)

GLOSSARY OF TERMS

At-Risk Youth*:* Youth who face environmental, social, and family conditions that hinder their personal development and successful integration into society as productive citizens. They have a greater propensity than their peers to engage in, or be subject to, risky behavior, including school absenteeism, risky sexual behavior, crime, violence, and substance use and abuse (Cunningham, W., McGinnis, L. Garcia Verdu, R., Tesliuc, C. & Verner, D., 2008, p. 30).

Capacity Building: Strengthening local institutions, transferring technical skills, and promoting appropriate policies (USAID; 2011b, p. 2). A fundamental goal of capacity building is "to enhance the ability to evaluate and address the crucial questions related to policy choices and modes of implementation among development options, based on an understanding of environmental potentials and limits and of needs as perceived by the people of the country concerned." (UN Department of Economic and Social Affairs, Division for Sustainable Development, "National Mechanisms & International Cooperation for Capacity-Building in Developing Countries," in *Agenda21*, chap/sec. 37.1)

Cross-sectoral Programming: Programming efforts that intentionally leverage resources, networks, and expertise across multiple development sectors in a collaborative fashion in order to respond to complex development challenges. USAID's Policy Framework (2011-15) uses the term "**integrated approaches**" (page 13). Cross-sectoral or integrated programming promotes efficiencies and creative synergies that go beyond what any one sector or system might achieve working in isolation. For example, a youth HIV prevention effort may be linked with productive livelihoods opportunities for youth to increase their earnings and thereby reducing their vulnerability to risky sexual practices. Although holistic and multi-component programs emphasize multiple areas of intervention, they do not necessarily involve interconnected systematic efforts across multiple sectors (Clare Ignatowski, personal communication, June 5, 2012).

Experimental or Randomized Designs: An evaluation design generally considered the most robust of the evaluation methodologies. By randomly allocating the intervention among eligible beneficiaries, the assignment process itself creates comparable treatment and control groups that are statistically equivalent to one another, given appropriate sample sizes. This is a very powerful outcome because, in theory, the control groups generated through random assignment serve as a perfect counterfactual free from the selection bias issues that exist in all evaluations (The World Bank, 2011).

Evaluation: Evaluation is the systematic collection and analysis of information about the characteristics and outcomes of programs and projects that are used as a basis for judgments, to improve effectiveness, and/or inform decisions about current and future programming. Evaluation is distinct from assessment, which may be designed to examine country or sector context to inform project design, or an informal review of projects (USAID Evaluation Policy, 2011a, p. 1).

Evidence: The factual basis for programmatic and strategic decision making in the program cycle. Evidence can be derived from assessments, analyses, performance monitoring, and evaluations. It can be sourced from within USAID or externally and should result from systematic and analytic methodologies or from observations that are shared and analyzed (USAID, 2012a, p. 65).

General Educational Development (GED): A certificate that students receive if they've passed a specific, approved high school equivalency test. (U.S. Department of Education, n.d.) .

Holistic Programming: Programs that include multiple components to address diverse needs, such as interventions providing wraparound services for youth, or life skills programs that include remedial education and social skills training. By definition, all cross-sectoral programs are holistic, but not all holistic programs involve multiple sectors working systemically toward a common set of outcomes (Clare Ignatowski, personal communication, June 5, 2012).

Impact Evaluation: An evaluation designed to measure the change in a development outcome that is attributable to a defined intervention; impact evaluations are based on models of cause and effect; they require a credible and rigorously defined counterfactual to control for factors other than the intervention that might account for the observed change. Impact evaluations in which comparisons are made between beneficiaries that are randomly assigned to either a treatment or a control group provide the strongest evidence of a relationship between the intervention under study and the outcome measured (USAID Evaluation Policy, 2011a, p. 1).

Monitoring: Assessing the extent to which a program is undertaken consistent with its design or implementation plan, and directed at the appropriate target population (Rossi, P.H. & Freeman, H.E., 1993, p. 2).

Outcome: A higher level or end result. Development objectives should be outcomes. An outcome results from a combination of outputs and therefore is expected to have a positive impact on and lead to change in the development situation of the host country (USAID, 2012, p. 71).

Protective Factors: Factors that have been associated with reducing negative outcomes given risk or t increasing the likelihood that a young person will make a positive transition into adulthood; alternately, they are called *promotive* factors (Cunningham, W., Cohan, L., Naudeau, S., & McGinnis., L., 2008, p. 9).

Quasi-Experiment: A research design for assessing impact in which "experimental" and "control" groups are formed non-randomly (Rossi & Freeman, 1993, p. 214).

Risk Factors: Factors that increase the likelihood that a young person will experience negative outcomes (Cunningham, W., Cohan, L., Naudeau, S., & McGinnis., L., 2008, p. 9).

Risky Behavior: Actions that hinder the development of a young person's human capital and impede his or her successful integration into society. Risky kinds of behavior include, among others: not attending school, poor academic performance, working in settings that are damaging to a young person's development (e.g., premature entry into the labor market or working in illicit activities against one's will), having unprotected or unsafe sex, participating in criminal or violent activities, drug dealing, and substance use and abuse including alcohol (Cunningham, W., Cohan, L., Naudeau, S., & McGinnis., L., 2008, p. 9).

Translational Research: The process through which basic research is translated into clinical research with a practical application (National Institutes of Health, 2011).

Youth: USAID's Youth in Development Policy recognizes the existence of a wide variety of international and local definitions of youth, including the UN definition of people between the ages of 15-24. According to the Policy, most of USAID's youth programming involves young people between the age of 10-29, a broad age range that spans the developmental periods of early adolescence (10-14 years), adolescence (15-19 years), emerging adulthood (20-24) and young adulthood (25-29 years). (See page 21, USAID Policy on Youth in Development.)

PURPOSE OF THE PAPER

The purpose of this paper is to provide information on the latest research and trends in the area of cross-sectoral and holistic strategies for positive youth development globally and particularly in developing countries. These approaches incorporate efforts that intentionally leverage resources, networks, and expertise across multiple development sectors in a collaborative fashion in order to respond to the complex development challenges of youth. They also include multiple components to address diverse needs, such as interventions providing wraparound services for youth.

This paper presents information on positive youth development frameworks and foundational principles that undergird holistic, cross-sectoral strategies, as well as other sector-specific topics. Concepts from this paper are also discussed in two other reports which have been written on the topics of youth education in conflict- and crisis-affected environments and youth workforce development (USAID, 2013a & b).

This paper addresses six key questions:

- Why should international donors invest in positive youth development (PYD) programs?

- What are the current trends in international youth development with regard to holistic, cross-sectoral programming?

- What are the most relevant PYD frameworks?

- How can a comprehensive PYD approach contribute to positive outcomes in sectors such as health, education, employment, family life, democracy and governance, crime prevention, and conflict mitigation?

- Based on existing reports, evaluations, and meta-analyses, what is the evidence that holistic youth programs can be effective?

- What are the gaps in research and the important next steps for policy and practice?

USAID/E3/ED will use the information presented in this report to create a youth-focused research and evaluation agenda in support of the USAID Education Strategy. This agenda will inform the design of future USAID youth development programs based on evidence, and will also guide USAID Missions in designing their evaluations of youth programs. USAID has made great strides toward ensuring that its programs are based on strong evidence through publication of its recent *Project Design Guidance* and *Evaluation Policy,* which discuss the importance of incorporating strong monitoring and evaluation techniques into program design (USAID, 2011c).

USAID also intends to use this research and evaluation agenda in coordination with other donors, governments, practitioners, and youth stakeholders to build up an evidence base around positive youth development.

METHODOLOGY

This report is the result of an iterative process that has included review of the literature, in-depth interviews with key thought leaders in the field, and focus group discussions with USAID staff. The literature scan included 46 scientific studies and evaluation reports that were published between 2001 and 2012 on the topics of youth development, holistic youth strategies, cross-sectoral interventions, and youth empowerment. The sample of literature was built through web searches (including journal article

search engines), bibliography scanning, searches of project reports, and word of mouth. Studies and reports were included in the sample if they reported on interventions that focused on holistic youth programming which incorporated multiple service components to address diverse needs such as education, workforce development, health, civic engagement, etc. For example, research that focused on workforce development or basic education only interventions for youth were not included. An evidence table summarizing each of the articles or reports included in the review is provided in Appendix A.

Information compiled from 13 interviews with key thought leaders in the field of positive youth development, consultations with USAID staff experts, and a desk review of major donor organizations that support the area of holistic, cross-sectoral youth development is also included. (See Appendix B for list of interviewees) Donor organizations investigated were chosen after a review of several documents to identify a representative selection of major donors in the field; items reviewed included JBS International's "Supporting Youth: An Inventory of Funders, Implementers, and Research Institutions," the International Rescue Committee's "Youth and Livelihoods Annex: Investing in a Youth Dividend*,*" and Open Society Institute's "Mapping of Donors Active in the International Youth Sector" (USAID, 2012b; IRC, 2012; Ohana, 2010). The list of donors is by no means comprehensive. Ultimately, this exercise was used to identify research priorities for donors with significant investments in youth programming, so as to gain information about gaps in the research and opportunities for collaboration.

REASONS TO INVENT IN POSITIVE YOUTH DEVELOPMENT (PYD) PROGRAMS

PYD programs facilitate successful transitions to adulthood. PYD includes a relatively broad range of programs and strategies designed to build social-emotional and life skills, foster positive behavior and discourage negative behavior, promote engagement in civil society, and enhance the well-being of young men and women as they transition to adulthood. PYD programs build developmental skills that have been shown in research studies to be associated with adaptive behaviors such as school achievement and pro-social engagement (Elias et al., 2011). These behaviors in turn predict successful transition to adulthood on a variety of important indicators (Garrett & Eccles, 2009). Although the emphasis of PYD programs is on promoting the healthy adjustment of *all* youth through effective learning environments and settings that empower youth as participants in civil society, programs in the developing world including those funded by USAID often reach out to marginalized and excluded youth who have fewer skills, opportunities, and resources available to them (Naudeau, Cunningham, Lundberg, & McGinnis, 2008; WB, 2006).

Youth are a large demographic group in developing and transitional countries. As of 2012, there are more than 3 billion people under age 25 (ILO, 2012). Of that total, nearly 1.2 billion (or 1 in 7 persons) are between the ages of 15 and 24. The vast majority of the youth population in this age group lives in less developed countries, and several regions are experiencing a youth bulge. In fact, in many developing countries, youth make up the majority of the population. As a result, there is a the potential for huge economic growth provided the right kinds of policies and programs are in place to ensure the large number of workers are productively employed (Bloom, Canning, and Sevilla, 2012).

Investments in youth translate to benefits for society. Investments in young people increase their connections to civil society and help them to make successful transitions to adulthood, which contributes to a strong and productive society. Key transitions that are related to country development objectives are continued learning, going to work, staying healthy, forming families, and exercising citizenship (WB, 2007). When youth are disengaged from society and involved in risk behaviors, a country's gross domestic product (GDP) suffers. A 2008 study by The World Bank, which examined the impact of selected risk behaviors on the GDP of a sample of countries, showed the extraordinary costs of not investing in children and youth (WB, 2008). (See Table 1.)

Table 1. Estimated Cost of Not Investing in Children & Youth, as Percent of Current GDP

	Jordan	Jamaica	Uganda (girls)	India (girls)
Unemployment	1.8	1.4	--	0.6
School dropout before secondary school	1.5	3.0	34.0	0.3
Teen pregnancy	3.1	1.3	19.2	3.1
HIV/AIDS	--	0.7	--	--
Crime & violence	--	3.2	--	--
Migration	0.2	--	--	--

Source: WB, 2008. (Estimates are not comparable across countries. They also cannot be added up because of the concurrence of negative behaviors, which would lead to double counting.)

It has become clear to international donors and organizations that the positive development of young people is a critical step to achieving global security, prosperity, and economic growth. Focusing on youth as contributors to development is becoming increasingly important to many international organizations including USAID. Indeed, for the past decade, USAID has invested in a large-scale global effort to improve the lives of youth, the Educational Quality Improvement Program 3 (EQUIP3). From an early focus on basic education, EQUIP3 has expanded to involve multiple sectors (e.g., workforce development, health, democracy and governance) in collaborative, cross-sectoral, and holistic efforts to improve earning, learning, and skill development for vulnerable youth in developing countries.

Youth are important drivers of developmental change and progress. The power of youth-led movements such as the "Arab Spring" demonstrates the key role youth have in shaping society. Lessons learned from EQUIP3 and other projects have set the stage for the new USAID Policy on Youth in Development, in which youth are seen as actors, partners, and leaders in shaping the world in which they live. In the recently released Youth Policy (2012), USAID's Administrator Rajiv Shah states that, "Young people must be given the skills, resources and opportunities to succeed through quality education, access to health care, adequate nutrition, supportive families and social networks, and the promise of good jobs. If so, they can be proponents of stable democracies, strong societies, and prosperous economies."

The United Kingdom's Department for International Development makes the case that encouraging youth involvement increases the effectiveness of aid programs (DFID, 2010). First, it gives youth the opportunity to exercise their citizenship and offer their voice in a positive way. This in turn helps to create country policies that better meet the needs of youth. The point is that if future development goals are going to be met, it is necessary to focus on the rights of youth and encourage their active involvement now.

Youth is a distinct developmental stage that presents opportunities and risks. Between the ages of 10 and 29, youth undergo rapid changes across multiple developmental domains: physical, cognitive, social, psychological, and spiritual (Lippman et al., 2008). This presents a time of increased opportunity and increased vulnerability. If these changes are positive, a pre-pubescent child turns into a sexually mature adult; cognitive and educational skills prepare youth for entry into post-secondary education and/or the workforce; and social and psychological development promotes independence, well-being, healthy relationships, and participation in family and civic life. Positive development across these domains paves the road for the successful transition into adulthood (Labouvie-Vief, 2006).

On the other hand, rapid changes occurring during this period make young people especially vulnerable to risky behaviors and negative outcomes. Youth may be unprepared to cope with physical and sexual changes, and those who lag behind in cognitive skills often have limited opportunities to recover. Studies have shown that the brain of an early adolescent is quite different from that of a late adolescent in anatomy, biochemistry, and physiology, and that areas of the brain that control planning and decision making do not mature fully until the mid-to late twenties (Steinberg, 2010, 2011; Weinberger, Elvevag, & Giedd, 2005). Moreover, empirical studies have shown that an adolescent's social brain—the network of regions involved in understanding others—is less adept than an adult's at regulating distress as a result of exclusion and ostracism, making marginalized youth particularly vulnerable to psychological and emotional problems (Sebastian, Viding, Williams, & Blakemore, 2010).

Youth who are neither in school nor working are a particular risk group worldwide. Youth in the developing world are extremely vulnerable, with countries such as Burkina Faso and Niger reporting that more than 80 percent of youth ages 15 to 24 are out of school. Given the proportion of youth who are out of school and not working, working seasonally or part time, or not receiving cash wages, it is clear that an unacceptably high percentage of out-of-school youth are unemployed or underemployed, with females particularly at risk (USAID, 2010).

An important component of the transition to adulthood is the establishment of a coherent personal identity—young people try to make sense of new experiences, find their place in the world, and develop a clear, understandable life story (Erikson, 1986; Habermas & Bluck, 2000; McAdams, 2001). The search for identity leads teenagers to seek autonomy and independence as they learn new skills and make new connections. For many youth, this process is grounded in conventional institutions and civil society with ample opportunities for engagement. For marginalized youth, including those who are out of school or out of work, there are fewer opportunities for positive connections. These youth are especially vulnerable to the influence of organized social groups that provide them with a ready-made identity and sense of purpose (Giordano, 2003; Howell, 2010). Unfortunately, these groups (e.g., juvenile gangs, militia, terrorist organizations) too often align around a destructive goal. In this manner, young people who are seeking a coherent identity and have little to lose in conventional society may be highly susceptible to recruitment into more extreme and violent groups (Hudson, 1999; Ignatowski, 2007).

Youth need a range of opportunities to build and practice skills and competencies, including opportunities and supports for healthy development. Efforts to promote international youth development increasingly have highlighted the importance of direct training in skills and competencies (supply-side interventions) as well as improving supports, opportunities, and experiences available to youth across multiple contexts such as families, schools, and communities (demand-side interventions). A fundamental premise of a positive youth development approach is that programs must be comprehensive, preventative, and positive (Institute of Medicine, 2002). A key informant made this point quite clearly during an interview, saying, "You cannot prepare young people for livelihoods today without taking a really comprehensive approach. The issue of livelihoods is not [only] about skills, it is a whole package of issues that need to be responded to."
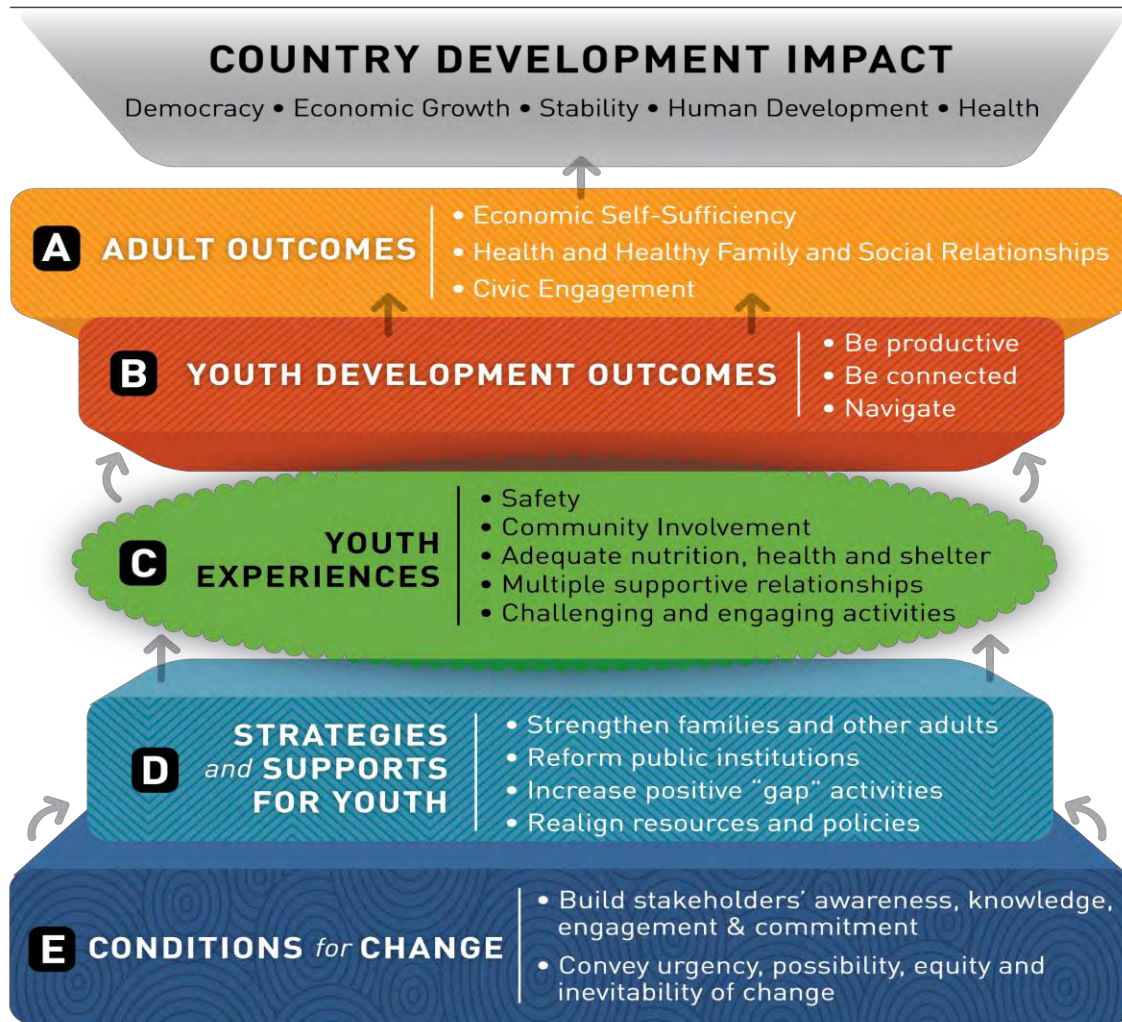
Recently developed community action models underscore the importance of comprehensive, community-wide approaches to youth development that focus on building supportive contexts for youth. In her book discussing community action, Gambone (2006) said, "As we have become clearer about what it really takes for all young people to become healthy adults—consistently being exposed, from infancy on, to environments that provide the relationships and experiences they need to mature—it has also become clearer that strategies to improve youths' outcomes need to focus on strengthening environments rather than on changing individual youth." USAID in partnership with its EQUIP 3 project has adapted this domestic framework for international youth development programs to illustrate the relationships between the individual, community, and country levels (Figure 1). Environmental supports (in illustration labeled E & D) and positive experiences (C) enable youth skill building and psychosocial development (B). The outcomes of these integrated efforts to foster youth development facilitate desired adult outcomes, increasing positive impact on country development (A).

Figure 1. USAID Framework for International Youth Development (2011)

USAID Framework for International Youth Development

USAID — FROM THE AMERICAN PEOPLE

EQUIP3

Adapted from Community Action Framework for Youth Development
© 2002 Youth Development Strategies, Inc.

COUNTRY DEVELOPMENT IMPACT
Democracy • Economic Growth • Stability • Human Development • Health

A ADULT OUTCOMES
• Economic Self-Sufficiency
• Health and Healthy Family and Social Relationships
• Civic Engagement

B YOUTH DEVELOPMENT OUTCOMES
• Be productive
• Be connected
• Navigate

C YOUTH EXPERIENCES
• Safety
• Community Involvement
• Adequate nutrition, health and shelter
• Multiple supportive relationships
• Challenging and engaging activities

D STRATEGIES and SUPPORTS FOR YOUTH
• Strengthen families and other adults
• Reform public institutions
• Increase positive "gap" activities
• Realign resources and policies

E CONDITIONS for CHANGE
• Build stakeholders' awareness, knowledge, engagement & commitment
• Convey urgency, possibility, equity and inevitability of change

CURRENT TRENDS IN INTERNATIONAL YOUTH DEVELOPMENT: HOLISTIC, CROSS-SECTORAL PROGRAMMING

International development organizations have worked for years to identify what it takes to help young people make a healthy transition to adulthood. Supporting positive conditions for change and providing youth with services that help them feel safe and offer them opportunities for positive engagement have been the work of many organizations. But now the question is whether organizations should take a more comprehensive, holistic approach by providing services to youth that cut across domains (e.g., education, health, and employment) or whether they should focus programs specifically on one sector.

It appears that, in recent years, donors and other development organizations have begun to take a more holistic approach to youth development. As a key informant said in an interview, "Every local NGO and international NGO that I am in contact with is coming to the same conclusion—that you have to engage young people holistically around a comprehensive set of outcomes. Everybody is trying to move in that direction." Various donors were found to be interested in youth development as a cross-cutting or holistic area that involves multiple types of interventions, such as basic education, workforce development, and health education. In addition, several other development organizations reported an emphasis on comprehensive service provision to youth that provides them with skills in multiple areas including academics, employment, health, and civic engagement. One interviewee explained, "All of these discrete problems that we were focused on preventing [for youth] tended have common roots, and that led me very deliberately to a broader focus—to a more holistic [approach]."

Promoting the active involvement of young people in social and economic development is a core mission for many donors and development organizations that take a holistic approach to youth development (DFID, 2011; Eurasia Foundation, 2011; GTZ, 2009). Youth are being targeted as key catalysts for peacebuilding efforts and helping to strengthen and restructure communities after conflict. Additionally, most organizations are interested in helping to develop and support national youth policies that reflect youth interests and underscore the importance of youth input into their communities. Ensuring that government and institutional systems, personnel, and environments are intact in order to effectively support youth is a priority (CIDA, 2011; NYDA, 2011).

Economic growth and employment, along with the protection and preservation of labor rights, also seem to be key areas of attention (Aga Khan Foundation, 2011; Eurasia Foundation, 2011; World Bank, 2010). Through economic growth, donors and development organizations are improving conditions for investment through jobs, markets, and opportunities for young people to work. Basic education and workforce development are extremely common intervention components in any holistic approach. Providing protection, preventing exploitation, and fostering self-determination of youth are also priority goals.

Interviews with key informants revealed newer trends including a focus on building youth assets (e.g., strengths or characteristics necessary for positive youth development) and a high-priority concern for youth involvement in violence. In terms of asset building, organizations are looking at characteristics that help youth "thrive" or "flourish" as they reach adulthood. They are also very concerned about how youth contribute to violence and instability when not thriving. More programs seem to be concentrating on violence prevention, especially in areas known for high levels of conflict.

Some organizations use special activities or tools to reach out to young people. A number of programs use sports as a mechanism to engage and teach youth a variety of life skills (IADB, 2011; GTZ, 2009). The use of mobile technology has been proven to be especially helpful in health education interventions (AfrDB, 2012). Fewer seem to use the arts as a medium for helping youth to learn and communicate, but it was identified—especially for interventions teaching conflict mediation skills (Aga Khan Foundation, 2011; Open Society, 2010).

MOST RELEVANT YOUTH DEVELOPMENT FRAMEWORKS

With this more holistic emphasis on positive youth development, how can the work be organized or framed? Many different frameworks for comprehensive youth development have been articulated and translated into practice, each with a slightly different approach to policy and programming. Among the most influential frameworks are those emphasizing *risk prevention, resilience, youth assets, and life skills*. (See Appendix C for summary table.) There is much to be learned for international policy by integrating features across these different approaches into a comprehensive PYD framework. Such a framework would detail skills, competencies, opportunities, and supports youth need for the successful transition to adulthood. It would also answer questions about how to engage youth as active participants, and how skills and opportunities can facilitate sector-based outcomes in adulthood that are critical for international development efforts.

Risk Prevention

Interest in risk prevention for youth emerged from public health studies in epidemiology. Rather than being grounded in theories of child and adolescent development, risk-focused models identify discrete *risk factors* that *increase* the likelihood of a specific, negative outcome. They also highlight the role of *protective factors* that *reduce* the likelihood of a negative outcome when there is risk. For example, parent criminality is a risk factor for juvenile delinquency; however, having a supportive relationship with another adult can reduce the likelihood that a youth will engage in delinquent behavior. In other words, protective factors represent interactions that moderate risk (Catalano et al., 1999; Mrazek & Haggerty, 1994). In addition, *promotive factors* have been identified that promote well-being independent of pre-existing risk (Small & Memmo, 2004).

Studies of risk prevention for youth have looked at various risk, protective, and promotive factors during different developmental periods that predict poor psychological and behavioral outcomes during the teenage years and beyond. Outcomes of interest reflect a range of problem behaviors including high-risk sexual behavior, violence and delinquency, substance use, and leaving school early. Studies suggest that many risk and protective factors for these outcomes are similar across gender and ethnicity (Benard, 2004; Steinberg, 2011), although fewer cross-cultural comparison studies have been conducted. The risk prevention paradigm tends to focus on preventing negative outcomes, as opposed to promoting positive youth development outcomes and successful transition to adulthood. A major indicator of healthy youth development is lack of involvement in problem behaviors. An important goal of social policies is to reduce harmful behaviors among youth in order to facilitate a healthy lifestyle and reduction of health risks as youth transition to adulthood.

In addition, risk prevention models have highlighted the importance of identifying and affecting multiple risk factors at different developmental stages and across interconnected contexts including families, schools, peer groups, communities, culture, and society. The focus has been on primary (universal) prevention targeting identified risk factors before problem behaviors occur, as well as secondary (selected) and tertiary (indicated) efforts targeting youth at risk (Metropolitan Area Child Study, 2002).

A contribution of this approach is that it highlights the need to provide basic prevention services for all youth as well as more focused programming, including second chance programs, for the most vulnerable or at-risk youth. More recently, a number of youth development programs have incorporated targeted interventions for youth with greater psychosocial needs and identified risks. For example, Positive Behavior Supports (PBS) is a widely used evidence based intervention model that incorporates universal programming emphasizing positive supports for all students along with targeted interventions for at-risk youth (Bradshaw et al., 2012). Another example is the Positive Adolescent Training through Holistic Social Programmes (Projects P.A.T.H.S.) intervention that provided a two-tier positive youth development program for middle and high school students in Hong Kong (Shek & Sun, 2012).

Resilience

Resilience refers to a set of *protective processes* that buffer some individuals from the effects of adverse experiences. Given the difficulty of effecting broad economic and political change at the societal level, and the higher likelihood of exposure to traumatic events in poor communities, a focus on resilience provides key insights into how youth overcome a range of obstacles.

Also grounded in public health, one of the earliest and most widely cited studies of resilience was conducted by Emily Werner (1982). She followed a cohort of children in Hawaii who were extremely poor, highly likely to have alcoholic or mentally ill parents, and had few viable economic opportunities. Although approximately two-thirds of these children grew up to have a range of chronic problems, one-third of them did not engage in destructive behaviors and were somehow able to overcome adversity, a key feature of resilience. These findings generated a number of studies designed to identify individual and contextual factors that predict resilience.

Subsequent research has examined children who have done well despite a range of difficult personal and environmental conditions including the Great Depression, the farm crisis in the United States, and becoming refugees with little economic support (Masten, 2009). In these and other studies, the concept of resilience has been applied to different types of adjustment in the face of personal, family, and community adversity including competence under stress, recovery from trauma, and experiencing positive outcomes and doing better than expected given risk status. "Bouncing back" from adversity and the "invulnerable child" are popular metaphors used to describe resilient individuals. Several individual, social, and community characteristics have been associated with resilience. These include self-esteem, self-efficacy, problem-solving skills, self-control, positive future orientation, and the availability of community services (Masten & Obradovic, 2006).

One of the challenges for this line of research and practice is defining exactly what is meant by "adversity" and "doing well." Adversity takes many forms, ranging from extreme trauma to more subtle forms of social and economic injustice. As an example, in conflict-torn nations, almost everyone lives with some degree of adversity. To the extent that resilience is linked to "nurturing environments" in families, schools, and communities (Benard, 2004), adversity caused by environmental conditions reduces the likelihood that these contexts can simultaneously provide supports and opportunities. Still, it is important to consider how adversity in one context can be buffered by supports in others.

Adjustment also is difficult to define—doing well has different connotations. In many cases, doing well has been defined as the absence of mental health or behavioral problems. On the other hand, the very factors that have been associated with resilience are themselves indicators of doing well. In other words, a child with high self-esteem, self-efficacy, and a positive future orientation would be considered as doing well independent of bouncing back from adversity. Finally, promoting resilience should not be taken to mean that it is unimportant to prevent or mitigate conditions associated with adversity. This is particularly important in poor and developing countries.

Youth Asset Building

Models that highlight risk and resilience direct attention to the negative experiences of youth and related adjustment problems. Although resilience emphasizes positive adjustment, it still concentrates on overcoming adversity. In contrast, asset-building approaches focus on promoting strengths for all youth, framing their mission as "all youth thrive" rather than preventing problems per se. A common slogan is "problem-free is not prepared" (Pittman, 1991), which suggests that all youth are resources to be cultivated.

To a certain extent, asset-building approaches have followed the path of a social movement reacting against programs designed to fix "at-risk" youth. Models were proposed to rally communities around

youth as assets rather than youth as problems, with relatively broad mandates for action, and relatively little evidence of their effectiveness on youth outcomes (Gambone, 2006). This is not to minimize the impact these efforts have had on the field, particularly in terms of practice. Focusing on youth as assets has opened the door to the "youth voice," including youth asset mapping, community participatory research, youth-led programming, and program evaluations that incorporate youth perspectives. The emphasis on social context has underscored the importance of schools, peers, and families in building healthy communities where youth can grow and develop.

A widely used framework in the United States and internationally is the Search Institute's Developmental Asset Profile. The 40 assets capture a range of characteristics that represent broad components of internal assets (e.g., peaceful conflict resolution, bonding to school, motivation for achievement, reading, caring, sense of purpose) and external assets (e.g., adult relationships, caring neighborhood, youth programs, time at home, safety) that can provide general guidance for programs. The concept of building assets for youth is easily understood and has been well received by communities worldwide. Although the Search Institute's Developmental Asset framework is among the most popular asset-building approaches, a number of other efforts have highlighted what youth need to succeed. In some instances, the notions of assets and protective factors haves been blended to suggest important social and psychological characteristics and skills that facilitate adjustment. For example, looking at internal or child assets alone, Gambone et al. (2002) reviewed different frameworks and identified over 70 potentially important developmental assets that serve as short-term developmental outcomes linked to adjustment.

Efforts also have focused on identifying a smaller set of key constructs that characterize youth and settings that are linked to positive adjustment. For example, Masten (2001) has developed a "short list" of assets and protective factors that represent fundamental adaptive systems supporting human development. Developmental assets for children include: adaptive temperament, good cognitive abilities and problem-solving skills, effective emotional and behavioral regulation strategies, positive view of self (self-esteem, self-confidence, self-efficacy), positive outlook on life (hopefulness), faith and a sense of meaning in life, and characteristics valued by society and self (talents, sense of humor, attractiveness to others).

Lerner and colleagues have promoted the "5 Cs"—competence, confidence, connection, character, and caring—which emphasize skills and connections with others (Lerner et al., 2011). Guerra and Bradshaw (2008) identified a set of individual, social-emotional "core competencies" linked to adjustment and prevention of problem behaviors: positive sense of self, self-control, decision-making skills, moral system of belief, and pro-social connectedness. Similarly, the Consortium for Social and Emotional Learning (CASEL) recommends five key social-emotional competencies: self-awareness, social awareness, emotional self-management, relationship skills, and responsible decision making. The Carnegie Council on Adolescent Development (1995) lists key developmental outcomes including mastering social skills, cultivating problem-solving skills, acquiring technical capabilities, becoming ethical, learning the requirements of citizenship, and respecting diversity.

When external opportunities and supports are added to the list, it becomes even more complex. As an example, Masten (2001) has identified key features of families, communities, and society/culture that are linked to youth adjustment. At the family level, these include a stable and supportive family environment, involvement in children's education, socioeconomic advantage, faith and religious affiliation, education, and supportive individual qualities. At the community level, these include high neighborhood quality, effective schools, employment opportunities for parents and teens, good public health care, access to emergency services, and connections to caring adults. At the societal and cultural level, these include low levels of violence, protective child policies, resources spent on education and youth development, and protection from oppression or political violence.

In a 2002 review of rigorously evaluated, community-based youth development programs in the United States, the National Research Council identified eight characteristics of effective youth development settings: physical and psychological safety, appropriate structure, supportive relationships, opportunities to belong, positive social norms, support for efficacy and mattering (i.e., a belief that youth can make a difference in their communities and that their participation matters), opportunities for skill building, and integration of family, school, and community efforts (Institute of Medicine, 2002). Gambone et al. (2002) analyzed data from two longitudinal studies of adolescent transitions in the United States, and found that supportive high-quality relationships, challenging and engaging learning activities, and meaningful involvement were predictors of optimal developmental outcomes at the end of high school. In other studies, community safety also emerged as an important condition for development (Gambone, 2006).

Building supports and opportunities within youth development contexts is an important goal for policy and programs. However, building healthy communities, particularly under conditions of poverty, disadvantage, and political instability, requires large-scale, coordinated efforts that are challenging to implement, even in developed countries. An example in the United States, called Promise Neighborhoods, emphasizes planning and implementing a continuum of services to improve neighborhood health and safety, expanding access to learning technology and Internet connectivity, and enhancing family engagement from early learning through early adulthood (U.S. Department of Education, 2012).

Life Skills

A life skills framework shares much common ground with asset-building models—emphasis is placed on competencies youth need to thrive and contexts that support them. According to thought leaders in youth development, determining what makes up the most important life skills for youth is becoming a critical area of importance in international development. The World Bank has recently undertaken a five-year study on the topic of life skills (Wendy Cunningham, personal communication, May 18, 2012).

Life skills can be framed narrowly based on specific areas such as school or employment to include good work and study habits, planning, goal setting, accessing and using community resources, managing money and paying bills, computer literacy, and professional relationship skills. With some exceptions (e.g., computer literacy), these specific skills are not addressed in most regular school programs, yet they are essential for success in the workplace and in life.

Life skills can also be framed broadly to include a wide range of social, emotional, psychological, and practical skills linked to physical and psychological well-being. For example, the World Health Organization (WHO) defines life skills as "abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. In particular, life skills are a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives in a healthy and productive manner. Life skills may be directed toward personal actions or actions toward others, as well as toward actions to change the surrounding environment to make it conducive to health" (WHO, 2012).

In some sense, life skills can include any combination of cognitive, social, emotional, physical, and technical skills linked to adjustment. A particular challenge is that different sectors utilize different definitions, including variation among indicators of success associated with life skills training. For example, life skills training has been examined in relation to workplace readiness within the employment sector, college readiness in the education sector, and transition to adulthood within the youth development sector.

In a recent report, Child Trends identified the most common life skills examined in research studies that are relevant across these three outcomes—workplace readiness, college readiness, and transition to

adulthood—and across five competence domains—physical, cognitive, social, psychological, and spiritual (Lippman, 2008). The most commonly identified skills were self-esteem, high expectations (playfulness, achievement motivation, optimism), self-management (initiative, time management, persistence), written and oral communication skills, social competence, cross-cultural competency, academic/vocational achievement, and the ability to act appropriately in the larger context, use knowledge, and think critically.

One advantage of a life skills approach is that it allows for the flexibility to focus on a subset of skills most relevant to culture, context, and targeted indicators of success. Assertiveness may be an important life skill in one culture but not in another, and managing money may be important for economic success but less relevant for HIV prevention. Different cultures and settings require distinct life skills that can be integrated into holistic and cross-sectoral programming. For example, the United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP) project launched in 2005, "Strengthening Life Skills for Positive Health Behaviour," used a peer-to-peer approach in four countries—Cambodia, China, Philippines, and Sri Lanka—to equip youth with essential life skills to protect them against the threat of HIV and drugs. For this project, life skills were defined as social and interpersonal skills, cognitive skills, and emotional coping skills; attitudes and beliefs about HIV and drugs also were addressed. Additionally, many of these life skills could be considered promoting factors or developmental assets.

Perhaps the main challenge of a life skills approach is the lack of consensus on a common set of skills that are linked to age-appropriate developmental tasks. Just as flexibility in definition allows for multiple interpretations of what constitutes important life skills, it also makes it difficult to develop structured programs across diverse cultural and country contexts.

Youth Engagement

Youth engagement or participation is a commonly used approach and concept within youth development domestically and in developing countries (Restless Development & UN, 2010; Saito & Sullivan, 2011). While not a lot of research on the topic has been done, a recent study by Search Institute (Scales, Roehlkepartain, & Benson, 2010) found that youth who were more highly engaged did better on academic, psychological, social-emotional and behavioral outcomes.

Researchers in the U.S. recently proposed a framework of youth engagement that includes four critical components: participation, passion, voice, and collective action (Saito & Sullivan, 2011). About these components, the authors suggest:
- Benefits of participation are strengthened through opportunities for connection to positive people and places;
- Passion includes commitment to ongoing growth and development in a particular area of pursuit;
- Voice requires opportunities for youth to have input into decisions that affect them; and
- Collective action includes shared power and decision-making authority among youth and adults.

The UN has also recently presented the 'three lens' approach to youth participation – 1) providing programs that benefit youth as target beneficiaries, 2) working with youth as partners in development, and 3) engaging youth as leaders to help shape policy. This framework is based on the principle that through active participation, young people are empowered to play a vital role in their own development as well as in that of their communities.

Once concern has been that most youth engagement or participation efforts have been "superficial…in the sense that young people are often included in one off discussions, where their contributions of 'voice' do not actually affect core structural policy decisions" (Restless Development & UN, 2010). Interventions designed to overcome this provide youth with opportunities to exercise their civic

responsibilities as citizens, such as participation in town councils and local governments; participation in national or international policy-making efforts; and involvement in voter registration, voter participation drives, or running for local office. Work in this area also supports governments to effectively implement youth policies and activities, civil society groups to identify appropriate insertion points and support appropriate youth involvement in communities, NGOs to implement targeted and appropriate youth programs, and youth-led organizations to grow and positively contribute to their own lives and communities.

COMPREHENSIVE PYD APPROACHES AND SECTOR-BASED OUTCOMES

Two of the most pressing challenges in the field of international PYD are:

- Achieving consensus on a desired set of developmental outcomes representing key skills for youth and contexts that support them; and
- Using available evidence to identify the developmental outcomes that are most related to important objectives for the successful transition to adulthood in sectors such as health, education, employment, family life, democracy and governance, crime prevention, and conflict mitigation.

Related to these challenges, it is critical to consider whether key developmental outcomes and the relationships between developmental outcomes and life chances vary by gender, culture, and context. For instance, referring to the USAID International Youth Development Framework (Figure 1), do the developmental outcomes of "be productive, be connected, and navigate" look different in Nairobi, Mexico City, and rural Bangladesh? Are the relationships between being "connected" and employment stronger in Senegal than in South Carolina?

A relatively large body of scientific research in the United States has demonstrated relationships between specific developmental outcomes (e.g., perseverance, self-regulation, school grades, etc.) and success in important achievements in adulthood (e.g., healthy behaviors, education, employment, family life, etc.). In particular, there is a robust empirical base in education and psychology to support relationships between skills such as self-regulation and decision making and age-appropriate behaviors during adolescence and early adulthood (Guerra & Bradshaw, 2008). There also is important literature in economics and social sciences examining the role of "non-cognitive" or socio-emotional skills and related social behaviors on employment outcomes, and how non-cognitive and cognitive skills interact, which is labeled cross-productivity (Cunha & Heckman, 2007). Improved labor market outcomes have been associated with skills such as high self-esteem and internal locus of control (Heckman, Stixrud, & Urzua, 2005) and lower levels of youth behavior problems (Segal, 2008). Re-analyses of intervention outcome data have linked higher rates of return for early investments in children with improvements in social-emotional skills and social behavior (Heckman, Malofeeva, Pinto et al., 2010).

Personality traits such as conscientiousness, which are associated with socio-emotional skills such as perseverance, motivation, self-regulation, and time management, have been found to predict a variety of positive life outcomes that are relevant for adult adjustment in sectors including education, employment, and health. For example, in the Terman study, which began in 1921 and is one of the longest running longitudinal studies of development, conscientiousness was the single best predictor of good health and longevity well into the senior years (Lippa, 2000). In the Child Trends (2008) analysis of predictors of workplace readiness, college readiness, and the transition to adulthood, the best predictors across outcomes included skills related to conscientiousness—achievement motivation, initiative, time management, and persistence—as well as related cognitive skills—written and oral communication skills, academic/vocational achievement, and the ability to use knowledge and think critically.

In a related literature review examining relations between developmental outcomes (skills and related behaviors) and early adult outcomes, Gambone et al. (2002) noted two important trends across existing studies. First, early school outcomes (attendance, grades, test scores) were strong predictors of economic self-sufficiency in adulthood. Second, not engaging in problem behaviors such as drug use had a strong effect on both later economic self-sufficiency and community engagement in adulthood. Adding to this review, the study re-analyzed data from two longitudinal studies of youth in the United States— the Michigan Study of Adult Life Transitions (MSALT) and the Maryland Adolescent Development in Context Study (MADICS). The findings supported the importance of optimal development on adult

outcomes: Youth who had reached optimal levels on developmental milestones in high school were 41 percent more likely to be at optimal levels of early adult outcomes in their twenties.

Unfortunately, there is less known about the long-term effects of positive youth development in developing countries because of the lack of longitudinal studies. In these contexts, it is also important to remember that sector-based outcomes such as gainful employment and low levels of crime and violence are difficult to affect because they reflect a range of individual skills and competencies and situational or contextual conditions. Many of the demand-side conditions require changes beyond the scope of most youth development programs (e.g., living wage, job creation, peace and security). For this reason, it may only be possible to articulate a set of key skills and related supports that should be targeted by youth interventions and used as outcomes to measure program impact.

What are these key skills and supports, and how can they be used to guide international programming? A first step is to develop a relatively small set of desired skills for youth participants and the supports needed to optimize development. To date, there are multiple "lists" but relatively little consensus. Table 2 provides examples of skills and supports included in a variety of PYD approaches.

Table 2: Skills and Supports Common to Influential Models of PYD

Model and Primary Author(s)	Youth Skills and Competencies	Optimal Contextual/Environmental Supports
Carnegie Council on Adolescent Development	Social skills, problem-solving skills, technical capabilities, being ethical, earning good citizenship, respecting diversity	
Child Trends (2008)	Self-esteem, high expectations, self-management, communication skills, social competence, cross-cultural competence, academic achievement, critical thinking	
Consortium for Social and Emotional Learning (CASEL)	Self-awareness, social awareness, emotional self-management, relationship skills, responsible decision making	
Core Competencies (Guerra & Bradshaw, 2008)	Positive sense of self, self-regulation, moral system of belief, decision-making skills, pro-social connectedness	
Developmental Assets (Search Institute. 2012)	20 internal assets (e.g., caring, sense of purpose, reading, bonding to school)	20 external assets (e.g., adult relationships, caring neighborhood, safety)
Five C's (Lerner et al., 2011)	Competence, confidence, connection, character, caring	
Fundamental Adaptive Systems (Masten, 2001)	Good cognitive abilities, effective emotional and behavioral regulation strategies, positive view of self, positive outlook on life, faith, sense of meaning in life	Stable and supportive family, socioeconomic advantage, faith, high neighborhood quality, effective schools, employment opportunities for parents and teens, access to emergency services, connections to

		caring adults, low levels of violence
National Research Council (Institute of Medicine, 2002)		Physical and psychological safety, appropriate structure, supportive relationships, opportunities to belong, positive social norms, support for efficacy, and integration of family, school, and community efforts

Given these multiple "lists" of skills and supports, it may be that organizations such as USAID need to prioritize those that are most relevant to their work and develop a set of common indicators that will help guide programming and measurement. These indicators could be selected based on specific cultural practices and within-country needs, but they should also be as culturally universal as possible.

Unfortunately there is a lack of strong measurements for short- and long-term youth outcomes. Interviews with key informants support this as a gap area. According to several interviewees, measures tend to lack quality. In addition, if measures are created in a particular cultural context, they cannot be easily translated for use with other populations. Most of the measures are based on youth reporting about themselves, and often they make it too easy for youth to give socially desirable answers. Another issue is that many of these questionnaires are long and exhaustive to complete. To combat this problem, Child Trends (2012) recently released initial findings from its research, which include the identification of short scales that measure concepts related to positive youth development or "flourishing." Overall, identifying a clear set of useful measures that can be used in developing contexts is extremely important to moving the research forward.

EVIDENCE OF THE EFFECTIVENESS OF PYD PROGRAMS

There is wide variation in what constitutes acceptable "evidence" of effectiveness in positive youth development programs. Randomized controlled trials (RCTs) are considered the most rigorous type of program evaluation, yet most of the trials of PYD programs have been conducted in the United States under conditions of relatively greater resources and stability. Most scientific evaluations of international programs in developing countries use quasi-experimental designs involving pre-test/post-test comparisons of intervention participants or post-program tracer studies without a comparison or control group.

Very few programs, either in the United States or other countries, conduct follow-up evaluations after the intervention has been completed to determine maintenance of effects or to identify potential sleeper effects (i.e., effects that take time to be seen). In fact, many informants stressed the need for more longitudinal studies of youth development domestically and internationally. But even if there were funds to support long-term research, one interviewee pointed out, "International relief and development work is about the most vulnerable populations, and those are the hardest populations to study longitudinally."

It also is important to examine the extent to which certain types of programs and strategies work better for specific groups or by gender, under what conditions, and whether there are important cultural and country variations in effectiveness. For example, what is the level of resources needed for program readiness? To date, there have been very few systematic program evaluations that consider how these factors influence outcomes in the United States or other countries or regions. A case in point is that most interventions enroll boys and girls, but do not look at whether programs are equally effective for both genders.

Other very basic questions are how outcomes differ for system-level vs. individual-level interventions, and does integrating these strategies produce greater effects. Lessons learned suggest that strategies to promote positive youth development should combine increased opportunities and supports across sectors through system-level approaches with focused efforts to develop individual skills for youth most in need (Mercy Corps, 2011). However, due to the complexity of these efforts and the difficulty of determining interactive effects or how effectiveness is optimized through linked programming, it is quite hard to evaluate system-level interventions (Esim, Malhotra, Mathur, Duron, & Johnson-Welch, 2001).

There are distinct sets of programs that primarily target in-school vs. out-of-school youth. In the United States, programs for younger children from 10 to 15 years old tend to focus on in-school youth. These efforts usually revolve around services by and for schools and/or programs for outside of school time, including social-emotional skills training; classroom management training for teachers; family-school partnerships; school-wide organizational development; remedial education; and sports, arts, music, and computer skills programs. In many cases, these programs involve school-agency-community partnerships, although there is much variation in how these collaborations are implemented.

In contrast, programs for youth ages 16 to 29 in the United States tend to focus on out-of-school youth as they transition to adulthood because schooling is compulsory for youth under age 16. For this age group, there are relatively few universal programs. Most programs shift towards remediation and services for those most at risk or out of school including academic, vocational, or technical skills training (including life skills such as money management and time management) or civic engagement/service learning programs.

In developing countries, PYD programs tend to offer services for vulnerable and marginalized youth, who often are out of school and/or out of work. Many programs included in Appendix A focus on youth age 15 or older, although some programs accept youth across a broad age spectrum. There also are more programs for older youth in their twenties and into adulthood in developing countries than in the United States.

The examples below represent studies with some of the most rigorous research designs, as well as those that have shown effects on sector-linked outcomes such as employment, schooling, family life, health, or civic engagement. They are grouped by coeducational programs, boys-only programs, and girls-only programs. References are linked to the evidence table summaries in Appendix A for more information.

Evaluations of PYD in Developing Countries

The majority of PYD programs in developing countries are comprehensive in scope, emphasizing skill building and connections with opportunities and supports. However, there is some variation in the primary goals of the programs. Whereas the bulk of programs target the most vulnerable, out-of-school, older youth, a number of programs focus on younger participants and emphasize employment, staying in school, learning life skills for success, and health education. Many also aim to make changes in attitudes with regard to violence and gender-equity. In addition, a number of studies focus on female-only interventions. These programs want to improve educational and employment outcomes for women, but also focus on delaying marriage and increasing social mobility for girls.

Youth Programs: Mixed-sex

One of the more rigorously evaluated PYD programs which includes life skills training, classroom vocational training, job match and mediation, general training on entrepreneurship, and access to youth friendly loans was offered by Youthbuild International. Researchers found that among gang-involved youth ages 15–25 in Central America, program participants experienced higher rates of employment than the control group, as well as increases in self-esteem, lower rates of delinquency, and an increases in social inclusion and interpersonal relations (Youthbuild, 2010). A high percentage (33%) also re-enrolled in school.

The Timor-Leste Prepara Ami ba Serbisu (Preparing Us for Work) project, funded by USAID, provided out-of-school youth ages 15–29 in rural districts with apprenticeship, classroom vocational skills training, life skills training, vouchers, general training on entrepreneurship, business plan development, and basic education. As a result, approximately one-quarter reported finding jobs and 20% were engaged in income-generating business activities after the program (Whalen, 2010). They also reported better self-esteem.

The Better Life Options program (BLO) funded by ExxonMobile Foundation in Nigeria, which is based on CEDPA's Better Life Options and Opportunities Model (BLOOM), provided life skills only to young people ages 10–19 and actually saw enrollment rates in educational or vocational training increase overtime. While a first measurement immediately after the program showed that 35 percent of youth were in schooling, a second measurement one year later revealed that the rate had increased to 66 percent (CEDPA, 2011). Impacts on self-esteem and health knowledge were less conclusive.

The IDEJEN program for out-of-school youth ages 15–24, funded by USAID in Haiti, focused on life skills training, apprenticeships, classroom vocational training, vouchers, follow-up support, general training on entrepreneurship, business plan development, health education, and basic education. As a result, researchers saw close to 50 percent of youth continue on in some kind of educational program and 53percent of participants gain new or better employment (USAID/Haiti, 2011c).

In the Siyakha Nentsha program, funded by DFID, vulnerable youth ages 16 and 17 in South Africa were provided with life skills, health education, financial literacy, and entrepreneurial training. Using a quasi-experimental design with a matched comparison group, males and females demonstrated improved budgeting and planning skills, were more likely to have attempted to open a bank account, increased their knowledge of reproductive health, and decreased high-risk sexual behavior (Hallman & Roca, 2011).

In an RCT with ex-combatant youth operated by the NGO Landmine Action in Liberia, young adults in their late twenties and thirties were provided with vocational training, life skills, basic education, psychosocial counseling, and access to economic incentives and loans. More than one year following program completion, participants were significantly more likely than controls to have a sizeable increase in average wealth, be less aggressive, and be less involved in election violence. Modest improvements in social engagement and citizenship also were found (Blattman & Annan, 2011).

Single-sex Programs: Boys/Young men

In a study of the Kingston YMCA Positive Youth Development Programme, which provided basic remedial education, vocational training, and recreation activities for adolescent boys age 14–16 in Jamaica, researchers found that the boys had increased their self-esteem and decreased their propensity for aggression and aggressive behavior (Guerra, et. al., 2010). Boys in the program also had higher rates of school completion.

The New Visions program for Egyptian boys and young men ages 12–20, funded by USAID, provided life skills, health education, and gender sensitivity experiences and training through a collaboration of non-governmental agencies. A quasi-experimental evaluation with almost 1,500 participants demonstrated significant increases among participants in coping with anger expressing themselves in front of peers, and having a greater awareness of their personal strengths and skills (CEDPA, 2005). Participants were also more likely to have favorable views of shared family decision making and support equitable treatment for boys and girls. They also had increased their knowledge about family planning and HIV.

Single-sex Programs: Girls/Young Women

Seven of the developing country programs studied, or approximately 20 percent, were focused on serving girls or young women only. The Ishraq Program offered in Egypt for out-of-school girls aged 13–15 provided training in a range of socio-emotional, academic, and life skills. Using a quasi-experimental design in which participants were compared with matched controls, girls participating in the program showed significant improvements in academic skills, as well as delays in early marriage and childbearing (Brady et al., 2007). The young women also increased their knowledge of reproductive health and nutrition

The BRAC Employment and Livelihoods Adolescent Centers for girls and young women ages 10–24, funded by the Nike Foundation in Bangladesh, provided life skills, health education, and financial literacy training, including access to youth friendly loans and microfinance groups. Findings from the evaluation with approximately 550 participants in intervention and comparison groups showed increases for participants in financial market participation and higher rates of social mobility (Shahnaz & Karim, 2008). Findings regarding academic skills and health knowledge were less conclusive.

Evaluations of PYD Programs in the United States

Most PYD studies of programs in the United States focus on impacts for youth related to academic achievement, improvements in skills and attitudes, and the reduction of risk behaviors. A recent meta-analysis of 213 school-based primary prevention programs serving more than 270,000 students ages 10–15 found significant improvements across the programs on a range of skills including self-control, social problem solving, and goal setting. These gains were associated with reductions in aggressive behavior and improvements in academic achievement and standardized test scores by 11 points (Durlak et al., 2011).

For older youth in the United States, generally those who are most at risk, programs often include a secondary component providing educational support and a focus on workforce development. For instance, the federally funded National Job Corps Program was implemented to provide basic education, health education, classroom vocational skills training, and job-matching services for youth age 16 and older. A comprehensive evaluation of program impacts found that 16- and 17-year-old participants demonstrated significant gains in high school or GED completion and earnings, and lower arrest rates for both males and females (Schochet, Burghardt, & Glazeman, 2001).

Other examples of U.S programs from Appendix A that support positive outcomes for youth are discussed below.

One model that has emphasized academics is the 21st Century Community Learning Centers, a large-scale, federally funded initiative. These locally developed, comprehensive after-school programs focus on the most economically disadvantaged students and often include homework assistance, recreational activities, health education, and mentoring. Evaluations of these programs generally have been positive, with significant gains in schoolwork, school attendance, and behavior (Evers, 2010).

The Beacon Community Centers, funded by the State of New York, is another multi-service program based in schools. These centers often offer homework assistance, civic engagement activities, and recreational activities, and participants have demonstrated notable improvements, particularly in terms of schoolwork and grades (Russell et al., 2010).

One program that has been shown to affect attitudes as well as risk behaviors is the Boys and Girls Club, which offers after-school activities at clubs throughout the country. Services normally include homework assistance, civic engagement, recreation, and life skills instruction. One important element of these clubs has been their focus on fostering positive relationships between youth and adult mentors or staff. These programs have been found to result in significant increases in academic effort and community involvement and decreases in negative behaviors such as aggression, drug and alcohol use, and high-risk sexual behavior (Arbeton et al., 2009).

Another program that has shown improvements for very low-income, high-risk older youth is the federally funded YouthBuild, which has approximately 273 centers in 46 U.S. states, Washington, D.C., and the Virgin Islands. In one study conducted in the State of Minnesota, young people who received vocational training, apprenticeships, job match, and life skills instruction demonstrated high returns on high school completion and employment placement. In fact, the study reported a benefit of $1.5 million to the state as compared to the program's cost of $877,000.

One important finding from multiple evaluations of PYD programs in the United States is that high frequency of program attendance and increased length of time in the program improves the likelihood that youth will reap benefits (Arbeton, et.al, 2009; Vandell, et.al., 2007).

GAPS AREAS IN THE RESEARCH

While significant advances have been made in the field of PYD, there is still more to be done. Gaps identified during this review include the need to continue working to advance a comprehensive international framework for youth development and to identify strong measurement tools to help planners and practitioners understand the impact of development programs. More rigorous and longitudinal studies of holistic youth programs in developing countries are also necessary for a better understanding of successes and areas that need improvement.

This review also identified specific, relevant topics in this field that could be enhanced through future research and evaluation efforts by USAID and other development organizations. These include the need to determine what short-term outcomes contribute the most to longer term successes for youth in developing countries, and what outcomes or youth assets and characteristics are necessary at different ages. In addition, with the focus on youth engagement in program design and implementation, many are wondering whether programs that include youth as leaders have better outcomes than other programs. Finally, because holistic programs for youth are more prevalent, less is known about whether cross-sectoral collaborations in youth development create more sustainable programs.

Key Areas for Future Investment and Research

- ***Develop an integrated positive youth development framework to guide international PYD efforts at the agency level.*** This can build on the EQUIP3 model with greater specification of desired short-term outcomes for youth development. Such a framework could list specific skills and behaviors that are needed for youth to be productive, connected, and able to navigate social settings. This framework should include the most universally relevant skills for success such as self-regulation and self-efficacy, but also be broad enough to allow for country-level modifications.

- ***Develop or compile a set of psychometrically sound, culturally adaptable assessments to measure key skills and behaviors that can be used across countries and projects.*** There are examples of this type of approach; for instance, the National Institutes of Health is unveiling a "toolbox," which includes brief assessment measures for different areas of health and development that are available at no cost and are easy to administer across different types of projects (National Institutes of Health, 2012). Common measures within USAID programs would also make it easier to compare effectiveness across programs and countries.

- ***Support rigorous mixed methods research for programs that are used widely and have some evidence of promise***. Most of the evaluations reported here are performance evaluations or quasi-experimental designs that limit what can be learned. International donors are moving toward more rigorous experimental research designs, including randomized controlled trials. Key informants recommend using qualitative and quantitative techniques during evaluations in order to understand not only "what" might have been successful, but also "why."

- ***Investigate what the most important skills are for youth in developing countries that serve as milestones to longer-term success***. More is known about foundational skills youth need to acquire in the United States in order to realize positive outcomes later in life. In the developing country context, certain assets, characteristics, or skills could be of high importance to positive long-term outcomes. Effort should be made to clearly identify priority skills and to test their long-term impact.

- ***Evaluate innovative models for engaging youth and increasing youth participation***. While including youth in program design, implementation, and evaluation is widely regarded among practitioners as a "best practice," little is known about the impact that youth engagement has on the success of a project (and sectoral impacts). More research can be done to discover what youth participation strategies work and whether these activities lead to better outcomes in the long term.

- ***Develop and evaluate innovative models of cross-sectoral collaboration***. Although there is growing support for the importance of cross-sectoral collaboration in the field of positive youth development, there is relatively little guidance as to how to best accomplish collaboration or reduce barriers to collaboration among service providers and funders. It would be helpful to have more information describing the most effective models of collaboration. While one might posit that efforts that bring multiple systems together such as those focused on health, education, and employment, would be more sustainable, it could be that they are also less efficient. More needs to be known about the benefits and challenges of cross-sectoral work.

CONCLUSIONS

There is a clear argument for focusing on youth as an important target population in international development. Although programs for young people have historically been offered through sector-based efforts, more donors and development organizations are currently emphasizing holistic, comprehensive youth programming. If this focus is to continue however, avenues for cross-sectoral collaboration and funding need to be developed.

The evidence shows that holistic programs are having positive impacts on a variety of outcomes for youth in developing countries and the United States. Interventions are fostering positive results in skill development, attitude and behavior change, and sector-specific outcomes such as improvements in education, employment, and health.

In general, findings from this review can be summarized as follows:

- ***There are a number of frameworks for defining PYD, including ones for risk prevention, resilience, asset building, and life skills***. What is needed is an integrated framework that looks at the needs of youth in developing countries and attaches measurements to the most important indicators of success.

- ***A broad set of cognitive and social-emotional skills influence academic achievement, positive social behavior, and adjustment for youth across cultures and countries.*** Although there is no single "list" of best bets and important skills may vary somewhat by context, key cognitive and social-emotional skills seem to be literacy/numeracy, self-esteem, self-efficacy, self-control, perseverance, decision-making skills, empathy, and positive social connections. Knowing what assets or characteristics are beneficial for youth at different ages is an important area for further investigation.

- ***As youth get older, technical, vocational, health, and relationship skills (sometimes called "life skills") also become important for facilitating the transition to adulthood.*** While there are varying definitions of life skills, almost all of the holistic interventions offered to youth include some kind of training related to them.

- ***Indications are that, at least in the United States, these cognitive, social-emotional, and technical skills predict overarching, sector-based outcomes for adults including labor-market outcomes (employment, earnings, etc.), family life, conflict resolution, civic engagement, and health behaviors.*** More needs to be known about what the most valuable skills outcomes are for youth in developing countries.

- ***Skills and outcomes for youth can be improved through a range of different programs and practices including school-based curricula, out-of-school training, and engagement with youth organizations.*** Unfortunately it is difficult to figure out what components work to achieve what outcomes with the current set of available evidence. For example, while some programs (such as YouthBuild) have consistently produced positive results across multiple evaluations, there is no single program or combination of activities that works for all youth. Many different programs that target similar skills and behaviors have been shown to be effective, at least on some outcomes. Continuing to build the evidence will shed more light on what kinds of programs are most successful for youth in developing countries.

Great strides have been made in international development with regard to seeing the issues of youth more broadly. Rather than viewing young people as a particular target population in a sector-focused program, the importance of youth as participants and catalysts for development has been recognized. However, there is still more to be done. Better understanding the impact that youth can have in their

personal development and their countries' progress will be an important next step. Continuing to investigate how holistic interventions can help further positive youth development should be a priority for USAID and other development organizations.

Sector-Based Funding

While donors and development organizations have become more interested in programming for youth in a holistic fashion, this has remained difficult because operational mechanisms including funding, priorities, objectives, and targets for initiatives have continued to be sector-based. When funding is "stove-piped," it is difficult to offer comprehensive services to young people in one program as well as to track and understand the emerging cross-sectoral synergies. Therefore, cross-sectoral integration of youth programming will continue to be challenging and dependent on the creativity of program staff unless specific efforts are made to facilitate such collaboration. USAID has an important role to play in seeing that more holistic, cross-sectoral youth development mechanisms are developed and supported.

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APPENDICES

APPENDIX A: EVIDENCE TABLE

Developing Country Studies

Source	Youth Development Components	Methodology	Study Findings
Source: Cook & Younis, 2012 **Purpose:** This presents results of a final evaluation of the Somalia Youth Livelihood Program (Shaqodoon) targeted at building employment skills of youth 15–24. ICT was a prominent program feature. The program was implemented by EDC and funded by USAID. **Evaluator:** External, International Business & Technical Consultants, Inc. **Location:** Somalia	Basic education (accelerated learning) Life skills General training on entrepreneurship Access to youth friendly loans or stock Financial literacy Apprenticeships or on-the-job training Job match and mediation Mentoring ICT **# of youth served**: 10,573 **Completion rate**: 87%	**Design**: Performance evaluation **Sample:** 480 youth, 83 stakeholders, 122 parents and community members **Data Collection:** Surveys, focus groups, youth and key informant interviews **Limitations:** 1) Due to the conflict in Somalia, it was difficult to reach certain groups of the youth that had participated in the program. 2) At the time of the evaluation, the program was closing down so some staff had moved to other jobs.	**General:** 1) 78% of youth participants who received vocational training were placed with outside employers 2) 52% of those in entrepreneurship training were placed in businesses/employment 3) More than 50% of youth attributed their employment placement to the program. 4) More than 60% said that skills attained as a result of the training improve their prospects for future employment or self-employment 5) Parents commented on how the program helped to create a sense of hope and improve their children's morale. 6) Interviews with parents and other stakeholders consistently indicated that provision of education and training was paramount to improving security and stability of their communities. 7) Innovative ICTs in a developing country context present numerous challenges that can take time to overcome. Nevertheless, the benefits of ICTs outweighed the disadvantages. The numbers reached would not have been possible without the use of ICTs including cellular phones. **Youth**: All participants were considered youth. **Gender**: 1) About 41% of enrollees in entrepreneurship training were females. The completion rate among females (90%) was slightly higher than that of males (85%). Females were under-represented in the vocational training component (37%). 2) In a post survey, the average monthly income for female graduates was US$ 83, while male graduates earned a monthly average of US$ 141.

Source	Youth Development Components	Methodology	Study Findings
Source: Mercy Corps, 2012 **Purpose:** This report presents results of the final evaluation conducted for the Support for Kosovo's Young Leaders (SKYL) program funded by USAID and implemented by Mercy Corps and three local NGO partners for youth ages 15–26 from October 2008 through November 2011. **Evaluator:** Internal and external, Mercy Corps along with an external consultant **Location:** Kosovo	Institutional capacity building Life skills General training on entrepreneurship Apprenticeships or on-the-job training Access to youth friendly loans or stock Business plan development Mentoring Civic engagement Conflict mediation, peace building **# of youth served**: 2,483 young people have received training, leadership and negotiation skills **Completion rate**: Unavailable	**Design**: Performance evaluation **Sample:** Approximately 72 Albanian and Serb youth for focus groups, rest of sample unclear **Data Collection:** Surveys, focus groups, youth and key informant interviews, most significant change stories **Limitations:** 1) The most challenging of the methodologies employed were the focus group discussions. Causal factors include weaknesses by facilitators to surface elaboration on responses, recording of discussions and translation difficulties.	**General:** 1) 459 youth received follow-on employment with outside employers 2) 12 businesses were started by youth and continued for at least one year 3) Participants planned and implemented 27 community projects which affected 11,600 people. 4) Adults and youth report increased understanding among youth from different ethnic groups, an increase in life and employability skills, and better access to employment opportunities **Youth**: All participants were considered youth. **Gender**: Findings were not disaggregated, but there was a high focus on inclusion of females in the program.

Source	Youth Development Components	Methodology	Study Findings
Source: CEDPA, 2012 **Purpose**: This report evaluates "Towards a Better Future: Improving Educational and Health Outcomes for Boys and Girls" for youth ages 10–14 offering expanded life skills curriculum, technical and institutional capacity building, and enhanced community support. **Evaluator:** Internal, CEDPA **Location**: Swaziland	Life skills Financial literacy Health education Institutional capacity building **# of youth served:** 827	**Design:** Performance evaluation **Sample**: 60 youth for rapid assessment **Data Collection**: Rapid participatory assessment; pre and post tests for financial literacy; parent survey **Limitations**: Not discussed	**General:** 1) The program seems to have effectively raised the level of awareness and knowledge among youth in the areas of reproductive health and HIV/AIDS, financial literacy, and other topics such as issues related to gender equity and gender-based violence. 2) Youth indicated post program that they feel confident that they can manage their own money, and 82% said that they know how to barter goods and services for the things they need. 3) Program facilitators learned new participatory approaches to teaching and shared their learning from the program with others. 4) Staff and organizational capacity has improved in that they can independently manage program budgets, work plans and M&E activities to meet the standards of CEDPA's reporting requirements. **Youth**: All participants were considered youth. **Gender**: 86% of girls completed the program compared to 39% of boys.
Source: USAID/Haiti, 2012 **Purpose:** To evaluate the effectiveness of Haitian Out-of-School Youth Livel hood Initiative intended to reintegrate marginalized youth into society; improve the capacity of community-based organizations and government institutions in working with out-of-school youth; and disseminate HIV/AIDS awareness and prevention messages to out-of- school youth, ages 15–24. Funded by USAID through EQUIP3. **Evaluator:** External, LTL Strategies **Location:** Haiti	Apprenticeships or on-the-job training Classroom vocational training Life skills Vouchers Bridging, follow-up support, or accompaniment General training on entrepreneurship Business plan development Health, HIV/AIDS prevention education Basic education Institutional capacity building **# of youth served**: 13,050	**Design**: Performance evaluation **Sample:** 13,050 minimally educated youth **Data Collection:** Document review, surveys, interviews, focus groups, and indicator data collected by the program **Limitations:** Not discussed	**General**: 1) 53% of participants had gained employment or better employment (including short, medium and long term). 2) 49% of participants had transitioned to further education and training. 3) 200 community-based organizations had received technical and management/financial training, site visits, and one-to-one support and reported the following benefits: 88% increase in the number of CBOs that provided daily services to youth; 59% were either accredited or working on accreditation as a result of IDEJEN support. 4) More than 300 peer educators had provided HIV/AIDS information and referrals to more than 60,000 community members throughout Haiti. **Youth:** All participants defined as youth. **Gender:** Findings were not disaggregated.

Source	Youth Development Components	Methodology	Study Findings
Source: Blattman & Annan, 2011 **Purpose**: To evaluate the impact of a reintegration and agricultural livel hoods program for high-risk Liberian youth (average age 30 years) operated by the NGO Landmine Action. **Evaluator**: External, Innovations for Poverty Action **Location**: L beria	Apprenticeship or on-the-job training Classroom vocational training General training on entrepreneurship Life skills Vouchers Access to youth-tailored loans or stock Basic education (numeracy, literacy) Psychosocial counseling **# of youth served:** Approximately 536	**Design:** Experimental, randomized control group **Cost-Effectiveness Analysis** **Sample:** 1,330 ex-combatant youth randomly assigned to either treatment or control **Data Collection**: Interviews with 37 treatment and 13 control group youth; surveys of treatment and control groups at baseline, 12 and 16 months after program completion **Limitations**: 1) The evaluation method relies on people's self-reported data. Measurement error and misreporting is a risk, and will have small to serious effects depending on the nature of that misreporting.	**General:** 1) More than a year after completion of the program, program participants are at least a quarter more likely to be engaged in agriculture, and almost a third more likely to have sold crops 2) Small (3%) but not statistically significant decrease in participation in potentially illicit activities among the treatment group. 3) A sizable increase in average wealth from the program, especially in household durable assets, but no change in current income (measured for last week and last month), savings, or spending for the average program participant. 4) Modest improvements in social engagement, citizenship, and stability for participants. 5) Participants less likely to have been interested in, or mobilized into, the election violence in Cote d'Ivoire. 6) Roughly half of program participants reported that the psychosocial training or one-on-one counseling was the part of the program that most changed their life. 7) Qualitative data suggests a substantial change in confidence and less aggressive and risky behavior for participants. **Youth:** All participants were defined as youth. **Gender:** Females and males were equally likely to be engaged in agriculture, and the impact of the program is about the same for both genders. **Cost-Effectiveness:** 1) Given scarce aid and resources for employment generation, the most cost-effective means of expanding the returns to smal holder commercial agriculture probably involves a shift in emphasis from skills training toward capital. 2) More of both are clearly better per beneficiary, but the opportunity cost may be high in terms of other beneficiaries not served.

Source	Youth Development Components	Methodology	Study Findings
Source: Amin, 2011 **Purpose**: To evaluate the "Kishori Abhijan" (Adolescent Girls' Adventure) program offered to girls ages 13–22 aimed to lower school dropout rates, increase girls' independent economic activity, and raise the age at which girls marry. Implemented by Bangladesh Rural Advancement Committee (BRAC) and the Centre for Mass Education in Science (CMES). Funded by UNICEF and the United Nations Population Fund (UNFPA). **Evaluator:** External, the Population Council, in collaboration with the Bangladesh Institute of Development Studies (BIDS) **Location**: Bangladesh	Life skills General training on entrepreneurship Health, HIV/AIDS or other prevention education Mentoring Access to youth friendly loans or stock Job match and mediation **# of youth served:** 15,000	**Design:** Experimental design, randomly assigned villages but with matched participant and non-participant analyses due to characteristic differences **Sample:** 445 participants were surveyed, 360 were matched with youth who did not participate in the program **Data Collection**: Surveys and in-depth interviews. **Limitations:** Not discussed	**General:** 1) Although most project participants delayed marriage longer than did their matched counterparts who did not participate, these findings were not statistically significant. 2) Kishori Abhijan increased both the number of girls working for cash and the amount of income they earned. These outcomes were most pronounced in programs that included microcredit. Despite concerns about conflicts between work and schooling, cash work did not lead to school dropout. 3) Girls in rural Bangladesh usually continue to attend secondary school until they marry, and their participation in Kishori Abhijan had no significant effect on school dropout rates. 4) There were substantive improvements in specific knowledge about health and disease among project participants relative to nonparticipants. Participants were more likely to give accurate answers to questions about transmission of HIV and about aspects of female reproductive biology. 5) Participants had formed a stronger sense of self-worth and connectedness. They were more likely to report having friends in the same village and more likely to have traveled outside the village, gone to the movies, visited friends in the village, listened to the radio, watched television, and read the newspaper. **Youth:** All participants were considered youth. **Gender:** All participants were women or girls.
Source: Hallman & Roca, 2011 **Purpose**: To evaluate the Siyakha Nentsha, implemented by the Is hlangu Health and Development Agency and the Population Council, which aims to build economic, health, and social capabilities among highly vulnerable adolescents in grades 10 and 11. Funded by DFID. **Evaluator**: Internal, Population Council **Location**: South Africa	Life skills Health education Financial literacy General training on entrepreneurship **# of youth served:** More than 1,400 since 2008	**Design:** Quasi-experimental, using comparison and control groups **Sample:** All participants youth **Data Collection**: Pre-post face-to-face interview/survey **Limitations:** Not discussed	**General:** Compared to the control group, all Siyakha Nentsha participants (regardless of sex or version of the program) were more likely than those in the control group to know of a place to get condoms, had improved budgeting and planning skills, and were more likely to have attempted to open a bank account. **Youth**: All participants were considered youth. **Gender**: 1) Siyakha Nentsha girls (compared with girls in the control group) reported feeling higher self-esteem and greater confidence in their ability to obtain a condom if necessary. 2) Siyakha Nentsha boys were more likely to have remained sexually abstinent between survey rounds, and Siyakha Nentsha boys who did have sex reported having fewer sexual partners than did boys in the control group. 3) Compared with participants who received the partial Siyakha Nentsha package (health and social capabilities), girls with the full Siyakha Nentsha package (financial capabilities added) felt greater levels of social inclusion in their communities and were more likely to have obtained a national birth certificate. 4) Among Siyakha Nentsha boys, those who received financial education (compared to those who received health and social education only) were more likely to have reported undertaking an income-generating activity between survey rounds.

Source	Youth Development Components	Methodology	Study Findings
Source: BRAC, 2011 **Purpose:** This baseline report summarizes the findings from an assessment on the impact of BRAC Uganda's Microfinance Multiplied strategy in three program areas and one control area in terms of human assets (education and health), physical assets, consumption, financial assets (including saving and borrowing patterns), social assets, employment and entrepreneurship. Implemented by BRAC for the community, and it has adult and youth populations. **Evaluator:** Internal, Meri Poghosyan **Location:** Uganda	Microfinance groups Access to youth friendly loans or stock Health education General training on entrepreneurship **# of youth served: More than** 140,431 **Completion rate:** Unavailable	**Design:** Quasi-experimental design, using comparison groups in randomized survey locations within each county stratum **Sample:** 13,229 households **Data Collection:** Surveys, focus group, interviews. **Limitations:** 1) Households in agricultural areas were worse off in many outcomes and these were the areas furthest away from town centers. This means that this current study is not dealing with perfect comparison groups.	**General:** 1) BRAC community members had better literacy rates, school enrollment rates, and school attainment rates. 2) There were few consistent indicators of health differences between comparison communities. 3) BRAC community members had higher expenditures on food, rent/utilities, furniture and appliances, household goods, clothes/shoes, transportation and other expenses. 4) BRAC community members fared better on welfare indicators like having a good quality latrine, roof, and walls. 5) BRAC community participants were more likely to own a car, a motorcycle, a TV, a mobile phone or a radio. 6) BRAC community members have more savings and are more likely to keep it in a bank. **Youth:** 1) 92% of young males and 87% of young females can read and write. 2) Less than a third of people age 14 and above held a wage-earning job in the last 12 months. **Gender:** 1) Although male- and female-headed households had the same propensity to have savings, the average savings amount for female-headed households was half that of male-headed households. 2) Female-headed households were less likely to have applied for loans; there was no significant difference in the average amount of loans borrowed. 3) Although food made up the majority of monthly consumption, female-headed households spent less money on food than male-headed households.

Source	Youth Development Components	Methodology	Study Findings
Source: Nigmatov, 2011 **Purpose:** To evaluate the effects of the Youth Theater for Peace (YTP) program aimed at youth ages 15–16. The YTP model was designed in order to create opportunities for contact and exchange between adversarial groups. It utilizes Drama for Conflict Transformation (DCT) activities, which serve to influence participants' attitudes and behaviors toward conflict issues. Implemented by IREX and funded by USAID. **Evaluator:** External, Vadim Nigmatov (independent consultant) **Location:** Kyrgyzstan and Tajikistan (Although these countries are not on any conflict lists, the report is focused on conflict mediation and gives a compelling argument for these two areas as "at risk" for conflict.)	Recreational activities Conflict mediation and peace building Leadership skills **# of youth served:** Approximately 7,383 youth in Tajikistan; 9,300 youth in Kyrgyzstan (Audience consisting of youth and adults reached was 37,500.) **Completion rate:** Unavailable	**Design:** Quasi-experimental design, using comparison non-participant group **Sample:** 119 (102 youth and 17 adult participants); 15 community leaders; 160 community members **Data Collection:** Youth surveys, community focus groups, community leader interviews. **Limitations:** 1) The program participants were those who had taken their own initiative to become involved in YTP; thus, it is likely that they would have started with better attitudes and behaviors towards conflict issues and those of other ethnicities, religions and nationalities. 2) Due to the nature of the method, the findings of focus groups could be influenced by the subjective views of the evaluator. 3) Focus group and survey respondents may also have provided more favorable information about the program due to the participation of local partners in the data collection. 4) Survey and focus groups in communities with respondents speaking Uzbek or Kyrgyz only were conducted with the help of a translator. This could also influence the findings, particularly related to focus groups where facilitation is influenced by translation.	**General:** 1) 100% of program participants in both countries reported being confident in their ability to help to resolve interpersonal disagreements or conflicts in a peaceful way, compared to approximately 37% in Tajikistan and 55% in Kyrgyzstan comparison groups. 2) Nearly 98% of program participants in both countries reported confidence in their ability to positively affect conflict situations in their community, compared to about 15% of comparison respondents in Tajikistan and 31% in Kyrgyzstan. 3) 100% of participants in Taj kistan and about 98% in Kyrgyzstan reported being able to communicate well with people of another ethnicity, religious group or nationality, compared to 44% of comparison group respondents in Tajikistan and about 81% in Kyrgyzstan. 4) 90% of program participants in Taj kistan and Kyrgyzstan reported having confidence in speaking in front of large audiences (25+ people), compared to about 10% of the comparison group in Tajikistan and 17% in Kyrgyzstan. **Youth:** All participants were considered youth. **Gender:** Findings were not disaggregated.

Source	Youth Development Components	Methodology	Study Findings
Source: Right to Play, 2011 **Purpose**: This report provides a mid-project evaluation of the Right To Play's (RtP) "Sport and Play Program for Afghan Refugee and Pakistani Children/Youth" in Peshawar and Quetta for children and youth ages 6-20+. Implemented by a partnership between the Youth Resource Centre, Afghanistan Ministry of Education, Afghan Consulate, Commissioner for Afghan Refugees, International Rescue Committee, and District Education Departments. Funded by the Royal Norwegian Ministry of Foreign Affairs. **Evaluator:** External, Pakistani independent consulting team **Location**: Afghanistan, Pakistan	Recreational activities Health Basic education Life skills Civic engagement Conflict mediation, peace building Institutional capacity building **# of youth served:** 22,459 children/youth participated in regular activities, and more than 10,000 children participated in special events, play days and sport festivals	**Design:** Performance evaluation, random selection of 12 schools out of 35 participating in the program **Sample**: Almost 500 respondents (59% male and 41% female). 75% were students. 64% of the sample was from Peshawar and 36% from Quetta. **Data Collection**: Review of program documents, semi-structured interviews, focus group discussions, and observation of activities and facilities in both program areas. **Limitations**: Not discussed	**General:** 1) Teachers are using more participatory, learner-centered instructional approaches and positive classroom management strategies. 2) Corporal punishment is being used less frequently. 3) Youth reported being better able to manage their anger and to resolve conflicts without resorting to violence. 4) Children and youth reported learning through experience about teamwork and cooperation, communication skills such as expressing their feelings and giving feedback, following safety rules, and respecting elders. 5) Children and youth reported increases in physical strength and energy as well as improvements in personal hygiene. 6) Youth are demonstrating their leadership as junior leaders and through action projects. 7) Teachers reported an increase in students' alertness, confidence, patience, discipline, and emotional control and fewer behavior management problems in participating classes. 8) Head coaches and leaders demonstrated their inclusion of children with disabilities. 9) Parents want to send their children to these schools, and attendance has increased among enrolled students. 10) The sample schools all have safe play spaces for children of all age groups, and are access ble for children with disabilities. **Youth:** All participants were considered youth **Gender:** 1) Findings not disaggregated, but program achieved a high level of female participation. 50% of participants were girls, over 50% were leaders and teachers, and over 35% of junior leaders were girls.

Source	Youth Development Components	Methodology	Study Findings
Source: CEDPA, 2011 **Purpose:** To evaluate the Better Life Options (BLO) program in Nigeria) intended to empower young girls and boys (ages 10–19) to improve life skills and gender awareness along with helping them make healthy and productive choices regarding their education, reproductive health, and civic participation. Funded by the ExxonMobile Foundation. **Evaluator:** Internal, CEDPA **Location:** Nigeria	Life skills Institutional capacity building	**Design**: Performance evaluation **Sample:** 174 youth who were available for interviews at baseline and 2 follow-up time periods **Data Collection:** CEDPA's Capacity Assessment Tool (C-CAT); surveys with youth measuring knowledge, attitude and behaviors at baseline, 1 year, and 2 years post program **Limitation(s):** Not discussed	**General**: 1) Results from the first follow-on survey show a high rate of education re-enrollment (35%) in the sample population in formal school, while the second survey showed a higher rate of re-enrollment (66%). This increase in re-enrollment suggests that, over time, girls and boys who complete the BLO program are l kely to re-enroll in formal or vocational school, even if it is not immediately after or during program implementation. 2) Both 1 and 2 years after completing the BLO program, the participants maintained enthusiasm for education. No significant changes were seen over time, and scores remained very high at baseline and end line, showing that youth do find education important in their lives. 3) HIV/AIDS knowledge seemed to increase slightly, but was not significantly different. Reproductive health knowledge scores decreased. 4) Level of community involvement decreased over time. 5) There was only a small increase in self-efficacy scores over time; it was not statistically significant. 6) There was no difference at all in gender-based attitudes from pre- to post-test. 7) Among the four areas assessed with the C-CAT, the largest gains were seen in M&E and financial management. Improvements in capacity scores for M&E ranged from 62 to 91%. Financial management also saw improvements in scores ranging from 45 to 90% across all organizations. **Youth:** All participants were considered youth. **Gender:** Findings were not disaggregated.

Source	Youth Development Components	Methodology	Study Findings
Source: Hyatt & Auten, 2011 **Purpose:** To evaluate the components of the Palestinian Youth Empowerment Program (Ruwwad) aimed at building capacity for Youth Development Resource Centers (YDRCs) and offering other services to Palestinian youth age 14–30. Funded by USAID. **Evaluator:** External, JBS International **Location:** West Bank/Gaza	Civic education Civic engagement Institutional capacity building Life skills (via internships) ICT training **# of youth served**: 865 youth participated in civic education; 65 youth participated in life skills internships; 1,545 youth participated in ICT training. **Completion rate**: 94% of males and 82% of females completed the civic education training.	**Design**: Performance evaluation **Sample:** Sample size unclear **Data Collection:** Project data captured in database and interviews with youth, stakeholders and staff **Limitations:** 1) Program data collected over time was not available at the time of the evaluation. 2) Most data captured was quantitative, making it difficult to establish impact or outcome effects,	**General**: 1) The physical infrastructure of the YDRC's was enhanced, either through renovation of its existing facilities to add space including computer labs to allow for diverse programmatic offerings and to improve the physical appearance of the club, or through construction of a totally new facility. 2) Youth participated in a variety of programs with the possibility of teaching life and employability skills. **Youth:** All participants were considered youth. **Gender:** Generally recommended that program have a better focus on females, especially those with children

Source	Youth Development Components	Methodology	Study Findings
Source: S. Hamilton, M. Hamilton & Greenwood, 2011 **Purpose**: The study examines four selected programs in Latin America—Por un Manana, Fundación Gente Nueva; Terminalidad Fundación SES; Casas Francisco Esperaza, Fundación Paz y Bien; and Jóvenes Constructores de la Comunidad (JCC)—serving youth ages 7–20+ that are unemployed and out of school. **Evaluator**: Internal/Cornell **Location**: Argentina, Colombia, Mexico	Life skills General training on entrepreneurship Classroom vocational training Apprenticeship or on-the-job training Mentoring Conflict mediation, peace building Recreational activities Basic education **# of youth served:** Not available for all programs, groups ranged from 35–636.	**Design:** Case study/action research design. Included service providers and recipients in research process. **Sample:** Male and female youth who were participants in the programs being examined **Data Collection**: Interviews, questionnaires, observations of youth meetings, staff meetings, youth activities **Limitations:** Not discussed	**General:** 1) Better attitudes (belief in future, sense of purpose) 2) Some graduates earned vocational certificates. 3) Increase in self-esteem, assertiveness **Youth:** All participants were defined as youth. **Gender:** Findings were not disaggregated.

Source	Youth Development Components	Methodology	Study Findings
Source: Mercy Corps, 2011 **Purpose:** To evaluate the Mercy Corps' Rift Valley Local Empowerment for Peace (LEAP) project focused on youth ages 18–35 and funded by USAID. **Location:** Kenya **Evaluator:** Internal, Mercy Corps	General training on entrepreneurship Leadership and organizational skills Job placement Conflict mediation/peace building Self-help or support groups Recreational activities **# of youth served:** Unavailable **Completion rate:** Unavailable	**Design:** Performance evaluation, using household surveys implemented at 3 time periods **Sample:** Baseline- 472 respondents in Uasin Gishu and Kericho districts; end line- 491 respondents in Uasin Gishu and Kericho districts; 3 months later- random sample of 1,041 individuals in 8 districts **Data Collection:** Youth household survey data collected at baseline, end line, and 3 months later ; local secondary data reports; interviews and focus groups with youth, partners, and LEAP staff **Limitations:** 1) The measurements, including scales, used for the variables were not all based on standardized instruments with proven levels of construct validity and reliability. The measurements may not accurately reflect the factors being studied, thus limiting the confidence that can be placed in the findings or associations between them. 2) Because the study largely relied on post hoc analysis of secondary data, it was limited to examining the variables on which reliable data was available. Not all of the data was of sufficient quality to analyze or generalize from.	**General:** 1) The LEAP program seemed to have no impact on employment status; however, results showed that if youth are employed, then they are less likely to join violent movements for economic gain. 2) The program does seem to have had an influence on the existence of and participation in peace dialogues. 3) The program also seems to have had an impact on the existence of youth collective action and interaction with members of other ethnic groups. **Youth:** All participants were defined as youth **Gender:** Out of gender, age, education levels, and urban /rural status, only gender was found to be correlated with a propensity towards political violence. Being a female is a significant predictor of less accepting attitudes towards the use of political violence.

Source	Youth Development Components	Methodology	Study Findings
Source: Guerra et al, 2010 **Purpose:** Evaluates the impact of a youth development and violence prevention program for at-risk inner-city adolescents from urban (Kingston) Jamaica. The Kingston YMCA Youth Development Programme engages at-risk adolescent boys (ages 14–16) who are not attending school because of academic or social problems, typically aggressive and defiant behavior. **Evaluator:** External, University of West Indies (Mona, Jamaica) **Location:** Jamaica	Basic education Life skills Recreational activities General classroom vocational training **# of youth served: total:** +200	**Design:** Quasi-experimental, wait-list control group and community control group **Sample:** Two samples: YMCA enrolled youth (125) and waitlist control (55) plus YMCA graduates (56) and a matched community sample (60). **Data Collection:** Interviews administering the Jamaica Youth Survey **Limitations:** Not discussed	**General:** 1) Increases in self-esteem (positive sense of self, moral beliefs, decision making) 2) Decreases in propensity for aggressive behavior 3) Higher school completion 4) For the currently enrolled sample, significant reductions in aggressive behavior were found after controlling for aggressive propensity. 5) For the graduate sample, significant reductions in aggressive propensity and aggressive behavior were found several years after program completion. **Youth:** All participants were considered youth. **Gender:** All participants were male.
Source: YouthBuild, 2010 **Purpose**: To evaluate the YouthBuild program for at-risk, gang-involved youth ages 15–25 in Guatemala, El Salvador, Honduras and Nicaragua. Implemented by Catholic Relief Services and YouthBuild International. Funded by IYF. **Evaluator**: External/Name not available **Location**: Guatemala, El Salvador, Honduras and Nicaragua	Life skills Classroom vocational training Job match and mediation General training on entrepreneurship Access to youth friendly loans or stock **# of youth served:** 490	**Design:** Experimental design, randomized control group **Sample:** 113 youth participants **Data Collection**: Qualitative interviews **Limitations:** Not discussed.	**General:** 1) Increases in self-esteem and life skills. 2) Lower rates of delinquency. 3) Higher rates of employment—an increase of 32% in the employment rate. 3) 24% of youth who completed the microenterprise training had begun a business at the time of the study. 4) 33% of participants re-enrolled in school. 5) There was an increase in scores on a scale measuring social inclusion and interpersonal relations. **Youth:** All participants were defined as youth. **Gender:** 1) The percentage of self-employed men was slightly more than double that of women. 2) According to follow-up data, 32 youth graduates are in school (33.33%). Of these, 19 are men and 13 are women.

Source	Youth Development Components	Methodology	Study Findings
Source: Whalen, 2010 **Purpose:** To evaluate the appropriateness and effectiveness of the Timor-Leste Prepara Ami ba Serbisu (Preparing Us for Work) project, PAS, that responded to the particular developmental, learning and earning needs of out-of-school, minimally educated, low-skilled youth ages 15–29 in rural districts of Timor-Leste. Local institutions were also targeted for training and capacity building. Funded by USAID through EQUIP3. **Evaluator:** External, Whalen commissioned by EDC **Location:** Timor-Leste	Apprenticeship or on-the-job training Classroom vocational skills training Life skills Vouchers General training on entrepreneurship Business plan development Basic education Institutional capacity building **# of youth served:** Approximately 2,000	**Design**: Performance evaluation **Sample:** Interviews with 54 stakeholders; interviews with 4 youth participants; focus groups with 63 youth participants **Data Collection:** Document review, key informant interviews, focus groups, and data collected from participants in a program database **Limitations:** 1) Lack of access to additional youth participants and translation issues	**General**: 1) 26% of participants had a contract job in the formal sector after the program. 2) 20% of participants had started or improved an income-generating business after the program. 3) Less than 1% had re-enrolled in an education program after the program. 4) 3% had enrolled in further vocational training after the program. 5) Youth reported better self-esteem after the program during focus groups. 6) 208 institutions participated in the PAS program and reported the following benefits: increased capacity to deliver a training program; increased financial management capacity; increased profile and reach into their target populations; improved linkages with other development partners in the district; potential to register as training providers. **Youth:** All participants were defined as youth. **Gender:** 1)127 (or 40%) of those who had a contract job in the formal sector after the program were women. 2) 98 (or 40%) of those who had started or improved an income-generating business after the program were women.
Source: Umsobomvu Youth Fund, 2009 **Purpose**: To evaluate the Graduate Development Programme (GDP), implemented by 13 Further Education and Training Colleges (FET) to build capacity in life and business skills and provide support for unemployed graduates to access employment or self-employment opportunities in 2006. Funded by the Umsobomvu Youth Fund (UYF). **Evaluator:** External, Southern Hemisphere Consultants **Location**: South Africa	Life skills Job match and mediation General training on entrepreneurship Access to youth friending loans or stock Mentoring Health education **# of youth served**: 583	**Design:** Performance evaluation **Cost-Effectiveness Analysis** **Sample**: 41 beneficiaries, 32 stakeholders and staff **Data Collection:** Document review, literature review, 41 in-depth interviews with graduates, focus groups with 14 graduates, and 34 in-depth interviews with placement agencies, employers and staff **Limitations**: 1)Difficulties in accessing all beneficiaries and stakeholders	**General**: 1) Out of 41 graduates interviewed, 31 were employed (76%) and 2 were in internship (5%). 2) 9 out of 41 graduates interviewed indicated they got their job from GDP, but most stated that program helped in securing employment through skills acquired. 3) GDP led to increased knowledge; life skills, computer skills, and how to prepare for job interview; how to prepare for job interview ranked highest. 4) Attitudinal change: Participants say they are more confident, higher self-esteem, and more assertive. **Youth:** All participants were defined as youth, ages 18–35 **Gender**: Findings were not disaggregated. **Cost Effectiveness**: 1) Other program, also funded by UYF, used as a benchmark. 2) The planned cost per participant for current program is almost double the cost per participant of the comparison program. 3) If one compares the programs in terms of cost per participant per module, the comparison program is less costly and possibly more cost effective in terms of program input and output.

Source	Youth Development Components	Methodology	Study Findings
Source: Shahnaz & Karim, 2008 **Purpose**: To evaluate the BRAC Employment and Livelihoods Adolescent Centers (ELAs); these aimed to provide livelihoods and life skills training to girls and young women ages 10–24. Operated by BRAC, funded by Nike Foundation. **Evaluator**: Internal, BRAC **Location**: Bangladesh	Microfinance groups Access to youth friendly loans or stock Life skills Health education Financial literacy **# of youth served:** approximately 712	**Design:** Quasi-experimental design, using comparison groups selected via multistage cluster sampling and propensity score matching **Sample:** 322 participants, 237 nonparticipants **Data Collection**: Surveys done at two time periods **Limitations:** 1) Attrition rate somewhat high at 19%; 2) Groups were not randomly assigned; 3) Nonparticipants are from the same villages as participants so there are possible spillover effects.	**General:** 1) No significant difference was observed in reading skills. However, the participants had higher writing skills compared to the nonparticipants in 2005, and the differences persisted in 2007. 2) The participants appeared to be more engaged in earning activity. Besides, training and borrowing also showed a positive correlation with engagement in the earning sector. 3) When asked about STDs or HIV/AIDS, there was no significant difference between the groups in either 2005 or 2007. 4) The girls involved in centers tend to socialize more than the nonparticipants, and they are also more mobile (able to visit the store, etc.). 5) The extent of financial market participation was much higher among the participants than the comparison group. **Youth:** All participants were considered youth. **Gender:** All participants were female.

Source	Youth Development Components	Methodology	Study Findings
Source: Brady et al., 2007 **Purpose**: To evaluate the Ishraq Program for out-of-school adolescent girls ages 13–15 in rural Upper Egypt aimed at developing skills, increasing self-confidence, building citizenship and leadership abilities, and raising girls' expectations for the future.. Operated by Caritas, CEDPA, the Population Council, and Save the Children. **Evaluator**: External, the Population Council **Location**: Egypt	Basic education Civic education Recreational activities Life skills Health education Classroom vocational training Apprenticeship or on-the-job training **# of youth served:** 277	**Design:** Quasi-experimental design, using control and comparison group **Sample:** 277 who participated in varying levels (some <1yr, 13–29 months, or full 30 months); 134 controls (from different village); 176 did not participate (but in same village) **Data Collection**: Pre- and post-intervention surveys with beneficiaries and control group; focus groups with parents and community members; onsite observations **Limitations:** 1) There may be some selectivity bias; girls who were allowed to participate could have come from more liberal families.	**General:** 1) Participation in Ishraq had a significant net impact on improving academic skills such as writing one's name, solving a math problem, and reading a simple paragraph. Those that participated the full 30 months had the best results. 2) 68.5% of the girls who remained in Ishraq for the full 30 months were enrolled in formal schooling by the end line survey; this was much higher than the control or comparison groups. 3) There were high levels of employment for all groups, thus differences were not seen. 4) The longer the exposure to Ishraq, the greater the decline in the proportion preferring marriage before age 18 and the proportion wanting more than 3 children. 5) Ishraq participants had markedly better knowledge related to nutrition, anemia, and smoking. Reproductive health knowledge also improved with increased exposure to the program. **Youth:** All participants were considered youth. **Gender:** All participants were female.

Source	Youth Development Components	Methodology	Study Findings
Source: Erulkar et al., 2006 **Purpose:** To evaluate the Tap and Reposition Youth program (TRY) targeted to urban out-of-school adolescent girls and young women ages 16–22. Program was implemented by the Population Council and the K-Rep Development Agency (the oldest and largest microfinance institution in Kenya) in order to reduce adolescents' vulnerability to adverse social and reproductive health outcomes, including HIV infection, by improving their livelihood options. Funded by Ford Foundation, DFID, the William H. Kaufman Charitable Foundation, the Turner Foundation, and Effie Westervelt. **Evaluator:** Internal, The Population Council **Location:** Kenya	Microfinance self-help groups General training on entrepreneurship Business plan development Access to youth friendly loans or stock Mentoring Financial literacy Health education Life skills **# of youth served:** Approximately 600	**Design:** Quasi-experimental design, using matched control group **Sample:** 326 participants and their controls were interviewed at baseline and 222 pairs were interviewed at end line. **Data Collection:** Pre- and post-intervention interviews **Limitations:** 1) Low response rate at end line, 68%, and the challenges of controlling for the selectivity of TRY participants.	**General:** 1) At end line, girls who had participated had significantly higher levels of income than nonparticipants. 2) At end line, the assets of TRY participants were considerably higher than those of their peers who had not participated in the program. TRY participants had significantly more savings and were more likely to keep savings in a safe place. 3) Girls who participated in TRY also demonstrated more liberal attitudes than nonparticipants toward gender roles. 4) Participants' reproductive health knowledge was not significantly higher, but there was some indication that TRY girls had greater ability to refuse unwanted sex and insist on condom use, compared with controls. **Youth:** All participants were considered youth. **Gender:** All participants were women or girls.
Source: Addy & Stevens, 2006 **Purpose:** This report evaluates the Youth Education for Life Skills (YES) program for war-affected youth ages 18–30 operated by Mercy Corps and other partners. Funded by USAID. **Evaluator:** External, Alexa Inc. **Location:** Liberia	Life skills Civic engagement Recreational activities **# of youth served:** 13,391 **Completion rates:** 74–85% depending on the cycle	**Design:** Performance evaluation **Sample:** 273 youth; 48 other stakeholders **Data Collection:** Focus groups with youth, focus groups with elders **Limitations:** The low participation of male ex-combatants, a segment of war-affected youth, affected the overall true impact of the program.	**General:** 1) Participants reported an increase in the awareness of methods to prevent diseases, such as HIV/AIDS and malaria. 2) Participants saw an increase in knowledge and change in attitudes regarding HIV/AIDS post-program. 3) The civic engagement activities seemed to serve as conduits of cooperation between the youth and the elders in the community. 4) YES had the greatest influence on the lives of the learning facilitators [community members that delivered the curriculum]; Learning facilitators reported being empowered socially and economically. **Youth:** All participants were defined as youth. **Gender:** 1) Out of the 633 participants, 361 participants were women. 2) Women reported feeling more empowered to be active and outspoken in the community. They also reported that they can now write their names, count from 1 to 100, and say their ABCs. They also said they wanted to continue their education.

Source	Youth Development Components	Methodology	Study Findings
Source: Anastacio, 2006 **Purpose:** To evaluate the Learning for Life (LFL) project that trained women (age 24) and older girls (age 19) to become community health workers. Implemented by Management Sciences for Health and funded by USAID. **Evaluator:** Internal, University of Massachusetts **Location:** Afghanistan	Classroom vocational skills training Health education Basic education Institutional capacity building **# of youth served**: 8,500 women served (youth were average 19 years old; adult women were average 24 years old) **Completion rate**: 94%	**Design**: Performance evaluation **Cost-Effectiveness Analysis** **Sample:** 370 interviews with participants, staff and community members; 23 focus groups with participants **Data Collection:** Document review; focus groups with participants; interviews with participants, staff, community members; literacy tests for participants **Limitations**: 1) Accessing various locations was difficult due to weather and security issues; 2) It was often unclear what literacy level participants had when they entered the program; no baseline was done	**General**: 1) 90% of participants who took a grade 3 equivalency test after the project passed. 2) 91% of participants who took a grade 6 equivalency test after the project passed. 3) 98% of participants passed a health knowledge test after the project. 4) Many of the women reported sharing the health information that they learned in class with their families. **Youth**: Findings were not disaggregated. **Gende**r: All participants were women or girls. **Cost Effectiveness**: 1) From a cost-effectiveness viewpoint, initially LFL projected about $720/learner but by end of program, it was approximately $370/learner.

Source	Youth Development Components	Methodology	Study Findings
Source: Yeager, 2006 **Purpose:** To provide a mid-project evaluation of the Community Youth Peace Education Program (CYPEP), an urban program focused on peace building and conflict resolution targeted to at-risk youth ages 18–35. This program was developed by the Liberia Transition Initiative (LTI), a transitional support program funded by USAID's Office of Transition Initiatives (OTI) in Lberia. Implemented by Creative Associates International, Inc. **Evaluator:** External, Jo Anne Yeager Sallah (independent consultant) **Location:** Liberia	Conflict mediation and peace building Life skills Health education Civic education Civic engagement **# of youth served:** More than 4,800 **Completion rates:** 76% phase one, 86% phase two	**Design:** Performance evaluation **Sample:** 57 program participants **Data Collection:** Surveys, interviews, document review, focus group, direct observation of selected training sessions. **Limitations:** 1) The lack of a baseline and/or established monitoring indicators for the CYPEP presented a challenge for the mid-term evaluation. 2) Another limitation was the time frame and time allocated for the mid-term evaluation. The evaluation was carried out at a busy time in Liberia, as the inauguration of President Ellen Johnson Sirleaf took place while the survey teams were scheduled to be in the field. Due to time limitations, the sample frame was then limited to two of the six areas covered by the CYPEP program.	**General:** 1) Participants genuinely feel that their lives have been improved and a positive and lasting change has occurred as a result of the training. 2) Participants said they were more lkely to settle disputes in a non-violent manner as a result of the training. 3) Participants also said they were more likely to practice safe sex. 4) Analysis of the data indicates that majority of participants (62%) felt that their expectations for the training were met. **Youth:** All participants were considered youth. **Gender**: Findings were not disaggregated, but the sample consisted of 61% males and 39% females.

Source	Youth Development Components	Methodology	Study Findings
Source: Hahn et al., 2006 **Purpose**: A synthesis report from a pilot measurement system to evaluate outcomes in the Make a Connection global network of projects for youth up to age 24. This initiative promotes the positive development of young people through nurturing 12 key life skills. Make a Connection is funded by Nokia and managed by the International Youth Foundation. **Evaluator:** External, Center for Youth and Communities, Brandeis University **Location**: Global, including the United States	Life Skills **# of youth served:** Unavailable	**Design:** Cross-sectional survey **Sample:** Surveys from 2,800 youth in 13 countries **Data Collection:** Literature review, surveys, outcomes measurement system (OMS): 11 programs participated in a prospective study by which surveys were administered to youth at 3 points (baseline, program completion, and after program completion). 11 programs administered a single retrospective survey to young people. **Limitations:** Not discussed	**General:** 1) The programs produced meaningful and positive improvements in a variety of life skills and other youth outcomes. 2) 95% of young people surveyed in 12 countries said they had experienced an increase in key life skills targeted through the initiative. Cooperation, self-confidence, and creative thinking were the three skills that youth cited most frequently as showing improvement as a result of their participation in the program. 3) In programs emphasizing youth volunteerism, 72% of youth continued their involvement in volunteer projects after completing the program. 4) In many of the countries studied, youth reported positive educational outcomes after participating in the program. In 9 countries, an average of 43% of students reported getting better grades; in 10 countries, an average of 50% of students reported working harder in school. Additionally, in 11 countries, an average of 66% of youth reported that they now think they can reach a higher level of education. 5) In all of the countries studied, many youth felt more confident about their future after participating in local programs. For example, in 10 of the countries, an average of 74% of participants said their project was "excellent" or "very good" at helping them to prepare for a better life, while 66% said that it was "excellent" or "very good" at giving them confidence to deal with challenging situations. **Youth:** All participants were considered youth. **Gender**: Findings were not disaggregated.

Source	Youth Development Components	Methodology	Study Findings
Source: CEDPA, 2005 **Purpose**: To evaluate the New Visions program for Egyptian boys and young men ages 12–20, which aimed to teach them life skills and increase their gender sensitivity. Implemented by over 216 non-governmental agencies and funded by USAID. **Evaluator**: Unavailable **Location**: Egypt	Life skills Health education Gender sensitivity **# of youth served:** 15,802	**Design:** Performance evaluation **Sample:** 1,477 boys who completed the program **Data Collection**: Pre- and post-intervention test questionnaires; focus groups **Limitations:** Not discussed	**General:** 1) Participants had statistically significant changes in coping with anger and stress, expressing themselves in front of peers, and having a greater awareness of their personal strengths and skills. 2) At end line, respondents had significantly more favorable views about shared responsibility in family decision making, community service, political participation and household duties than at baseline. 3) Respondents were also significantly more likely to support equitable treatment for boys and girls in relation to attire, work, and marriage age after the program. 4) Knowledge of a source of family planning increased from 68% at baseline to 94% at end line, along with HIV specific knowledge. 5)Positive shifts in attitudes toward male-female interaction, female genital mutilation, and gender-based violence were found. **Youth:** All participants were considered youth. **Gender:** All participants were boys or young men.

Source	Youth Development Components	Methodology	Study Findings
Source: Mensch et al., 2004 **Purpose**: To evaluate an intervention for girls ages 14–19 that provided reproductive health information, vocational counseling and training, and assistance with opening savings accounts in slum areas of Allahabad in Uttar Pradesh, India. Implemented by CARE and the Population Council. **Evaluator:** Internal, The Population Council **Location:** India	Health education Classroom vocational training Job match and mediation Bridging, follow-up support, or accompaniment Financial literacy **# of youth served:** 525	**Design:** Quasi-experimental design, using a comparison group and propensity score matching **Sample:** Household surveys with 3,199 at baseline and 6,148 at end line **Data Collection**: Household survey of youth ages 14–19, literature review, interviews **Limitations:** 1) Fielding a longitudinal survey in urban slum areas was more problematic than originally anticipated. 2) The large difference in sample size between the baseline and the end line surveys was unexpected. 3) Even when the evaluators managed to interview the same adolescents at both survey rounds, their answers to questions about aspects of their lives that logically should not have changed or should have changed in a particular direction indicated that there were reporting problems. 4) Even had data collection gone smoothly, the intervention was of too short a duration and insufficiently intensive to produce a sizable effect; the girls were not involved in group meetings or vocational training for a long enough period of time to alter their attitudes or behavior significantly.	**General:** 1) The difference in scores from pre- to post-intervention on gender-role attitudes, knowledge of safe spaces for meeting, self-esteem, social skills, group membership, reproductive health knowledge, and mean hours spent at leisure activities is greater among respondents who participated in the intervention than among respondents from the control (but not all of these were statistically significant). 2) No impact was found on variables such as desired age at marriage, ability to go alone to visit relatives, expectation to be working in 10 years, hours spent performing domestic chores, hours spent visiting friends, and hours spent in labor market work. **Youth:** All participants were considered youth. **Gender:** Findings were not disaggregated.

Source	Youth Development Components	Methodology	Study Findings
Source: CEDPA, 2003 **Purpose**: To evaluate the New Horizons program for Egyptian girls and young women ages 9–20, which aimed to teach them life skills and reproductive health. Implemented by CEDPA with 144 partner organizations and funded by USAID. **Evaluator**: External, North South Consultants Exchange **Location**: Egypt	Life skills Health education **# of youth served:** 28,251	**Design:** Performance evaluation **Sample:** Approximately152 beneficiaries; 14 parents, 19 male siblings, 18 staff, 12 community leaders **Data Collection**: Focus groups with participants; in-depth interviews with staff, parents, male siblings, and community stakeholders **Limitations:** Government would not approve use of survey methodology for data collection	**General:** 1) The beneficiaries' opinion about education changed positively, and their school performance was improved. Among those girls who had dropped out of school, many had restarted studying. The beneficiaries' mothers became more interested in their daughters' education. 2) The beneficiaries gained necessary knowledge in self-care and medical care for the family. The gained skills have given them increased access to the community. Building on existing values and beliefs, the information given in the program was useful in making participants aware of various health issues. 3) After the classes, all beneficiaries showed a better understanding of their bodies and gave more priority to their health concerns. 4) Girls and young women who participated in project activities were likely to have greater self-confidence and better communication with parents, family members and others in the community. **Youth:** All participants were considered youth. **Gender:** All participants were girls or young women.

Source	Youth Development Components	Methodology	Study Findings
Source: Buj et al., 2003 **Purpose:** This paper is an evaluation of the International Organization of Migration's support program for ex-combatant children 14–18 years old in Colombia. Funded by USAID. **Evaluator:** External, Colombia University Evaluation Team **Location:** Colombia	Basic education Classroom vocational skills training Apprenticeships or on-the-job training General training in entrepreneurship Job match and mediation Psychosocial counseling Case management and support Recreational activities Conflict mediation, peace building Civic education **# of youth served**: 1,195 ex-combatant children assisted from 1994-12002 **Completion rate:** Unavailable	**Design**: Performance evaluation, process **Sample:** Not descr bed **Data Collection:** Field visits, interviews, literature review **Limitations:** Currently there is no implemented data base that ensures the transmittance and consistency of information as children move through the program. The lack of a data base renders monitoring and evaluation more difficult.	**General:** 1) Projects are highly valued within communities, and numerous positive benefits were perceived to include direct increases in income, a reduction in criminal behavior by those children involved, and a shifting of perceptions by communities regarding the danger of ex-combatant youth. 2) While progress has been made toward developing income-generating opportunities for children, many still do not have viable options once they leave the program. 3) The program has had a continual increase in its enrollment of demobilized child soldiers. There has been a 41% increase in the enrollment of minors into the program. **Youth**: All participants were considered youth. **Gender:** Findings were not disaggregated.

Source	Youth Development Components	Methodology	Study Findings
Source: CEDPA, 2001 **Purpose**: To evaluate the Better Life Options Program (BLP) in India, an empowerment model that offers low-income adolescent girls ages 12–20 a combination of life skills: literacy and vocational training, support to enter and stay in formal school, family life education, and leadership training. A unique feature of the program is its holistic approach integrating education, livelihoods and reproductive health. Funded by USAID. **Evaluator**: External, North South Consultants Exchange **Location**: India	Basic education Classroom vocational skills training Life skills Health education Civic engagement **# of youth served:** over 10,000	**Design:** Experimental design, randomly selected intervention and matched control group (post-test only) **Sample:** 835 beneficiaries, 858 controls **Data Collection**: Post-test only questionnaire **Limitations:** 1) Finding the program alumnae was difficult because many of the adolescents had married and moved out of their villages. 2) No baseline data were collected.	**General:** 1) A significantly higher percentage (37%) of BLP alumnae married after the legal age of marriage, 18 years, as compared to the control group (26%). The control group girls were 35% more likely to get married under 18 years. 2) A significantly higher proportion of girls in the BLP group (55%) had a say in the selection of their husbands than in the control group (34%). 3) A significantly higher number of alumnae were literate compared to the controls. Many more BLP girls were also currently studying and had completed secondary schooling. 4) 99% of the BLP alumnae had learned a vocational skill compared to 22% in the controls. 5) The BLP alumnae earnings were 39% higher than that of the control girls. 6) A significantly higher proportion of BLP girls were empowered to make decisions on their own or jointly with others in matters of education, age of marriage, vocational training, health care, and day-to-day matters, such as what food should be cooked or items purchased. 7) The probability of BLP girls discussing family planning with their husbands was 55% higher than the control group. They were also more l kely to use temporary contraceptives. 8) Among unmarried girls, BLP alumnae are 65% more l kely to be aware of AIDS and 17% more likely to know how to prevent HIV/AIDS. These differences are even greater among married respondents. **Youth:** All participants were considered youth. **Gender:** All participants were girls or young women.

Source	Youth Development Components	Methodology	Study Findings
Source: Griffith, 2001 **Purpose**: To evaluate the Adolescent Development Program (ADP), a life skills training program for disadvantaged 16–19 year olds implemented by Service Volunteered for All (SERVOL). Funded by the Bernard van Leer Foundation. **Evaluator**: External, Supreme Consulting Services **Location**: Trinidad and Tobago	Life skills Health education **# of youth served:** approximately 1,800/year	**Design:** Quasi-experimental design, longitudinal tracer study with intervention and comparison group **Sample:** 40 beneficiaries (21 males, 19 females); 39 comparison group (18 males, 21 females) **Data Collection**: Interviews with beneficiaries, parents, employers, community leaders **Limitations:** 1) Two beneficiaries refused to be interviewed	**General:** 1) There was no difference in child-bearing age for males, but more females in the ADP group were childless versus those in the comparison group. 2) ADP respondents reported greater confidence, self-esteem, and self-awareness as a result of the program. Reports from parents and employers indicate a higher self-esteem for ADP participants than those in the comparison group. 3) ADP respondents reported increased levels of tolerance and better communication skills. **Youth:** All participants were considered youth. **Gender:** Findings were not disaggregated.

Source	Youth Development Components	Methodology	Study Findings
Source: UNICEF, 2001 **Purpose:** To evaluate two major psychosocial projects sponsored by UNICEF Indonesia from Oct. 1999 until end of 2001, which was offered to teachers, parents, and children/youth 9–17 years old. **Evaluator:** External, independent consultants **Location:** Indonesia	Psychosocial support Institutional capacity building (teacher training) Recreational activities Self-help or support groups **# of youth served:** Approximately 30,000 **Completion rate:** Unavailable	**Design:** Performance evaluation **Cost Effectiveness Analysis** **Sample:** Mixed methods approach **Data Collection:** Desk study of relevant documents, interviews with project staff and trainees, focus groups, interviews and questionnaires with beneficiaries (children and parents) **Limitations:** 1) Projects were dealing with highly mobile populations and were conducted some time ago, thus difficult to access beneficiaries. 2) No baseline data was collected, so it was more difficult to assess the impact of the projects. 3) Cross-sample comparison was attempted for both projects due to lack of baseline data. 4) Unable to locate appropriate psychosocial tests that have been tested and normed in Indonesia, thus individual questionnaire was necessary to supplement information gained through focus groups with beneficiaries.	**General:** 1) Teachers reported improvements in their own self-esteem, their ability to view children as active learners, and their ability to cope with stress. 2) Teachers reported a good understanding from the training and an ability to understand better their own coping skills. 3) The eye movement desensitization and reprocessing component of the project did not work well because it is a specialized therapy needing to be implemented by advanced professionals with experience. **Youth:** 1) Positive benefits for children from the program were reported, including gains that help them socialize and build community with others the same age. 2) Children were reported by teachers to be less depressed and fearful. **Gender:** Findings were not disaggregated **Cost Effectiveness:** 1) Psychosocial Help Training Project was efficient project as cost was approximately $9 per beneficiary. 2) Eye movement desensitization component was $430-$500 and or $860-$1,000 per UNICEF-targeted beneficiary, and little impact was demonstrated. Thus, not cost effective.

Source	Youth Development Components	Methodology	Study Findings
Source: Fauth & Daniels, 2001 **Purpose:** To evaluate the Youth Reintegration Training and Education for Peace, specifically in regard to which ex-combatant and war-affected youth ages 15–34 who became participants have moved in the direction of peaceful reintegration, ability to read and write, and ability to do arithmetic procedures. Funded by USAID. **Evaluator:** External, Management Systems International **Location:** Sierra Leone	Classroom vocational skills training General training on entrepreneurship (agriculture) Life skills Health education Basic education Civic education Conflict mediation, peace building **# of youth served:** Unavailable **Completion rate:** Unavailable	**Design:** Performance evaluation, using random sampling of sites and random selection of interviewees **Sample:** 482 interviews with participants 15–34 years old who completed at least 3 modules of the program **Data Collection:** Face-to-face interviews/questionnaire **Limitations:** Not discussed	**General:** 1) 99% of respondents reported they were better able to manage conflict. 2) 99% of respondents reported better stress handling. 3) 98% of respondents were better able to solve problems as a result of training. 4) 99% were more self-aware. 5) 83% of respondents were better able to support family. 6) 76% reported better interpersonal skills; 97% of respondents stated that they currently have clearer goals for the future. 7) 99% reported a clearer sense of values. 8) 83% better understood common illnesses; nearly 100% said they better understood STDs and how to avoid infection. 9) 98% reported better reading and writing skills. 10) 40% started a business, 33% enrolled in an apprenticeship. 11) 43% re-enrolled in school or another vocational training program. **Youth:** Findings were not disaggregated. **Gender:** Findings were not disaggregated.
Source: Djeddah, C., Mavanga, R. & Hendrickx, L., n.d. **Purpose:** To consolidate the achievements and lessons learned for the Junior Farmer Field Life Schools, which teach agriculture and life skills to youth 12–18 years old. Funded by the government of Mozambique and two UN agencies: the Food and Agriculture Organization of the United Nations (FAO) and the World Food Programme (WFP). **Evaluator:** Internal, a mix of consultants and staff from FAO **Location:** Mozambique	Life skills Recreational activities Institutional capacity building (food and nutrition) General training on entrepreneurship (agriculture) **# of youth served:** Unavailable **Completion rate:** Unavailable	**Design:** Case study **Sample:** 13 out of 28 pilot schools studied **Data Collection:** Interviews with stakeholders: youth, community members, staff, others **Limitations:** Not discussed	**General:** 1) The project seemed to strengthen the capacity of national and local institutions to address nutritional and food security needs of children/youth with a strong demonstrated sense of community ownership of the program. 2) Training and curriculum development has been weak; training of trainers were conducted without proper materials and the duration was too short (2 weeks); it should equal duration of cropping season (4 months) in order to improve transfer of technical and methodological knowledge. **Youth:** 1) The program attracted the interest of other children to agricultural activities. 2) Graduates (often still minors who have no legal rights) will find it difficult once they leave the program and wish to start their own independent agricultural activities with lack of access to land and other capital resources. **Gender:** 1) Difficult to achieve equal participation by boys and girls. Girls dropped out of the program as a result of early marriages and in order to contribute to household-related tasks.

Source	Youth Development Components	Methodology	Study Findings
Source: USAID, n.d. **Purpose:** To evaluate the ELSA/Consuelo program under EQuALLS2 (Education Quality and Access to Learning and Livelihood Skills Project Phase 2), which was aimed at youth age 12 or older, to increase community engagement, provide basic education, and improve training and education for those out-of-school. Implemented by ELSA—Ayala, IYF, Consuelo Foundation, Petron Foundation, Philippine Business for Social Progress (PBSP—and funded by USAID. **Evaluator:** Internal **Location:** Philippines	Life skills (added to an already existing basic education or workforce development curriculum) **# of youth served:** At least 2,000 **Completion rate:** Unavailable	**Design:** Performance evaluation **Sample:** 1,483 participants who completed pre- and post-tests **Data Collection:** pre- and post-test surveys **Limitations:** 1) 681 test takers' results could not be used because they had only taken either the pre- or the post-test.	**General:** 1) Pre-test and post-test scores show that there is an overall improvement in life skills among participants especially in the subscale Living a Productive Life. 2) There was a slight gain in basic communication skills and relationships with others. 3) Test takers ages 15–19 and more than 20 years old had the highest average gains. **Youth:** All participants were considered youth. **Gender:** Male test takers had a higher average gain than females.

United States Studies

Source	Youth Development Components	Methodology	Study Findings
Source: Durlak et al., 2011 **Purpose:** This report presents findings from a meta-analysis of 213 school-based, universal social and emotional learning (SEL) programs involving 270,034 students in kindergarten through high school. **Evaluator:** External, authors **Location:** United States	Basic education Life skills **# of youth served:** 270.034	**Design:** Meta-analysis **Sample:** 2013 studies involving 270,034 students. **Data Collection:** Literature review, qualitative and quantitative data **Limitations:** Not discussed	**General:** 1) Compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement. 2) Classroom teacher programs were effective in all six outcome categories (SEI skills, attitudes, positive social behavior, conduct problems, emotional distress, academic performance), and multi-component programs (also conducted by school staff) were effective in four outcome categories. 3) Classroom programs delivered by non-school personnel produced only three significant outcomes (i.e., improved SEL skills pro-social attitudes, and reduced conduct problems). 4) The prediction that multi-component programs would be more effective than single-component programs was not supported. 5) Current findings document that SEL programs yielded significant positive effects on targeted social-emotional competencies and attitudes about self, others, and school. They also enhanced students' behavioral adjustment in the form of increased pro-social behaviors and reduced conduct and internalizing problems, and improved academic performance on achievement tests and grades. **Youth:** All participants were considered youth. **Gender:** Findings were not disaggregated.

Source	Youth Development Components	Methodology	Study Findings
Source: Russell et al., 2010 **Purpose:** To evaluate and provide recommendations for the Beacon Middle School Initiative. Funded by the New York City Department of Youth and Community Development (DYCD) and implemented by community-based organizations. **Evaluator:** External, Policy Studies Associates Inc. **Location:** United States	Basic education Life skills Civic engagement Recreational activities **# of youth served:** 21,000 middle grade students	**Design:** Performance evaluation **Sample:** 4,789 student participant surveys from 70 Beacon Centers **Data Collection:** Surveys of directors; management data collected on program participants; site visits; parent surveys; surveys of youth; Department of Education student achievement data **Limitations:** 1) Responding Beacon participants are not representative of the entire population of Beacon participants in middle grades due to the method and timing of survey administration.	**General:** 1) 93% of the survey respondents in middle grades reported that they tried hard in school, 91% said that they did well in school, and 75% said that they enjoyed school. 2) 90% of the participants reported that they paid attention in class, while 85% said that they always went to class prepared. 3) With respect to their long-term educational aspirations, almost all middle-school respondents wanted to graduate from high school (98%), and most wanted to graduate from college (83%). 4) 80% of youth spoke with adults about "school or schoolwork" on at least a monthly basis; 40% reported doing the same on "an almost daily" basis. In addition, 73% of youth spoke with adults about their "future goals and plans" on at least a monthly basis; 29% reported doing the same on an almost daily basis. 5) 87% of youth believed they were safe at Beacon; 86% felt that they belonged and that they were successful; 84% thought Beacon was a good place to hang out; 82% felt like they mattered; and 77% believed that their ideas counted at the center. 6) 76% agreed that they have learned to help others at Beacon, and 75% reported that they learned that it is important to be involved in their community. 7) 80% perceived that they finished their homework more often because of Beacon, and 76% believed Beacon helped them get better grades in school; 74% perceived that Beacon helped them feel better about their schoolwork. **Youth:** All participants were considered youth. **Gender:** Findings were not disaggregated.

Source	Youth Development Components	Methodology	Study Findings
Source: Arcaira, et.al., 2010 **Purpose:** To evaluate the Citizen Schools initiative; this provides an enriched after-school program to low-income youth in sixth, seventh, and eighth grades with the purpose of preparing students to achieve long-term academic social, career, and civic success. Implemented by Citizen Schools. **Evaluator:** External, Policy Studies Associates Inc. **Location:** United States	Basic education Life skills Civic engagement **# of youth served:** Unavailable	**Design:** Quasi-experimental design, using matched control group **Sample:** 448 students previously enrolled in Citizen schools **Data Collection:** Database on outcomes of former 8th Grade Academy and matched comparison group of nonparticipants, and in some cases, BPS students in the same grade-level cohorts **Limitations:** 1) Selection and attrition of participants and matched nonparticipants may result in omitted variable bias. Since participants chose or self-selected to be a part of Citizen schools, there may be unmeasured traits that are correlated with outcomes studied in the evaluation.	**General:** 1) Overall, participation in Citizen Schools was associated with successful high school transitions and completion compared to their peers who did not participate in the program. Former 8th Grade Academy participants were more likely than matched nonparticipants to enroll and persist in a top-tier high school. 2) Former participants were more than 3 times more likely to select a top-tier school than were matched nonparticipants. 3) Former participants in a top-tier school were 2 times more likely to persist in a top-tier school from 9th to 12th grade, nearly 3 times more likely to stay enrolled in a top-tier school from 9th to 12th grade and more than 4 times more likely to enroll and complete all 4 years of high school in a top-tier school. 4) Evaluators found that former Citizen Schools participants attended high school more often than matched nonparticipants, with differences ranging from an additional week of school attended in 10th grade to an additional two and a half weeks attended in 11th grade. 5) Evaluators found that former participants outperformed matched nonparticipants in their early high school math courses. 6) Evaluators found that former participants outperformed their matches on some English language arts (ELA) indicators but fared similarly to their peers on others. Former participants were more likely than their matches to pass their ELA courses in 9th and 12th grade. **Youth:** All participants were considered youth. **Gender:** Findings were not disaggregated

Source	Youth Development Components	Methodology	Study Findings
Source: Evers, 2010 **Purpose:** To assess the performance of 21st Century Community Learning Centers (CLC) in Wisconsin intended to implement after-school, before-school and summer school programs in schools with high concentrations of students from families with greater economic disadvantage. Funded by the federal government and implemented by awarded applicants in Wisconsin school districts. **Evaluator**: Internal, Wisconsin Department of Public Instruction **Location:** United States	Basic education Health education Institutional capacity building Recreational activities Mentoring **# of youth served:** 47,217	**Design:** Performance evaluation **Sample:** 188 Community Learning Centers that served 47,217 youth **Data Collection:** Data reported by 188 Community Learning Centers **Limitations:** Not discussed	**General:** 1) Student academic performance improved; nearly half of regular attendees increased their grades in reading/language arts (42%) and mathematics (39%). 2) 64% of students improved in completing homework satisfactorily. 3) 62% of students improved in class participation. 4) 62% of students improved in turning homework in on time. 5) 56% of students improved in coming to school motivated to learn. 6) 55% of students improved in being attentive in class. 7) 52% of students improved in getting along well with others. 8) 51% of students improved in behaving well in class. 9) 46% of students improved in volunteering for extra credit or respons bility. 10) 43% of students improved in attending class regularly. 11) School and community partnerships were strengthened; a total of 968 organizations worked with schools. **Youth:** All participants were considered youth. **Gender:** Findings were not disaggregated.

Source	Youth Development Components	Methodology	Study Findings
Source: Colvig-Amir, et.al., 2010 **Purpose:** This report is an evaluation of the Compass Program. It is a summer program offered to students entering the 9th grade who are below grade level and are most at risk of dropping out of school. The program consists of 5 classes held daily in the areas of: reading, math, high school success, leadership, and physical education. Funded and implemented by the San Mateo School District with curriculum aid from the Thrive Foundation. **Evaluator:** External, Applied Survey Research (ASR) **Location:** United States	Basic education Recreation activities Life skills **# of youth served:** Approximately 712	**Design:** Quasi-experimental design, matched comparison group **Sample:** 394 students completed the pre-survey; 372 students complete a post-survey **Data Collection:** Student pre/post-test survey, teacher post-survey, student focus groups, teacher focus groups, student case vignettes **Limitations:** Not discussed	**General:** 1) 89% of students stated that what they learned in the Compass Program was going to help them in high school. 2) 84% of students said they intended to use Compass' study practices while in high school. 3) 77% of students reported feeling more excited to learn in high school. 3) A little over half of the students reported feeling differently about themselves, reflecting students' transitions into a growth mindset. 4) 88% of students felt that their Compass teachers "believed in them" and in their potential for success in high school. 5) 83% of students said they would ask for help if they had a problem. 6) Compass students had a significantly higher grade point average than comparison group in 9th grade. **Youth:** All participants were considered youth. **Gender:** Findings were not disaggregated.
Source: Arbeton, et.al., 2009 **Purpose:** To evaluate the Boys and Girls Club program that aims to have an impact on good character and citizenship, academic success, and healthy lifestyles for youth. **Evaluator:** External, Public/Private Ventures **Location:** United States	Basic education Recreation activities Life skills Civic engagement **# of youth served:** 422	**Design:** Performance evaluation **Sample:** 332 youth in grades 7 and 8 from 10 clubs across the country **Data Collection:** Surveys with youth conducted in grades 7 and 8, and then 30 months later; attendance records; interviews with staff **Limitations:** 1) Every youth has a different experience because he can come and go as he pleases and participate in whatever activities he wants. Unfortunately experimental design was not able to be used to control for these differences.	**General:** 1) Almost all of the teens (96%) said there was at least one supportive adult at the club and that at least one adult there was setting high expectations for them (96%). 2) Over time participants showed higher levels of community service involvement, increased levels of integrity (knowing right from wrong), decreased levels of shyness, and decreased levels of aggression. 3) They also demonstrated decreased number of times skipping school, increased academic confidence, and increased school effort. 4) Participants had increased levels of future connectedness (how much youth think about their future and how their current activities help them prepare for the future); decreased numbers of negative peers as friends; decreased number of times stopped by the police; and lower likel hood of starting to carry a weapon, smoke cigarettes, drink alcohol, smoke marijuana and have sexual intercourse. **Youth:** All participants were considered youth. **Gender:** Findings were not disaggregated.

Source	Youth Development Components	Methodology	Study Findings
Source: Eagle, et.al., 2009 **Purpose:** To evaluate the New Jersey After 3 program, which was aimed at achieving positive outcomes for youth in grades 3-8, while creating a sustainable system for funding and program quality. Implemented by New Jersey school districts and funded by private and public resources through New Jersey After 3. **Evaluator:** External, Policy Study Associates, Inc. **Location:** United States	Basic education Recreational activities Life skills Civic engagement **# of youth served:** 15,000	**Design:** Performance evaluation **Sample:** Program data on 14,000+ youth; survey data from 955 youth **Data Collection:** Management system data collected on participants; field observations; surveys of executive directors, site coordinators, student participants, and school-day teachers **Limitations:** Not discussed	**General:** 1) Teachers reported that 68 to 75% of afterschool participants "almost always" or "often" demonstrated each of the 10 interpersonal skills identified in the evaluation's survey (e.g., follows classroom rules, accepts suggestions from teachers, interacts appropriately with adults, works effectively in small groups). 2) Many students reported that they had helped plan a program activity or event (56%), led an activity (49%), or been asked by staff to share ideas about the program or an activity (49%). 3) Teachers reported that 77% of students who participated "almost always" or "often" speak in class when called upon and that 75% get along with people who are different, follow classroom rules, and accept suggestions from teachers. 4) Teachers reported that over 70% of students "almost always" or "often" take care of materials, complete homework, and turn in homework on time. 5) According to teachers, the percentage of students who met or exceeded grade-level expectations in several key reading and language arts areas was high. **Youth:** All participants were considered youth. **Gender:** Findings were not disaggregated.

Source	Youth Development Components	Methodology	Study Findings
Source: R. Lerner, J. Lerner, 2009 **Purpose:** This report presents the findings from the first six waves (grades 5 to 10) of this singular longitudinal 4-H Study, which embodies the goals of applied developmental science and of the Institute for Applied Research in Youth Development. **Evaluator**: External, Richard Lerner & Jacqueline Lerner, Institute for Applied Research in Youth Development, Tufts University **Location:** United States	Civic engagement Life skills Health **# of youth served:** Unavailable	**Design:** Cross-sectional survey, longitudinal design **Sample:** 6,450 adolescents in grades 5-10 from 45 states **Data Collection:** Student questionnaire, a parent questionnaire, and data from school and government sources such as the U.S. Census **Limitations:** Not discussed	**General:** 1) 4-H youth appear to have higher levels of the developmental assets. 2) In the point-in-time sample, 4-H youth are 3 times as likely as youth in other OST (out-of-school time) programs to have higher scores for contribution to communities, and 1.6 times as likely to have higher scores for PYD. 3) For educational measures assessed in the point-in-time sample, 4-H participants are 1.6 times as likely as youth in other OST programs to report better grades ("B and above" grades), 1.4 times as likely to report high academic competence, 1.5 times as likely to report high engagement in school, and 1.8 times as likely to expect to go to college. 4) 4-H participants are less likely (.8 times as likely) as youth in other OST programs to have sexual intercourse by grade 10, and are 1.2 times as likely to spend more hours exercising or being physically active in grade 10. 5) In the point-in-time sample, 4-H participants are 1.9 times as likely as youth in other OST programs to plan to pursue future courses or a career in science, engineering, or computer technology in grade 10; 2.6 times as likely to participate in science, engineering, or computer technology programs in grade 10; . 1.4 times as likely to do well in science, engineering, or computer technology in grade 10. 6) Within the participants in the longitudinal group analyses, 4-H youth had lower drug use, higher contribution scores, higher civic identity and civic engagement scores and higher grades than comparison youth. **Youth:** All participants were considered youth. **Gender:** 1) Compared to boys who did *not* participate in an anti-smoking program, boys who participated are 2.3 times as likely to have higher PYD scores; 3.9 times as likely to have higher contribution scores; 3.8 times as likely to have higher grades; 2.6 times as likely to have high academic competence; 2.8 times as likely to report higher school engagement. 2) In the point-in-time sample, 4-H girls are 1.9 times as likely as girls in other OST programs to plan to pursue future courses or a career in science, engineering, or computer technology in grade 10, and they are 2.2 times as likely to participate in science, engineering, or computer technology programs in Grade 10. In addition, 4-H participants are 1.5 times as likely as youth in other OST programs to do well in science, engineering, or computer technology in Grade 10.7).

Source	Youth Development Components	Methodology	Study Findings
Source: Goldschmidt & Huang, 2007 **Purpose**: To evaluate the effectiveness of LA's BEST, the largest urban-based, after-school program in Los Angeles County, on long-term academic achievement growth and juvenile crime. Funded by the U.S. Department of Justice and implemented by Los Angeles County schools. **Evaluator:** External, National Center for Research on Evaluation, Standards, and Student Testing **Location:** United States	Basic education Recreational activities Civic engagement Life skills Conflict mediation Health education **# of youth served:** Approximately 30,000	**Design:** Quasi-experimental design, matched control group using propensity scores **Sample:** 2,000 youth in intervention group, 4,000 in matched control group **Data Collection:** Department of Education student achievement data; youth crime data from police statistics; management data on participants **Limitations:** 1) The nature of program implementation and available data disallows the possibility of a randomized, experimental design. 2) There is the possibility of self-selection bias in the findings.	**General:** 1) There were slightly higher mean reading and math scores for LA's BEST students. 2) Participants were significantly less likely to drop out of school. 3) Participation in LA's BEST led to some reduction in crime hazards for students living in very poor neighborhoods. **Youth:** All participants were considered youth. **Gender:** Findings were not disaggregated.
Source: Vandell et. al., 2007 **Purpose:** To conduct a meta-evaluation of 35 high-quality after-school programs scattered around the United States. **Evaluator**: Not applicable, University of California, University of Washington, and Policy Studies Associates, Inc. **Location:** United States	Basic education Recreational activities Civic engagement **# of youth served:** Unavailable	**Design:** Quasi-experimental, using comparison groups **Sample**: 2,289 students (1,434 in elementary schools and 855 in middle school) **Data Collection:** Teacher and youth surveys; standardized test scores **Limitations:** Not discussed	**General:** 1) Regular participation in high-quality after-school programs is linked to significant gains in standardized test scores and work habits as well as reductions in behavior problems among disadvantaged students. 2) Regular participation by elementary school students in the programs was associated with gains of 20 percentiles in math achievement test scores. 3) Regular participation by middle school students in the programs was associated with gains of 12 percentiles in math achievement test scores over the two-year period, relative to students who were routinely unsupervised after school. 4) Middle school students who regularly participated in high-quality after-school programs had significant gains in self-reported work habits. 5) Reductions in misconduct over the two-year period were reported by regular program attendees. 6) Middle school students who regularly participated in after-school programs also reported reduced use of drugs and alcohol, compared to those in the routinely unsupervised group. **Youth:** All participants were considered youth. **Gender:** Findings were not disaggregated.

Source	Youth Development Components	Methodology	Study Findings
Source: Schochet, Burghardt & Glazerman, 2001 **Purpose:** To evaluate the impact of the National Job Corps Program implemented between 1994-1996 on participants' employment and other related outcomes 4 years post-program. **Evaluator:** External, Mathematica Policy Research, Inc. **Location:** United States	Classroom vocational skills training Job match or mediation Healthcare and health education Basic education **# of youth served:** 80,883	**Design:** Experimental design, randomized control group **Sample**: Youth that participated in the 48 month interview: 6,828 program group members and 4,485 control group members **Data Collection**: Interviews conducted baseline, and 12, 30, and 48 months after random assignment **Limitations:** Not discussed	**General:** 1) During the last year of the 48-month follow-up period, the gain in average earnings per participant was about $1,150, or 12%. Over the entire period, Job Corps participants earned about $624 more than they would have if they had not enrolled in Job Corps. 2) Job Corps participation led to substantial increases in the receipt of GED and vocational certificates. 3) Job Corps also had statistically significant impacts on the employment rate and time spent employed beginning in year 3. **Youth**: Beneficial program impacts were found for 16- and 17-year-old youth. For this group: (1) average earnings gains per participant were nearly $900 in year 4, (2) the percentage earning a high school diploma or GED was up by 66%, and (3) arrest rates were reduced by 11% and rates of incarceration for a conviction by 19%. **Gender**: 1) Employment and earnings gains were similar for males and females. 2) Females with children at the time of enrollment enjoyed significant earnings gains and modest reductions in welfare receipts.

Upcoming Evaluations

Purpose and Location	Components	Timeline	Methodology Design, Sample, Data Collection, Limitations	Notes or Other Available Info
Source: Key Informant Interview, Search Institute, Peter Scales, 2012 **Purpose:** Evaluation of project "Kishoree Kontha". **Research Question:** The Developmental Assets Profile (DAP) measured the project's impact on ecological and individual assets. **Location:** Bangladesh	Basic education Life skills	Completed, awaiting final report	**Sample:** Analysis of two cohorts involving more than 600 intervention and 400 control adolescents	
Source: Key Informant Interview, Search Institute, Peter Scales, 2012 **Purpose:** Piloting a program, "Building Assets, Reducing Risks' to 9th graders in rural schools. **Research Question:** Identify how the program "Building Assets, Reducings Risks" can work with 9th graders to reduce discipline problems, substance abuse, student retention and progress towards graduation. **Location:** US	Civic engagement Psychosocial counseling Mentoring Life skills	5-year study. Currently in year 3 of 5	**Sample:** 9th grade students	

Source: Key Informant Interview, Search Institute, Peter Scales, 2012 **Purpose:** To use targeted prevention programming and developmental asset building with Salvation Army programs. **Research Question:** **Location:** US	Capacity Building	Unknown	**Sample:** Unknown	
Source: Key Informant Interview, Youthbuild,Tim Cross, 2012 **Purpose:** Evaluate a Youthbuild program serving adjudicated youth. Funded by the U.S. Department of Labor and evaluated by Mathematica. **Research Question:** **Location:** US		Unknown	**Sample:** 5,000 youth	

Source: Key Informant Interview, Youthbuild, Tim Cross, 2012 **Purpose:** To evaluate IDB funded Youthbuild projects. **Research Question:** **Location:** Mexico and El Salvador		Results in 2013	**Methodology:** Experimental design	

Source: Key Informant Interview, Brandeis Center for Youth and Communities, Andy Hahn, 2012 Bill and Melinda Gates Foundation Postsecondary Success Initiative. **Purpose:** The ultimate goal is to identify scalable, transferable, and sustainable models that can contribute to the Foundation's goal of doubling the number of young people who are able to earn a postsecondary credential with value in the labor market. **Research Question:** The goals of the evaluation are to help answer the "how and why" questions of the initiative – to help the foundation identify those program characteristics that promote college success and that are scalable and transferable to other settings, based on the experience of the participating sites - and to examine the role and value-added of the project intermediaries. **Location:** US				1) A key element in the initiative is the investment in two network-level intermediaries – the National Youth Employment Coalition (NYEC) and YouthBuild – to recruit local sites and to provide best practices information and training, ongoing technical assistance, and opportunities for networking and exchange for participating partnerships. A third intermediary, Jobs for the Future, is serving as the "managing intermediary," providing assistance to NYEC and YouthBuild as they work with their networks and serving as an expert knowledge development resource for the initiative as a whole. http://cyc.brandeis.edu/partners/gates.html
Source: Key Informant Interview, Brandeis Center for Youth and Communities, Andy Hahn, 2012 **Purpose:** The Brandeis Center for Youth and Communities was awarded a $5 million grant by the Wal-Mart Foundation to support work and learning programs that will employ, educate and support nearly 3,000 inner city youth in Phoenix & Maricopa County, Ariz.; New York City; Hartford, Conn.; Philadelphia; Chicago; Detroit; and Los Angeles. **Research Question:** **Location:** US	The Brandeis Center serves as the National			1) Provides grants ranging from $500,000 to $800,000 to government and nonprofit agencies responsible for implementing the innovative designs. Teenagers will work 150 hours over six weeks doing real work for pay at hundreds of worksites, earning an average of $1200 for the summer. Brandeis researchers provide onsite technical assistance to grantees and monitor and evaluate the quality and impact of the work and learning programs. The work is guided by three goals: 1) Using science-based research to improve the quality and impact of programs and policies for youth and communities; 2) Strengthening leadership and management in philanthropy, nonprofits and socially respons ble businesses; 3) Applying results-oriented leadership and evaluation methods to deepen public understanding, strengthen programs, prove the efficacy of particular models and shape policies .http://heller.brandeis.edu/news/items/releases/2012/walmart.html

Source: Key Informant Interview, Brandeis Center for Youth and Communities, Andy Hahn, 2012 **Purpose:** The Lilly Endowment Fund awarded the Indianapolis Private Industry Council, Inc., a $3.75 million grant to support Youth Employment Services (YES). YES is the subject of a long-term evaluation by Brandeis University's Heller School for Social Policy and Management. **Research Question:** **Location:** US				1) Youth Employment Services, an innovative program that helps at-risk young people in Indianapolis get education or training, find jobs and overcome the obstacles that prevent them from pursuing promising careers. YES funds 15 organizations throughout Indianapolis that offers employment programs designed for at-risk youths and young adults ages 15-25. A key component of YES funding is for vouchers to pay for items and issues that may stand between them and education or a job, such as child care; tools for new mechanics or carpenters; legal bills; utilities bills; gasoline; home detention fees; bus passes; and school tuition. 2) Lilly Endowment previously funded YES for three years and, during that time, more than 1,260 youths and young adults enrolled to receive services, including 5,300 vouchers to overcome obstacles or pay for education. YES provided intensive employment-readiness and job-search services to more than 900 of these youths, with 123 of them earning their General Educational Development diploma; 620 youths completing job training; and more than 530 young people having been placed in jobs or postsecondary education. http://heller.brandeis.edu/news/items/releases/2006/ipic.html
Source: Key Informant Interview, Richard Lerner, Search Institute, 2012 **Purpose:** To study 4-H past participants who are 18 months and two years post high school. **Research Question:** **Location:** US			**Design:** Longitudinal study **Sample:** 4-H participants	

Source: Key Informant Interview, Richard Lerner, 2012 **Purpose:** Working with Stanford carry out a study on youth entrepreneurship. **Research Question:** **Location:** US	Completed the first wave of data from 4,000 youth in Connecticut, Massachusetts, San Francisco, Los Angeles, Oregon, Illinois, and Indiana. Studying 4,000 youth for three years longitudinally at age 18	First set of data has been collected	**Design:** Longitudinal study **Sample:** 4,000 youth	
Source: Key Informant Interview, Richard Lerner, 2012 **Purpose:** Longitudinal study looking at Boy Scouts of America regarding character development and academic achievement. **Research Question:** **Location:** US		Piloting instruments in summer 2012; first data collection in early fall	**Design:** Longitudinal study	

APPENDIX B: KEY INFORMANT INTERVIEW LIST

	Date	Key Informant	Organization
1.	April 4, 2012	Bonnie Politz	FHI 360
2.	May 18. 2012	Wendy Cunningham	The World Bank
3.	July 1, 2012	Rachel Surkin	IREX
4.	July 1, 2012	Gene Roehlkepartain	Search Institute
5.	July 19. 2012	Tim Cross	YouthBuild
6.	July 19, 2012	Peter Scales	Search Institute
7.	July 19, 2012	Andy Hahn	Brandeis University
8.	July 20, 2012	Michelle Gambone	Youth Development Strategies Inc.
9.	July 20, 2012	Richard Lerner	Tufts University
10.	July 25, 2012	Laura Lippman	Child Trends
11.	July 26, 2012	Peter Twichell	YouthBuild
12.	July 30, 2012	Andy Munoz	University of Pittsburgh
13.	August 8, 2012	Teresa Wallace	World Vision

APPENDIX C: YOUTH DEVELOPMENT FRAMEWORKS

Comparing Different Frameworks for Positive Youth Development

FRAMEWORK	Key Constructs	Target Population	Program Focus	Primary Outcomes
Risk Prevention	Risk factors Protective factors Promotive factors	Youth at risk (universal, selected, indicated prevention)	Reduce malleable individual and contextual risk factors by interventions	Reduction in problem behaviors, e.g., violence, substance use, high-risk sexual behavior
Resilience	Protective processes Risk buffering	Youth at risk; youth growing up under adverse conditions	Building skills and providing supportive contexts to increase resilience	Overall adjustment and competence; doing better than expected
Asset Building	Promoting internal and external strengths for all youth	All youth regardless of risk or vulnerability	Building internal and external "assets" to help all youth thrive	Increases in key assets (from a broad range of potential assets)
Life Skills	Promoting skills youth need to thrive in key contexts	Vulnerable and marginalized youth	Assets or skills with a primary focus on everyday life management (social skills, computer literacy, etc.)	Increases in life skills most relevant to school and workplace