



USAID
FROM THE AMERICAN PEOPLE



PEPFAR
U.S. President's Emergency Plan for AIDS Relief

YOUTHPOWER
LEARNING

PROGRAMA PARA O FUTURO MOZAMBIQUE (PPF-MZ)

RAPID ASSESSMENT REPORT

December 2017

This report is made possible by the support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of Making Cents International through YouthPower: Evidence and Evaluation Task Order I (YouthPower Learning) AID Contract # AID-OAA-I-15-00034/AID-OAA-TO-15-00011. This report does not necessarily reflect the views of USAID or the United States Government.

USAID's YouthPower Learning generates and disseminates knowledge about the implementation and impact of positive youth development (PYD) and cross-sectoral approaches in international youth development. We are leading research, evaluations, and events designed to build the evidence base and inform the global community about how to transition young people successfully into productive, healthy adults. USAID defines PYD in this way:

Positive Youth Development (PYD) engages youth along with their families, communities and/or governments so that youth are empowered to reach their full potential. PYD approaches build skills, assets and competencies; foster healthy relationships; strengthen the environment; and transform systems.

Visit us at YouthPower.org to learn more and follow us on Facebook and Twitter for updates.



For public inquiries and additional information, please email comms@youthpower.org or mail to Making Cents International, attn. YouthPower Learning, 1350 Connecticut Ave NW, Suite 410, Washington DC 20036.

PROGRAMA PARA O FUTURO MOZAMBIQUE (PPF-MZ)

RAPID ASSESSMENT REPORT

December 2017

By

Lydia Murithi, International Center for Research on Women

Chisina Kapungu, International Center for Research on Women

Cassandra Jessee, International Center for Research on Women and Making Cents International

TABLE OF CONTENTS

Executive Summary	1
Introduction and Background	4
Programa Para o Futuro.....	7
Findings from the Rapid Assessment	10
Successful Project Elements.....	10
Key Challenges to Project Success	13
Reflections on Youth Engagement in PPF-MZ and in the Rapid Assessment	16
Summary and Key Lessons Learned.....	17
Recommendations	18
Conclusion	19
Annexes	20

ACKNOWLEDGEMENTS

The rapid assessment team would like to thank the program implementers of PPF-MZ for their support and insights. The team held meetings with program implementers and met with some implementers more than once. The range of their perspectives on the development challenges facing youth in Mozambique was invaluable. Special thanks go to Eduardo Lon and Mendonça Nareia of FHI360 who helped to organize the meetings with youth and program implementers and coordinated with other stakeholders.

The team would also like to acknowledge the contributions of PPF graduates Alberto Fernando and Mariana António Jone, two youth from Mozambique who assisted with the rapid assessment's research.

We also wish to acknowledge the support of the following individuals: Laurie Rushton, Elizabeth Berard and Calvin Robinson at USAID; Dr. Christy Olenik, Making Cents International; Dr. Laura Hinson, International Center for Research on Women; Kristin Brady, YouthPower Action; and Michael Jumo, Consultant.

ACRONYMS AND ABBREVIATIONS

CSOs	Civil Society Organizations
ICT	Information Communication Technology
LMIC	Low- and Middle-Income Countries
OVC	Orphans and Vulnerable Children
PBL	Project-Based Learning
PPF-MZ	Programa Para O Futuro Mozambique
PYD	Positive Youth Development
USAID	United States Agency for International Development

EXECUTIVE SUMMARY

Programa Para o Futuro (PPF) Mozambique, or Program for the Future Mozambique (PPF-MZ) was developed as a comprehensive, integrated, positive youth development (PYD) approach to support disadvantaged youth to build employability, technical, social and basic education skills to help them transition into a productive and healthy adulthood. YouthPower Learning, in collaboration with YouthPower Action, conducted a rapid assessment of the PPF-MZ in November 2016 to complement a previous, independent evaluation. The aim of the rapid assessment was to understand successful program elements, challenges and lessons learned related to program design and implementation. The assessment also examined effective strategies to engage youth and gender considerations within the program.

The Programa Para o Futuro (PPF) program was developed by FHI 360 in Recife Brazil under a USAID-funded pilot program with 50 youth. The project was then scaled up to reach approximately 1,000 disadvantaged adolescent girls and young women with funding from the Nike Foundation in collaboration with ADE Brasil.

With funding from USAID Capable Partners Mozambique, FHI 360 implemented the PPF methodology and reached approximately 500 youth ages 15-17 from 2010 to July 2016. Additional program components were added to the methodology (e.g. peer education, youth clubs, optional vocational training). In FY 17, US Agency for International Development's (USAID's) YouthPower Action/ PPF- MZ built on the successes of the programs in Brazil and under the Capable Partners project, to provide support to older orphans and vulnerable children (OVC) to gain an integrated set of employability and technical skills and improve their basic education competencies so that they can build better futures through quality livelihoods, improved health and civic engagement in Beira, Mozambique. PPF-MZ was an OVC program funded by PEPFAR and is part of a broader strategy to provide OVC with key supports and support part of a large capacity building effort for Mozambican non-governmental organizations (NGO) to help support PEPFAR goals. YouthPower Learning conducted a rapid assessment of PPF-MZ in late 2016 to understand the key elements that contribute to PPF-MZ's success and challenges, through a PYD lens.

The project excelled at ensuring youth gained many of the skills necessary for workforce success, including critical reasoning, problem solving, collaboration, communication, and presentation skills. Overall, program implementers indicated that the program “improved youth employability.” PPF-MZ also had a positive influence on youth agency as well as on perceptions of themselves and on their emotional or psychological well-being. Youth described greater belief in the future, sharing how “PPF-MZ is a torch that illuminates the future of the youth.” Additionally, PPF-MZ positively influenced the perceptions of those around them, with parents and communities recognizing positive behavior change and contributions made by youth to their families and schools. PPF-MZ extended beyond just skills development and also stressed the enabling environment. In particular, PPF-MZ provided fostered positive connections with peers in a given cohort and with facilitators, mentors, and potential employers.

Like many development projects, PPF-MZ worked to overcome challenges with multi-stakeholder collaboration. While multiple stakeholders are a crucial element and strength of the program, organizing diverse partnership around a unified purpose to build mutual trust, transparency, and accountability is hard. Collaboration was further challenged with recent changes and delays in funding that undermined the program’s cross-cohort gains by making it difficult to maintain stakeholder networks and retain trained program personnel. Facilitating a successful transition from school to decent work is one of the

greatest challenges in a workforce development program. Program implementers noted several structural factors in Beira — including a lack of employment opportunities, employer bias about youth, and gender discrimination — that impact youth's ability to use the skills attained within the program to obtain employment. The program worked within these structural factors, but those circumstances undoubtedly impeded progress on employment outcomes.

Youth engagement was an important element of both PPF-MZ and the rapid assessment. Respondents from PPF-MZ described how the PYD and project-based learning (PBL) approaches provided youth with opportunities for decision-making that improves their sense of self, fosters agency and builds important workforce readiness skills. After the program, youth conducted activities such as holding training sessions, establishing youth-led clubs, or leading health campaigns that contributed to their communities, thereby becoming role models. Two PPF-MZ graduates served as youth researchers in the rapid assessment, participating in interviews and the data analysis. They described their participation as professionally rewarding and personally empowering, and their contributions enriched the understanding and interpretation of the study findings.

The following considerations and recommendations are drawn the rapid assessment findings of PPF-MZ, giving particular weight to the feedback from the program implementers through key informant interviews.

1. **Continue to link youth to support self-employment.** The program provided vocational training that addressed the specific labor market needs and provided self-employment opportunities. That said, programs should continue to explore other promising opportunities for youth employment – both traditional and non-traditional sectors. Activities can be coupled with linkages to micro-finance opportunities. However, to ensure success in informal self-employment, youth need additional supports and an enabling environment that fosters financing opportunities.
2. **Continue to segment youth by age.** Program activities are age and developmentally appropriate. However, there are some examples where youth skills training could better align with their capabilities and focus on age segmented outcomes of the project – staying in school or starting employment.
3. **Continue to facilitate networking.** Recognizing the relationships that PPF-MZ fosters within cohorts, the program should create modalities for connecting youth across cohorts that promote networking. Program implementers discussed efforts like creating a listserv, Facebook page. Additional efforts like creating Google group, or other networking platforms or database of PPF-MZ graduates to facilitate follow-up on their progress and networking beyond their cohort after PPF-MZ could be considered.
4. **Support project partners to build youth leadership and participation in the internship program.** Increase training and support for the internship programs - emphasize adolescent development, the benefits of strong youth-adult partnerships, and how to recognize youth's value to improve the organization's capacity. Internship programs may need continuous training in order to change any biases about youth.
5. **Orient employers on positive youth development and the benefits of meaningful youth engagement.** Some employers have a traditional top-down, hierarchical approach to relating and engaging with youth, which is a hindrance to youth's agency and their ability to apply the communication and decision-making skills learned within the program. Additional training or

orientation with employers will help to ensure linkages between the program goals and recruitment and retention in employment.

6. **Sensitize employers to the benefits of young women's participation in the workforce.** Age and gender discrimination limit opportunities for youth, particularly young women. The program conducted initial orientations on PYD but continuous trainings may be needed to help shift localized age and gender-based barriers to successful workforce participation.
7. **Ensure that project outcomes are consistent with what can be achieved for youth in a local context.** Although the child labor laws prevent youth ages 15-18 years old from working, one of the project's expected short term impacts was on increased employment. It is important that program outcomes are aligned to local context. Employability and soft skills, education attainment, but not employment can be achieved for youth in this age group.

PPF-MZ demonstrates the complexities and enduring challenges of social programming in resource-constrained settings, where any single issue is compounded by multiple social, economic, or political obstacles. In a very limited job market, PPF-MZ has found a way to strengthen soft skills and work readiness, foster healthy relationships, and help youth acquire technical skills. By using a positive youth development approach and emphasizing that youth are equal partners in the planning and implementing of projects, youth are able to find their voice, believe in themselves, and increase their self-confidence in order to make good health decisions and build futures for themselves and their families.

INTRODUCTION AND BACKGROUND

The *Programa Para o Futuro* (PPF) program PPF was methodology developed by FHI 360 in Recife Brazil under a USAID-funded pilot program with 50 youth. The project was then scaled up to reach approximately 1,000 disadvantaged adolescent girls and young women with funding from the Nike Foundation in collaboration with ADE Brasil. FHI 360 then adapted and piloted the methodology in Mozambique. It was developed as a comprehensive, integrated, positive youth development (PYD) approach to support disadvantaged youth to build employability, technical, social and basic education skills to help them transition into a productive and healthy adulthood.

With funding from USAID Capable Partners Mozambique, FHI 360 implemented the PPF methodology and reached approximately 500 youth ages 15-17 from 2010 to July 2016. Additional program components were added to the methodology (e.g. peer education, youth clubs, optional vocational training). In FY 17, the YouthPower Action/ PPF- MZ built on the successes of the programs in Brazil and under the Capable Partners project, to provide support to older orphans and vulnerable children (OVC) to gain an integrated set of employability and technical skills and improve their basic education competencies so that they can build better futures through quality livelihoods, improved health and civic engagement in Beira, Mozambique. It is important to note this was an OVC program funded by PEPFAR and is part of a broader strategy to provide OVC with key supports and support part of a large capacity building for Mozambican non-governmental organization (NGO) to help support PEPFAR goals.

OBJECTIVES OF THE RAPID ASSESSMENT

YouthPower Learning, in collaboration with YouthPower Action, conducted a rapid assessment of the PPF-MZ in November 2016 to complement a previous, independent evaluation. Through the rapid assessment, YouthPower Learning sought to understand the key elements that contribute to PPF-MZ's success and challenges by answering the following questions:

- a) What are the most successful elements of the project, and why?
- b) What are the key challenges and barriers to project success, how were they addressed, and how could they be addressed for future programs?
- c) What are the key elements needed to successfully engage youth in project design, implementation and analysis? What are the barriers?
- d) What gender considerations does the project take into account?
- e) What are key lessons learned from a project design and implementation perspective?

The results of this rapid assessment contribute to expanding the knowledge base about learnings from YouthPower investments and the challenges that hinder the success of a positive youth development program.

USAID'S YOUTHPOWER

USAID launched its seminal Youth in Development Policy in 2012, making a commitment to strengthen youth participation and partnership by integrating youth issues into its programming and engaging young people across Agency initiatives.¹ In line with the policy, USAID's YouthPower project strengthens local,

¹ United States Agency for International Development. (2012). Youth in development policy. Washington, DC: Author. Retrieved from <https://www.usaid.gov/policy/youth>

national, and global systems to achieve sustainable, positive youth outcomes in health, education, and political and economic empowerment. The project consists of two complementary, agency-wide global contracts — YouthPower: Implementation and YouthPower: Evidence and Evaluation. These contracts are mutually reinforcing task orders under one contract meant to learn from and integrate the experiences of the other. YouthPower helps make real the 2012 USAID Youth in Development Policy by focusing on improving the capacities and enabling the aspirations of youth so that they can themselves contribute to and benefit from more stable and prosperous communities. YouthPower supports cross-sectoral positive youth development (PYD) as an integrated approach to successfully building lasting assets. The first YouthPower Implementation task order is YouthPower Action, which focuses on scaling evidence-based PYD activities in all sectors and country contexts. YouthPower Action supports the Agency's goal of strengthening youth programming across all USAID geographies and sectors. YouthPower Action PPF- MZ during Phase I was a one year buy-in activity.

POSITIVE YOUTH DEVELOPMENT

YouthPower Learning developed the following definition of PYD for USAID:

Positive Youth Development (PYD) engages youth along with their families, communities and/or governments so that youth are empowered to reach their full potential. PYD approaches build skills, assets and competencies; foster healthy relationships; strengthen the environment; and transform systems.

PYD transitions away from traditional approaches of responding to young people in a risk or problem frame and toward proactively building skills, fostering healthy relationships, and supporting youth to be active partners in development efforts. It suggests that if young people have necessary knowledge, skills, and support, they will thrive as adults, enjoy good health, succeed economically, and make meaningful contributions to their communities.

Building upon the PYD definition, YouthPower Learning developed a PYD framework using four critical components, or domains, that cover outcomes and elements of importance to PYD youth programming.² The four PYD domains used in the framework are assets, agency, contribution, and enabling environment. PYD programs recognize youth's inherent rights and result in youth who have **assets**, the ability to leverage those assets (**agency**), and the ability to **contribute** to positive change for themselves and their communities, surrounded by an **enabling environment** that supports them. See Annex 1, Figure 2 for more information about PYD and the theoretical connection between the domains, as well as the seven programming features of PYD.

Programs that utilize a PYD approach have increasingly demonstrated that building the intellectual, physical, social, and emotional competence of youth is a more effective development strategy than one that focuses solely on correcting problems.³ Investments in youth translate to benefits for society by

² Hinson, L., Kapungu, C., Jessee, C., Skinner, M., Bardini, M. & Evans-Whipp, T. (2016). [Positive Youth Development Measurement Toolkit: A Practical Guide for Implementers of Youth Programs](#). Washington, DC: YouthPower Learning, Making Cents International.

³ Scales, P. C., Roehlkepartain, E. C., & Fraher, K. (2012). Do developmental assets make a difference in majority-world contexts? A preliminary study of the relationships between developmental assets and international development priorities. Minneapolis: Search Institute. Retrieved from <http://www.search-institute.org/downloadable/DoAssetsMatter-2012-Report.pdf>

increasing youth's connections to civil society and helping youth make successful transitions to adulthood.⁴ A recent systematic review focused on what works in PYD programming in low- and middle-income countries (LMICs) showed that PYD approaches lead to sectoral outcomes of interest.⁵ There is much still to learn about positive youth development internationally. The PYD approach can inform evidence-based designs of future USAID youth-focused programming, and it can inform evaluation design for such programs, too.

Understanding how PPF-MZ's use of a PYD approach contributed to successes or challenges to the program, and its strategies for meaningful youth engagement, provided the impetus for this rapid assessment.

CONTEXT FOR YOUTH DEVELOPMENT IN MOZAMBIQUE

Mozambique has an extremely high rate of HIV/AIDS prevalence: eighth in the world, with one in every 10 citizens infected.⁶ Due to the HIV/AIDS epidemic, the number of orphaned and vulnerable children is growing. Mozambique also has one of the highest rates of child marriage worldwide: Approximately 48 percent of women between 20 and 24 years old were married before age 18.⁷ According to data from the 2011 Demographic Health Survey, one of every three women ages 15 to 49 stated that they had been a victim of physical or sexual violence at least once in their lives, primarily by husbands and partners.

Youth livelihoods development also remains challenging. In Mozambique, unemployment rates for youth are two to three times higher than those of adults; unemployment is even higher among young women. According to a report released in 2013 by the Mozambique Workers' Organization (OTM), the largest union organization in the country, Mozambique's 23 percent unemployment rate primarily affected youth.⁷ Most young people do not have steady jobs and try to survive through occasional work. The study's breakdown of available types of work underscored the challenges to finding formal employment: The private sector accounts for 32.7 percent of employment opportunities; the public sector, 23.3 percent; and the informal sector, 39.5 percent. In Beira, the second-largest city in Mozambique, the economy depends upon a busy seaport, mineral resources, and agriculture. While the city is an important gateway to the sea for neighboring landlocked countries, many of its residents live in poverty.

⁴ World Bank. (2007). *World development report 2007: Development and the next generation*. Washington, D.C.: Author. Retrieved from <http://documents.worldbank.org/curated/en/556251468128407787/pdf/359990WDR0complete.pdf>

⁵ Alvarado, G., Skinner, M., Plaut, D., Moss, C., Kapungu, C., and Reavley, N. (2017). [A Systematic Review of Positive Youth Development Programs in Low-and Middle-Income Countries](#). Washington, DC: YouthPower Learning, Making Cents International

⁶ UNICEF (2014): "Situation of children in Mozambique 2014". Data taken from: http://sitan.unicef.org.mz/files/UNICEF_FULL_Situacao-das-Criancas-em-Mocambique_Portugues.pdf

⁷ See also the technical report "Programa Para o Futuro, Mozambique (PPF-MZ)"

PROGRAMA PARA O FUTURO

OBJECTIVES OF PPF-MZ

The PPF-MZ project aims to enable OVC with an integrated set of employability and technical skills and improve their basic education competencies so that they can build better futures through quality livelihoods, improved health, and civic engagement.

PPF-MZ responds to the significant challenges facing OVC and the need for holistic approaches that enable youth to gain the critical skills, knowledge, basic education capacity and positive attitudes needed to transition successfully into productive adulthood and the world of work. To help youth achieve this, PPF-MZ provides a supportive environment to teach OVC employability, technical, computer and life skills, HIV/AIDS and other health knowledge, and supplemental basic education capacity.

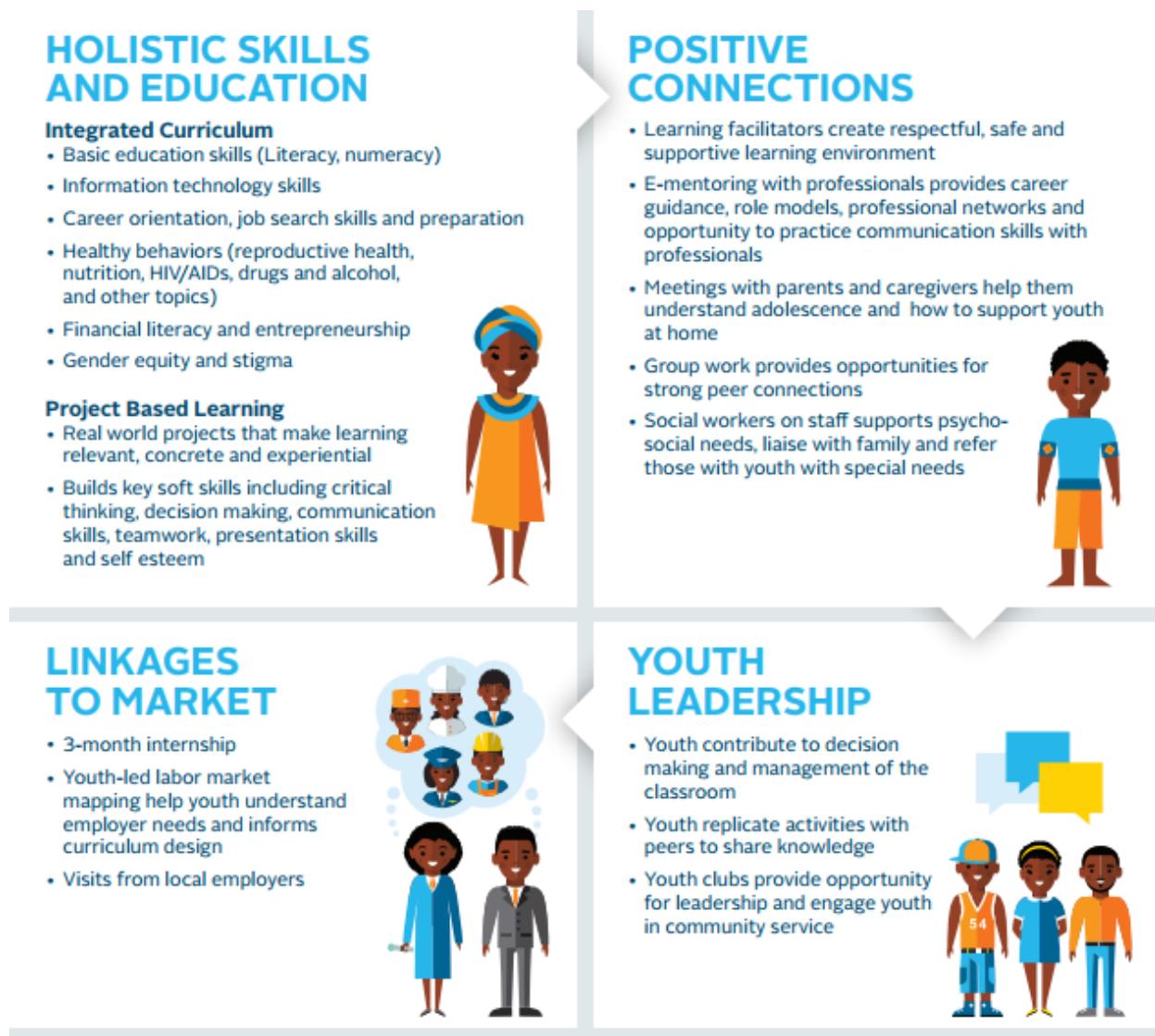
Participant OVC are selected according to the following criteria. Children:

- Are orphaned or vulnerable, according to the guidance from Ministry of Women and Social Action through the Provincial Women and Social Action Directorate
- Are able to read and write
- Reside in the target community (according to community leaders)
- Are between 15 and 17 years old
- Apply to become a member of PPF
- Pass the writing test and final interview
- Pass the home visit check to verify information gathered by local activists and others involved in the recruitment process.

PPF-MZ APPROACH TO YOUTH DEVELOPMENT

PPF-MZ responds to the challenges OVC face by using both a PYD and a project-based learning (PBL) approach to build assets, agency, competencies and social networks, as well as bolster elements of the enabling environment for the most vulnerable youth in Beira (see Figure 1). PPF-MZ leverages the power of information and communication technologies (ICT) in a project-based learning approach to accelerate learning, build self-confidence and enhance OVC employability in an economy witnessing strong growth. The project-based approach offers participants the opportunity to learn through group and team work. It requires that youth monitor their own performance and contributions in the group. It also forces the participants to confront problems and discover solutions for them, and offers time to go into more depth in some topics and to teach others what they have learned.

Figure 1: Elements of Programa Para o Futuro Mozambique



Using a PYD approach, PPF-MZ integrates technical and soft skills development with psychosocial support and opportunities for meaningful youth engagement. The complementary PBL approach offers four-hour classes for five days each week over a 4.5 month period then the youth either went to a 3 month internship or to vocational training. The option of vocational training was added later to improve youth potential for job placement as many employers were seeking specific technical job skills. Within the classes, youth meet daily with the PPF-MZ team of facilitators, coordinators and a social worker to complete practical activities in the areas of communication, healthy behaviors, financial literacy, information and communication technology, and employability and networking. The program also focuses on developing assets — basic social, technical, behavioral, and professional skills. The classes are conducted in two different classrooms, with a maximum of 33 students per class, and include work performed in small groups. When the pilot phase of the project was expanded, additional staff were added in order to support outreach efforts and establish partnerships with employers to enhance internships, connect with e-mentors and help graduates secure jobs. Some facilitators also changed, bringing different skills and experience in areas such as health and gender, and enabling new opportunities, including community service activities. PPF-MZ also added youth clubs for program

graduates to engage in community service, continue activities related to employability, and enhance ICT skills and teach those skills to other youth in their neighborhoods.

PPF-MZ emphasizes youth engagement and contribution. The program's flexible structure ensures that youth contribute to decision-making and management for all project activities. Facilitators adjust activities based on youths' decisions regarding the design and implementation of their learning projects and community service activities. The PPF-MZ team provides social support — working with community health workers, whom PPF-MZ refers to as 'activists' — psychosocial support, counseling, and outreach for the program. Activists serve as liaisons between PPF-MZ and participants' families. If program staff notice someone experiencing difficulties, activists further explore the cause and refer for other services if needed.

PPF-MZ's socio-ecological approach focuses on the enabling environment that surrounds these youth. Over the course of the program, the social worker and activists conduct home visits and organize two or three family meetings to tailor the program to fit the youth's needs. At these meetings, they speak with the parent or guardian, listen to parents' perceptions of the difficulties the youth are facing, and share progress in the program. The activists bring information to families regarding free public services related to health, work, family planning, laws and rights, and education. The program also creates linkages to professional networks by hiring professionals to serve as facilitators. The professionals are trained in PBL and help the youth implement their learning projects. Youth also establish contact with professionals in the labor market, either through e-mentoring or through the practical experience of internships during the last three months of the program.

Coordination of these activities is critical to the successful implementation of PPF-MZ. FHI360 program coordinators serve as technical experts, responsible for training and providing technical assistance. A pedagogical coordinator is responsible for all activities relating to learning, and a program coordinator is responsible for partnerships that include identifying e-mentors and internships and overseeing the implementation of both. Program coordinators are responsible for day-to-day program management and oversee all aspects of the project. If any problems arise, coordinators discuss those issues with the internship supervisors.

PERTINENT FINDINGS FROM A PREVIOUS EVALUATION OF PPF-MZ

PPF-MZ conducted an evaluation in mid-2016 with youth who had graduated from the program at least two years earlier to obtain insights into the factors that have affected PPF youths' success since their graduation.⁸ The evaluation concluded that the program clearly contributed to increased confidence among graduates. The graduates interviewed as part of that assessment were confident and mature, with clear plans or goals, even if they had not yet embarked upon a career. The graduates also believed that the structure of the program contributed to their growth in confidence. They indicated that the program created an atmosphere of respect and equality, and their partnership in planning activities was important to building their self-esteem. They also indicated that the program had provided them with the skills to be successful in school and in their communities. The program helped them to develop essential competencies and knowledge in the areas of communication, financial literacy, information and communication technology, and reproductive health. The youth also received psychosocial support provided by PPF-MZ.

⁸ See also the Capable Partner Programs technical report, "Programa Para o Futuro (PPF) MZ Review Exercise April 2016"

Graduates indicated that work experience was a fundamental component of the program. Many graduates did not secure internships or formal employment during the pilot phase of the program. Those who had an internship valued it highly; those who had not had that opportunity wished they had, and saw it as both a stepping stone to full employment and a rewarding, educational experience in itself.

FINDINGS FROM THE RAPID ASSESSMENT

YouthPower Learning, in collaboration with the YouthPower Action, conducted a rapid assessment of PPF-MZ in November of 2016 to complement the aforementioned evaluation. The objective of the rapid assessment was to understand the key elements that contribute to PPF-MZ's success and challenges, through a PYD lens.

SUMMARY OF THE DATA COLLECTION PROCESS

Fifteen in-depth interviews were conducted with PPF-MZ implementers (3 activists, 3 facilitators, 3 implementing partner coordinators, 3 FHI360 coordinators, and 3 internship supervisors) in Beira, Mozambique, in November, 2016, plus discussion with the Washington, DC-based senior technical advisor. YouthPower Learning assembled a small research team comprising a technical specialist from YouthPower Learning, a local consultant, and two youth researchers. The youth researchers were older graduates of PPF-MZ, a 21-year-old male and a 23-year-old female. Their engagement in the rapid assessment helped build their research skills through 'learning by doing,' reflecting the project's PYD and PBL approach. They also provided input and feedback into the protocol and analysis process. The youth researchers participated in all interviews, both as facilitators and note-takers, with the guidance of the technical specialist and the consultant. They also engaged in the analysis process; in daily debriefings, the team discussed key findings from the day's interviews and pulled emergent themes from successive days of interviews.

LIMITATIONS

Findings from the data collection should be viewed in light of several limitations. The study participants were not sampled randomly. PPF-MZ program implementers identified participants, so qualitative findings may not be representative of all participants. Sample size was small (15 participants), and therefore the results cannot be considered generalizable. The rapid assessment was also designed as a light-touch approach and should not be viewed as an impact assessment. However, with these limitations in mind, the rapid assessment does add to "what we know" about PYD.

SUCCESSFUL PROJECT ELEMENTS

Skill Acquisition

The results of a World Bank meta-analysis that reviewed youth-supporting workforce development programs indicate that a program's design is critical to its success.⁹ Integrated programs that combine on-the-job training, classroom components, life (soft) skills training, and counseling are among the most effective. The importance of social skills has been supported by research on workforce development in employability programs. In a recent review of PYD programs in LMICs, all but one PYD program

⁹ World Bank (2012). *World development report 2013: Jobs*. Washington, DC: World Bank

focused on building assets for youth, providing further evidence of the importance of skill development for youth outcomes.¹⁰

The term “soft skills” refers to a broad set of skills, behaviors, and personal qualities that enable people to effectively navigate their environment, relate well with others, perform well, and achieve their goals. These skills are applicable across sectors and complement the acquisition of other types of skills, such as technical and academic.¹¹

Within PPF-MZ, the majority of program implementers indicated that the job training opportunities offered by the project helped youth gain the skills they needed to meet labor market demands.

“The youth did not know what the project consisted of, but the method greatly improved the performance of young people in schools and presentation tactics. Young people participated actively in the training sessions.”

— PPF-MZ activist

“A large part of the success of PPF is due to hiring experienced professionals and training and preparing them to use project-based learning, which is different from other conventional teaching methods used in schools. PPF classes are very interactive. The youth are engaged in selecting a topic of discussion. Then, they work in teams to discuss a real-life example on the topic and present on it to the class using computer skills they have learned.”

— PPF-MZ implementing coordinator

Several program implementers indicated that the project helped the youth “acquire diverse skills in the areas of information and communication technologies, computer skills, reading and writing skills and presentation skills.” In order to help prepare youth for employment, the PPF-MZ program focuses on building soft skills — especially higher-order thinking and problem-solving — communication, and presentation, in addition to teamwork and professionalism. Most program implementers, especially facilitators and coordinators, noted that PBL is an effective way to build critical reasoning, problem-solving, and collaboration, communication, and presentation skills among youth. Overall, program implementers indicated that the program “improved youth employability”. As one youth researcher stated:

“I grew up in a poor family with no right to anything, but this program managed to awaken in me an incredible talent, and a hope that was dead in me. The PPF did not only reveal this to me alone, but other youths as well. The PPF had a positive impact on my life. Today I know how to make logical school and work presentation without fear and adapt easily to new situations. [The program] enabled me to make use of information and communication technologies, social assistance on sexual and reproductive health, personal hygiene, and civilized reporting. I describe the skills acquired as being immeasurable, because I have the know-how unlike many others professionals.”

¹⁰ Alvarado, G., Skinner, M., Plaut, D., Moss, C., Kapungu, C., and Reavley, N. (2017). A Systematic Review of Positive Youth Development Programs in Low-and Middle-Income Countries. Washington, DC: YouthPower Learning, Making Cents International.

¹¹ Gates, S., Lippman, L., Shadowen, N., Burke, H., Diener, O., and Malkin, M. (2016). USAID’s YouthPower: Implementation, YouthPower Action.

Program implementers also shared how the program empowers youth to make safe life decisions by providing them with access to sexual and reproductive health information and counseling on drug abuse. Graduates play a key role as peer educators, serving youth who are not enrolled in the program.

Improved Self-Confidence

Overall, the rapid assessment's findings indicate that the most successful aspect of the program was its ability to build self-esteem and confidence. The PPF-MZ program appeared to have a positive influence on youth agency, perceptions of themselves and their emotional or psychological wellbeing. A facilitator reported that youth “gained the opportunity to express themselves and gained self-esteem” and an activist indicated that “young people are no longer closed, but have opened up.” The aforementioned independent evaluation found that “PPF had clearly had a major influence in [youth’s] increased confidence.”

Program implementers also uniformly asserted that the experience at PPF-MZ is transformational for youth participants, and, by extension, their communities:

“There is a major transformation over the seven months [in reference to the program duration]. Most of them [youth] are very shy when they come in. They don’t want to open up. But with time they start coming to us and tell us about their lives and the problems they are facing. They also make friends with others in the class, and most of them remain friends even after they graduate.”

— PPF-MZ facilitator

Program implementers described youth before they started the program as “doubtful in their decisions,” “shy,” “young orphans with financial difficulties,” “youth with no opportunities to study,” “youth without self-training” and “youth with weak economic situations.” At the end of the program, implementers described youth with self-esteem, “determined young people,” and “young people who achieve their objectives.”

Positive Beliefs about the Future

Several participants reported that PPF-MZ helped youth believe that they had a bright future. Project-based learning encouraged some youth to pursue micro-business and income-generating activities. One respondent stated, “PPF-MZ opens doors for youth who would be otherwise hopeless. It is a torch of employability.” One activist stated, “There is a rebirth of the hope that was dead.” As one youth researcher described, “PPF-MZ is a torch that illuminates the future of the youth.”

Positive Behavior Change

Facilitators described positive behavior change which included “improvements in school performance, overcoming their reading and writing difficulties, and confidence in the presentation of school work.” Several program staff also indicated that youth were “re-integrated into school.”

“The intense behavioral, personal, and professional transformation process that the youths go through in PPF is very noticeable. Even in their communities, PPF youth are role models setting examples of good behavior and respect. Their peers want to emulate them and they participate in community events where they share the information they have learned at PPF with other youth. PPF is a torch for youth.”

-PPF-MZ implementing coordinator

The youth become “well-regarded in the community.” Program implementers indicated that positive behaviors were also reported by families and schools — for example, youth were helping their siblings with homework and chores.

Increased Social Networks

Program implementers also reported that PPF-MZ offered a comprehensive approach that focused on the enabling environment. It extended beyond skills development to include services that integrated psychosocial support and social network connections. Facilitators reported that they “developed bonds of family relation with young people” and the project “improved the interaction of young people with internship supervisors by producing a code of conduct.” Program implementers reported that youth found friendships within the program. The independent evaluation also found that the program appears to have facilitated important friendships and contacts. The program’s safe environment, in which youth felt supported by the program implementers and bonded with other youth, allowed youth to express themselves and come to terms with some of the difficulties in their lives. As reported in the independent evaluation,

“Since participation and a place in the community is a crucial part of life in Mozambique, the ability developed at PPF to reach out and interact with a wide range of people is a profound achievement for the graduates’ current and future life progression.”

KEY CHALLENGES TO PROJECT SUCCESS

Multi-stakeholder Collaboration

Many respondents viewed multi-stakeholder collaboration as a strength and a critical component for both the success and sustainability of the program beyond USAID’s funding. PPF-MZ worked closely with local CSOs to strengthen their capacity, recognizing each organization had varying levels of capacity and ultimately sustainably. PPF-MZ ultimately invested the most effort in the partners with deeper community roots and higher chance for sustainability. Program officials uniformly acknowledged the difficulties of organizing a diverse partnership around a unified purpose to build mutual trust, transparency, and accountability. Respondents indicated that fostering collaboration across organizations with varied structures and competing interests around a common purpose posed a challenge for the program, but was an opportunity to harness.

Beyond team collaboration, respondents expressed the importance of collaboration with potential employers and the variability among types of employers. One respondent stated that public-sector employers expressed enthusiastic satisfaction with the performance of PPF-MZ graduates, while their private-sector counterparts were more critical of the young professionals’ capabilities, stating that the program was too brief to adequately prepare youth for the job market. To explain these conflicting perceptions, a program coordinator offered the following insights:

“The private sector is profit-driven, so they want immediate results. But the public sector is more receptive to nurturing the youth and understands the social responsibility of helping vulnerable children. They know it’s good for the country if we take care of the poor and orphaned children.”

Increasing their awareness of youth’s value, skills and capabilities could help encourage the private sector to invest in youth employment. Program implementers indicate that inter-sectoral coordination between PPF-MZ, the public sector, and the private sector led to better and more effective implementation.

Funding and Project Timing

With funding from USAID, FHI360 has been the program’s lead implementer since PPF-MZ’s launch; however, the funding mechanism changed three times during the last year of implementation. PPF-MZ under YouthPower Action implemented Phase 1 for one year. After a delay, YouthPower Action implemented Phase 2 for two years. The data collection for this rapid assessment occurred between the funded phases. At that time, the project staff explained there were delays in approving grant

agreements (both by FHI 360 and USAID) and subsequent delays in reaching agreement with the CSOs on the grant budget and activities. Both agreement process delays led to delays in funding the CSOs. PPF-MZ was a small activity within a large project, and funding for the activity was at times uncertain, which exacerbated these delays. At the time of the data collection, USAID had only just approved new funding for YouthPower Action, a few months after YouthPower Action Phase I had ended. Due to a delay in USAID approval, the project had to close and re-open the grant, which postponed the new cohort startup and required renegotiations with CSOs and staff.

This rapid assessment took place during the transition to the new project and some comments reflect that time of change. The greatest challenge to program success expressed by implementers was funding, which many described as unreliable. Program coordinators asserted that funding inconsistencies undermined the program's incremental gains by making it difficult to maintain stakeholder networks and retain program personnel.

"There are many uncontrollable external factors. The project is multi-layered and takes different entities to implement. It is a challenge to control all these entities and their dedication to the project. Maintaining linkages with the government and local networks, plus partners, has been extremely difficult because PPF funding is periodic and we have no control over the timing when one group ends and enrollment of the next [begins]."

– Implementing partner coordinator

"Continuous funding would work best to build on the project as it feels like a new project each time, especially on the recruitments of facilitators. We put a lot of effort into training them but lose them to other organizations because our program is short-term."

– Implementing partner coordinator

According to program implementers, consistent funding is critical for program success given the need to maintain networks and relationships with various stakeholders and partners. Funding gaps lead to high attrition among the trained staff, putting additional pressure on the implementer who has to train new staff. Program coordinators explained that recruiting program facilitators and training them on the principles of PYD is time-consuming, but critical to program success. They lamented that the program loses trained facilitators to other organizations at the end of each PPF-MZ cohort/class due to the uncertainty of the timing of the next class enrollment. As such, the program "feels new each time" instead of building from incremental gains of each class enrollment.

Program implementers also indicated that program timing varied and was unpredictable, with a lack of clarity and open communication regarding funding cycles:

"Serious and reliable partnerships [need to be established] in the program so that there is no rush at the last minute to place young people on internship training and the sudden abandonment of the partners."

– PPF-MZ implementing coordinator

"The project timing is not aligned with the school year, which is a problem because organizations recruit interns at specific times in the year when most students graduate from school or other professional technical institutions. So sometimes people will call asking for PPF interns, but I have no youth to refer to them because the program has stopped without proper communication."

– PPF-MZ internship implementer

Context for Youth Employment

Facilitating a successful transition from school to decent work is one of the greatest challenges in a workforce development program. Program implementers noted several structural factors in Beira — including a lack of employment opportunities, employer bias about youth, and gender discrimination —

that impact youth's ability to use the skills attained within the program and obtain employment. There are limited jobs offered to youth, and child labor laws prevent youth from 14 to 19 years old from working.

PPF-MZ focuses on enhancing youth work readiness skills in order to increase employment success. One of the youth researchers reported a disconnect between the technical skills taught by PPF-MZ and the jobs that were available to youth in the labor market:

"Youth are expected to sit at a computer, but almost everything was manual. You expect when you get a job in the office that you work on a computer."

Similarly, program implementers reported that "PPF-MZ does not instill their graduates with concrete technical skills or simple specialized skills like driving." Another implementer said, "Computer skills alone will not give them any edge because almost everyone now knows how to use a computer. Instead, they need to be competent in a specific skill." Beira is an industrial city; most job opportunities are focused on manual labor. In that sense, there is a mismatch between the skills training provided by PPF-MZ and the types of jobs available in Beira. In the absence of formal employment and vocational training within PPF-MZ, youth will continue to experience difficulty obtaining jobs. Despite these challenges, interviewed program implementers stated that youth were quite motivated to finish school or re-enter school, obtain employment, and achieve their career and life goals. Given the need for technical skills, the project experimented with adding vocational training instead of an internship. The program also reserved vocational training funds for when there were specific job opportunities available that required technical skills. For example, the program provided youth with specific training to help youth secure jobs in a restaurant when a restaurant that was opening contacted PPF.

Program implementers offered a range of suggestions to address the challenges surrounding employment, including offering training in vocational skills or agricultural development, in order to be consistent with the labor market in Beira. Training in motor mechanics, metal fabrication, auto electrics, hair dressing, catering, truck driving, agriculture work and entrepreneurship were recommended. While there is a need to improve employment opportunities in Beira, program implementers reported that the youth have positive beliefs about their future, pointing to the need for fostering youth assets and agency.

There was some concern about youth professionalism. One implementing coordinator highlighted examples where some youth showed disrespect for authority or failed to take advantage of available opportunities:

"Sometimes when you give young people too much power, you run into behavior problems. We have had cases of misbehavior and wasted resources. . . Vulnerability should not be the only criterion used to select PPF candidates. We need to look into how interested the youth are because some don't take the program seriously."

Some program implementers also noted that hierarchical job structures, under which employers expect youth to follow instruction and listen rather than voice opinions, posed challenges. In PPF-MZ's PPL approach, youth are given "voice and choice" that builds their decision-making skills and sense of ownership over their work. However, when they enter the workforce, employers or bosses typically dictate what is done to the employees, without room for discussion:

"At work, the employer is the boss. They tell them [youth interns/employees] what to do... they give them specific tasks they want done."

– PPF-MZ internship supervisor

Although expressed by a minority, these observations demonstrate that youth empowerment can only be fully actualized in an environment where relevant stakeholders and actors are in sync with and supportive of the effort. While PPF-MZ engaged in parental education and outreach to help parents

understand changes in their adolescents and learn strategies to support them, sensitizing employers to the perspectives of youth from vulnerable backgrounds is also important. The positive gains made by PPF-MZ in instilling confidence and giving a voice to the youth could be diminished if employers and communities in Beira maintain the traditional top-down, hierarchical, adult-youth relationships. One consideration would be helping youth better navigate these structures while addressing normative elements with employers.

Gender

Program implementers noted gender differences in employment. Some government directives focus on providing more opportunities to girls, and PPF-MZ actively recruits more girls than boys (60 percent girls and 40 percent boys). However, several program implementers indicated that “most employers prefer to employ boys because the jobs require hard labor.”

“In PPF, we recruit more girls in the program than boys. But most employers and internship coordinators will say ‘Send me boys’... even those who run bars and restaurants also preferred boys. Girls will have safety problems going back home.”

– PPF-MZ facilitator

“Safety issues” were cited as another reason for male preference. Male preference in employment opportunities appeared to be the norm, placing male interests ahead of female, even in jobs that didn’t require hard labor.

REFLECTIONS ON YOUTH ENGAGEMENT IN PPF-MZ AND IN THE RAPID ASSESSMENT

Youth Engagement in PPF-MZ

Providing youth with opportunities for decision-making improves their sense of self, fosters agency and builds important workforce readiness skills. The PPF-MZ program holds that youth are seen as equal partners in decisions. Therefore, they are the decision-makers in designing and implementing their learning projects and community service activities. Within the learning projects, program implementers discuss topic areas with youth, and they together determine how they will conduct the activity, with youth making decisions about how and what they will do. As a result, they begin to make healthy and promising decisions which results in significant positive transformation, both personally and professionally.

As reported by the implementing partner’s senior technical advisor, youth are engaged in all decisions and program activities are done in full partnership with youth. At the start of the each new cohort, the young people co-create a code of conduct which defines the norms for the group. PBL involves a flexible day-to-day approach in which the youth how to address problems and which participant should fill which role within the program. Within a given learning project, staff and youth discuss and jointly decide how it will be completed — for example, youth may decide what to eat within a lesson on nutrition, ensuring it aligns with lessons about nutrition and health.

Youth also conduct activities that contribute to their communities, thereby becoming role models for others. For instance, youth reach out to peers in the community to replicate lessons from PPF-MZ and share with their friends, creating a ripple effect in the community. These activities have become an important part of PPF-MZ’s youth contribution. At the end of the program, some youth have set up youth-led clubs, where they decide the agenda and what activities to support. Clubs focus on topics such as ICT, health and employment. Others have organized events like a campaign about preventing malaria

or disseminating messages about reproductive health. The senior technical advisor described youth clubs as an evolving process, led by youth with support from the project staff, to determine their activities.

One of the key outcomes seen through PPF-MZ's robust youth engagement approach is a strong youth voice. Whenever there is an issue in the program, youth are vocal, yet solution-oriented.

Youth Engagement in the Rapid Assessment

Meaningful engagement of two youth researchers in this rapid assessment was of great benefit to the study and an affirmation of the effectiveness of the PBL approach in instilling practical knowledge and skills in learners. Before the data collection started, the technical specialist and the consultant met with two PPF graduates, aged 21 and 23, and discussed the purpose of the study, walked through the study guide, and asked them how they would like to be engaged in the interviewing process. Both expressed an interest in acquiring interviewing skills, improving their communication skills, and understanding the data analysis process. They were enthusiastic to learn how to conduct an interview by shadowing the first few interviews. Then, once they felt comfortable participating, they became active interviewers, posing a few questions from the guide to interviewees and probing for answers and clarifications. The youth were also full participants in daily debriefing, where the team recounted the day's interviews and identified themes.

The youth brought an important perspective to the study as direct beneficiaries of PPF-MZ. Their in-depth understanding of the social-cultural environment in Beira, and specifically the circumstances facing vulnerable youth, enriched the study team's understanding and interpretation of study findings. According to their reviews, positive reinforcement and the supportive approach of the technical specialist and the consultant were most helpful to their experience in the study. Overall, their participation in the research study was empowering:

"I was very scared and intimidated when you told us we will be asking interview questions. I always thought research is a job for professionals, so I didn't think I would be able to do it. But when we started working together, I realized it's something I can actually do. I didn't think I was smart, but now I think I am because you're happy with my contributions to the discussions [in reference to study team debriefings]. It makes me think that maybe I can even go to the university."

— PPF-MZ Rapid Assessment Youth Evaluator

At the end of the interviewing process, the technical specialist worked with the youth evaluators to update their curriculum vitae (CV) to capture and communicate the exemplary skills they learned, demonstrated during the study process, and now possess. The youth lauded this activity as empowering and extremely helpful to their future prospects of finding jobs.

SUMMARY AND KEY LESSONS LEARNED

PPF-MZ provides a holistic approach to helping youth increase their work readiness and obtain employment. The approach incorporates comprehensive life-skills training to build youth assets and foster agency as the foundation for improved education and employability skills. PYD features, or domains (see Annex I. Positive Youth Development Definition and Framework), were interwoven throughout the program in activities to build skills (assets), increase self-confidence and positive beliefs about the future (agency), foster youth engagement (contribution), and strengthen healthy relationships (enabling environment). The program recognizes that interpersonal skills, conflict resolution, teamwork, communication skills, self-control, problem-solving, decision-making, self-confidence and self-efficacy are critical to preparing and engaging young people. PPF-MZ incorporates culturally appropriate and interactive teaching and learning methods into project activities — including project-based learning

through youth groups and recreational or cultural programs. Finally, the program ensures that youth outcomes can be strengthened by providing mentoring and access to social networks.

Program implementers stressed the importance of developing connections, as well as skills, to get employment or be productive, pointing to the importance of building internships or mentorship programs. Programs that strengthen an enabling environment for youth provide them with additional supports that can foster their success. However, although youth feel confident and empowered, the context for employment limits their ability to actualize their goals.

The PPF-MZ program has identified opportunities to meaningfully engage youth in the program and uses PYD to empower youth and activate them for work by strengthening their cognitive, behavioral, social and other basic assets. Cultivating youth engagement, providing mentoring, and mobilizing young people as leaders are critical ways that the program achieves meaningful outcomes.

Based on PPF-MZ experience, it is clear that implementing a PYD program of this nature requires a long-term and well-coordinated network of stakeholders and partners — in this case, the youth, their families and communities, implementing partners, employers, the government, and program staff (implementers). Ensuring that each party fulfills its respective role for the success of the program is a complex and daunting task. As such, a comprehensive communication strategy is important to ensuring transparency and timely sharing of information. Additionally, a more consistent funding mechanism is critical for the smooth running, continuity and sustainability of such a complex undertaking.

It is also important to note that employment may not be a realistic outcome in some contexts. Work-readiness skills are critical to work success, particularly when supply-side dynamics create a gap in achievement. Interviews with implementers and graduates make clear that using employment as a measure of success and progress is limiting. Success is better measured through increased soft skills, improved confidence, or even the avoidance of life's potential pitfalls.

RECOMMENDATIONS

The following considerations and recommendations focused on PYD related aspects of the program are drawn from YouthPower Learning's analysis of the rapid assessment findings, giving particular weight to the feedback from the program implementers through key informant interviews.

1. Continue to link youth to support for self-employment. Internships and vocational trainings were aimed to improve youth potential for job placement and address the need from employers seeking specific technical skills. There were also some opportunities for youth to obtain self-employment. Motor mechanics, metal fabrication, auto electronics, hair dressing, catering, truck driving, agriculture work, and entrepreneurship offer promising opportunities for youth employment and non-traditional opportunities should be sought. Activities can be coupled with linkages to micro-finance opportunities, which would empower more youth in Beira to engage in small-scale, informal enterprises. However, to ensure success in informal self-employment, youth need additional supports and an enabling environment that fosters financing opportunities.

2. Continue to segment youth by age. Program activities are age and developmentally appropriate. However, there are some examples where youth skills training could better align with their capabilities. For example, youth ages 15-16 years should continue age-appropriate skills training, such as developing soft skills (interpersonal skills, self-regulation, conflict resolution, problem-solving, leadership, etc.) as well as efforts to focus on the future which helped youth complete their education. For those youth closer to aging out at 17 years, they should receive additional trainings on professionalism, interviewing, and morals and ethics, since they will be participating in internships and have outcomes focused on

employment. Over time, the program selected youth who were older since they were closer to working age, which reflected an important impact on the older youth expected from PPF-MZ.

3. Continue to facilitate networking. Recognizing the relationships that PPF-MZ fosters within cohorts, the program should create modalities for connecting youth across cohorts that promote networking. Program implementers discussed efforts like creating a listserv, Facebook page. Additional efforts like creating Google group, or other networking platforms or database of PPF-MZ graduates to facilitate follow-up on their progress and networking beyond their cohort after PPF-MZ could be considered.

4. Support project partners to build youth leadership and participation in the internship program. Increase training and support for the internship programs - emphasize adolescent development, the benefits of strong youth-adult partnerships, and how to recognize youth's value to improve the organization's capacity. Internship programs may need continuous training in order to change any biases about youth.

5. Orient employers on positive youth development and the benefits of meaningful youth engagement. Some employers have a traditional top-down, hierarchical approach to relating and engaging with youth, which is a hindrance to youth's agency and their ability to apply the communication and decision-making skills learned within the program. The PYD concept may not be very well received in the private sector, which is profit-driven, so changing perceptions will take time. Additional training or orientation with employers will help to ensure linkages between the program goals and recruitment and retention in employment.

6. Sensitize employers to the benefits of young women's participation in the workforce. Age and gender discrimination limit opportunities for youth, particularly young women. To help shift age and gender norms, conduct sensitization campaigns and trainings with employers, particularly hiring managers, and raise awareness around localized gender-based barriers to successful workforce participation.

7. Ensure that project outcomes are consistent with what can be achieved for youth in a local context. Although the child labor laws prevent youth ages 15-18 years old from working, one of the project's expected short term impacts was on increased employment. It is important that program outcomes are aligned to local context. Employability and soft skills, education attainment, but not employment can be achieved for youth in this age group.

CONCLUSION

PPF-MZ demonstrates the complexities and enduring challenges of social programming in resource-constrained settings, where any single issue is compounded by multiple social, economic, or political obstacles. In a very limited job market, PPF-MZ has found a way to strengthen soft skills and work readiness, foster healthy relationships, and help youth acquire technical skills. By using a positive youth development approach and emphasizing that youth are equal partners in the planning and implementing of projects, youth are able to find their voice, believe in themselves, and increase their self-confidence in order to make good health decisions and build futures for themselves and their families.

ANNEXES

1. Positive Youth Development Definition and Framework
2. PPF-MZ Position Descriptions
3. Interview Protocols for Key Informant Interviews

ANNEX I. POSITIVE YOUTH DEVELOPMENT DEFINITION AND FRAMEWORK

YouthPower uses a positive youth development (PYD) approach to implement programs within and across sectors. As a USAID-wide project, YouthPower seeks to improve the capacity of youth-led and youth-serving institutions and engage young people, their families, and their communities so that youth can reach their full potential.

YouthPower Learning developed a common PYD definition to inform the development of a conceptual framework for PYD; to inform the selection of PYD indicators; and to provide a clear and actionable framework for investments by USAID and implementing partners across sectors. YouthPower Learning's clear and comprehensive definition of PYD drew upon existing literature and emphasizes PYD as a programmatic approach (as opposed to a developmental process) to achieve positive outcomes for youth, families and communities. As such, the following definition of PYD has been developed for USAID:

Positive Youth Development (PYD) engages youth along with their families, communities and/or governments so that youth are empowered to reach their full potential. PYD approaches build skills, assets and competencies; foster healthy relationships; strengthen the environment; and transform systems.

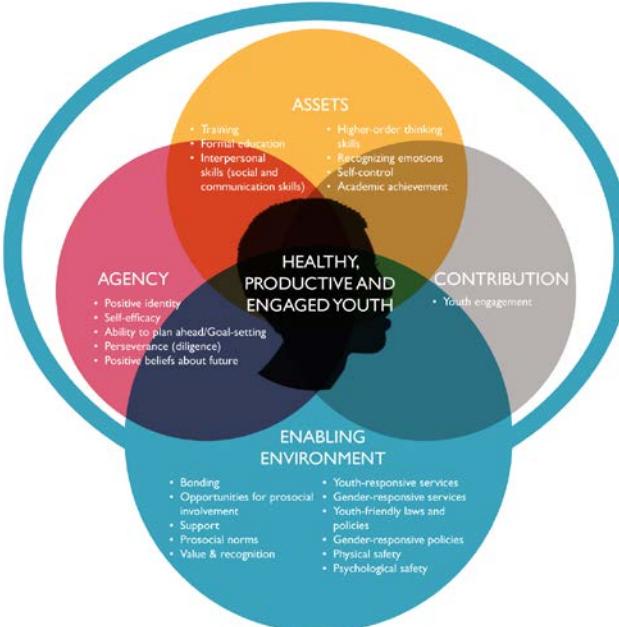
This definition can be applied broadly across youth age groups 10 to 29 years (though it should be noted that youth have different developmental stages and rapidly changing social, emotional and cognitive skills and environments across these age ranges). This definition is also relevant to various settings and sectors. As it is intended to be visionary, terms like "skills," "relationships," "environment" and "systems" should be interpreted broadly.

YOUTHPOWER'S POSITIVE YOUTH DEVELOPMENT FRAMEWORK

Four critical components of PYD serve as the overarching domains for PYD indicators under YouthPower. Specifically, to support the vision of healthy, productive and engaged youth, PYD programs, practices, and policies work with youth to improve their **Assets, Agency, Contribution, and Enabling Environment**. PYD programs recognize youth's inherent rights and result in youth who have **assets**, the ability to leverage those assets (**agency**), and the ability to **contribute** to positive change for themselves and their communities, surrounded by an **enabling environment** that supports them.

These four domains represent the high-level vision of PYD. Not all PYD programs will necessarily achieve all of these domains, or even aim to achieve them. PYD can be an approach or an endpoint, or both.

Figure 2: Positive Youth Development Framework



Assets: Youth have the necessary resources, skills and competencies to achieve desired outcomes.

- **Resources:** can include tangible resources, such as money, or more foundational underpinnings like education and/or training. It may also include intangible resources, such as ideas.
- **Skills and competencies:** can be hard skills, such as the ability to perform a specific task; soft skills, like communication skills; or skills that connect to social, emotional, behavioral, cognitive, and moral competencies.

Agency: Youth perceive and have the ability to employ their assets and aspirations to make or influence their own decisions about their lives and set their own goals, and to act upon those decisions in order to achieve desired outcomes, without fear of violence or retribution.

- The “ability to employ” refers to youth having intentionality, forethought, and confidence; having a clear and positive identity of oneself and a positive belief in the future; and being goal-orientated.
- For indicators, agency can be achieved by youth having either the ability to be employed, or to act on their decisions (does not have to be both).

Contribution: Youth are engaged as a source of change for their own and their communities’ positive development.

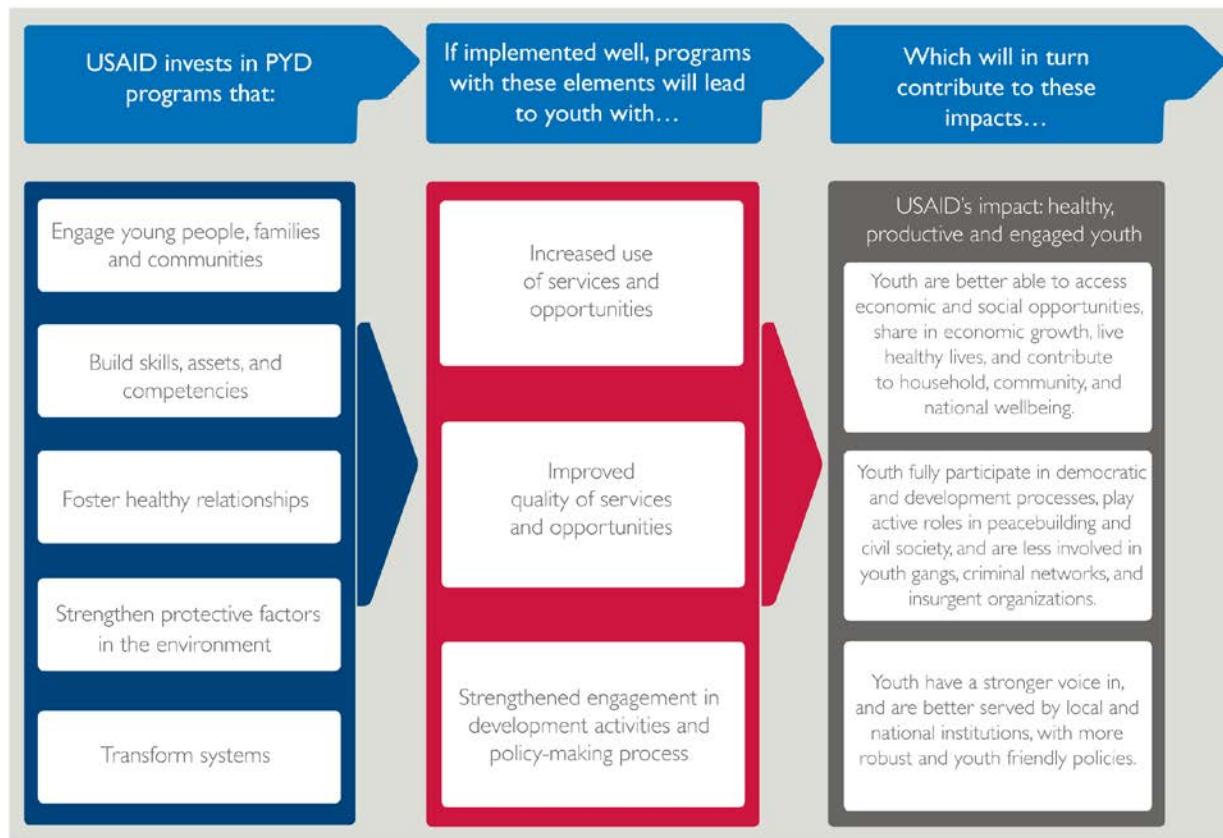
- Recognition that youth are engaged in a variety of ways, from consultation with or inclusion in program development, to leadership positions. The idea is that youth’s voices are expressed in a variety of ways.

Enabling environment: Youth are surrounded by an environment that maximizes their assets, agency, and access to services, as well as their opportunities and the ability to avoid risks and to stay safe, secure, and be protected. An enabling environment encourages and recognizes youth, while promoting their social and emotional competence to thrive.

- **Environment:** This term should be interpreted broadly and includes the following spheres:
 - **Social:** Youth are supported by and involved in various nurturing relationships with peers, parents, teachers, and other adults.
 - **Normative:** The environment holds positive attitudes, norms, beliefs, boundaries, and expectations that support, value, encourage, and recognize positive development for youth.
 - **Structural:** Youth are surrounded by supportive laws, policies, programs, and systems providing timely, affordable, and quality opportunities that are developmentally appropriate, needed, and desired by youth.
 - **Physical:** Youth are surrounded by supportive geographic and physical spaces, including those that facilitate the ability to exist without perceived or experienced violence or discrimination.

Figure 3 visualizes how investments in PYD programming leads to long-term impact for young people using key language from both the USAID Youth in Development Policy and YouthPower’s definition of PYD. The blue arrows reflect the key elements of the PYD definition. If programs include these elements and are implemented well, they would lead to Intermediate Results (IRs) outlined for YouthPower in the red boxes. These in turn contribute to the overall impact in developing healthy, productive, engaged youth as envisioned in the USAID Youth in Development Policy. We can then measure change across the four broad domains.

Figure 3: Theory of Change: How investments in PYD programming lead to lasting change for young people



USAID's YouthPower Learning curated and developed illustrative PYD indicators for USAID's youth-related programs. YouthPower Learning's "PYD Measurement Toolkit: A Practical Guide for Implementers of Youth Programs" provides guidance for applying them.¹² USAID programming for youth is broad and cuts across a variety of sectors and age ranges; the indicators are meant to be used by a variety of USAID missions and implementers and represent the core elements of PYD. They offer a means to measure PYD programs, report on outcomes, and tell the story of PYD program impact. By using the indicators in program monitoring and evaluation, missions and implementers can provide evidence that the intended change is actually occurring (or not), because the indicators measure not only outcomes, but also processes, outputs, and impact, which measure changes in attitudes and behaviors, but are often less tangible and difficult to quantify.

¹² See <http://www.youthpower.org/positive-youth-development-toolkit> for more information and to download the toolkit.

Seven PYD features have been identified as important elements of holistic youth programming. These features are grounded in the literature, particularly the work of the National Research Council and the Institute of Medicine, but adapted for low- to middle-income countries.¹³ These features are also linked with the PYD domains and relate closely to activities that can be incorporated into a holistic youth program. PYD features provide another pathway to conceptualizing PYD.

PYD DOMAINS		PYD PROGRAM FEATURES	DESCRIPTION OF PROGRAM FEATURES
Assets			
Agency		Skill building	Develop soft and life skills through skill-building activities within individual, family, peer, and community settings.
Contribution		Youth engagement and contribution	Allow youth engagement to take different shapes. This can include youth expression, youth involvement in community service, and creating opportunities for youth decision-making at the national level through formal structures such as advocacy. This can also include programs that provide structure for youth contribution.
		Healthy relationships and bonding	Identify and link youth to positive adult role models, mentors, coaches, teachers, health care providers and community leaders. Ideally, youth have at least one caring and consistent adult in their lives. Healthy peer relationships are also particularly important to youth.
		Belonging and membership	Foster activities where youth feel included regardless of one's gender, ethnicity, sexual orientation or disabilities. Identify activities that provide positive sense of belonging (schools, sports, community service, faith-based youth group, etc.)
		Positive norms, expectations, and perceptions	Having clear and consistent norms and expectations about health, relationships, and forms of engagement that provide youth with an increasing amount of responsibility and independence and which allow youth to grow and take on new roles.
		Safe space	Create safe spaces that are tailored to the needs of youth - including physical infrastructure as well as emotional safety. Space can be defined in a variety of ways, including virtual. Many communities lack any space for youth to convene. Thus communities must be committed to providing youth with safe spaces to practice, engage, and learn creatively and collaboratively. An emotionally safe space is critical to learning.
		Access to age appropriate and youth friendly services; integration among services	Make information available to youth and families, connecting and integrating health and social services so there is a continuum of care and support at a community level.

¹³ National Academy of Sciences (2004). Community Programs to Promote youth Development.

ANNEX 2. PPF-MZ POSITION DESCRIPTIONS

Activists (liaisons): “Activistas” are community health workers who support OVC families. They work on a part-time basis and receive a small stipend. Activistas are from the local community and typically come from similar educational and financial backgrounds as the beneficiaries. They are involved in the selection process and visit the homes to ensure they meet the vulnerability criteria. They are trained to support OVC families by identifying their needs and then referring them to services and supports to help address challenges. The activistas work with a set number of the PPF-MZ beneficiaries’ families and understand the circumstances of each family. They also serve as a liaison between the program and the families; if program staff notices that a youth is experiencing difficulties, the activistas will explore what might be happening at home that could be impacting the youth and communicate their observations to the staff. This has been particularly important in the case of youth with ill parents or when there is a death in the family.

Facilitators (instructors): PPF-MZ has three facilitators for each youth cohort and their skills reflect the disciplinary nature of the program. The facilitators are trained in project-based learning and youth development. PPF-MZ typically has one IT facilitator, one facilitator with a social work background, and one employability facilitator. These senior facilitators are paired with junior facilitators, who are PPF-MZ graduates. The junior facilitators support all aspects of the program and often co-facilitate a session. They serve as role models for the youth and as a bridge between youth and staff. The junior facilitators also work with other graduates at the youth clubs.

FHI360 program coordinators: These technical experts are responsible for training and providing technical assistance. The Pedagogical Coordinator is responsible for all activities relating to learning. Another coordinator is responsible for partnerships, which includes identifying e-mentors and internships and overseeing the implementation of both the e-mentoring program and the internships. The program coordinator manages relationships with the CSO partners, oversees the grants, and is responsible for reporting and day-to-day program management.

Implementing partners’ coordinators: Each CSO has an Executive Director and, depending on the size of the CSO, may also assign one of the facilitators to be a program coordinator to oversee all aspects of the programmatic activities.

Internship supervisors: Each intern has a supervisor. PPF-MZ provides a general orientation to intern supervisors and carries out regular program monitoring. If issues arise during the internship, PPF-MZ will communicate with the supervisor. At the end of the internship, each intern supervisor provides an evaluation of the internship.

ANNEX 3. KEY INFORMANT INTERVIEWS FOR PPF-MZ IMPLEMENTERS

PURPOSE

To examine the key successes of, and challenges to, implementing the Programa Para o Futuro in Mozambique, and to document lessons learned and opinions of key program implementers, including:

- Program design implementers and coordinators
- Social workers
- Activists
- Instructors
- Mentors

(45–60 minutes interview)

INTRODUCTION

(Introduce yourself and explain the purpose of the study)

Thank you for agreeing to do this interview. My name is [NAME], and I'll be talking with you today about the PPF project. As you know, this project is designed to enable older orphans and at-risk children to gain the capacity to transform their lives and secure economic prosperity. PPF uses a project-based learning approach to enable children to gain employability, literacy, numeracy, decision making and problem-solving skills that are essential for success in the workplace. The purpose of this interview today is to learn more about your experiences implementing the program and any thoughts you may have about what worked well and what didn't and your suggestions on how such a program could be improved. Our discussion will take about 1 hour.

If it's okay with you, I would like to record our conversation so it can help me capture all the information correctly.

(If they agree turn on the voice recorder)

Background

I would like to begin by asking you some questions about your role in PPF.

1. What is/was your position at PPF?
2. How long have you been working/did you work in this role?
3. How did you become involved in PPF?
4. What are/were your major responsibilities in this role?
 - a. (Only ask to participants who work directly with the youth): What activities do/did you carry out with youth participants?
5. Can you tell me about your work experience as it relates to the position you play(ed) at PPF? (Probe for level of expertise and experience e.g. how many years of teaching, mentorship or social work experience).

POSITIVE YOUTH DEVELOPMENT CONCEPT

A key component of the PPF project is to empower youth by meaningfully engaging them in practical projects in various fields and providing them with mentorship and social networks to help them grow individually and professionally.

1. How would you describe the youth served by PPF? What kind of social and economic backgrounds do they come from?
2. What are your thoughts about the PPF approach in helping orphaned and at-risk youth?
 - a. Can you please describe the project-based learning approach (or working through learning) used by the program? What does that look like?
 - b. In your opinion, has this approach helped youth develop useful skills? If yes, what types of skills have youth gained? If not, why wasn't it successful?
 - c. Can you please describe the mentorship and social network supports that youth get in PPF?
 - d. In your opinion, have these services been helpful to youth? If so, how? If not, why?
3. In your perspective, what are the expected or hoped for outcomes of the PPF program?

EXPERIENCE IMPLEMENTING PPF

Program impact on youth

Now let's talk about your experiences as a [INSERT TITLE] in PPF.

1. Can you tell me about your relationship with the PPF youth? On average, how often do/did you interact with them? (*Probe: For what purpose? By phone or face to face? Quality of interaction? How has/had this changed over time?*)
2. In your opinion, what were the most successful elements of the program and why?
3. What is the most important impact of PPF on the youth participants? Can you explain why? What other impacts do you think PPF has/had on youth participants?
4. How would you define a successful PPF graduate? What characteristics or skills do they have?
5. What methods did PPF use to successfully engage youth in the program design, implementation, evaluation and any other activities? (*Probe: Did they help with program design? Were they involved in programmatic decisions? Did youth carry out activities within the program?*)
 - a. What activities if any are youth led or youth-driven within the program? What types of responsibilities are taken on by youth participants?
 - b. In your opinion which category does PPF fall?
 - a. Assigned but informed. Why?
 - b. Consulted and informed. Why?
 - c. Adult-initiated, shared decisions with youth. Why?
 - d. Youth-initiated and directed Why?
 - e. Youth-initiated, shared decision with adults. Why?
6. What do you think are the youth expectations about PPF? How well is the program meeting those expectations? (*Probe: If so, why? Why not?*)
7. How could PPF be more helpful to youth participants? What improvements could be made to the program?
8. Were there any benefits from PPF that the youth participants expected or hoped to experience that they have not yet? If so, what were these?
 - a. Why do you think they haven't experienced them? Do you think there is anything PPF could do to help them experience these changes?
 - b. Would you recommend PPF to others in your community?

9. How did the program change over time and what informed these changes? (*Probe: Implementers, Space, activities, resources?*)
10. What were the key lessons learned from a program design and implementation perspective?
11. How could similar future programs be improved?
12. Is there anything else you would like to tell me about your experience with PPF?

Challenges

1. What were the main challenges/barriers to implementing the program? Why?
2. How were challenges/barriers addressed or could they be addressed for future programs?
3. What could be improved?
4. What additional program supports, if any could be provided for the youth who demonstrated limited program success?
5. What resources, tools or support could you use to better serve youth?

Closing Remarks

1. What is the most important message that you want me to take away from this interview?
2. Is there anything else that you would like to add about any of the topics that we have discussed or other areas that we didn't discuss but you think are important? Do you have any suggestions for PPF?

Thank you for your time and participation in this interview. The information that you provided to us will be very helpful in this project.