Youth Compass Template

* Step 1: Assess

› Task 1: Frame the Activity

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| **Theory of Change** |  |
| **Key Results** | 1.  2.  3.  4. |
| **Technical Elements** | |
| * **Technical Approaches** |  |
| * **Technical Interventions** |  |
| * **Target Beneficiaries** |  |
| * **Primary Partners** |  |

› Task 2:Analyze the Activity

**AREA 1: Beneficiaries**

**DEFINITION:** The activity’s key beneficiary group (or groups) is clearly identified. If youth comprise a key group, then their location, age, gender, race, ethnicity, education, marital status and socio-economic status are defined and well understood.

**OVERARCHING QUESTION:** How is the youth activity focusing on the optimal beneficiary group(s) and addressing their major strengths and needs?

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| **Key Questions** | **Findings**  **(Answers to Questions)** | **Further Research Needed?** |
| **1.1. Clarity**: Are target beneficiaries clearly defined (i.e., demographics, geographic locations, or organizational affiliation)? If so, who and where are they? |  |  |
| **1.2. Assets & Needs**: Does the activity adequately focus on male and female beneficiaries’ key assets and needs? If so, how? If not, how can it be improved? |  |  |
| **1.3. Underserved Youth**: If youth are beneficiaries, are underserved youth groups (e.g., LGBTIQ, youth with disabilities, ethnic minorities, migrants, young mothers, incarcerated youth, HIV- positive, etc.,) part of this beneficiary group? If yes, is it sufficient? If not, why not? |  |  |
| **1.4. Youth Development Stages**: If youth are key beneficiaries, are the activity’s approaches and interventions appropriate for their gender-specific developmental stages (e.g., early adolescence, adolescence, emerging adulthood, transition adulthood)? If so, how? If not, why not? |  |  |
| **1.5. Youth Cross Sectoral:** If youth are key beneficiaries, does the activity develop youth assets or focus on needs in other sectors (i.e., health, education, economic growth or governance)? If so, how? If not, why not? |  |  |
| **1.6. Youth Influencers**: If youth are key beneficiaries, are youth influencers, such as parents, spouses, extended family, caregivers, teachers, employers, or community leaders (i.e., government, religious, traditional), included in the activity as beneficiaries? If yes, how? If not, why not? |  |  |
| **1.7. Young Adolescents:** If young adolescents (younger than 18) are key beneficiaries, has a risk assessment found their participation to be free from risk or harm? If no risk assessment was conducted, why not? If a risk assessment was conducted, is there a plan in place to mitigate any potential harm? |  |  |
| **1.8. M&E:** Does the activity specify a total number of beneficiaries to be reached? If so, can it be achieved? If not, why no total number? |  |  |
| **1.9. Scaling-up**: Is scaling-up the activity to reach more beneficiaries important? If so, does the activity have a specific vision and plan for what, how, where and for whom scale will be achieved? If not, why not? |  |  |
| **1.10. M&E**: Are the activity’s results achievable given the current realities of the target beneficiary group(s)? How do you know or not? |  |  |

› Task 2:Analyze the Activity

**AREA 2: Enabling Environment**

**DEFINITION:** The activity can achieve and sustain results by improving youth’s enabling environment. An enabling environment is system-based and comprised of the following elements: social (e.g. relationships with peers and adults), normative (e.g., attitudes, norms and beliefs), structural (e.g., laws, policies, and program services) and physical (e.g. safe, supportive spaces).

**OVERARCHING QUESTION:** How does the activity understand and improve societal conditions that affect youth?



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| **Key Questions** | **Findings**  **(Answers to Questions)** | **Further Research Needed?** |
| **2.1. Regulatory**: What laws or policies affect the activity’s ability to achieve results, scale or sustainability? Do any warrant more focus (e.g., change, modification, advocacy)? |  |  |
| **2.2. Political:** How does the political environment affect the activity’s ability to achieve results, scale or sustainability? |  |  |
| **2.3. Socio-economic**: Is the socio-economic status or level of vulnerability of youth’s families, caregivers or community important for the activity to achieve results, scale or sustainability? If so, how? If not, why not? |  |  |
| **2.4. Organizational**: What are the networks or organizations (public, private or independent) that the activity should be collaborating with to achieve results, scale or sustainability? |  |  |
| **2.5. Relationships**: Does the activity introduce or strengthen relationships with adults, peers or key influencers identified in response to question 1.6? If so, how? If not, why not? |  |  |
| **2.6. Safe Spaces**: If youth are key beneficiaries, do young men and women have safe physical or virtual spaces to interact and take full advantage of activity services? If yes, where? If not, what must be done to ensure such? |  |  |
| **2.7. Norms**: Do key stakeholders have clear and consistent beliefs and expectations about youth (e.g., regarding their health, relationships, self-expression, involvement) that promote opportunities for responsibility, independence and growth? |  |  |
| **2.8. Media:** How do media (e.g., print, social, TV, radio) perceive and portray youth? Do these realities warrant more focus to achieve results, scale or sustainability? |  |  |
| **2.9. Cross-Sectoral**: Do other sectors (i.e., health, education, economic growth or governance) or partners within them critically affect the activity’s ability to achieve results, scale or sustainability? If so, what strategic opportunities exist to focus on or collaborate in these overlapping sectors? |  |  |
| **2.10. M&E**: Does the activity have specific results or indicators (e.g., number of youth-friendly laws/polices; number of pro-social services or programs; number of pro-youth government officials; number of youth- led organizations) to improve the youth-enabling environment? If not, why not? |  |  |

› Task 2:Analyze the Activity

**AREA 3: Youth Participation and Empowerment**

**DEFINITION:**T he activity has approaches and interventions for youth to participate, make decisions, build skills, practice passions and contribute positively to society.

**OVERARCHING QUESTION:** How is the activity incorporating positive youth development approaches to engage and empower youth and other key adult stakeholders?



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| **Key Questions** | **Findings**  **(Answers to Questions)** | **Further Research Needed?** |
| **3.1. Contribution**: How are target youth participating or contributing to improving their own development as well as that of their communities / country through the activity? |  |  |
| **3.2. Adult Empowerment**: How is the capacity of key adult stakeholders or influencers identified in response to question 1.6, being built to best support youth’s participation and empowerment? |  |  |
| **3.3. Youth Communication:** How does the activity use social media, radio or other channels to communicate with youth or facilitate communication between youth to achieve results, scale or sustainability? |  |  |
| **3.4. Technical Skills Building**: If youth are key beneficiaries, do young women and men have equal opportunities to build and practice technical skills relevant to market demand? If so, what is the goal of transferring the skills? |  |  |
| **3.5. Soft Skills Building**: If youth are key beneficiaries, do young women and men have equal opportunities to build and practice key soft skills such as positive self-concept, self-control, social skills, empathy, communication, goal orientation and higher-order thinking? If so, what is the goal of transferring these skills? |  |  |
| **3.6.Cross-Sectoral**: If youth are key beneficiaries, and given the response to question 2.9, what opportunities exist for youth to build skills in complementary sectors (i.e., education, health, governance or economic growth)? Are they important to achieving activity results, scale or sustainability? |  |  |
| **3.7. M&E**: How is the activity measuring positive youth development, particularly with respect to improvements in youth’s mastery of skills; contributions within activity; and relationships? Is it sufficient? |  |  |
| **3.8. M&E**: How are young men and women, beneficiaries, or stakeholders involved in monitoring or measuring the success of the activity and making decisions on its improvement? |  |  |

› Task 2:Analyze the Activity

**Area 4: Gender Equality and Social Inclusion**

**DEFINITION:** The activity uses an inclusive approach to promote the equal rights, responsibilities and benefits for young women and men. This implies that interests, needs and priorities of both young women and men are considered by the activity regardless of age, sexual orientation, gender identity, disability status, marital or parenting status, race, religion, ethnicity, socio-economic status, geographic area, migratory status and health status.

**OVERARCHING QUESTION:** How is the activity promoting gender equality and social inclusion?

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| **Key Questions** | **Findings**  **(Answers to Questions)** | **Further Research Needed?** |
| **4.1. Beneficiary Balance**: Is there a gender and social balance among key beneficiaries? If yes, what does it look like? If not, why not? |  |  |
| **4.2. Staff Balance**: Is there a gender and social balance among activity staff? If yes, what does it look like? If not, why not? |  |  |
| **4.3. Equal Access**: Do young women and men have equal access to participate and make decisions in the activity and its services? If not, what are barriers (e.g., safety, timing, distance, discrimination, social norms)? |  |  |
| **4.4. Norms**: How does the activity understand and address gender or social norms (i.e., beliefs about acceptable roles, behaviors and capacities) or inequalities (e.g., roles, voice, access, control, decision-making)? |  |  |
| **4.5. Equality**: Does the activity provide specific interventions or services (e.g., dialogue, capacity building, integration, transformation, mainstreaming) to promote gender equality or social inclusion? If so, what? If not, why not? |  |  |
| **4.6. M&E**: How will the activity’s outcomes equally affect women and men beneficiaries across different backgrounds or social groups? |  |  |
| **4.7. M&E**: If youth are key beneficiaries, is the activity collecting and using sex, age and social status-disaggregated data? If yes, how are they using the data? If no, why not? |  |  |
| **4.8. M&E:** Is the activity using indicators that are sensitive to gender or the underserved groups identified in response to question 1.3 to measure achievement of results, scale or suitability? If yes, what are they? If not, why not? |  |  |
| 4.9. **M&E**: How is the activity monitoring whether its implementation is successfully achieving gender equality and social inclusion versus reinforcing inequities and negative stereotypes? |  |  |

› Task 3: Conduct Further Research Options

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| --- | --- | --- | --- | --- |
| **Task 2 Question** | **Findings from Task 2** | **Selected Option** | | |
| **Option 1** | **Option 2** | **Option 3** |
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**OPTION 1. *Conduct further research to fill in information gaps identified in Task 2.***

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| --- | --- | --- | --- | --- |
| **Research Plan** | | | | |
| **Priority Task 2 question to be answered** | **Findings from Task 2** | **Data collection methods & sources to be used (see Annex C)** | **Timeline to accomplish research** | **Team member Responsible** |
| 1. |  |  |  |  |
| 2. |  |  |  |  |
| 3. |  |  |  |  |

**OPTION 2. *Turn further research needed into a “Strengthening Action”.***

**OPTION 3. *Do not conduct further research.***

* Step 2: Identify Actions

› Task 4: Identify & Validate Strengthening Actions

**ANALYSIS:**

|  |  |
| --- | --- |
| **Key Task 2 Findings** | **Proposed Strengthening Actions** |
| **Area 1. Beneficiaries** | |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| **Area 2. Enabling Environment** | |
| 4. | 4. |
| 5. | 5. |
| 6. | 6. |
| **Area 3. Youth Participation and Empowerment** | |
| 7. | 7. |
| 8. | 8. |
| **Area 4. Gender Equality and Social Inclusion** | |
| 9. | 9. |
| 10. | 10. |
| 11. | 11. |

**VALIDATION:** With who and how will the Compass team share proposed strengthening actions?

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| --- | --- | --- | --- | --- | --- | --- |
| **Strengthening Action** | **1. No contract modification required?** | **2. Sufficient time to implement?** | **3. Sufficient financial resources to implement?** | **4. Staff available to implement?** | **5. Taking no action may limit Activity outcomes?** | **Total # of checkmarks** |
| **Area 1. Beneficiaries** | | | | | | |
| **1.** |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **Area 2. Enabling Environment** | | | | | | |
| **1.** |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **Area 3. Youth Participation and Empowerment** | | | | | | |
| **1.** |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **Area 4. Gender Equality and Social Inclusion** | | | | | | |
| **1.** |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |

› Task 5: Prioritize Strengthening Actions

* Step 3: Integrate & Act

› Task 6: Develop Integration Plan

|  |  |  |  |  |  |  |
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| **Prioritized strengthening action from Task 5** | Compass Strategic Area (1-4) | **Integration into activity** | **Responsible Party (Champion)** | **Sub-steps to integrate and execute the action** | **Date when action will be executed** | **Resources needed** |
| 1. |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |
| 4. |  |  |  |  |  |  |
| 5. |  |  |  |  |  |  |
| 6. |  |  |  |  |  |  |

› Task 7: Share & Act

|  |  |  |  |
| --- | --- | --- | --- |
| Target Audience | Purpose/Emphasis (Inform, coordinate, mobilize participation) | Type of Event  (Meeting, workshop, town hall) | Proposed Date |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |
| 4. |  |  |  |

**NOTE:** Once the Compass process is complete, the below monitoring checklist can be reviewed by the Compass team in the near future (~2 weeks after completion) to check in on the progress of strengthening action integration and action.

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| --- | --- | --- | --- |
| **Follow Up Checklist** | | | |
| **Key Question** | **Yes** | **No** | **Comments/Follow up** |
| * Have the strengthening actions been officially integrated in the youth activity? How do we know? |  |  |  |
| * Are there any further resource considerations (i.e., time, staff, funding) that need to be addressed to fully integrate or realize the strengthening actions? |  |  |  |
| * Are the Compass team champions carrying out the sub-steps of their assigned strengthening action in the timeline stipulated? Do they need further support from the implementing partner, beneficiaries, or client (USAID)? |  |  |  |
| * Is each strengthening action enhancing the activity’s ability to achieve results, scale or sustainability? If yes, how do we know? If no, what follow up is needed? |  |  |  |