

Youth Engagement Community of Practice (CoP) Meeting

November 1, 2017

in-person host: Creative Associates



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Introductions & Networking

Itena Hoxhallari and Lindsey Woolf
Community of Practice Facilitators
Making Cents International

- Write down something that you are proud of about yourself (either personal or professional) on a strip of paper.
- Pass the strips of paper to Itena and Lindsey and we will pass them back out.
- Spend 3 minutes speaking to each other trying to find the person whose sentence you have – this is your partner.
- Once you have found your partner:
 - Discuss with your partner something that you have done, you have observed being done, or you think should have been done in a situation (personal or professional) that would have made that situation more intentionally inclusive of a marginalized/disadvantaged person or population.



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Member Presentation

Enrique Roig

Director of Citizen Security Practice Area
Creative Associates



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PUBLIC HEALTH APPROACH FOR ADDRESSING VIOLENCE

Enrique Roig
Citizen Security Practice Area

Violence is a Public Health Issue





Violence Typology and Continuum

Bullying

Family /
intimate
partner

Community

Gang

Organized

State

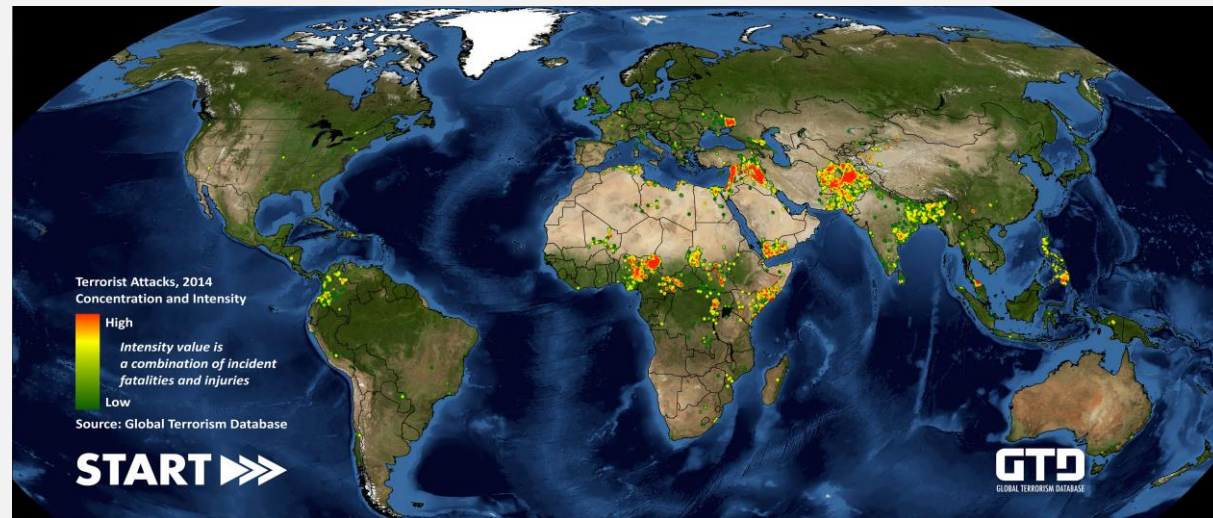
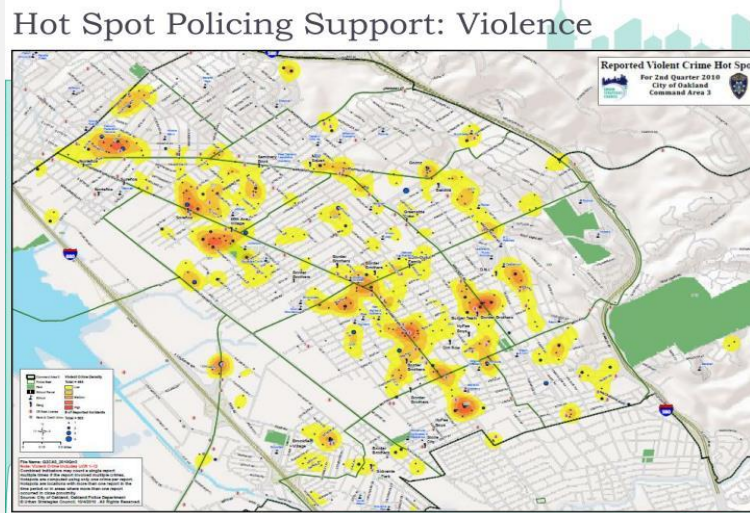
Rarely lethal
Occurs in private
Involves few
Spontaneous
Expressive
Common

Frequently lethal
Occurs in public
Involves many
Planned
Instrumental
Uncommon



3 things we know about violence

1 Violence is sticky; concentrates in places



2

People namely victims
and perpetrators are
affected
disproportionately

3 Violence is mostly driven by group dynamics associated with certain behaviors

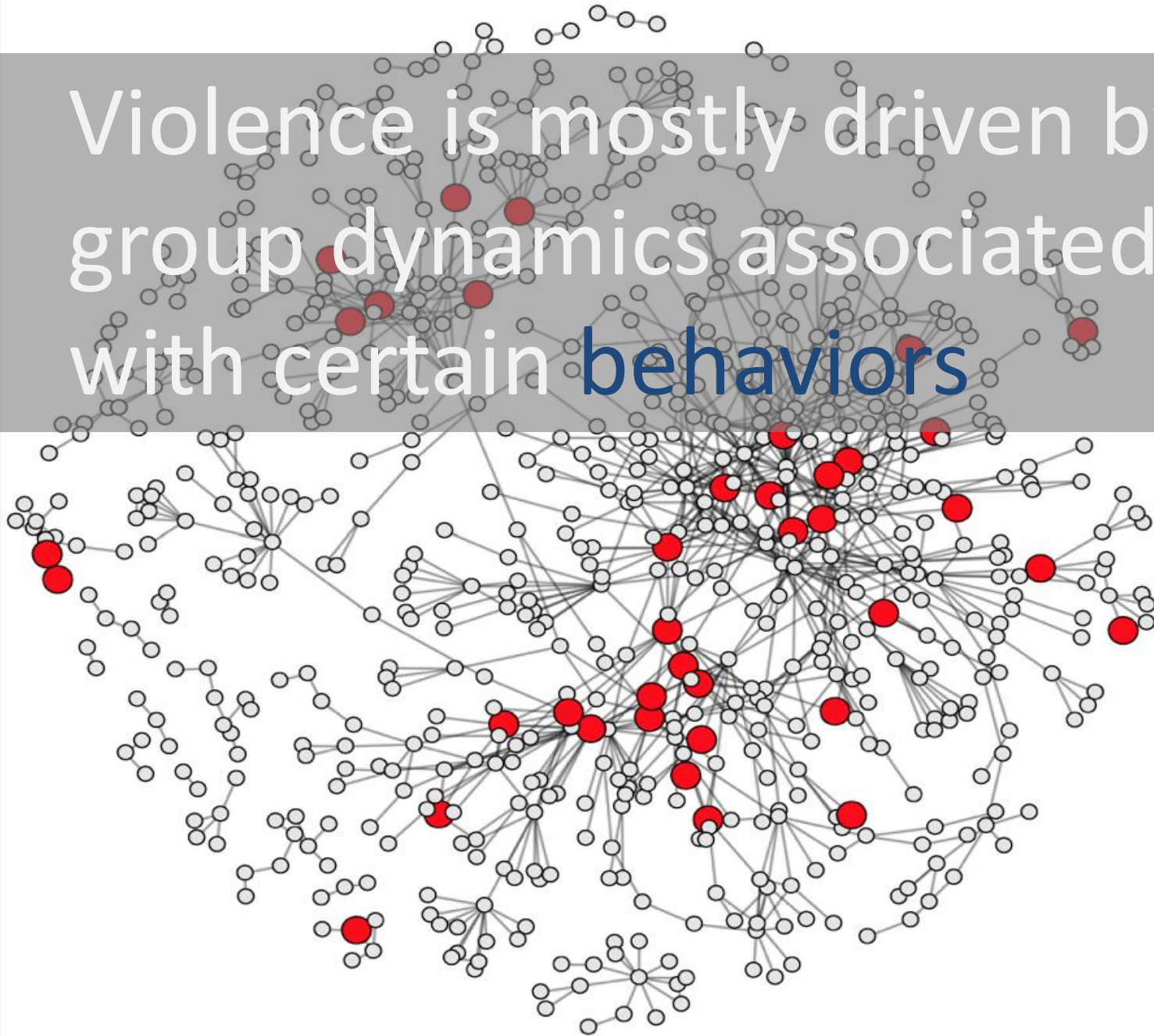
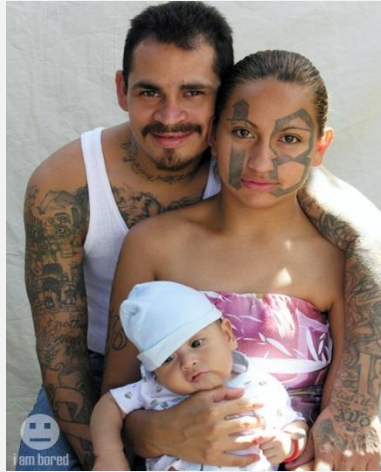


FIGURE 2. The social network of high-risk individuals in Cape Verdean community in Boston, 2008.

At Risk Youth: At Risk of What? We Need Better Targeting to Reduce Violence





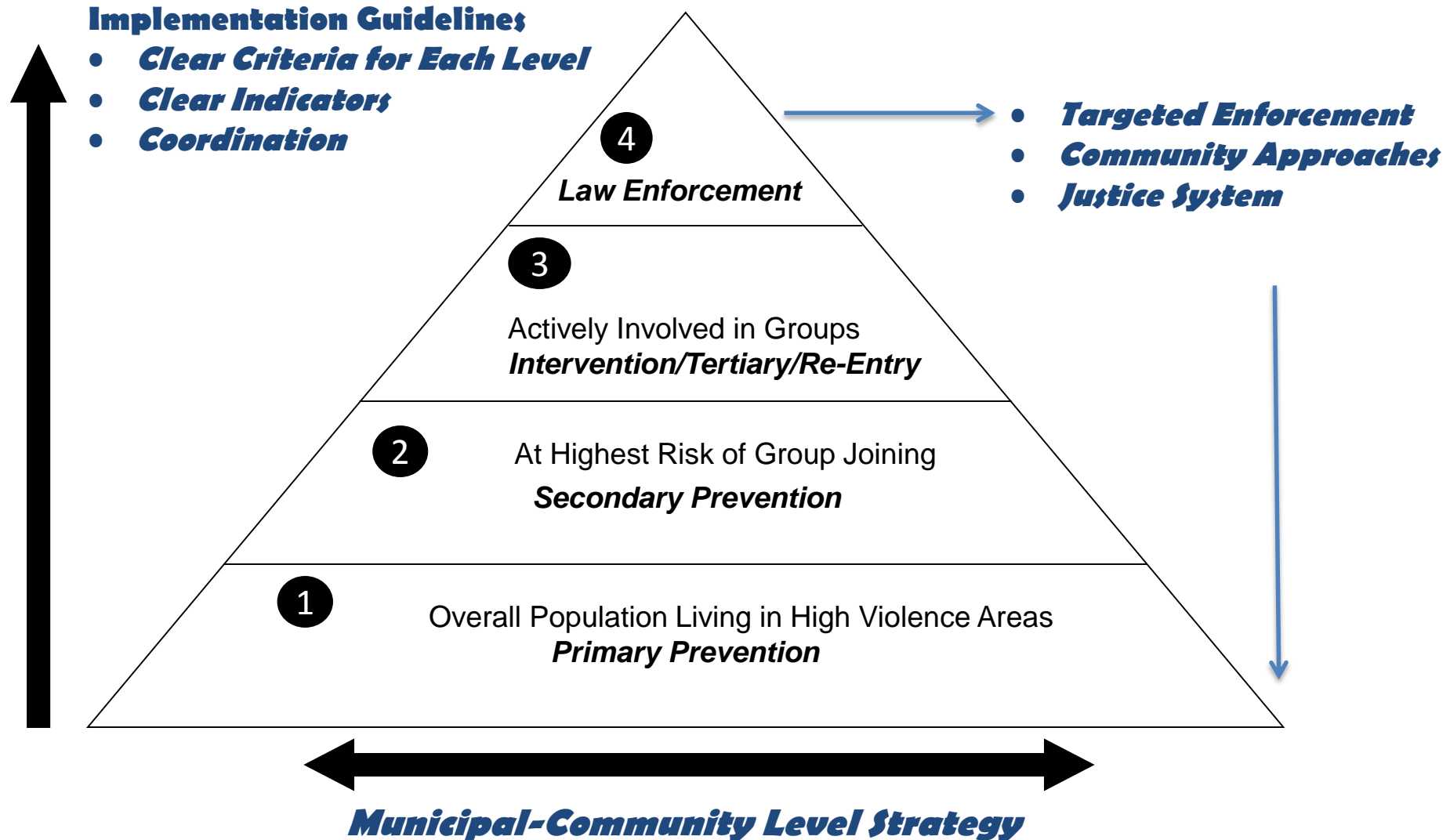
Core offenders are group involved, small in number, and identifiable

Groups drive a huge share of the action:

- ✓ Around 0.5% of overall population.
- ✓ Regularly associated with 75% of serious violence in a city.
- ✓ Doesn't matter if they're "gangs," and most aren't.

In most dangerous neighborhoods:

- About 5% of high-risk male age group.
- Only about 10-20% of those are impact players.



Programs for Four Levels of Risk

| <div>←Family Systems Theory→</div> | | | | |
|---|--|--|---|---|
| Primary Prevention 1 | Secondary Prevention 2 | Intervention Case Management 3 | Intervention Violence Interruption 3 | Suppression Side Effects 4 |
| <div>➤ Gun Buy-Back</div> <div>➤ Youth Development Services</div> <div>➤ Community Education Campaign</div> | <div>➤ Gang Prevention Services</div> <div>➤ Family Centered Model</div> <div>➤ Female Responsive Programming</div> | <div>➤ Family-Based Case Manage-ment</div> <div>➤ Reentry referrals and services</div> | <div>➤ Triangle Incident Response</div> <div>➤ Proactive peace-making activities</div> <div>➤ Los Angeles Violence Intervention Training Academy</div> | <div>➤ On-going communication with law enforcement agencies</div> <div>➤ Coordination of services after suppression activities (e.g., “take-downs”)</div> |
| <div>←Relational Policing→</div> | | | | <div>➤ Justice System Advocacy & Coordination</div> |
| <div>←Summer Night Lights Program→</div> | | | | |
| <div>←Evaluation→</div> | | | | |



PROGRAM EXAMPLE

Secondary Violence Prevention Family Approach- (Adapted via Pilot~~s~~ in Honduras, El Salvador & Tunisia)



SECONDARY VIOLENCE PREVENTION FAMILY MODEL

- **Risk Assessment (10-15 year olds)**
- **Family Intervention**
- **Six Month Assessment, Intervention, Twelve Month Assessment**



Theory of Change

- 1) If you use behaviors associated with risk factors as a lever;
- 2) involve multiple family members in strategies to change that behavior;
- 3) then new family interactional sequences are established;
- 4) and multiple risk factors and associated behaviors are reduced.



The YSET Diagnostic (The Thermometer)

- Determines levels of risk (primary, secondary, tertiary) It is a thermometer, not the medicine
- The focus is on individual, peer, and family level domain risk factors.
- The risk factors initially established were based on longitudinal studies on young people involved in gangs.
- The Thermometer Does not Reduce the Fever, The Medicine Does!



Empirically Derived Risk Factors

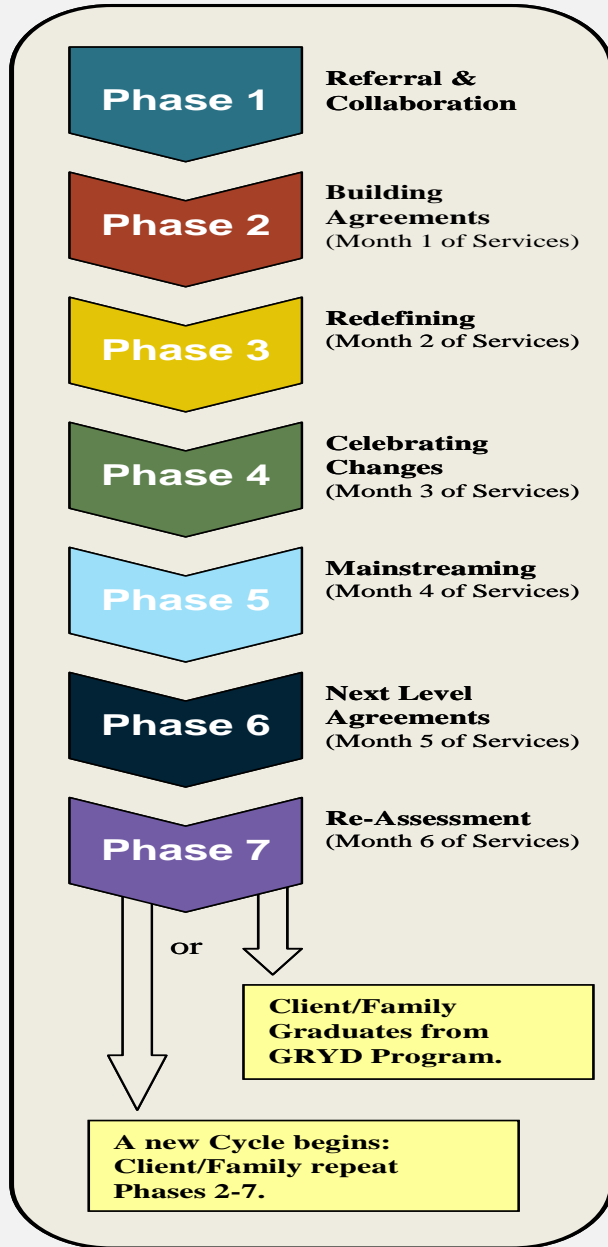
| YSET Secondary Prevention Risk Factor Assessment | |
|--|--|
| Antisocial Tendencies | |
| Impulsive Risk Taking | |
| Guilt Neutralization | |
| Negative Peer Influence | |
| Weak Parental Supervision | |
| Peer Delinquency | |
| Critical Life Events | |
| Delinquency and Substance Abuse | |
| Family Gang Influence | |



The Risk Factor Framework

- It is the accumulation of four or more elevated risk factors that places a young person at a secondary level of risk.
- No one individual risk factor weighs more than another.
- Each YSET risk factor represents a series of behaviors. At the intervention level we have found it most effective to focus on the *behavior not the risk factor.*

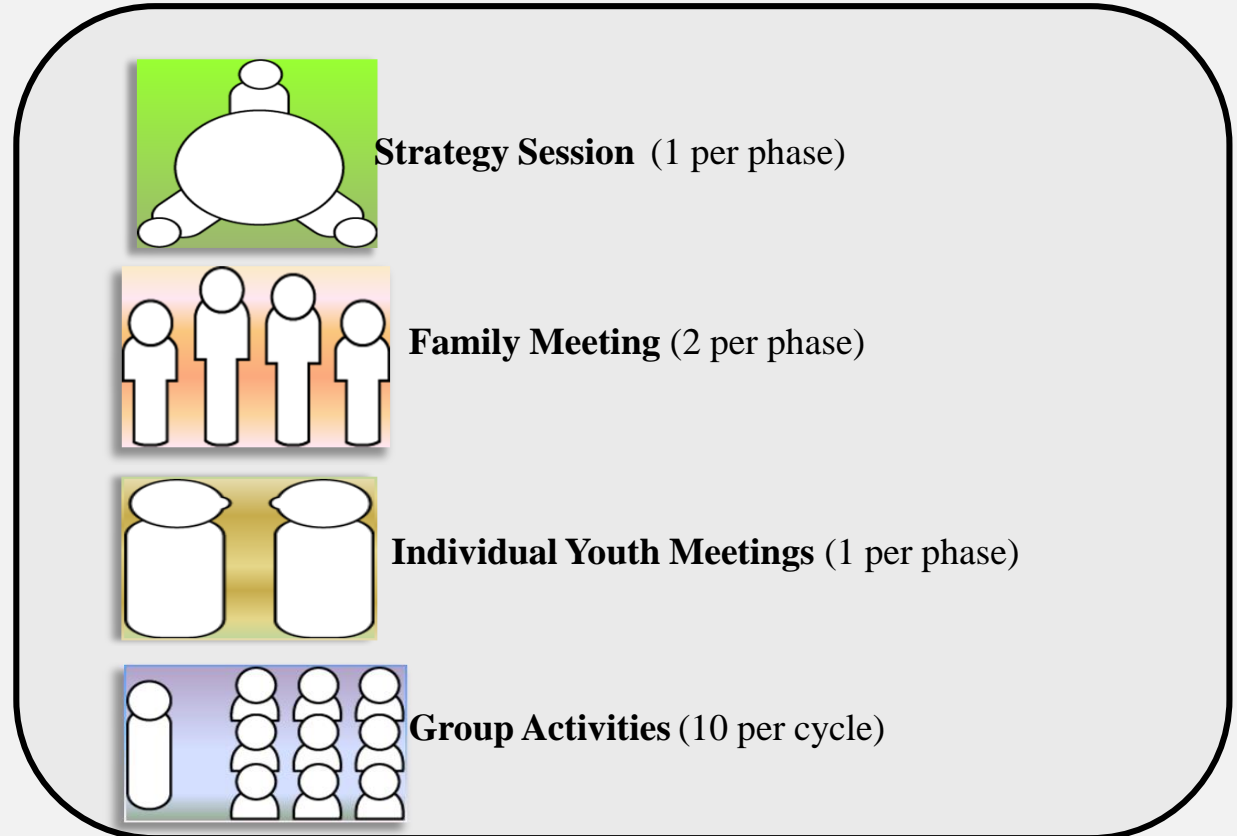
Secondary Prevention Family Approach



Vertical Strategy: Multigenerational Coaching using Strength-based genograms.

Horizontal Strategy: Problem-Solving Strategies

Programming





Proponte Mas: Below Secondary Risk Levels (3-22-17)

| Description | Numbers | Percentages |
|---|---------|-------------|
| Families with secondary level risk members currently in intervention | 480 | 100% |
| YSET-R Processed to Date | 437 | 91% |
| YSET-R of Secondary Level Risk Families still to be processed | 43 | 9% |
| Families with an index youth that is in the range of 0 to 3 risk factors after six months of intervention | 322 | 73.7% |
| Families with an index youth that continues to show 4 or more risk factors after six months of intervention | 115 | 26.3% |

CLOSING POINTS



- Public-private multi-sectoral alliances
- Integrated strategy: Prevention; Intervention; Enforcement; Reinsertion (PIER)
- Greater geographic focus – use data and existing resources in the community
- Focus on youth who are the most at risk for committing violence and crimes
- Improved coordination at the country-level to oversee and manage various initiatives
- Focus on changing behaviors and less on changing group identity





Thank You

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Introduction to this Year's Theme

Mike Sweigart

Community of Practice Co-Champion

Independent consultant



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Inclusion and Youth Development at World Learning

Jennifer Collins-Foley

Senior Advisor for Inclusive Development
and

Chris Iverson

Program Officer, Global Development



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**TRANSFORMING AGENCY,
ACCESS, AND POWER**

A Toolkit for Inclusive Development

World Learning's Approach to Inclusive Development

**Youth Engagement
Community of Practice
November 2017**



World Learning
EDUCATION | DEVELOPMENT | EXCHANGE



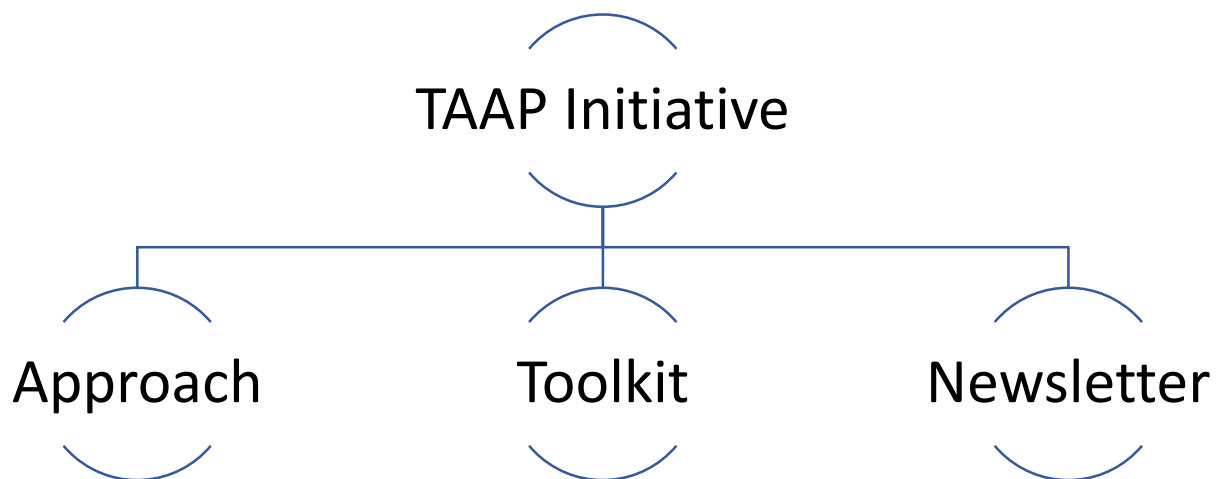
Inclusive Development

World Learning and its TAAP Inclusion Partners are committed to drawing on the full contributions of all voices in society, including groups typically marginalized from political, social and economic power, including displaced persons and migrants; LGBTI identities; older persons; people with disabilities; racial, ethnic and indigenous identities; religious identities; women and girls; and youth.

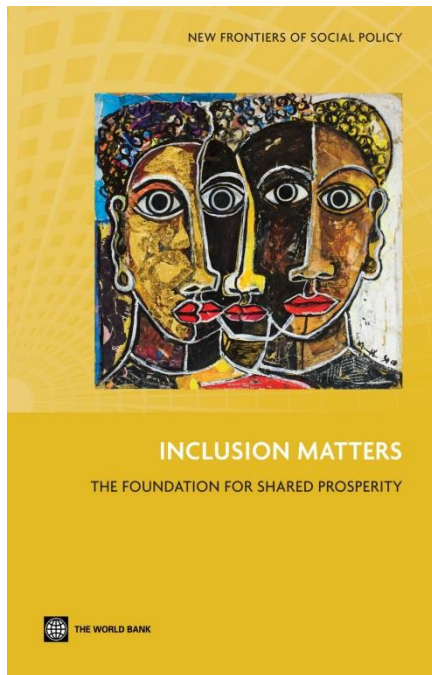




What is TAAP?



Background on TAAP



- TAAP Approach launched in Autumn 2015
- Inspired by Gender Analysis and World Bank Inclusion Matters (Jul 2015)
- Co-creation/Community of Practice (Nov 2015)
- Funded by World Learning (Spring 2016)
- Pilots: Myanmar (2016), Mongolia (2016), Jamaica (2017), Algeria (2017)
- Launching Toolkit in February/March 2018



TAAP Inclusion Partners



World Learning

EDUCATION | DEVELOPMENT | EXCHANGE



IREX

Leonard
Cheshire
Disability



HelpAge
International

age helps

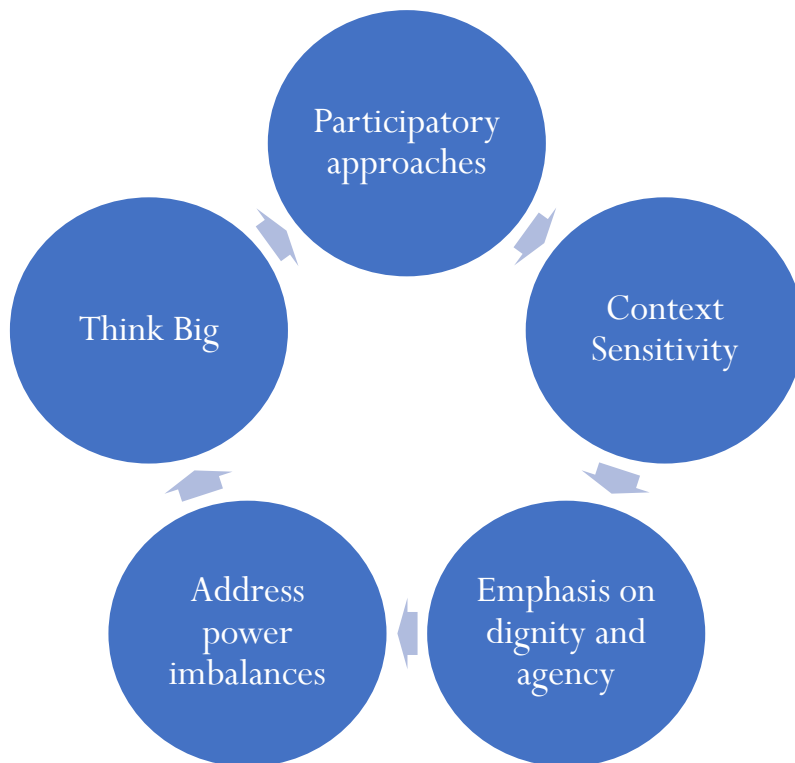


WOMEN'S
REFUGEE
COMMISSION



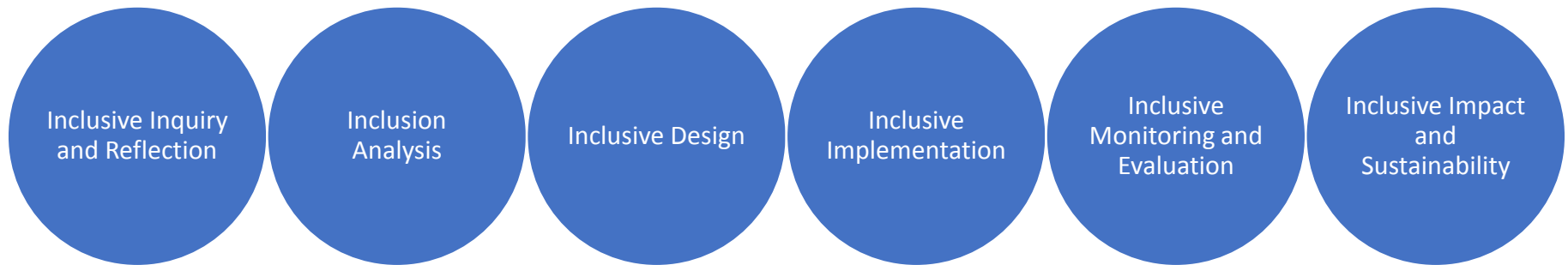
TAAP Inclusion Principles

TAAP is grounded in human rights-based approaches and human dignity





TAAP Integrated Across the Program Cycle



TAAP inclusivizes the project cycle with attention to inclusion integrated throughout each phase of a project. TAAP can start anywhere.



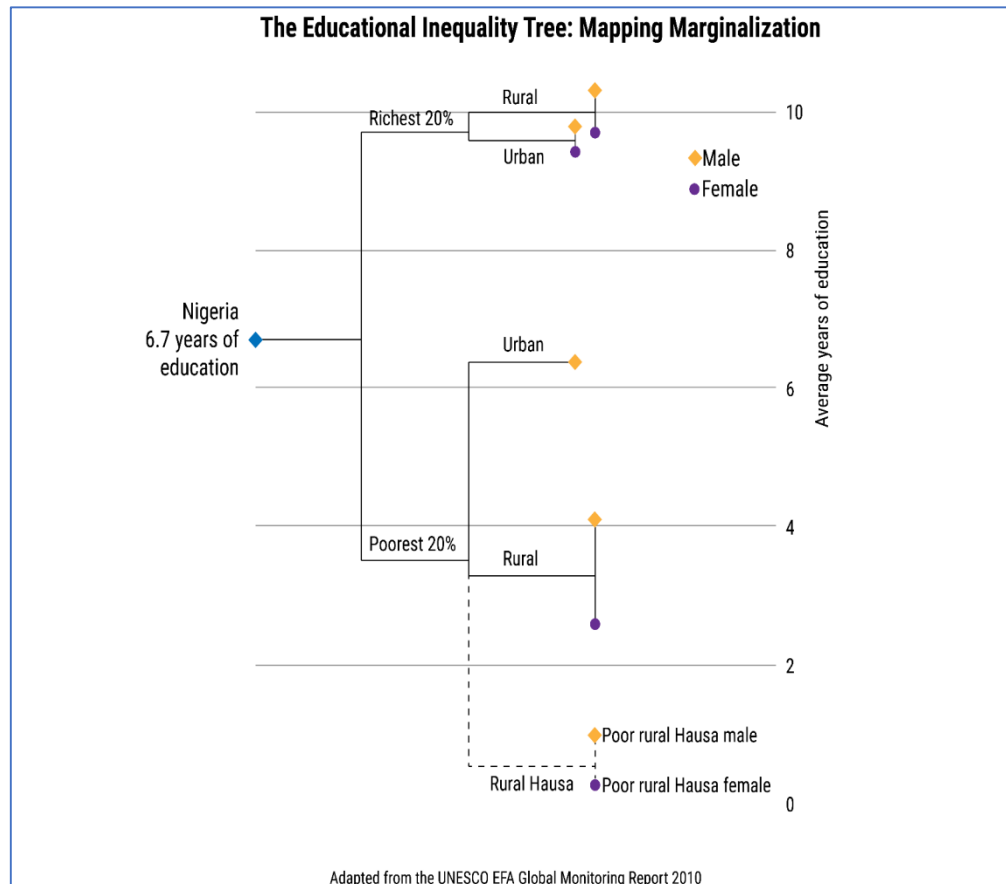


TAAP 6 Domains of Analysis

- What are the laws, policies, regulations, and institutional practices that influence the context in which included, marginalized and excluded identity groups act and make decisions?
- What are the knowledge, beliefs, cultural norms and perceptions *of* and *about* included, marginalized and excluded groups?
- What are the roles, responsibilities, participation and time use of different identity groups?
- Who has agency and control over the power to make decisions?
- Who has access to and control over assets and resources?
- What is the status of human dignity, safety and wellness among different identity groups? (*This domain is unique to the TAAP approach*)



Universal...Intersectional...Transformative...



Inclusion Awareness: Why Do We Care?





INTEGRATING INCLUSION

USAID LEAD-Mongolia

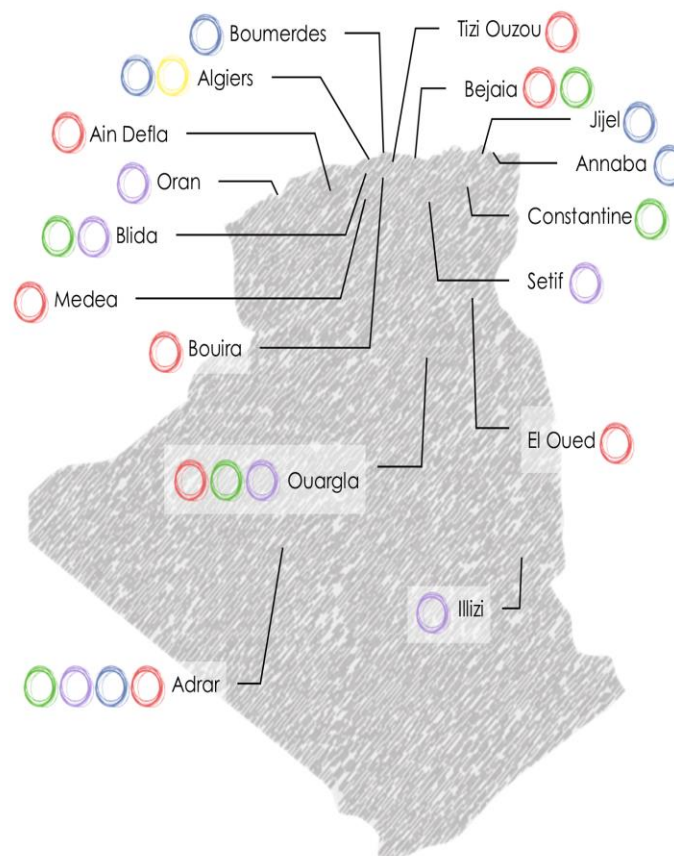
Resulted in an expanded inclusion lens:

- Identified and engaged two additional and significant identity groups that are disproportionately impacted by development challenges based on their identities (Kazakh Ethnic Minority; population of IDPs near UB)
- Facilitated a deep appreciation among participants of the importance of understanding their own positions as leaders vis-à-vis inclusion, and integrating inclusivity in program design and in public policy responses to Mongolia's most significant policy challenges: unemployment, corruption, urbanization



Algeria Youth Programs

- Promoting Peace, Altruism, and Civic Engagement (PEACE)
- Youth Employment Project
- PLUS Program





INTEGRATING INCLUSION

Iraqi Youth Program

- Digital Young Leaders Exchange Program (DYLEP)
- Iraqi Young Leaders Program (IYLEP)
- IYLEP-Arabic





WHAT'S NEXT?

Pilot in Moldova
Everyday Inclusion Indicators
Campaign
TAAP Inclusion Toolkit Launch
TAAP User Guide/Training Curriculum



Brainstorming the Year's Activities

Mike Sweigart

Community of Practice Co-Champion

Independent consultant

- What do we know about engaging diverse young people - and particularly those from socially, politically, or economically disadvantaged groups - in development programs?
- What are the limitations and challenges practitioners face in engaging diverse youth in programs?
- What can we learn about this topic through the CoP, and what activities/speakers can get us there?



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Closing Announcements and Quick Updates

Christy Olenik

Community of Practice Co-Champion

Making Cents International

- Newly published brief: '[Making the Pitch for Youth Engagement](#)'
- YE CoP [GUC video](#) update and viewing party information
- Webinars tentatively planned for January and May 2018
- Next meeting likely Summer/Fall 2018
- [YouthPower.org](#) contributions always welcome



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