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USAID YouthPower Final Performance Report

March 26, 2017 – March 25, 2022

Approved Date:

Version: Final

Contract Number: AID-OAA-I-15-00012

Task Order Number: AID-278-TO-17-00001

Activity Start Date and End Date: March 26, 2017 – March 25, 2022

Total Award Amount: \$23,577,013

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USAID YouthPower Activity

DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

ACRONYMS

CBO	Community-Based Organization
CLA	Collaboration, Learning and Adaptation
CSO	Civil Society Organization
FPD	Family Protection Department
GBV	Gender-based violence
GoJ	Government of Jordan
IEC	Independent Elections Commission
IP	Implementing Partner
JOHUD	The Jordanian Hashemite Fund for Human Development
KACE	King Abdullah II Center for Excellence
KHF	King Hussein Foundation
M&E	Monitoring and Evaluation
MEL	Monitoring, Evaluation, and Learning
MoE	Ministry of Education
MoU	Memorandum of Understanding
MoY	Ministry of Youth
NGO	Non-governmental Organization
PAVAL	Problem-solving, advocacy, volunteerism, awareness raising, and learning and training
PfG	Partners for Good
PSS	Psychosocial support
PYD	Positive Youth Development
RFA	Request for Applications
RHAS	Royal Health Awareness Society
SCJ	Save the Children - Jordan
STEM	Science, Technology, Engineering, and Math
TL	Transformational Learning
ToT	Training of Trainers
TtF	Train the Facilitators
USAID	United States Agency for International Development
VAN	Volunteer Ambassadors Network
YAC	Youth Advisory Council
YNP	Youth Network Portal
YWD	Youth with Disabilities

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EXECUTIVE SUMMARY

With nearly two-thirds of its population under the age of 30, Jordan's economic stability and security depends on the active participation of its youth. However, youth in Jordan face a number of challenges, including a rising cost of living, limited job opportunities, an education system that does not provide them with skills and knowledge that match labor market needs, and limited opportunities for political engagement. Over a third of youth are unemployed, and lack opportunities and safe outlets for professional development, civic engagement, and access to resources and public services, particularly outside of Jordan's capital and major cities. Building on existing community-based structures and in partnership with the Government of Jordan and local organizations, USAID YouthPower used a youth-led approach applied through a positive youth development framework, partnering with vulnerable youth to build the knowledge, skills, attitudes, and networks they needed to create transformational impact and shape stable, secure, and self-reliant futures.

USAID YouthPower implemented its activities in support of USAID/Jordan's Sub IR 3.2.3 by strengthening, establishing, and increasing access to the local systems and programs that serve youth to improve opportunities, well-being, and civic engagement for youth. The Activity's objectives, activities, and outcomes were guided by the development hypothesis that once youth are aware of their community assets and services, agency (both individual and collective), and the barriers to and opportunities for positive youth engagement, they will be able to identify solutions and design and implement initiatives to overcome challenges.

USAID YouthPower organized activities around four main components: (1) Youth Outreach and Engagement, (2) Learning and Further Education, (3) Community Asset Mapping, and (4) the Youth Innovation Fund. From the onset, USAID YouthPower prioritized youth ownership and gender and social inclusion throughout its activities, and adopted Collaboration, Learning, and Adaptation (CLA) principles to continually assess and adapt tools, programs, partnerships, and activities to the needs, desires, and decisions of youth.



The Darzeh Initiative is a youth-led home-sewing workshop aiming to financially empower local women

The impact of USAID YouthPower is an interconnected network of youth across Jordan who have the skills, agency, self-efficacy, and relationships to achieve economic empowerment and lead civic engagement and advocacy efforts for themselves and their communities. This transformational change is difficult to capture in the numbers alone, but nonetheless, USAID YouthPower did show consistent positive outcomes throughout the Activity, achieving or exceeding almost all indicator targets across its components and demonstrating a positive shift in both youth's perceptions of themselves as well as local stakeholders' perceptions of youth.

By the end of the Activity, 75% of engaged youth reported preparedness to enter higher education, vocational training, and/or the workforce, while 17,961 youth reported increased self-efficacy. A total of 11,654 (7,194 females, 4,460 males) of the total youth were engaged in local development, with over 2,234 youth leading the development of 584 innovative initiatives to improve avenues for positive youth engagement. USAID YouthPower created a total of 244 avenues for positive youth engagement, with a total of 81% of youth reported increased utility of existing avenues for positive youth

engagement. Following life skills/soft skills training, 88.3% of youth participated in civic engagement activities. Moreover, 3,190 youth reported increased support and 78.4% of youth reported positive value and/or recognition by adults. Accomplishments by component are as follows:

Youth Outreach and Engagement: Between March 2017 and March 2022, USAID YouthPower registered 16,415 youth (10,076 females, 6,339 males) ages 10-29 in 60 communities across Jordan through both online and offline applications, prioritizing youth who dropped out or were not performing well in school, living in poverty, refugees, living with disabilities, and/or lacking self-confidence, agency, and accessibility to engage positively with their communities and peers. All registered youth are part of the outreach database. The Activity collaborated with stakeholders in each community to reach youth with the greatest need and develop community buy-in and used a tailored approach to accommodate conservative gender norms and reach extremely marginalized youth, such as youth with disabilities (YWD) and female youth victims of domestic abuse.

USAID YouthPower established the Volunteer Ambassadors Network (VAN), a nationwide network of 300 youth advocates (134 females, 166 males) who utilized peer-to-peer engagement to mobilize youth to create a culture of advocacy and lead engagement with local and national stakeholders on governance and policy initiatives. The VAN played a pivotal role in motivating youth to take responsibility for creating change in their communities, shifting the way decision makers view and engage youth in their work, and defining a model for youth to engage in governance. The VAN reached an additional 1,107 youth (658 females, 449 males) through their efforts, collaborated with the Ministry of Youth under the National Youth Strategy (2019-2025) to design and implement 72 initiatives to roll-out the Strategy in their communities, and conducted 149 meetings with local decision makers and shared 24 local and national policy papers to share data-driven analyses and recommendations for policy issues prioritized by youth. The VAN also signed MOUs with five municipalities to establish youth units, establishing a formalized model for embedding youth into local governance.

Learning and Further Education: USAID YouthPower developed Transformational Learning (TL), an intensive learning curriculum exploring youth agency, critical thinking, decision-making, negotiating, gender and inclusion, and community asset mapping, and concluding with an opportunity for youth to design and implement a small-scale community practicum. The Activity trained 10,525 youth (6,535 females, 3,990) on TL and Train the Facilitators (TtF) curricula and certified a total of 1,220 trainers in TL and TtF. By taking on the additional responsibility and commitment to deliver peer-to-peer knowledge transfer, youth trainers could go on to become facilitators; the Activity certified 500 youth facilitators (303 females, 197 males), including 10 facilitators with disabilities, who helped make curricula more accessible for YWD and provided support on TL trainings. The Activity steered away from a volunteerism model and engaged the facilitators (and other youth, such as youth photographers and film makers from the Learning Clubs and youth mappers) as young professional service providers compensating them through a USAID-approved compensation scheme for their expertise.

The Activity designed and launched the PAVAL (problem-solving, advocacy, volunteerism, awareness-raising, and learning) toolkit, a methodology to guide youth through the process of designing their own community initiatives, and shift youth thinking from short-term, standard projects like community clean-ups to innovative, comprehensive solutions. The activity certified 24 master trainers (12 females, 12 males) in PAVAL, conducting 52 trainings for 582 of their peers in 29 communities.

As youth identified their interests and priorities, USAID YouthPower supported youth to organize themselves into 13 Learning Clubs around the following themes: technology and digital innovation, filmmaking and digital media, environment and green solutions, sports and health, gender inclusion, social inclusion, and entrepreneurship and preparedness to join the workforce. The Learning Clubs provided youth with safe spaces to collaborate and exchange ideas, and later formed a highly

connected network for youth-to-youth support and services. USAID YouthPower engaged 941 youth (612 females, 329 males) through youth-led activities implemented within the thematic Learning Clubs and 2,085 youth (1,308 females, 777 males) in peer-to-peer knowledge transfer activities.

A total of 45 youth (19 females, 26 males) served on three rounds of the Youth Advisory Council (YAC), a collaborative platform that represented the voice of youth in strategies, decision making, and implementation of USAID YouthPower. The YAC experience gave these youth valuable skills, knowledge, and confidence. More than half of all YAC members joined local organizations and associations in their communities as board members or employees after completing their YAC term.

USAID YouthPower also implemented a robust internship program, placing 91 youth (62 females, 29 males) in internship positions across 30 different host organizations, including private companies, CSOs, and governmental entities, and providing real-world learning experience and opportunity for positive adult interactions. Upon completion of the fifth intern cohort, 20 interns (37% of cohort interns) found employment in their host organizations, while others continued advanced educational opportunities and engaged in developmental initiatives as volunteers and youth leaders.

Community Asset Mapping: USAID YouthPower trained 1,622 youth (female 999, male 623) in community asset mapping. Community mapping gave youth an opportunity to better understand their communities and gain confidence engaging local stakeholders. This approach also gave community leaders, government representatives, and parents the opportunity to offer their opinions and feedback and express their needs, so they felt their voices were valued and that they were part of the solution. Through mapping, youth identified existing opportunities in their communities, located gaps in opportunities, and created opportunities for youth to engage their local communities. Youth mapped 1,431 avenues for youth engagement in 66 (6 over-target) communities, with 289 youth (155 females, 134 males) becoming leaders of mapping activities and 127 youth (71 females, 56 males) becoming certified mapping trainers.

Innovation Fund: USAID YouthPower's Innovation Fund was designed to support avenues for PYD and community services for youth based on proposals identified through the intersection of TL and community mapping. Through the Innovation Fund, USAID YouthPower worked with youth to select recipients for almost \$4,000,000 in standard and fixed amount award grants given to expert organizations and more than \$700,000 in small and in-kind grants given directly to youth.

USAID YouthPower awarded 153 in-kind and small grants directly to youth (55% were female-led), engaging 780 youth in direct implementation and 3,800 youth indirectly. In-kind grants allowed youth to pursue innovative social and entrepreneurial concepts while also addressing challenges in their communities. Through in-kind grants, youth established 16 home-based businesses, 60 freelance entrepreneurs, physical spaces for Learning Clubs, business incubators, and more.

Through eight youth social innovation support grants, grantees tied to the youth's thematic interest areas engaged a total of 1,507 youth (982 females, 525 males) in learning, and 648 youth (362 females, 286 males) in the design and implementation of 108 youth-led initiatives. Youth received 900 hours of mentorship and created 1,512 strategic linkages with municipalities, businesses, entrepreneurs, CBOs, and other industry experts to support their initiatives. To date, youth initiatives have resulted in 18 registered youth businesses, 11 youth-centered community spaces, 24 policy papers, and a number of other social innovations and entrepreneurial concepts.



Photovoltaic Systems Training in Om El-Qtain

Additional fixed amount awards were provided for grants related to psychosocial support (PSS) and inclusion of YWD. The “Mind Power” grant helped address a widely recognized need for youth PSS by facilitating access for youth in at-risk communities to psychosocial and well-being support through online self-help toolkits, and qualified 51 youth (39 females, 12 males, 2 YWD) as PSS coaches, who established 28 peer support groups and delivered 189 sessions to 221 youth and community members. The “I Count” grant built the capacities of 79 YWD and allies (44 females, 35 males, 48 YWD) and 25 CSO representatives (17 females, 8 males) to participate in a socially inclusive training of trainers on YWD rights and advocacy methods, who then conducted 12 knowledge transfer activities.

The Activity also implemented the following cross-cutting activities to complement its core work:

Digital Engagement Tools: USAID YouthPower collaborated with the Ministry of Youth to introduce key digital engagement tools, such as the Virtual Youth Network Shabab.jo, a virtual portal to encourage positive youth interaction and communication with policy makers. The Virtual Youth Center also houses PYD resources, TL materials, and the youth interactive digital map.

Gender and Inclusion: In addition to incorporating gender and social inclusion concepts in the design of activities and youth-led initiatives, USAID YouthPower also contributed to targeted initiatives and campaigns in these areas, such as the UN 16 Days of Activism Against Gender-Based Violence (GBV), Social Inclusion of YWD as TtF Trainers, Youth with Hearing Disabilities National Initiative, Social Inclusion of YWD Handicrafts National Initiative, and Gender and Social Inclusion Learning Practicum Activities. An initial group of 20 youth Gender Champions delivered training under the 16 Days of Activism Against GBV to 300 youth (141 females, 159 males) using the TL curriculum, and worked with the Jordan National Commission for Women (JNCW) and the Family Protection Department (FPD) to grow the national campaign, develop a GBV training manual for youth, and grow into 52 Gender Champions (36 females, 16 males). The Gender Champions expanded their network by training a further 996 youth in GBV topics, providing recommendations on the FPD referral system for victims of violence, and securing partnership commitments for youth involvement in future activities.

USAID YouthPower embedded sustainability across its work to ensure continuity of efforts after the end of the program. The Activity focused on qualifying youth as trainers and mentors on subject matters, providing funding to creative and social innovation ideas submitted through the in-kind small grants mechanism of the Innovation Fund, and supporting youth social innovators and entrepreneurs to implement their ideas and establish market linkages through the Youth Social Innovation Support grants. Further, USAID YouthPower advanced youth social networks, such as the VAN, to institutionalize efforts under the National Youth Strategy and established safe spaces through youth units and the thematic learning clubs within community entities. Meanwhile, the Virtual Youth Center Shabab.jo will be a vehicle to sustain content on PYD approaches and tools, related partners, and linkages, and will house the contact details of youth trainers and mentors. Across the Activity’s components USAID YouthPower also collaborated with numerous entities that will ensure sustainability through their commitments to continue to engage and/or support youth in their relevant activities. USAID YouthPower also developed models for nationally scalable strategies related to youth in governance, youth economic empowerment, and youth leaders and influencers, and shared these models and recommendations for scale in three technical briefs also shared via the Nationally Scalable Strategies teleconference hosted in March 2022.

The following are key recommendations of USAID YouthPower:

- 1) Capitalize on YouthPower Learning Clubs, ensuring their sustainability and growth.
- 2) Sustain and grow the VAN to address policy reforms and remove challenges faced by youth.
- 3) Continue youth-led initiatives that are based on community mapping interventions.
- 4) Provide awareness raising and resources to communities to improve inclusion of YWD.
- 5) Include more joint parent-youth interventions to increase trust and youth self-confidence and agency.
- 6) Map existing labor market prepared interventions and create youth linkages to respond to demand.
- 7) Establish local partnerships between youth and government agencies, NGOs, and CBOs to adopt USAID YouthPower strategies and gain the knowledge and skills to support interventions.
- 8) Increase implementation of female-led interventions, to meet demand of female youth to lead initiatives, become entrepreneurs, and develop more gender-related advocacy campaigns.
- 9) Utilize social media platforms to advocate for and promote youth interventions and engage vulnerable youth and community members.
- 10) Continue investing in inclusion of YWD by hiring translators, using accessible facilities, incorporating social inclusion into trainings, and ensuring YWD have fair opportunities to lead and participate.

OVERVIEW

On March 26, 2017, the United States Agency for International Development (USAID) awarded the 5-year USAID/Jordan YouthPower Task Order No. AID-278-TO-17-00001 to Global Communities with the Kaizen Company (Kaizen), Partners for Good (PfG), and the Jordanian Hashemite Fund for Human Development (JOHUD). The purpose of USAID YouthPower was to improve opportunities, well-being, and civic engagement for youth in support of USAID/Jordan's Sub IR 3.2.3 by strengthening, establishing, and increasing access to the local systems and programs that serve youth. USAID YouthPower was implemented to contribute to USAID/Jordan's Development Objective #3: Social sector quality improved.

BACKGROUND

With nearly two-thirds of its population under the age of 30, Jordan's economic stability and security depends on the active participation of its youth. However, youth face myriad challenges in Jordan, including a rising cost of living, limited job opportunities, an education system incommensurate with labor-market demands, and limited opportunities for political engagement. Over a third of youth are unemployed, and they lack opportunities for professional development, safe outlets for civic engagement, and access to resources and public services, particularly outside of Jordan's capital and major cities.



Balila Learning Club meets to discuss entrepreneurship opportunities.

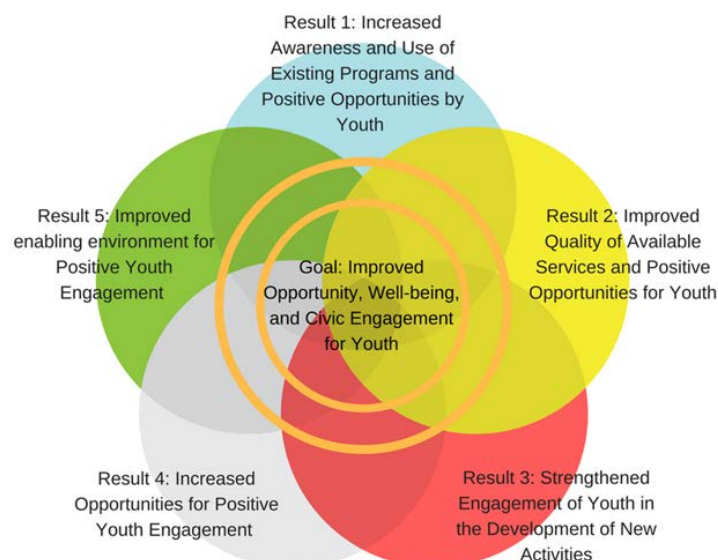
Building on existing community-based structures and in partnership with the Government of Jordan and local organizations, USAID YouthPower worked to ensure vulnerable youth's access to knowledge, skills, and networks they can use to strengthen their engagement and help build a stable, secure, and self-reliant future. The USAID YouthPower team, consisting of Global Communities, Kaizen, PfG, and JOHUD, began implementing the Activity in 2017 targeting 60 communities across all 12 governorates in Jordan¹. See the full list of communities in Annex A.

USAID YouthPower was a youth-led activity that engaged youth alongside families, communities, and governments to empower youth to reach their full potential using a positive youth development (PYD) approach through the provision of a safe environment for youth to dialogue, connect with each other and related stakeholders, and experiment with innovative and entrepreneurial ideas to achieve sustainable community development and youth economic agency.

INTENDED RESULTS AND KEY INDICATORS

USAID YouthPower's intended results were strategically interconnected, as demonstrated by the graphic below:

¹ Ajloun, Al-Balqa, Amman, Aqaba, Irbid, Jerash, Karak, Maan, Madaba, Mafraq, Tafileh, Zarqa



The causal links between each result and the goal are detailed in the following table. The Activity used internationally proven methods, informed and molded by local contexts.

Goal: Improved Opportunity, Well-being, and Civic Engagement for Youth	
Result 1 Increased awareness and use of existing programs and positive opportunities by youth	
	The more youth are aware of and use the avenues for positive youth engagement in their communities, the more they become exposed to opportunities that improve their lives. ^{2,3}
Result 2 Improved quality of available services and positive opportunities for youth	
	Better services lead to better outcomes for the youth who participate in them. ⁴
Result 3 Strengthened engagement of youth in the development of new activities	
	Strengthened engagement of youth drives them toward opportunities for positive youth engagement, creating demand for better and more comprehensive services. ⁵
Result 4 Increased opportunities for positive youth engagement	
	Increased opportunities for positive youth engagement leads to better coverage of the needs of all segments of the population. ⁶
Result 5 Improved enabling environment for positive youth engagement	
	An improved enabling environment empowers youth to engage their communities and take advantage of opportunities for positive youth engagement. ⁷

² Norwegian Refugee Council/Internal Displacement Monitoring Centre (NRC/IDMC), Youth Assessment, Zaatari and Azraq Camps, Jordan, November 2016, p.5, available at: <http://www.refworld.org/docid/59bfda804.html>

³ 2015 USAID Jordan National Youth Assessment, pages 31-33. http://pdf.usaid.gov/pdf_docs/PA00KBZD.pdf

⁴ 2013-2017 USAID/Jordan Country Development Cooperation Strategy, page 21: Investments in education and youth (both in and out of school) will support accomplishment of results under other DOs through better informed voters, a healthier population, and a more capable workforce.

⁵ USAID Youth Engagement in Development report http://pdf.usaid.gov/pdf_docs/PA00JP6S.pdf

⁶ 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, page 4.

⁷ Building on Hope: Findings from a rapid community appraisal in Jordan, USAID Youth Work: Jordan February 2010, pages 26-28. https://www.iyfnet.org/sites/default/files/YWJ_RCA_ExecVersion_0.pdf

The key indicators used to measure each result are detailed in Annex D. Each indicator was selected based on USAID PMP/F indicators or positive youth development indicators to measure the progress and impact of each related result. USAID YouthPower also used the following goal-level indicators to measure whether the Activity’s theory of change indeed precipitated its goal:

Goal: Improved Opportunity, Well-being, and Civic Engagement for Youth
G1: # of youth who report increased self-efficacy at the conclusion of USG supported training/program
G2: % of targeted at-risk youth reporting preparedness to enter higher education, vocational training, and/or the workforce

The Activity effectively reached its intended 80% target of youth reporting preparedness to enter higher education, vocational training and/or the workforce due to USG assistance (Indicator G.1), with 75% of youth reporting that. The small difference is attributed to the lower results attained during the initial year as most program activities focused on outreach activities. Despite the decrease in training and engagement activities during COVID-19 lockdown, the Activity continued to report increased results across the remaining years, leading to the program fulfilling this goal-level target.

The Activity achieved 89.8% of the intended self-efficacy target (Indicator G.2) with 17,961 youth reporting increased self-efficacy. Although USAID YouthPower was able to effectively switch to digital activities and continue to engage youth once the COVID-19 lock-down started, the COVID-19 pandemic had a significant impact on the number of youth reached by the program through that year (mainly due to connectivity issues), thereby impacting self-efficacy results for FY2020. Moreover, the results of this indicator, which reflects youth’s belief in one’s capacity to succeed and demonstrates improved well-being, do not yet capture the full indirect impacts of the implemented initiatives under the Innovation Fund which are expected to manifest as the initiatives continue to grow. Despite the immense success of these innovative youth-led initiatives which entailed peer-to-peer training and engaging other community youth in these initiatives, these initiatives only concluded in February 2022 and as such their impacts cannot be captured within the lifetime of the Activity. The Activity also utilized qualitative studies and assessments (self-efficacy, most significant change, and end-line assessments) to confirm the results and prove the utility of USAID YouthPower’s theory of change and indicators, and the success of the Activity in impacting the targeted youth (please refer to Annex D).

METHODOLOGY AND APPROACH

ACTIVITY METHODOLOGY

USAID YouthPower utilized a PYD approach, which USAID defines as an approach that “engages youth along with their families, communities, and/or governments so that youth are empowered to reach their full potential.”⁸ The overarching framework for PYD contributes to supporting healthy, productive, and engaged youth by working to improve four interconnected domains: youth’s **assets** (resources and skills); **agency** to utilize their assets, make decisions, and set goals; **enabling environment** that maximizes youth’s ability to thrive while avoiding risk; and youth **contribution** to their own development and that of their communities.

USAID YouthPower’s development hypothesis closely follows and supports that of the USAID Mission’s Country Development Cooperation Strategy, and states that once youth are aware of their

⁸ <https://www.youthpower.org/positive-youth-development>

community assets and services, agency (both individual and collective), and the barriers to and opportunities for positive youth engagement, they will be able to identify solutions and design and implement initiatives to overcome challenges. They will also be able to maximize positive outcomes from opportunities to eventually sustain themselves as individuals, position themselves as active citizens, and contribute to the development of their communities through services, partnerships created, and local policies developed from a youth perspective. Furthermore, providing an enabling environment for positive youth engagement will secure the continuation of youth engagement beyond project end.

USAID YouthPower was youth-led, with youth shaping the design and leading decision making across the journey of the Activity, including how the Activity was introduced to youth and their communities, to engaging and training youth around priority areas they identified, enabling youth to identify local issues and challenges, and then equipping youth with the skills, resources, and partners to design and implement their own initiatives that address these challenges. This youth-led development journey fostered youth ownership to create transformational change for youth economic empowerment and civic engagement and was formalized as four main components: (1) Youth Outreach and Engagement, (2) Learning and Further Education, (3) Community Services Mapping, and (4) the Youth Innovation Fund.

USAID YouthPower partnered with target youth and strategic counterparts on the national and grassroots level in 60 communities throughout Jordan's 12 governorates to leave behind sustainable, community-based resources and avenues for positive youth engagement. The Activity selected communities using the following criteria: (a) school dropout rate equal to or higher than 40%, (b) extreme poverty, as defined by 25% or more of the population living below the poverty line, and/or (c) high concentration of Syrian refugees as identified by UNHCR. In addition, USAID YouthPower considered geographic priorities of the Ministry of Youth and Ministry of Education, ability to maximize impact across locations, and community diversity to ensure inclusivity and gather lessons learned and best practices. USAID YouthPower worked with vulnerable youth between the ages of 10 and 29, selected using the following criteria, with gender used as a selection priority:

- Youth who have dropped out or are not performing well in school;
- Youth who live in conditions of poverty;
- Refugee youth;
- Youth who live with disabilities (YWD); and
- Youth who lack self-confidence, agency, and accessibility to engage positively in their communities and with peers.

GENDER AND INCLUSION

USAID YouthPower prioritized gender and inclusion throughout the Activity, continuously striving to promote equality, rights, and inclusion for female youth and YWD. USAID YouthPower held numerous gender and social inclusion activities to create awareness of the issues and shift existing mindsets towards embracing inclusion and supporting economic agency for female youth and YWD. USAID YouthPower linked these efforts to larger activities, such as teaching youth how to incorporate gender and social inclusion into the design of their community-based practicums and initiatives under the Innovation Fund. USAID YouthPower also provided instruction on inclusivity

Female youth comprised:

- 42% of the Youth Advisory Council
- 45% of the Volunteer Ambassadors Network
- 55% of the leaders of the 153 in-kind grant initiatives and 108 initiatives through the social innovation support grants
- 64% of the 1,220 youth facilitators and trainers

of at-risk youth and YWD, introducing and employing a rights-based approach when working with YWD.

The Activity made accommodations as needed to ensure that as many young women and YWD as possible had the opportunity to engage and take part in activities. USAID YouthPower assessed local cultural requirements within each community and made necessary adjustments based on gender, providing gender-segregated activities and Learning Club spaces when appropriate. The Activity also trained a group of youth as Gender Champions to lead national awareness campaigns on gender-based violence (in addition to raising awareness of other gender-related issues), awarded the I Count grant to build the capacity of youth activists and civil society organizations (CSOs) on social inclusion and rights of YWD, and established youth psychosocial support (PSS) coaches and peer support groups for YWD under the Mind Power grant. Gender and inclusion are incorporated throughout this report, with specific initiatives detailed under the “Youth Innovation Approach” and “Cross-cutting: Gender and Social Inclusion” sections.



Social Inclusion Champions visiting CBOs in Aqaba to evaluate employment policies for persons with disabilities

COLLABORATION, LEARNING, ADAPTATION

From the onset, USAID YouthPower adopted USAID Collaboration, Learning, and Adaptation (CLA) principles and practices, continually assessing and adapting tools, programs, partnerships, and activities as needed. The Activity implemented its work through youth and community collaborations and maintained a culture of learning and adapting throughout the Activity. Adopting a CLA mindset was particularly important as a PYD program for the Activity to make space for and be responsive to youth leadership, decision making, and innovation. This led to the periodic redesign of activities, introduction of new tools, creation of new networks, digitization of activities, establishment of new spaces, and more. All these adaptations helped to strengthen operations, improve efficiency and effectiveness of work, and address challenges, and generally contributed to the success that USAID YouthPower achieved. The Activity’s CLA processes and resulting adaptations are discussed throughout the report.

In Q1 of FY 2021, and in alignment with USAID YouthPower’s strategic vision to deploy its CLA system with the youth, the Activity designed a streamlined, direct, and accessible ‘CLA Hotline’ system for youth to provide feedback on the Activity via phone. After advertising the availability of the new CLA tool via the closed Facebook group, USAID YouthPower maximized the use of the CLA Hotline system by its youth beneficiaries to address challenges faced by the youth. The established CLA committee - comprised of the activity DCOP, M&E Director, and HR- documented several lessons learned leading to improvements in both the process and approaches. This included revising work plans to target certain communities more and identifying alternative management solutions to accelerate implementation to reduce the youth’s waiting period.

COMMUNITY OUTREACH: REACH AND ENGAGE

USAID YouthPower began its outreach and engagement activities in 2018 by entering the 60 target communities through a phased approach, introducing the Activity and its target outcomes to local stakeholders, community members, and youth to galvanize their support of and participation in the Activity and ensure inclusion of extremely marginalized youth. By the end of 2020, USAID YouthPower had reached all 60 communities and shifted its focus to encouraging youth advocacy by creating a nationwide network of youth advocates who could utilize peer-to-peer engagement to influence and motivate other youth in their communities. The Activity also supported youth to partake in and contribute to the Ministry of Youth's National Youth Strategy (2019-2025) and guided youth towards involvement in local policy development.

COMMUNITY PROFILES

USAID YouthPower developed community profiles to collate in-depth information about each community and inform the planning of introductory community meetings. USAID YouthPower developed these profiles for each of the 60 communities, detailing youth characteristics, community development challenges, population growth and distribution, demographics, social capital, infrastructure, public services, opportunities, and achievement gaps among targeted youth. USAID YouthPower regularly revised and strengthened the community profile tool to collect more detailed information on governmental, non-governmental, and private sector entities, and to connect with entities that facilitate outreach and youth referrals into the program. The Activity engaged youth from the Volunteer Ambassador Network (discussed later under this component) in this effort, who helped collect data and liaised with local community leaders, CBOs, CSOs, and local authorities.

The community profiles allowed USAID YouthPower to better assess the resources and services in each community and determine a starting point for coordination with stakeholders and other implementers. The Activity later integrated the community profiles into the asset mapping reports (see “Community Asset Mapping: Identifying Opportunities” section) and the design of youth-led initiatives under the Innovation Fund (see “Youth Innovation Approach: Innovation Fund” section). In addition, the Activity established clear and specific guidelines on how to develop and maintain community profiles while linking this information to participant recruitment. The final profiles were a valuable resource for informing the Local Government Needs Assessment conducted by Jordan's 12 Governorate Councils, which in turn feeds into the country's sub-national development plans.

INTRODUCING THE ACTIVITY

The Activity met with stakeholders, such as governors, mayors, youth directorates, education directorates, community leaders, youth leaders, youth volunteers, headmasters, and CBOs, to complete the community profiles. During these meetings, the Activity introduced its methodology, goals, and objectives to build trust and foster acceptance and partnership. USAID YouthPower also held youth communal meetings to reach the largest number of youth within the selected age groups in partner communities. In advance of these meetings, USAID YouthPower coached youth volunteers to assume leadership roles in organizing and presenting, thus giving youth the center stage to present the program, detail how youth can become involved, give parents and local leaders the opportunity to ask questions, and encourage youth to register for program activities.

One of the biggest challenges was the number of communities for the Activity to reach and the size and geographic dispersion of these communities. Some were extremely large, such as Marka with a population of 1.2 million, while others had a small population dispersed across a wide area, such as Al Jiza, which has a population of 15,000 spread over 52 villages, and others were hundreds of kilometers

away from the center of the governorates and lacked many services, transport, and infrastructure. To address this, USAID YouthPower sought out local partner organizations within the communities and employed the Volunteer Ambassadors Network to reach these communities and identify the youth with the greatest need.

YOUTH RECRUITMENT AND SELECTION

To increase the participation of hard-to-reach, at-risk youth in project activities, USAID YouthPower revised its youth selection methodology. Staff assessed and developed more targeted criteria to identify at-risk youth, widened selection sources, and developed and documented a methodology for how to track, reach, and communicate with at-risk youth. In addition, staff developed targeted requests for assistance from key stakeholders, such as governors' and mayors' offices, to recruit underserved or hard-to-reach youth. This method resulted in more effective outreach to and direct recruitment of youth who stood to benefit the most from involvement in USAID YouthPower activities. Additionally, and in-line with the concept of community-led development, mobilizing the participation and inclusion of other community stakeholders and leveraging local leadership contributed to a sense of empowerment and ownership within communities.

USAID YouthPower ensured diverse representation of youth by collecting comprehensive applicant data, including, but not limited to, gender, disability status, and refugee status. The Activity also directed specific recruitment activities to intentionally reach YWD, refugees (including in refugee camp settings), youth who face violence, and other at-risk youth, in collaboration with trusted community organizations already working with these marginalized groups. For example, USAID YouthPower enabled the participation of female youth victims of domestic violence by offering private recruitment activities through local organizations that supported them, thus maintaining their privacy throughout the application and learning process and providing an alternative to public workshops. Additionally, after observing low female youth attendance in some communities' recruitment sessions, the Activity



Female youth enjoyed dedicated collaborative spaces whenever necessary for their inclusion and comfort

identified and responded to conservative social gender norms by offering gender-specific sessions for female youth led by female team members. This strengthened these communities' perceptions of USAID YouthPower by demonstrating that the Activity was willing to leverage local norms to reach, motivate, and empower youth. USAID YouthPower also overcame communication challenges throughout the Activity due to youth's lack of internet and phone connectivity by providing funds for youth to purchase mobile data to join WhatsApp and Facebook communications and access materials and events online.

In total, 16,415 youth (10,076 females, 6,339 males) registered with USAID YouthPower and were listed in the Activity's database.

YOUTH VOLUNTEER AMBASSADORS NETWORK (VAN)

Early on, USAID YouthPower encountered barriers to community entry and youth engagement; some communities showed wariness and distrust of a youth-focused program and were disappointed they would not receive direct financial assistance. In addition, many youth perceived their issues and challenges through a lens of blame, perpetuating a culture that charged the community, schools, and

local and national government as responsible for their issues. The predominant mindset encountered was that youth did not assume personal responsibility for setting priorities and finding solutions to their problems.

To succeed, USAID YouthPower needed to inspire a paradigm shift championing youth advocacy, leadership, and ownership. Guided by the belief that messages are more credible when delivered by a peer, the Activity set out in 2020 to develop the Volunteer Ambassadors Network (VAN), a nationwide network of youth advocates who could utilize peer-to-peer engagement to influence and motivate other youth in their communities. The youth ambassadors, referred to as VANers, were tasked to:

- 1) Support program outreach and engagement efforts in newly entered communities,
- 2) Promote program activities among youth to encourage them to join,
- 3) Serve as sustainability ambassadors of the program during the implementation of program activities and beyond,
- 4) Lead local policy dialogue with local government and decision makers and propose recommendations from youth perspectives, and
- 5) Lead implementation of learning activities and community-based campaigning launched under national partnerships with the MoY and the Independent Elections Commission (IEC).



Meeting between Youth Ambassadors and the Royal Council for Political Reform

By program end, USAID YouthPower had created a network of 300 VANers (134 females, 166 males) from around the country. The Activity implemented 121 training workshops delivering a total of 1,085 training hours to these youth, equipping them with skills in communication etiquette, design and creative thinking, presentation and leadership skills, persuasion and influencing others, problem-solving, decision-making, and developing policy papers, youth-led initiatives, and national strategies. The VANers reached an additional 1,107 youth (658 females, 449 males) through their efforts.

The VANers quickly realized their self-efficacy and the VAN became a self-sufficient network. The VANers assigned a core team at the governorate level to coordinate action planning and monthly meetings, which led to the development of monthly calendars detailing activities to be implemented jointly with their communities independent of USAID YouthPower.

VANers and the Youth National Strategy

USAID YouthPower also engaged the VANers under the National Youth Strategy (2019-2025). The MoY launched the National Youth Strategy to guide national efforts to empower youth and integrate them into public life. USAID YouthPower collaborated with the MoY to develop a roadmap to introduce youth to the Strategy and encourage youth to translate the Strategy into initiatives that address their community needs. As a result, the 300 VANers received training on the Strategy and selected three out of nine pillars of the Strategy on which to focus: 1) Youth Engagement and Effective Leadership, 2) Youth Entrepreneurship and Economic Empowerment, and 3) Youth Education and Technology. The 300 VANers developed and implemented 72 initiatives that would contribute to the objectives of each pillar (5 under pillar one, 51 under pillar two, 16 under pillar three), engaging an additional 1,000 youth directly and indirectly in their implementation (kindly refer to Annex K).



VANers meeting with the Minister of Youth

At the start of 2022, the youth presented their initiatives to the MoY to share their achievements and discuss opportunities for sustainability, scale, and support from the Ministry. The youth's engagement with the Strategy, to include the ideas they proposed, the initiatives they implemented and the ensuing outcomes, demonstrated to the Ministry the value and efficacy of youth participation throughout Strategy implementation. Similarly, it created a precedent for youth input into the other Strategy pillars. By following the framework of the National Youth Strategy and

through USAID YouthPower's support, the VANers developed livelihood skills that would enable them to enter and navigate the job market and pursue potential entrepreneurial pathways. Of the 72 initiatives that youth implemented to support the National Youth Strategy, 36 were implemented through in-kind grants awarded to youth through USAID YouthPower's Innovation Fund (discussed in the "Youth Innovation Approach: Innovation Fund" section).

During the last year of the program, USAID YouthPower supported the VANers in establishing and signing MOUs for five youth units in the host municipalities in Borma, Ajloun, Kufranja, Qadesiyeh, and Talal. These units are physical spaces within the municipal buildings that will advance the role of youth in developing and reviewing related local policies, by-laws, and regulations from a youth perspective, and will enable them to dialogue with policymakers on youth priorities. The VANers within these youth units lead strategic planning, design, and implementation of youth-led monthly agendas to sustain youth presence in their communities, often coordinating youth responsibilities with the host municipalities. In establishing these units, USAID YouthPower created a scalable, replicable model for formalized youth integration into local government processes.

YOUTH AND POLICY

In 2020, USAID YouthPower began preparing the youth for advocacy in policy making by training the 300 VANers to communicate with decision makers, understand the issues at hand, and propose solutions rather than fixate on problems. USAID YouthPower then facilitated meetings between youth and local municipality leaders, allowing youth to discuss local opportunities and challenges and propose solutions from their perspectives, and to build their confidence in engaging with local leaders. This effort then evolved into youth policy paper development; an approach that policymakers welcomed while simultaneously facilitating and formalizing youth contribution to local policies. Across the lifetime of the activity, VANers conducted around 149 meetings with decision makers, policymakers, officials, and influencers, in which 1,249 VANers (683 females, 566 males) participated nationwide.

USAID YouthPower also designed a manual entitled "Youth in Policymaking" as a legacy tool to document the roadmap of engaging youth in the policymaking cycle. The manual details the approach and tools used to engage youth in public policy and presents lessons learned and best practices for scaling VAN-related efforts. USAID YouthPower conducted a Training of Trainers (ToT) workshop on the manual for 16 VANers (8 females, 8 males), who will transfer their knowledge on the manual to other youth. The manual is also available on the Youth Virtual Center [Shabab.jo](https://shabab.jo).

TRAIN YOUTH: LEARNING AND FURTHER EDUCATION

Once youth joined the Activity, they underwent extensive learning and training with sessions designed to redefine how youth approach critical thinking, introduce them to conflict and negotiations in daily life, and practice asset mapping. The Activity utilized theoretical learning and practical activities to prepare youth to engage with their community and implement their own initiatives, and trained youth as facilitators to reach a wider audience of youth. Gender and social inclusion training and activities raised awareness of related topics and embedded these concepts into mindsets of youth. To support youth learning in specialized areas requested by youth, USAID YouthPower created Learning Clubs as thematic hubs for learning, training, and peer-to-peer exchange of knowledge. The Activity also created a specialized tool to help youth on their journey to become active citizens within their communities, and to lay the foundation for youth-led community initiatives. All learning and training curricula, tools, materials, and activities were digitalized to overcome national pandemic restrictions and increase overall accessibility.

TRANSFORMATIONAL LEARNING

After joining the Activity, youth entered the Transformational Learning (TL) program, an intensive training curriculum that explored agency, critical thinking, decision-making, negotiating, gender and inclusion, and community asset mapping, and concluded with an opportunity for youth to design and implement a small-scale community practicum. These concepts provided the foundation for youth to view their communities through an assets-based lens and equipped them with the skills to interact positively with other youth. USAID YouthPower developed the TL curriculum to reflect the “6 C’s” developmental characteristics of PYD: competence, confidence, connection, caring, character, and contribution. The curriculum was designed to suit all learning styles, and, to accommodate conservative gender norms, USAID YouthPower offered gender-segregated training sessions as needed. USAID YouthPower provided TL directly to 10,525 youth (6,535 females, 3,990 males).

To further engage YWD, USAID YouthPower organized several focus group discussions for youth with physical disabilities and hearing and visual impairments to better understand their learning needs



TL Training of Youth Ambassadors representing Zarqa, Amman, Salt, and Madaba

and requirements. The Activity then used this to design accessible versions of the curricula and its training exercises and engaged with youth who live with hearing disabilities to translate more than 80 terms included in the learning curricula into sign language. This exercise mainly focused on the “What is your Everest?” (described below), Gender Inclusion, and Social Inclusion learning curricula. USAID YouthPower also worked to find accessible training facilities to accommodate needs of YWD.

USAID YouthPower reframed the TL approach for school-aged youth (ages 10-18) to reflect topics related to leadership, teamwork and critical thinking into interactive exercises that link these concepts and echo a mountaineer’s experience through a learning curriculum entitled “What is Your Everest?”. To make this curriculum relatable to the youth, it features international Jordanian mountaineer and celebrity Mustafa Salameh, who was also invited to talk about his experience (one of only 20 people to ever climb the Seven Summits, including Mt. Everest) and engage with the youth on the learning concepts. Because many schools closed due to COVID-19 restrictions, USAID YouthPower worked with CBOs to host these activities in compliance with COVID-19 regulations for students and their parents. USAID

YouthPower delivered activities under the “What is Your Everest?” curriculum to 1,396 youth (720 females, 676 males) ages 10-18.

TRAIN THE FACILITATORS

USAID YouthPower developed a model and curriculum for a Training the Facilitators (TtF) program, which trained youth in the TL curriculum on facilitation skills, perceptual learning styles, TL versus instrumental learning theory, and participants’ behavioral patterns. The curriculum included guidelines for training YWD. Youth who completed the TtF program then trained other youth as facilitators using the TL curriculum and were eligible to become certified facilitators after conducting at least four training sessions. In total, 1,220 youth (776 females, 444 males) facilitated a total of 420 training sessions, reaching more than 9,000 of their peers around the country, with 500 of these youth meeting the requirements to become certified facilitators. Furthermore, USAID YouthPower collaborated with 31 youth trainers living with disabilities to conduct accessible TtF trainings specifically for YWD.

USAID YouthPower also encountered youth in communities in Balqa who had left school and had weak reading and writing skills, coupled with limited access to Internet, smart phones, and transportation to link them to educational opportunities outside their community. Activity worked with the youth trainers to overcome these challenges by utilizing alternative training methods, such as games and interactive exercises, during the TL activities.

PRACTICUM ACTIVITIES

As part of the TL journey, youth received the opportunity to practice what they learned through community-based practicums, where youth designed and led implementation of small-scale solutions for issues they identified in their communities, thus requiring them to apply their TL knowledge and skills while engaging with entities and leaders in their communities. Teams of youth prepared practicum plans and budgets (JOD 500-2,000). These practicums increased youth self-confidence and provided a forum for youth to practice planning, volunteer management, and coordination skills in a safe and mentored space. By program end, the Activity engaged all the youth who underwent TL in more than 600 practicums across the country, covering a broad range of topics, from promoting social inclusion to addressing environmental issues and combating desertification, and utilizing technology and 3D printing. The youth engaged stakeholders through the practicums, including CSOs, youth organizations, organizations working with YWD, and municipalities.



Practicum in Ma'an: In 2021, four youth facilitators (two of them YWD) implemented a transformational learning session on social inclusion for 20 youth in Ma'an, including YWD. For their practicum, part of their learning process, the group chose to equip a resource room for children with disabilities at Al Manar Center in Ma'an. The youth furnished the room with child-friendly and accessible furniture and provided interactive and educational toys and games, as well as stationary.

Youth's interest in practicum activities such as resume writing and professional self-presentation demonstrated evidence of a shift in mindset toward self-empowerment and self-efficacy. Youth also engaged in digital and community-based awareness-raising activities on COVID-19 and promoted best practices among their peers and communities.

GOING DIGITAL

In response to the COVID-19 pandemic in early 2020, USAID YouthPower quickly developed and launched a strategic approach called USAID YouthPower Going Digital that aimed to migrate the Activity's community-based activities and tools online. The strategy allowed for digitization of interventions, formed a dynamic structure for online activities, and addressed internet access issues for youth, providing for an effective and smooth transition online as soon as USAID suspended in-person activities in Jordan's youth sector. Digitization included, among other things, converting learning curricula to digital formats, including videos and PowerPoint slides, and conducting activities and training virtually. While challenging, this period also revealed unforeseen positive outcomes; youth developed their digital agency, and digital learning and engagement proved effective in involving previously hard-to-reach youth (i.e., due to their remote location, limited transportation, or constraints based on gender or social exclusion). During this period, USAID YouthPower trained 2,890 youth (1,961 females, 929 males) online. Following the resumption of in-person activities in Jordan, USAID YouthPower applied the lessons learned from this experience and deployed a blended-learning methodology to utilize both in-person and digital practices.

THE PAVAL TOOLKIT

Youth typically entered USAID YouthPower with minimal to no experience in civic engagement, and initially found it challenging to think of “out-of-the-box” solutions. USAID YouthPower sought to create a methodology and toolkit to teach youth about the basics of community engagement and guide them to independently design, manage, implement, and monitor their own community initiatives. A toolkit was designed around enhancing youth knowledge and skills in problem-solving, advocacy, volunteerism, awareness-raising, and learning (PAVAL), and was created in an accessible way for youth to be able to use it to independently train other youth.

In early 2020, USAID YouthPower awarded a grant to Kafa'at Consulting and Training to develop the PAVAL curriculum and pilot it amongst 160 youth facilitators, incorporating their feedback and tweaking the material as needed. In mid-2020 USAID YouthPower launched the PAVAL Community Engagement Toolkit, comprising seven modules covering the following topics:

- Learning and Further Education
- Problem Solving
- Project Management
- Monitoring and Evaluation
- Awareness Raising
- Volunteerism
- Facilitation Skills

Each module includes a training guide for use by the facilitator and a textbook for the learner, and materials with animated learning videos and games. The PAVAL toolkit assists youth in capturing concepts they see as priorities for engagement and articulating them to youth and the broader



Youth learning and practicing skills in problem solving, project management, M&E, awareness raising & facilitation with the PAVAL Toolkit

community. It is a standardized resource for youth to design community engagement initiatives and effectively and creatively envision how to engage in their community and with whom to collaborate. PAVAL provided the structure for youth participation and ensured transparent, competitive processes for selecting projects and initiatives that achieved tangible and sustainable results.

When national lockdowns began in accordance with COVID-19 restrictions, the toolkit was ready, but youth training on the toolkit had only just begun. USAID YouthPower worked with youth to digitize the material while addressing a range of challenges, such as providing internet through phones to reach youth in communities without internet access.

In 2021, under the Innovation Fund, the Activity awarded 12 in-kind grants to youth PAVAL master trainers - two from each governorate - to train other youth in their communities as part of preparations for developing their own initiatives while seeking support through the Innovation Fund. By the end of 2021, USAID YouthPower had supported 24 youth PAVAL master trainers (12 females, 12 males) to conduct 52 PAVAL trainings nationwide, engaging 582 youth (398 females, 184 males) in 29 communities. To sustain this progress, the PAVAL youth trainers are exploring options to establish a company through which they can continue to deliver trainings nationwide. Moreover, and through the I Count: Social Inclusion of Youth Who Live with Disabilities Grant (please refer to the Innovation Fund Section), the PAVAL toolkit was made accessible to persons with both visual and hearing disabilities.

LEARNING CLUBS

In the spirit of experimentation and innovation, USAID YouthPower decided early on to support youth in any type of practicum activities they proposed. As the Activity proceeded with implementation in 2019, the team analyzed data from practicum activities and found that the topics of the practicums could be easily grouped into themes. In coordination with youth, USAID YouthPower set the following list of thematic areas identified as priority areas for youth activities:

- | | |
|---------------------------------------|--------------------------------------|
| 1) Technology and Digital Innovation, | 7) Entrepreneurship and Preparedness |
| 2) Filmmaking and Digital Media, | to Join the Workforce, |
| 3) Environment and Green Solutions, | 8) Local Tourism and Heritage, and |
| 4) Sports and Health, | 9) Youth-Oriented Local Policy |
| 5) Gender Inclusion, | Development. |
| 6) Social Inclusion, | |

To advance the TL journey in these thematic priority areas, USAID YouthPower launched nine thematic Learning Clubs in 2019 with the participation of 159 youth (74 females, 85 males) as platforms where youth can share knowledge, discuss new concepts and topics, and exchange opinions and experiences. The Learning Clubs provided youth with safe spaces to collaborate, sustain engagement and momentum of youth under the different components of the Activity, facilitate peer-to-peer training between Activity training sessions, and incubate youth community development initiatives under the Innovation Fund.

Learning Clubs began as virtual spaces within the USAID YouthPower closed Facebook group, and USAID YouthPower conducted training and capacity-building activities for core groups of youth within the Learning Clubs on subjects' youth requested under the designated themes. The Activity then

supported the youth as they spearheaded these trainings to other youth across the Learning Clubs. Youth began linking their practicum activities to the Learning Clubs by engaging Learning Club members in their activities, connecting with youth trainers and youth leading initiatives under the Innovation Fund, and even hosting Learning Club youth as guest speakers in related activities. The Learning Clubs thus became a highly



Youth designed, maintained, and managed all Learning Clubs, such as this one in Jafer

connected network for peer-to-peer exchange and a resource for accessing the wealth of knowledge and experience of youth in the target communities. This also enabled youth to act independently of USAID YouthPower, while simultaneously recruiting youth with in-demand skills. For example, through the Filmmaking and Digital Media Club, youth lent their graphic design, videography, and photography skills to design logos and branding and document the progress of other youth initiatives.

In 2021, through youth-led in-kind grants under the Innovation Fund, a core team of 12 youth established 12 physical Learning Club spaces in at-risk communities in seven governorates in the north, central, and south regions of the country (please see Annex J). The physical learning spaces were in communities where youth did not have access to a safe meeting space. In one community, where gender segregation is the norm, two clubs were established to ensure access for female youth. The process of establishing the physical clubs was entirely youth-led, from mapping and identifying spaces to establishing the clubs, conducting maintenance work, and designing the interiors. The clubs are located within local Youth Centers (which administratively fall under the Ministry of Youth) and CBOs and accommodate 20 - 100 people. To sustain the Clubs beyond the lifetime of USAID YouthPower, the Activity supported the youth in developing sustainability plans, including financial sustainability through income generation (e.g., renting out the spaces, hosting paid trainings, selling youth services and products) and linkages to relevant organizations for partnerships and funding. The self-organized core team of youth also serve as the points of contact for the Learning Clubs, managing its fair use by all interested youth in the communities. Youth are actively using all 12 clubs.

USAID YouthPower engaged 941 youth (612 females, 329 males) through youth-led activities implemented within the thematic Learning Clubs. In addition, USAID YouthPower engaged 2,085 youth (1,308 females, 777 males) in peer-to-peer knowledge transfer activities.

YOUTH ADVISORY COUNCIL

In 2018, USAID YouthPower established the Youth Advisory Council (YAC) to provide a platform to represent the voices of youth in the strategies, decision-making, and implementation of USAID YouthPower, and to increase youth leadership roles and the visibility of USAID YouthPower in local communities. To establish the first YAC, the Activity published a call for interested youth and selected 12 council members following a thorough evaluation and interview process based on set criteria. The Activity provided a 120-hour training and certification program to the youth council members preparing them for the role. Entitled “Youth Training for Management of Non-Government Organizations,” the training covered areas such as time and project management, M&E, fundraising, proposal writing, financial management, Human Resources, and NGO management.

In 2020 the youth members selected a new council to take over, handling the entire process from announcement to selection, and then repeated this process for a third council in 2021. Each year, previous members trained new members. In addition, USAID YouthPower provided advanced training in areas such as social entrepreneurship and the Sustainable Development Goals (SDGs), the 2030 Agenda for Sustainable Development, social leadership, and youth engagement in the development of a civil society agenda in Jordan.

The YAC provided support to all USAID YouthPower activities, developing learning curricula, practicums, TL and practicum activities, evaluating the requests for applications (RFAs) and proposals under the Innovation Fund, establishing the Learning Clubs, evaluating the proposals submitted by youth for small in-kind grants, and supporting M&E data collection. A group of YAC members were also part of the Gender Champions (13 in total, 8 females, 5 males), discussed later in the “Cross-cutting: Gender and Social Inclusion” section. They not only participated in awareness-raising activities, but also acted as local coordinators for the broader Gender Champions group, facilitating access to communities, expanding reach to more youth, and engaging stakeholders.

A total of 45 youth (19 females, 26 males) served on the three rounds of the YAC. The YAC experience gave these youth valuable skills, knowledge, and confidence. More than half of all 2021 YAC members joined local organizations and associations within their communities as board members or employees after completing their role on the YAC.

INTERNSHIP ACTIVITY

The Activity developed and implemented an internship program for youth from a broad range of socioeconomic and educational backgrounds to help prepare them for the workforce. USAID YouthPower embedded interns across the Activity’s components and offices and with other organizations, while working with these interns to develop personalized scopes of work that advanced their employability and enhanced necessary skills to build their competencies, character, and confidence. The internships provided real-world learning experiences of the workplace and addressed youth’s limited opportunities for positive interactions with adults outside of the household. Across the Activity’s lifetime, USAID YouthPower announced five calls for internship applicants through various outlets, followed by a rigorous screening process and interviews. The selection committee considered readiness for the internship as well as diversity of the applicants’ backgrounds and geographies, and potential and passion for learning.

In total, 91 youth (62 females, 29 males) completed internships in more than 30 different host organizations (included in Annex N). The organizations included private sector companies, CSOs, and governmental entities in seven governorates. Upon completion of the fifth cohort, 20 interns (37% of the cohort interns) found employment in their host organizations, while others continued advanced educational opportunities and engaged in developmental initiatives as volunteers and youth leaders. The youth improved their self-confidence, agency, self-esteem, self-awareness, and core skills such as work ethics, employability, communication skills, computer and digital literacy, and management. The internship program also allowed the youth to advance their knowledge of labor market needs, and to build communication with market actors which helped them plan their careers. The employed youth were engaged in various sectors, including telecommunications, pharmacies, manufacturing, construction, and education; whereas the youth who continued their tertiary education took their decisions after learning about labor market skill requirements and the need to advance their knowledge and skills in certain areas.

COMMUNITY ASSET MAPPING: IDENTIFYING OPPORTUNITIES

USAID Youth Power trained 1,622 youth (999 females, 623 males) in community asset mapping based on the premise that if youth are aware of the services and facilities available in their communities, they will use and develop them. Through mapping, youth identified existing opportunities in their communities, located gaps in opportunities, and created opportunities for youth to engage their local communities.

USAID YouthPower's mapping activities were comprised of three elements: an institutional mapping tool, the community mapping process, and a focus group. USAID YouthPower, in coordination with youth, developed a community asset mapping guide, tools (survey and interview questionnaire), and training documents. These were periodically enhanced throughout the five years of the project to better capture service provision and assets in the communities alongside their relevance and quality, and to address a wider array of community stakeholders and entities. For the community mapping process, youth interviewed community members about services in different sectors (e.g., employment, health, education, facilities, sports activities, family services, online resources, governmental services, and more). The goal was to determine the availability, youth satisfaction, and relative importance of each service. After mapping, two reports were created for each community: a preliminary report to guide a focus group aimed at verifying the community mapping data, and a full community mapping report that expanded on the preliminary report. These reports were critical to informing the design of youth initiatives and other USAID YouthPower activities. As a result of the mapping activities, youth across each community were able to identify and understand community resources and needs.



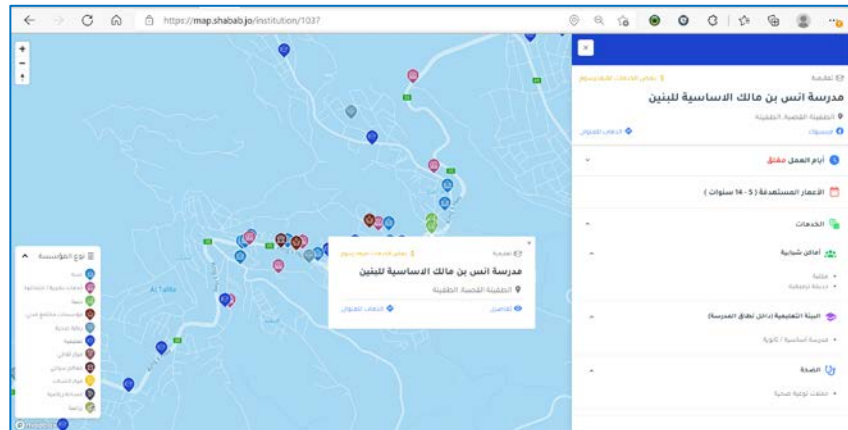
USAID YouthPower provided special training to 127 youth to further support the mapping activities. Referred to as 'Foot Soldiers,' these youth were trained on Monitoring & Evaluation (M&E), community mapping tools, digital mapping, and ToT. They used their skillsets to support mapping activities and eventually went on to lead the mapping activities in most of the target communities, training 1,622 other youth to support their work. Digital mappers were engaged through the Technology and Digital Interactive Map Learning Club, helping to create digital maps of each community's services, and verifying institutional information for each mapped entity.

By 2021, and with the invaluable support of the mapping Foot Soldiers, USAID YouthPower completed implementation of community mapping activities in all 60 target communities plus 6 over-target communities, with youth completing additional work to map and integrate new avenues youth engaged during the COVID-19 lockdown. This information was integrated and uploaded to the interactive digital map on Shabab.jo, which USAID YouthPower developed via MapBox software. By Activity-end, USAID YouthPower, through its youth mapping team, had mapped 1,431 avenues for youth engagement (the Activity target was 850).

The community mapping exercises addressed very specific and real needs. This approach gave community leaders, government representatives, and parents the opportunity to offer their opinions and feedback and to express their needs, so they felt their voices were valued and that they were part of the solution. This gave them the motivation to support more interventions.

DIGITAL ADAPTATION

Due to the COVID-19 pandemic, the Activity transitioned all mapping tools, training materials, and data collection methodologies online. The Activity also worked with youth to develop digital monitoring tools for other program components, mainly using Google Forms for awareness trainings, M&E volunteer attendance



sheets, youth-led initiative monitoring forms, and pre/post-survey forms for advocacy trainings. USAID YouthPower also developed a new online database system including the youth database, forms and tables, reporting modules, and trackers, and trained youth from the Digital Mapping Learning Club to develop online maps. Nine youth trainers (4 males, 5 females) developed the learning curricula and conducted the training activities digitally, after which they created an online library for the new learning materials and mapping software.

YOUTH INNOVATION APPROACH: INNOVATION FUND

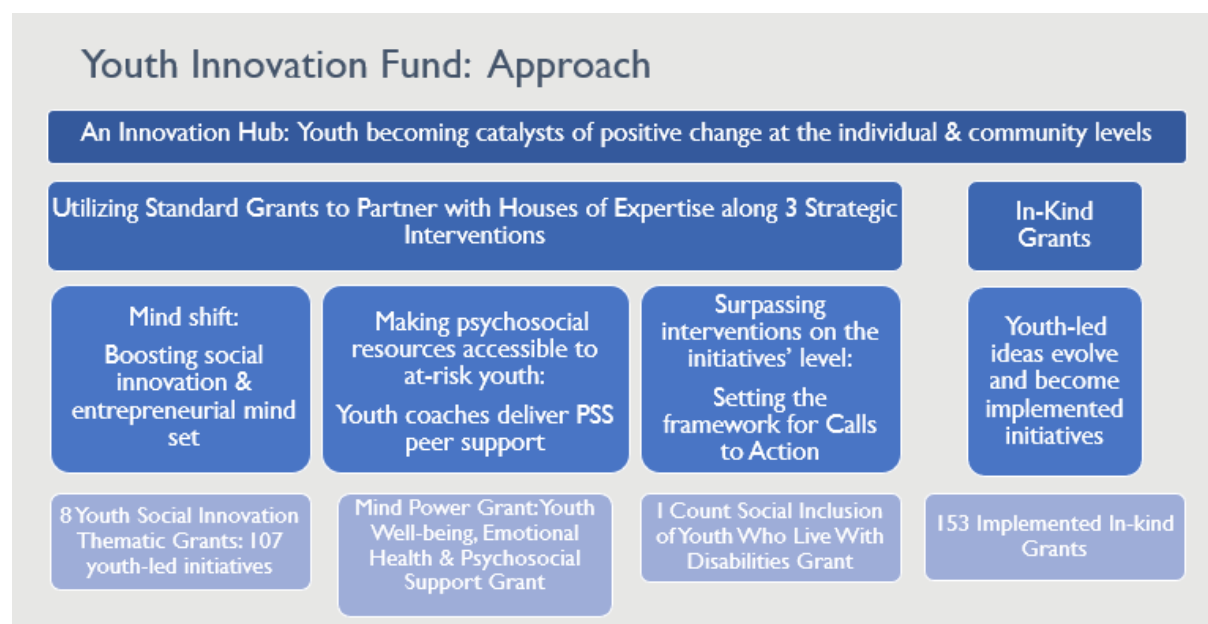
“This kind of moral support is more important than any financial support; just the feeling of people believing in you, gives it importance. It's something I won't forget and will help me not to feel defeated in the future.”

- Sajeda Asaad, Youth Owner of Rashouf Cart Business

USAID YouthPower's Innovation Fund was designed to support avenues for PYD and community services and enhance youth's economic and civic agency, based on proposals identified through the intersection of TL and community mapping. Originally designed as three large grants to national CSOs, the Innovation Fund would support youth and fund initiatives that facilitate youth engagement with their local communities to enhance and improve local services. The resulting increase in youth-centered dialogue and activities would empower youth to achieve their goals and better shape their futures. This remained the vision throughout the implementation of USAID YouthPower, but the Activity and CSO grantees faced challenges, including the vision of the grants being youth-led and not civil society activity grants. In addition, as USAID YouthPower grew larger and established a strong network of youth trainers and leaders, the Activity recognized that grantees need to embrace the young talents as resources during implementation. Focusing on the points above, each original grantee was asked to submit a revised technical approach and budget for their year two renewal. In response each grantee indicated they did not wish to renew their agreements and would end their work with USAID YouthPower after closing out their current grants. Following this a new RFA was developed, expanding the scope of the Innovation Fund to include a fund of almost \$4,000,000 in standard and fixed amount award grants to 10 national and regional youth-serving organizations and more than

\$700,000 small and in-kind grants to support youth-led initiatives in communities across Jordan. In general, small grants did not exceed USD \$5,000, with a few exceptions. The Activity awarded 153 grants directly to youth, supporting a diverse portfolio of initiatives across the 12 governorates and thematic interest areas. Due to staffing changes and COVID-19, the call for these standard, fixed amount, in-kind and small grants did not begin until FY20-FY21. This allowed only 18 months to award, manage, support, ensure spending, and close all the grants. It was an extremely tight timeframe and did not accommodate longer-term monitoring of youth initiatives past the lifetime of the grants. Nonetheless, USAID YouthPower’s Innovation Fund proved highly successful – in this short timeframe the Innovation Fund has already led to youth registering 34 home-based businesses, over 60 freelance entrepreneurs, eleven youth community spaces, business incubators, and more. Youth made more than 1,500 strategic linkages with industry experts, and thousands of youth engaged directly and indirectly with the initiatives.

Drawing on the principles of PYD, youth primarily guided the direction of the Innovation Fund, from the YAC’s participation on grant proposal evaluation committees to the thematic priority areas of the grants, which were defined by the youth. USAID YouthPower provided the structure for youth participation and ensured a transparent, competitive process for selecting grantees and initiatives with high potential to achieve tangible and demand-driven results in alignment with the Activity’s results framework. USAID YouthPower relied on youth who had undergone the TL journey (including VANers, the YAC, mappers, and youth across the Learning Clubs) and leveraged lessons learned across the Activity’s other components to inform how staff, partners, and youth managed and implemented the fund. This included sharing experiences on how to reach and engage youth, using information from community asset mapping reports, and highlighting youth service providers from the Learning Clubs, such as filmmakers, graphic designers, and youth mappers, to support specific areas of work.



PAVAL TRAINING AND DESIGN WORKSHOPS

In addition to providing the PAVAL toolkit to youth as a part of TL, USAID YouthPower and youth trainers conducted two-day youth community engagement initiative design workshops, which covered a range of topics, including social innovation and entrepreneurship. These workshops helped youth develop their ideas and produce concept notes for their community development initiatives. The Activity held a total of 37 design workshops in the target communities, which engaged 704 youth.

SUPPORTING YOUTH INITIATIVES THROUGH IN-KIND GRANTS

USAID YouthPower provided mentoring and support for youth to further develop their ideas from the design workshops into full initiative proposals with action plans and budgets in order to apply for in-kind grants. The Activity developed criteria for these youth-led initiatives to ensure that they were feasible and had achievable positive outcomes for the youth and their target communities. Ideally, awarded initiatives were nationally scalable and linked to USAID YouthPower Learning Clubs. The Activity, through a committee inclusive of YAC members, reviewed over 250 youth-led small grant applications received through a Call for Applications, and worked with youth to align their concepts with Learning Clubs and identify drivers for sustainability, scalability, and peer-to-peer knowledge exchange.

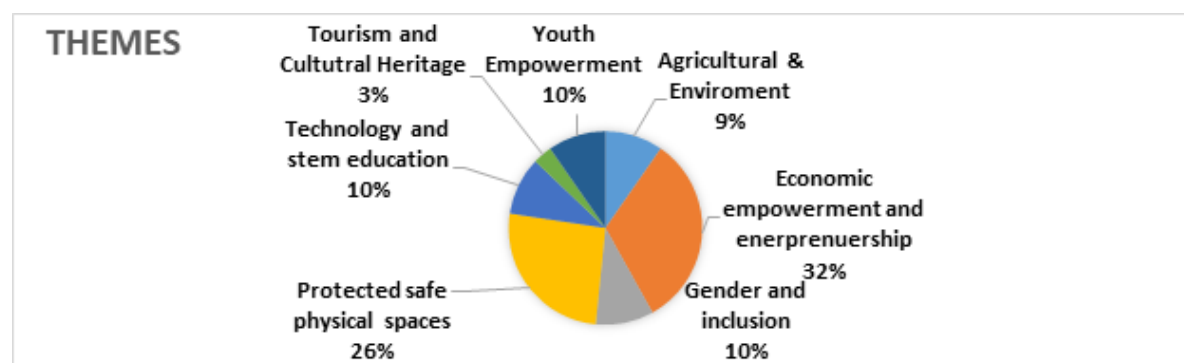
Ultimately, the 153 awarded grants enabled youth to implement initiatives that complemented and enhanced other areas of work while actively addressing challenges within their communities. For example, the VAN utilized in-kind grants to advance the goals of the National Youth Strategy (2019-2025) through grassroot initiatives, while PAVAL master trainers utilized in-kind grants to provide training to other youth for their initiatives and position themselves in the market as master trainers. Other youth used in-kind grants to establish physical Learning Clubs, business incubators, and start home-based businesses.

USAID YouthPower awarded 153 in-kind small grants to youth (55% were female-led), with a total value of USD 780,619.05. These grants engaged more than 780 youth in direct implementation and 3,900 youth indirectly through provision of safe spaces and capacity building to enable their peers to enter the workforce and expand their knowledge and awareness of various topics. Of the completed 153 in-kind grants at the time of this report submission, a total of 76 in-kind grants initiatives remain operational beyond the Activity's support, with 16 operating as social entrepreneurial ideas and home-based businesses and the other 60 operating as freelancers. The remaining recently concluded 77 initiatives will require monitoring beyond the Activity's conclusion to assess their performance and sustainability.

USAID YouthPower mentored youth to implement initiatives with consideration for:

- 1) Integration of PYD approach and community asset mapping data;
- 2) Responsiveness to community and youth development priorities;
- 3) Provision of youth social entrepreneurship opportunities (approaches that allow youth to help themselves while also contributing to their communities at large).

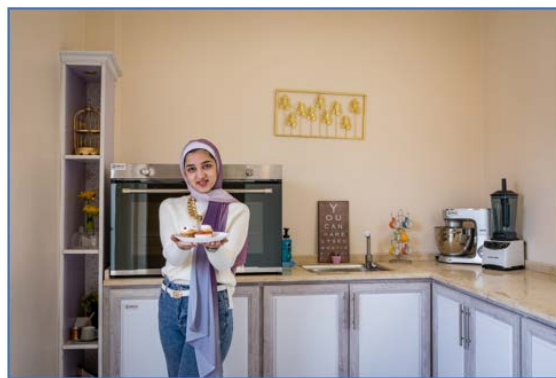
When youth began implementing their initiatives they received significant mentorship from the Activity. USAID YouthPower provided youth with tools and connections to other industry experts to advance their skills in various subjects. As their confidence and skills increased, they began to manage their initiatives independently, drawing on the vast array of knowledge and experiences facilitated by USAID YouthPower. By operating out of the physical and virtual spaces offered by the Activity, the youth were also able to draw on each other's skills and knowledge and offer peer-to-peer learning, support, and services. Some of the later grants were awarded to initiatives that were developed based on this exchange of services, such as filmmaking, graphic design, and packaging services that the youth developed into business concepts (please refer to Annex I-B).



Classification of the in-kind grants per themes (across lifetime of the Activity)

SOCIAL INNOVATION SUPPORT GRANTS

Earlier in the Activity, USAID YouthPower envisioned grants designed geographically rather than by thematic areas, but realized organization by thematic areas was a more effective means for both grant implementation and management. In early 2021, USAID YouthPower released a RFA to award eight grants to local organizations to provide services in direct response to youth-identified needs across eight thematic areas: 1) Science, Technology, Engineering, and Mathematics (STEM), 2) Social Entrepreneurship, 3) Positive Schools Environment, 4) Environment and Green Solutions, 5) Sports and Healthy Lifestyle, 6) Local Tourism and Heritage, 7) Excellence in Municipal and Community Development, and 8) Local Policy Development. Applicants were required to submit proposals detailing how they would equip youth with the necessary skills and knowledge to design sustainable community-based initiatives with a focus on preparing youth for career tracks or entrepreneurial pathways, and provide coaching, mentoring, and safe enabling environments to practice their acquired skills and effectively implement their initiatives. The grants were also designed to leverage existing components of USAID YouthPower's activities, such as the youth Learning Clubs, with the added benefit of contributing to local institutional capacity building by strengthening the ability of the grantees to understand and involve PYD. The Activity engaged the Youth Advisory Council in the RFA proposal evaluation process and selected eight qualified organizations for award. The youth engaged under each thematic grant were from the corresponding thematic Learning Club, while those under the themes of Local Policy Development and The Youth Excellency Project were VANers.

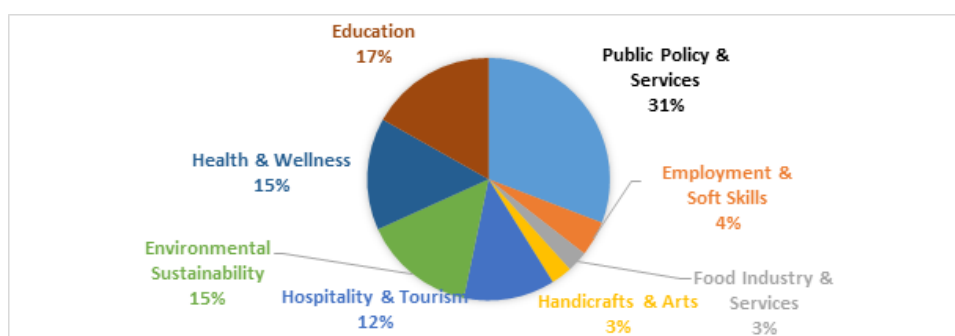


Marah Bani Nasr presents her bakery "East and West Kitchen"

For their respective thematic areas, each grantee selected a core group of youth and designed and implemented: 1) a learning phase where they identified and filled training needs of youth, 2) a mentoring phase where the grantees supported youth in problem-solving and critical thinking, and connected youth to a network of industry experts to support the design of their initiatives, and 3) an implementation phase where youth implemented innovative and sustainable social and entrepreneurial initiatives with the support of other youth and the continued mentorship from their new industry networks.

By the end of 2021, USAID YouthPower had approved 107 commencement packages for youth-designed initiatives across all 12 governorates under the grantees. The initiatives demonstrate the Activity's success in implementing its goal of *improved opportunity, well-being, and civic engagement for youth*. The youth designed the initiatives with greater awareness of their priorities and interests, and

in response to community needs identified through the learning phase of their grant, as depicted in Figure below (please refer to Annex I-A).



Sectors addressed by the 107 initiatives under the Youth Social Innovation Support Grants

A summary of each grant and theme is as follows:

Science, Technology, Engineering and Mathematics (STEM) theme implemented by King Hussein Foundation (KHF). KHF supported 74 youth (39 females, 35 males) to implement 12 STEM initiatives, one in each of Jordan's governorates. In preparation, 116 youth (59 females, 57 males) took part in capacity-building workshops to improve their interpersonal and civic engagement skills and learn the principles of STEM education and how to create linkages and partnerships in their communities. The trainings also highlighted problem-solving strategies, showcased previous STEM projects and how local communities benefited from them, taught youth how to link their newly gained skills to jobs of the future, and empowered youth to design and implement STEM initiatives that serve their communities. The trained youth then practiced what they learned by facilitating consultations and dialogues with local partners and community members, and ultimately engaging in designing and implementing community-responsive STEM initiatives. KHF mentored the 74 youth through 392 hours of mentorship sessions, helping them to fine-tune their initiative designs, address administrative and financial considerations, and identify strategies for sustainability and scale. The initiatives included establishing seven STEM training centers, an electronic waste store, an online bookshop and book exchange stations, a virtual reality (VR) tourism forum with a VR experience in the Jerash Tourism Center, and others. The implementation of the 12 initiatives directly benefitted 834 community members (493 females, 341 males) including youth members, school students, business owners, and Syrian refugees. KHF facilitated 18 linkages between the youth and STEM stakeholders, resulting in 11 MOUs signed with public and private institutions to host youth-led initiatives, and establishing 8 community spaces.

Social Entrepreneurship theme implemented by INJAZ. INJAZ enrolled 480 youth (320 females, 160 males) into a 4-month online program consisting of 255 hours of training to build their entrepreneurial capacity. Through a nationwide online competition, youth pitched 56 initiative concepts to a panel of judges who shortlisted 12 winning initiatives - 4 representing each region of Jordan - and addressing challenges in agriculture, environmental sustainability, employability, and education. The 12 entrepreneurial initiatives included a craft training center to empower abused women, a women-run bakery, and agricultural businesses, among others. The 79 youth (53 females, 26 males) from the 12 initiatives received 18 mentorship sessions after the learning phase and training, resulting in the registration of 1 business. INJAZ facilitated 14 linkages between youth and vendors, governmental entities, the private sector, and market owners, resulting in job creation, contracts with

market owners and delivery companies, and partnership with the local business centers and youth directorates.

Positive School Environment theme implemented by Madrasati Initiative. Madrasati engaged 91 youth (46 females, 45 males) motivated to contribute to a positive school environment in 24 public schools across 12 governorates. Madrasati provided youth with training on critical thinking and positive youth development, child protection, volunteerism, and entrepreneurship, enabling youth to explore initiatives tackling issues such as public speaking and incorporating student councils, to integrating non-academic activities as critical elements for positive school environments. Madrasati also facilitated a total of 84 school visits by youth, collecting data from student leaders, local public schools, and the Ministry of Education. In addition, Madrasati strengthened and/or established 25 linkages between youth and public schools. Madrasati provided 4 mentorship sessions totaling 14 hours of support for youth during the implementation of their initiatives. The youth implemented 12 initiatives to improve school environments, including equipping school libraries, playgrounds, classrooms, and resource rooms, engaging 1,200 children and youth (ages 10-17 years) enrolled in public schools and collaborating with 44 teachers and principals in the process. To further their contribution, the youth conducted 20 learning workshops on media, leadership skills, and stress and anger management, engaging 85 additional youth (44 females, 41 males). Ten youth leaders produced an advocacy paper on the benefits of enhancing participation of student parliaments to build a positive school environment. This was shared with 15 key stakeholders including the Secretary General of MOE, Secretary General of MOPPA, and local NGO representatives at a round table discussion to influence the MOE's policies, better integrate a positive school environment within the MOE's policies, and activate the role of the student parliament. The discussion resulted in the MOE's team expressing interest in contributing to further developing Madrasati's advocacy paper to become a representative sample.

Environment & Green Solutions theme implemented by GreenTech. GreenTech supported 41 youth (27 females, 14 males) in 8 governorates to implement 9 entrepreneurial initiatives, including recycling projects, smart farming and irrigation, the internet of things, and biodegradable product design. GreenTech mentored the youth in the entrepreneurship process, from concept design to market studies, expert consultations, stakeholder analysis and focus groups, SWOT analysis and feasibility studies. This business-planning approach sought to improve business profitability and sustainability. GreenTech also delivered advanced training in agricultural planning, business technology, prototype development and company registration, and facilitated 14 field visits to different sites related to energy, food, water, and agricultural sectors. In addition, 18 youth (11 females, 7 males) took part in a ToT on environmental entrepreneurship and transferred their knowledge to 338 youth (201 females, and 137 males) in 8 governorates. The USAID YouthPower Filmmaking club also created a video accessible to English and Arabic speakers to document environmental mitigation and adaptation priorities and trends, growth of the green economy in Jordan, and youth entrepreneur opportunities in the sector. GreenTech conducted 50 mentorship sessions (120 hours), provided youth with consultations by sector experts, and partnered with a marketing agency to collaborate with youth to develop logos and brand identity, social media management, promotion, advertising, packaging designs, application production, and marketing to create professional youth businesses. GreenTech facilitated 50 strategic market linkages with entrepreneurial hubs, governmental entities, suppliers, and potential off-takers to help the youth successfully implement their concepts. As a result, youth have registered 9 companies, established 3 community spaces, and signed 20 off-take agreements with companies offering full-guarantee contracts to purchase youth products upon availability; one initiative has even sold over 50 products.

Sports and Healthy Lifestyle theme implemented through the Royal Health Awareness Society (RHAS). A national study⁹ revealed that over 60% of Jordanians are overweight or obese (with the obesity rates doubled among women) and a correlated increase in the rates of non-communicable diseases, with over 76% of Jordanians not engaging in physical activities. RHAS supported 100 youth (55 females, 45 males) across Jordan to lead the implementation of 15 initiatives that address shortages in affordable venues and poor access to sporting equipment and physical activities in their communities. RHAS trained 85 youth (45 females, 40 males) to coach and conduct sporting activities and develop eight videos on healthy meal preparation, breathing techniques, and basic fitness routines. RHAS mentored youth through 120 hours of mentorship sessions and facilitated 4 linkages between youth and the MoY, local leaders, and other stakeholders. The MoY supported these initiatives by providing seven spaces within their youth centers for sports facilities. The initiatives benefited 2,855 youth (1,380 females, 1,475 males) by providing them with sport activities and training. Through such partnerships with Jordanian organizations and the Government of Jordan, the youth have taken the lead in creating youth-centered avenues and cultivating a new mindset; demonstrating cost-effective interventions that enable Jordan's vulnerable youth to lead an active and healthy lifestyle.

Tourism & Local Heritage theme implemented by Jordan Heritage. Jordan Heritage built



Tourism Field Training in the South of Jordan

the capacity of 101 youth (55 females, 46 males) by training them on heritage preservation, hospitality and tourism markets, and the business cycle. This resulted in youth developing 12 initiatives that highlight Jordanian heritage and culture through commercially viable tourist services and product offerings. Jordan Heritage provided 120 hours of mentorship for youth on the entrepreneurial process, including action plan development, marketing skills, business-to-business linkages, and challenge management. Youth registered nine of the initiatives as tourism and local heritage businesses, including interactive museums and cultural hikes and tours, and

created the design and branding material for souvenir prototypes. Jordan Heritage established five community spaces that provide experiences for locals and tourists, and facilitated 108 linkages between youth and the Ministry of Tourism and Antiquities, Aqaba Special Economic Zone Authority, and companies in the tourism industry, which helped facilitate youth's presence in online local tourism platforms and local festivals. HM Queen Rania also expressed her interest in the Balqawi Wedding Experience initiative by visiting the museum and meeting with the youth.

The Youth Excellency Project theme implemented by King Abdullah II Center for Excellence (KACE). This grant was subdivided into four programs: Youth Excellence Ambassador Program, Youth Innovation Champions Programs, Youth Public Service Developers Program, and Youth Excellence Sustainability Program, each engaging 25 youth from the 12 governorates. Upon completion of the four programs, 59 youth (31 females, 28 males) developed 12 initiatives to improve services within municipalities, reflecting priority issues raised by their interests and data collection, such as waste management, employability, and municipal service feedback and accountability. To support their initiatives, KACE delivered 180 hours of mentorship and facilitated 621 linkages to local community leaders and municipal directors and personnel. Through these relationships, youth worked

⁹ Completed by the Ministry of Health, WHO, the Strategic Studies Center at the University of Jordan and funded through USAID (2019)

to create municipal assessments, manuals, and tools for municipal services. KACE selected 25 youth (14 females, 11 males) to develop a sustainability action plan and establish a virtual youth club with the purpose of expanding knowledge on municipal excellence, innovation, and service quality to their peers, local institutions, and municipalities.

Local Policy Development theme implemented by Al-Hayat Center–Based (Rased). Rased supported 120 youth (66 females, 54 males) to implement 1 national initiative and 23 youth-led initiatives in the form of local policy papers that addressed policy-related concerns of the youth and their communities in education, health, tourism, employment and employees’ rights, environmental sustainability, entrepreneurship,

entrepreneurship, municipal services, and optimized urban planning. The national initiative identified by the youth tackled institutional and legislative loopholes which may contribute to corruption across these sectors. Youth received training to enhance their skills, instill self-confidence, cultivate a stronger sense of agency, and foster success by providing a safe space for youth to practice voicing their opinions in local governance based on a sound methodology. Rased delivered 180 hours of mentorship to the participating youth, guiding them as they designed their interviews and collected data. Youth completed



Youth engage government audience at the February 2022 Rased Seminar

73 observational visits to conduct a total of 333 interviews and completed 1,875 online surveys with community members, resulting in the youth gaining a deeper understanding of service gaps, challenges, and opportunities within their communities. Each of the 23 initiatives conducted local discussion sessions and 23 national discussion sessions with decision-makers, such as the executive directors of municipalities, deputy governors, and heads of municipal committees. Rased also connected youth to local media to provide coverage and increased visibility of their policy papers. The youth discussed actionable steps with stakeholders and expanded their network to a total of 907 linkages. Rased conducted a national seminar under the patronage of the Prime Minister where the youth presented the 24 policy papers to the Ministers of Youth and Political and Parliamentary Affairs, and moderated thematic panel discussions with decision-makers and high-level officials, such as ministers and parliamentary officials, to engage and strengthen the role of youth in policy development. Addressing the youth and the Government of Jordan, the Deputy USAID Mission Director recognized how “these types of events demonstrate how youth can be engaged in positive dialogue and active endeavors that benefit them and their communities,” and invited political leaders to recognize the youth’s potential and create opportunities where motivated youth can contribute to solving Jordan’s pressing challenges.

Under the eight Youth Social Innovation Support grants, USAID YouthPower supported implementation of 107 youth-led initiatives. The grantees engaged a total of 1,507 youth (982 females and 525 males) through their learning phases, and 648 youth (362 females, 286 males) led the implementation phase. Grantees mentored youth through 385 mentorship sessions over the course of 900 hours and created 1,746 strategic linkages with municipalities, businesses, entrepreneurs, CBOs, and others to support implementation. To date, youth-led initiatives have resulted in 19 registered youth businesses and 20 youth-centered community spaces.

MIND POWER: YOUTH WELL-BEING, EMOTIONAL HEALTH, AND PSYCHOSOCIAL SUPPORT (PSS) GRANT

Implemented by Save the Children Jordan (SCJ)

In 2020, USAID YouthPower implemented Mind Power, a virtual talk show that featured relevant experts and coaches to raise youth awareness of psychosocial (PSS) challenges and issues and provide information on how to deal with these (see the “Cross-Cutting: Digital Tools” section for more details). The talk show garnered significant support and underscored the need for PSS within USAID YouthPower target communities. To address this, USAID YouthPower awarded the “Mind Power: Youth Well-being, Emotional Health, and Psychosocial Support” grant to Save the Children Jordan (SCJ) to facilitate access for youth in at-risk communities to psychosocial and well-being support through an online self-help toolkit (available on Shabab.jo), and by qualifying 51 youth as PSS coaches. Those youth initiated 28 peer support groups through the mentorship of SCJ to help their peers address psychosocial challenges and stressors.

Through the grant, SCJ developed ToT materials and a training manual entitled ‘I Support My Friends’, providing the basics of counselling skills, developing self-awareness, and principals of Psychological First Aid. SCJ trained 95 youth (73 females, 22 males, 14 YWD) and qualified 51 youth (39 females and 12 males, 2 YWD) as PSS coaches, covering all regions of Jordan. The PSS coaches were equipped with the skills, knowledge, and ethical approach to support their peers safely and effectively. The PSS coaches designed and organized 28 peer support groups, each running for 8 sessions and addressing topics such as mental health and well-being. Some peer support groups focused on specific populations, such as the unemployed, young parents, cancer patients and caregivers, and PWDs. Under SCJ supervision, youth PSS coaches delivered 189 sessions to 221 youth (14 YWD) and community participants, giving participants a forum to be heard and process their challenges in a safe environment, while facilitating access to mental health resources to which they previously had no access. The ToT provided the PSS coaches with opportunities to provide training services to two institutions; one PSS coach became employed with their scope including providing PSS support to employees, and two universities (Karak, and Amman) included a PSS class which will be conducted by the PSS coaches next semester. SCJ and the Mind Power youth core group developed the self-help toolkit to provide youth with guidance, self-awareness, and coping strategies. SCJ designed and curated the content for the toolkit based on its Gender and Diversity Analysis Report, and youth converted the content into an interactive toolkit in coordination with the filmmaking and animation Learning Club and graphic design experts. Through this intervention, USAID YouthPower delivered tools and new avenues to empower youth, promote social integration, and improve well-being for a stable and self-reliant future.

I COUNT: SOCIAL INCLUSION OF YOUTH WHO LIVE WITH DISABILITIES GRANT

Implemented by King Hussein Foundation (KHF)

USAID YouthPower awarded the “I Count: Social Inclusion of Youth Who Live with Disabilities” grant to KHF to build the capacities of youth activists (both YWDs and allies) on social inclusion priorities of YWDs and CSOs already engaged in social inclusion. KHF identified a core group of 79 youth (44 females, 35 males, 48 YWD) and 25 CSO representatives (17 females, 8 males) (please see annex M) following a rigorous evaluation and selection process. KHF developed and conducted a socially inclusive ToT toolkit for youth with hearing, visual, and basic physical disabilities, and integrated a STEM module to provide real-world applications of social inclusion and increase YWD engagement in STEM. The toolkit was used to qualify youth as “Inclusion Deputies,” and to train CSOs as “CSO Hub Leaders” on international human rights mandates for YWD and advocacy methods. The toolkit serves as a legacy resource of the grant accessible to other CSOs and youth in the future. The qualified youth

and CSOs each conducted 12 knowledge transfer activities, engaging with 79 youth community members (48 females, 31 males, 2 YWD), and 90 CSO representatives (please refer to annex M). KHF also translated the PAVAL toolkit into braille and accommodated the needs of persons with physical, hearing, and visual disabilities, rendering it accessible for YWD.

CROSS CUTTING: DIGITAL TOOLS

DIGITAL ADAPTATIONS FOR OUTREACH AND ENGAGEMENT

In 2018, the Activity created a closed Facebook group to supplement the dedicated phone number and WhatsApp group for youth to stay informed and engaged with USAID YouthPower. Launched with 150 youth members, the USAID YouthPower Facebook Group quickly became a critical platform with more than 30,000 youth members using it to share and exchange information and provide support. On average, the youth produced approximately 91% of the group's content, with hundreds of posts and thousands of interactions. USAID YouthPower assigned four active youth members (2 females, 2 males) including two YWD, to become administrators on the page and changed the page name and description from USAID YouthPower to YouthPower. The four new administrators can add more of their peers to the administrator list.

Between Q1 FY2019 and end of the Activity lifespan, the youth members generated more than 16,434 posts, over 630,852 reactions (like, love, wow), and 238,171 comments.

ONE HOUR WITH MBM TALK SHOW

In 2020, USAID YouthPower introduced a live weekly talk show entitled One Hour with MBM, streamed via the closed Facebook group, as a new means of digital outreach to present the Activity to a wider range of youth. Through the show, USAID YouthPower hosted youth influencers, activists, facilitators, and youth social entrepreneurs who engaged positively in their communities. The conversations opened a virtual window for youth to dialogue with their peers and decision-makers on their priorities, challenges, and achievements, and advanced outreach efforts of USAID YouthPower to youth living in remote communities. The episodes showcased a range of topics prioritized by youth, including women's participation in political life, GBV and protection services, the parliamentary elections in Jordan, youth and entrepreneurship, unemployment, youth entry into the labor market, tourism, and social inclusion of YWD in public life. The show was the first of its kind by a USAID program in Jordan. The nationwide success of its 52 episodes is demonstrated by more than 277,400 views garnered (53% females, and 47% males) and 37,000 impressions.

MIND POWER TALK SHOW

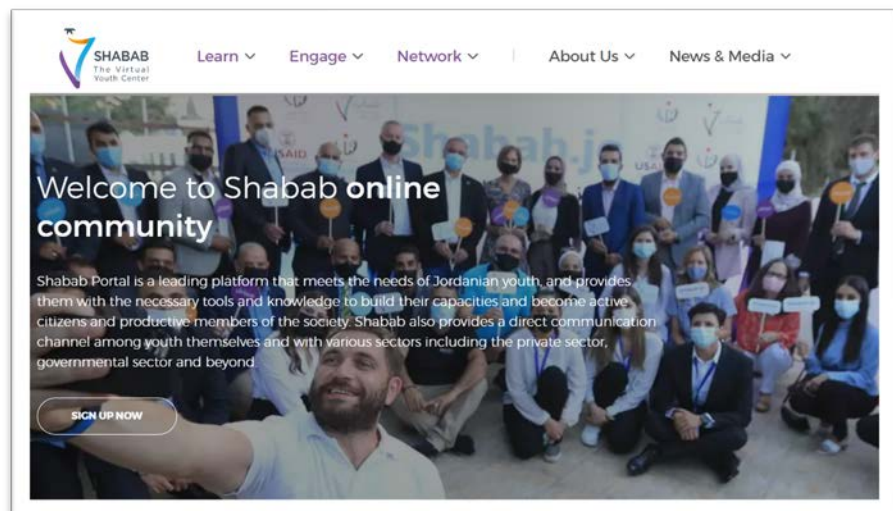
USAID YouthPower targeted at-risk youth most likely to experience psychosocial stress and least likely to access assistance services. In 2019, various youth came forward privately expressing their mental health challenges during the mapping phase. The Activity identified those requiring urgent support and outsourced expert services to youth requiring immediate action either by placing them into smaller support groups or providing them with one-on-one sessions with an expert. In 2020, USAID YouthPower introduced the Mind Power talk show at the start of the COVID-19 global pandemic, out of the need to provide youth with psychosocial support specifically in the Arabic language. The talk show engaged youth on the closed USAID YouthPower Facebook page through posts and polls, and a live episode weekly featuring relevant experts and coaches to provide information and initiate conversations on psychosocial challenges to provide practical ways to coping mechanisms and help youth build resilience in their day-to-day. The success of and demand for Mind

Power revealed a need for widespread youth PSS, which led to the Mind Power grant under the Innovation Fund (discussed previously). In total, the Mind Power talk show aired 20 episodes, which collectively attained more than 8,000 views. Topics varied from ‘Fear of Failure’ to ‘How to Heal from an Abusive Relationship’ and included interviews with experts in the fields of coaching and mental health.

VIRTUAL YOUTH CENTER “SHABAB.JO”

The Virtual Youth Center was envisioned as an online portal to encourage youth interaction on a regular basis and stimulate communication between youth and a wider audience (e.g., policymakers). To this end, USAID YouthPower in collaboration with the MoY developed an online space to unite youth across communities where they can share and address common challenges, opportunities, and resources, mobilize to implement solutions, and share technical details about their work. The Activity used the closed Facebook group to engage youth on the type of content they wished to see on the platform, and the MoY also contributed to the design of the Virtual Youth Center.

Launched with and housed under the MoY, Shabab.jo is now a dynamic portal that addresses young people in Jordan and provides access to youth-related information, educational materials, resources, and opportunities around a wide range of topics tackled through USAID YouthPower. The content falls under the following four main categories: 1) resources on PYD, 2) TL training materials, 3) ToT materials, and 4) an interactive map that provides insights on the 60 target communities of the YouthPower activity. As of end of



2021, Shabab.jo hosts more than 1,300 registered youth and more than 380 resources. Additionally, the portal hosts 32 virtual clubs, for youth to brainstorm, and share knowledge and resources related to their topics of interest. Nineteen development sector entities have registered to the portal as partners, who plan to share resources that can help youth in building their capacity. The nineteen partners are: 1) Al Hayat Center - Rased, 2) Al-Majd Cultural Team, 3) Eco Youth Jordan, 4) Estemrareyah, 5) Global Communities, 6) GreenTech, 7) INJAZ, 8) JOHUD, 9) Jordan Heritage, 10) Karak Hills CC, 11) King Abdullah II Center for Excellence, 12) King Hussein Foundation, 13) Madrasati, 14) Muhafazati, 15) Petra Development & Tourism Region Authority, 16) Prince Hashem Bin Abdullah II Youth City Club, 17) Save the Children Jordan, 18) SheCanJO, 19) Kaizen.

THE ENGAGE GAME

USAID YouthPower developed a mobile app game tentatively dubbed “StarZ Engage Game,” where the main objective is to communicate positive engagement messages to youth between the ages of 9 – 12 years and motivate them to positively engage with their communities. In the design phase of the gameplay, USAID YouthPower adopted a participatory approach by engaging 13 youth (7 females, 6 males) in a two-day bootcamp facilitated in collaboration with the software developers.

Unfortunately, throughout the development of the Engage Game USAID YouthPower experienced continuous delays from the vendor developing the product. One of the key issues was delivery timeline. USAID YouthPower worked with the developer to approve the framework of each level of the game in sequence, with the expectation that as each framework was approved that level would go for full development. Only after approving the framework of level 5 did the developer reveal that no levels had been completed or started, setting the timeline back significantly. In an attempt to remedy this situation USAID YouthPower negotiated a reduction in the scope of the deliverable, from 10 to 5 levels, to ensure a viable product was available in a reasonable timeframe. Upon final assessment of this significantly reduced deliverable USAID YouthPower made the determination that the low quality and late delivery of the product precluded its public release. Third parties were contacted for review, including respected education focused organizations; their feedback was similar to that of the project. The product was of poor quality and lacked proper educational elements. USAID YouthPower has retained the developed source code for potential future refinement and use.

CROSS CUTTING: GENDER AND SOCIAL INCLUSION

USAID YouthPower implemented a range of activities to help youth and partners incorporate gender and social inclusion concepts into the design of their activities and youth-led initiatives. The Activity also provided training on inclusion of at-risk youth and YWD, while employing a rights-based approach when working with YWD. Specifically, the gender and social inclusion sessions focused on:

- Identifying gaps faced by female and male youth while designing gender focused community engagement initiatives,
- Understanding and maintaining awareness of services and opportunities available for female and male youth while conducting community asset mapping,
- Understanding the different situations that female and male youth face in their daily lives, and
- Understanding gender role stereotypes of both men and women, and promoting positive social norms to empower female and male youth and positive masculinity away from stereotyping and toxicity.



Youth ambassadors from across Jordan collaborate to raise awareness about GBV during the 16 Days of Activism against Gender Based Violence

USAID YouthPower also conducted standalone activities to raise awareness around gender and social inclusion for the targeted communities, such as the UN 16 Days of Activism Against Gender-based Violence, Social Inclusion of Youth with Disabilities as TtF Trainers, Youth with Hearing Disabilities National Initiative, Social Inclusion of YWD Handicrafts National Initiative, and Gender and Social Inclusion Learning Practicum Activities.

Inspired by the annual UN 16 Days of Activism Against Gender-Based Violence campaign (16 Days Campaign), which runs from November 25 to December 10 each year, USAID YouthPower collaborated with a group of youth from the Gender Learning Club to run a corresponding youth-led awareness campaign in Jordan in November and

December 2019. The youth connected with the Jordanian National Commission for Women (JNCW) and the National Council for Family Affairs to gain insight into existing interventions and relevant referral mechanisms related to GBV for youth in Jordan. Youth then proposed an initiative and action plan to create a youth talent pool capable of providing basic coaching on PSS to youth victims of GBV,

and to develop a strategic approach for a referral mechanism for youth victims of GBV. USAID YouthPower provided training to the youth core group on gender, gender roles, and tactics to overcome negative social norms and gender stereotyping. In addition, the program organized PAVAL training with a focus on awareness raising and advocacy to enable the youth core group to design digital and community-based campaigns on the subject.

The youth Gender Champions contributed to implementing the 16 Days Campaigns for three consecutive years, creating GBV awareness among Jordan's youth and equipping youth advocates with the skills to help address the issue and improve youth victims' access to the support they need. Starting with 20 Gender Champions, the youth-led campaign embarked on a series of knowledge transfer activities to a network of 300 youth influencers who are active in their local communities (141 females, 159 male), to combat violence against women. The Gender Champions, who had expanded to include 52 youth (36 females, 16 males), also worked with the Family Protection Department (FPD) to submit recommendations on improving their referral system and develop a GBV training manual for youth to raise awareness of the issue and highlight the channels available to youth who need help. As part of the 16 Days Campaign and through the Entrepreneurship and Gender Learning Clubs, USAID YouthPower trained the 52 Gender Champions in January 2022 to spread awareness of GBV issues, and they in turn used the GBV awareness and prevention training manual to train a further 996 youth in the 60 communities. During the second round of training, youth developed 15 short videos about the topics being discussed and used these to create a social media campaign to raise awareness about GBV and related topics. The youth published this video campaign on the USAID YouthPower Facebook page and their own personal pages in early 2022.

As part of their advocacy meetings with key stakeholders, representatives of the Gender Champions presented their approach, campaign, outreach to Jordan's communities, and sustainability framework to the JNCW Secretary General by close of 2021. The youth demonstrated that through their engagement under USAID YouthPower's Gender Learning Club, they are able to self-organize utilizing the physical Learning Club spaces and youth units and the virtual space of Shabab.jo. The JNCW Secretary General acknowledged the value added by the Gender Champions as a voice to which their peers and local communities



The 16 Days Campaign united youth across Jordan to take a stand against Gender Based Violence on behalf of their communities

can relate, in addition to their skills and geographic reach. The JNCW committed to partner with the Gender Champions in the design and implementation of the 2022 16 Days Campaign, utilizing the youth's training material and integrating the network of the trained youth on gender issues and GBV into JNCW programming. From an initial group of 20 youth trained as Gender Champions, by program-end USAID YouthPower had expanded the network of youth trained on gender-related issues to 1,316. The 52 Gender Champions also held a round-table discussion with key national partners to discuss sustainability of their work, and received commitment from the FPD to adopt the training manual for similar campaigns and to continue offering mentoring and technical support to the youth. In addition, the JNCW and Tadamun Social Society committed to incorporate the Gender Champions into the future 16 Days Campaigns and provide training, support, and linkages to their network and other donors to sustain and expand their activities.

IMPACT: YOUTH AGENCY AND OPPORTUNITY

“I’m a new person compared with before [working with USAID YouthPower]. My mindset has changed, I’m more positive, and I am active in my community.”
Amer Abu Zeid, Sahab

This quote captures the impact that USAID YouthPower worked to achieve throughout its activities; to embolden youth agency, shift youths’ mindsets, and engage them in positive interventions in their communities. Furthermore, USAID YouthPower achieved these aims by ensuring that all activities were entirely youth-centered and youth-driven, resulting in a network of youth integrated throughout Jordan who are now experts in subject matters prioritized by youth, and have the skills, agency, and relationships to contribute to civic engagement and economic empowerment to improve themselves and their communities.

USAID YouthPower identified two goal-level indicators to measure the overall impact of the Activity with the following life-of-program targets: 1) 80% of targeted at-risk youth reporting preparedness to enter higher education, vocational training and/or the workforce due to USG assistance, and 2) 20,000 youth reporting increased self-efficacy at the conclusion of USG supported training/program. On the first of these, USAID YouthPower essentially reached its intended target of 80%, having 75% of youth reporting preparedness to enter higher education, vocational training, and/or the workforce. As expected, the results were low during the initial year as most program activities focused on outreach activities. Despite the decrease in training and engagement activities during COVID-19 lockdown, the Activity continued to meet the annual results for this indicator across the remaining years. On the second indicator, USAID YouthPower reached 89.8% of its target, with 17,961 direct and indirect youth beneficiaries reporting an increase in their self-efficacy. Although USAID YouthPower was able to effectively switch to digital activities and continue to engage youth once the COVID-19 lock-down started, this had a significant impact on the number of youth reached by the program throughout that year (due to connectivity issues), thereby impacting self-efficacy results for FY2020. Additionally, this result does not capture the full impact of USAID YouthPower initiatives, as many (under the Innovation Fund) remain active beyond the end of the Activity and only launched in the final year.

An initial pool of 500 trained youth was ultimately able to reach and engage over 11,654 youth. These youth started out with limited to no experience in engaging their communities and ended by designing and leading implementation of 584 community initiatives. USAID YouthPower was able to create and expand 244 avenues to positively engage youth in their communities through in-kind grants, internship programs, a youth advisory council, and youth-led initiatives. This resulted in 11,654 youth directly engaged in local interventions. In addition, 75 percent of targeted at-risk youth reported that they are better prepared to enter higher education, vocational training, and/or the workforce. These, and other results, are illustrated in the below table. For the more detailed performance indicators and sub results please refer to Annex D: Indicator Performance Tracking Table.

USAID YOUTHPower GOAL AND KEY INDICATORS		Target	Achieved
GOAL Improved opportunity, well-being, and civic engagement for youth			
G1	% of targeted at-risk youth benefiting from USAID YouthPower reporting preparedness to enter higher education, vocational training, and/or the workforce	80%	75%
G2	# of youth who report increased self-efficacy at the conclusion of USG supported training/program	20,000	17,961
Result 1 Increased awareness and use of existing programs and positive opportunities by youth			
R1.1	% of targeted at-risk youth reporting increased awareness of existing avenues	N/A	59.6%

R1.2	% of existing programs and opportunities reporting increased participation	N/A	51.7%
R1.3	% of targeted at-risk youth reporting increased opportunities for prosocial involvement in the community at the conclusion of training/programming	N/A	66%
Result 2 Improved quality of available services and positive opportunities for youth			
R2.1	# of innovation youth-led initiatives that improve an existing avenue for positive youth engagement	520	584
R2.2	% of youth reporting increased utility of existing avenues for positive youth engagement	N/A	81%
R2.3	% of youth-led initiatives that meet all objectives	N/A	73.2%
Result 3 Strengthened engagement of youth in the development of new activities			
R3.1	# of youth who become Facilitators	500	500
R3.2	# of youth participating in the development of Innovation Fund youth-led initiatives applications	1,500	2,234
Result 4 Increased opportunities for positive youth engagement			
R4.1	# of avenues for positive youth engagement	188	244
R4.2	# of Learning Clubs created	12	13
R4.3	# of youth participating in Learning Clubs	3,000	3,073
Result 5 Improved enabling environment for positive youth engagement			
R5.1	% of youth reporting positive value and/or recognition by adults at the conclusion of training/programming	N/A	78.4%
R5.2	# of youth reporting increased support at the conclusion of training/programming	2,000	3,190
R5.3	% of youth who participate in civic engagement activities following soft skills/life skills training or initiatives from USG assisted programs	N/A	88.3%
R5.4	# of targeted youth reporting increased feeling of psychological safety in their environment	1,500	1,562
Sub-Result 2: Increased capacity of youth to be an active participant in the activity			
S-R2.1	Number of youth trained in soft skills/life skills through USG assisted programs (YOUTH-I)	10,000	10,525
Sub-Result 4: Youth Engaged Through local development activities and the Jordan Youth Network			
S-R4.1	# of targeted at-risk youth engaged in local development (PMP 3.2.3.a)	10,000	11,654

Other major achievements of USAID YouthPower are as follows:

- Garnered extensive interest in its activities from youth in target communities, registering more than 16,000 youth across Jordan.
- Delivered soft skills/life skills trainings, including TL to transform how youth utilize critical thinking, to 10,525 youth (6,535 females, 3,990 males) across the 60 target communities.
- Certified 500 youth as facilitators (303 females, 197 males), who reached an additional 10,525 youth through their own trainings. The Activity also qualified 1,220 youth trainers (776 females, 444 males) on subjects related to leadership, critical thinking, problem solving, social inclusion, gender, M&E, community mapping, and social innovation through the design and implementation of youth-led initiatives. This network of youth facilitators and trainers will ensure knowledge transfer to their peers after USAID YouthPower and mainstream the understanding and knowledge on youth priorities using cross-cutting approaches and PYD tools.

- Established and grew the VAN over two years from a group of youth interested in learning about local policies and priorities, to becoming local policy activists and change makers. By program-end, USAID YouthPower had created a network of 300 VANers (134 females, 166 males) who reached an additional 1,107 youth (658 females, 449 males) and established themselves as leaders through their work on the National Youth Strategy, local policy papers, and establishment of the youth units to serve as a model for integrating youth into local governance.
- Developed the Youth in Policymaking manual, which details the approach and tools used to engage youth in public policy, and presents lessons learned and best practices for scaling VAN-related efforts.
- Created the PAVAL methodology and toolkit to teach youth the basics of community engagement, guide them in planning and implementing innovative solutions that address priority areas, and convey information in a manner that is both understandable to youth and to the broader community while being methodologically sound.
- Trained 24 youth PAVAL master trainers (12 females, 12 males) who conducted 52 PAVAL trainings nationwide, engaging 582 youth (398 females, 184 males) in 29 communities.
- Supported youth to establish nine thematic Learning Clubs and 12 physical ones, providing safe spaces for learning and engagement and cultivating a highly connected network across clubs for peer-to-peer exchange. USAID YouthPower engaged 941 youth (612 females, 329 males) through youth-led activities within the thematic Learning Clubs, and 2,085 youth (1,308 females, 777 males) in peer-to-peer knowledge transfer activities.
- Certified 127 youth (71 females, 56 males) as trainers in mapping who trained 1,622 youth as mappers (female 999, male 623), with 289 (155 females, 134 males) becoming leaders of mapping activities.
- Awarded eight thematic standard grants and two fixed amount awards to subject matter experts, including CSOs and private sector entities, which developed learning and training toolkits and engaged more than 1,000 youth in youth initiatives and training activities.
- Awarded 153 in-kind small grants to youth to implement their own initiatives to address community challenges (55% were female-led), supporting youth to become innovators and entrepreneurs, and increasing their knowledge, experience, self-esteem, leadership skills, and self-confidence. These grants engaged more than 780 youth in direct implementation and 3,900 youth indirectly. Of the completed 153 in-kind grants at the time of this report submission, a total of 76 in-kind grants initiatives remain operational beyond the Activity's support, with 16 operating as social entrepreneurial ideas and home-based businesses and the other 60 operating as freelancers. The remaining recently closed 77 initiatives will require monitoring beyond the Activity's conclusion to assess their performance and sustainability.
- Trained youth as Gender Champions who designed and implemented advocacy and awareness-raising campaigns on GBV, collaborated with the FPD to create a referral system for cases of violence against youth, and qualified other youth as Gender Champions to promote awareness on the topic. The initial group of 20 youth Gender Champions reached almost 1,000 youth directly who are now aware of and taking action against GBV.
- Mainstreamed inclusion of and accessibility for YWD across activities, particularly in TL, in-kind small grants, initiatives under the Youth Social Innovation Support grants, and the Virtual Youth Center.

ENSURING SUSTAINABILITY

USAID YouthPower embedded sustainability across its work to ensure continuity of efforts after the end of the program. The Activity focused on qualifying youth as trainers and mentors on subject matters, providing funding to creative and social innovation ideas submitted through the in-kind small grants mechanism of the Innovation Fund, and supporting youth social innovators and entrepreneurs to implement their ideas and establish market linkages through the Youth Social Innovation Support grants. Further, USAID YouthPower advanced youth social networks, such as the VANers, to institutionalize efforts under the National Youth Strategy (2019-2025) and established safe spaces for youth units and the thematic Learning Clubs within community entities. Meanwhile, the Virtual Youth Center Shabab.jo will be a vehicle to sustain content on PYD approaches and tools and related partners and linkages, and will house the contact details of youth trainers and mentors.

Across the Activity's components USAID YouthPower also collaborated with numerous entities that will ensure sustainability through their commitments to continue to engage and/or support youth in their relevant activities. These include the MoY, JNCW, FPD National Council for Family Affairs (NCFA), Higher Council for the Rights of Persons with Disabilities (HCD), KACE, Save the Children, King Hussein Foundation, Royal Health Awareness Society, GreenTech, and Hayat Rased Center.

In summary, the following networks and tools have been set up as self-sufficient for future sustainability:

1. **Youth Facilitators:** They are equipped with the skills, tools, and experience to continue to provide transformational learning training to youth in their communities and continue the cycle of youth engagement and learning.
2. **Volunteer Ambassador Network:** These youth are advocates within their communities and have established solid linkages with local governments and entities to continue to contribute to and provide a youth perspective for local policies and activities.
3. **Youth Units:** With MOUs between the core youth and municipalities and monthly action planning, the youth units now create a permanent link between youth and local government to ensure policies and municipal services are youth-sensitive and youth-serving.
4. **Learning Clubs:** Learning Clubs are now a highly connected network for youth to exchange knowledge, support, and services with one another. Physical clubs are also hosted in agreements with Youth Centers and CSOs, and youth have initiated sustainability plans to continue their management and generate funding for their continued maintenance and use.
5. **Shabab.jo:** Housed under the MoY, the Virtual Youth Center will continue to serve as a channel for information exchange and house live digital resources, like the USAID YouthPower digital map, training toolkits, etc.
6. **Youth Foot Soldiers, mappers, PAVAL trainers, etc.:** These youth are certified in marketable skills that they can apply to serve other projects and support them in the labor market.



Youth Tech, a youth-led business incubator based in Ajloun, provided the technology and safe space necessary to help young entrepreneurs get their ideas off the ground. The incubator partnered with a local Braille trainer to publish Braille-starter books (pictured below) utilizing their 3-D printer.



SCALABILITY: NATIONALLY SCALABLE STRATEGIES

In FY22 USAID YouthPower completed a learning and reflection process to capture the Activity's key strategies that demonstrated potential for scale during USAID YouthPower implementation and developed lessons learned and actionable recommendations for scale to inform future activities. USAID YouthPower presented this information in three technical briefs covering: 1) youth in governance, 2) youth economic empowerment, and 3) youth leaders and influencers, which are summarized below.

YOUTH IN GOVERNANCE

USAID YouthPower shifted the way youth view their problems and fostered a culture of youth advocacy so that youth actively work with their government to develop solutions to their challenges. In doing so, youth also shifted the way decision makers value and work with youth. This required (1) facilitating youth ownership through the VAN's peer-to-peer mobilization and youth-led advocacy; (2) accompanying youth as they engaged through safe spaces and a network of expert mentors; (3) facilitating youth participation in governance through evidence-driven policy papers and initiatives and linkages to government and the media; (4) establishing national linkages across youth geographies and with national entities; and (5) sustaining youth momentum through action planning with established partners, mentors, and Youth Units. Lessons learned and recommendations are summarized as:



Youth frequently presented policy recommendations to government officials

- 1) Link similar training and capacity building activities to national bodies, such as curriculum through the Ministry of Education and Youth Centers under the Ministry of Youth.
- 2) Engage government institutions related to building the capacity of youth (i.e., Ministries of Youth, Labor, Education, Municipalities) as formal partners at the start in the design phase.
- 3) Establish a youth platform attached to the Ministry of Youth focused on research, learning, and policy development from the youth perspective at the national level.
- 4) Replicate youth units across Jordan through agreements under the Ministry of Municipal Affairs, with youth units assembled across municipalities, integrated into municipality organizational charts, and given clear mandates and scopes of work.
- 5) Having youth lead program activities at every stage is the best way to implement any type of youth program or initiative. Further, utilizing community asset mapping allows for the design of more appropriate interventions.

YOUTH ECONOMIC EMPOWERMENT

USAID YouthPower's approach to youth economic empowerment was unique in that youth were the primary decision makers, while implementers and partners took on mentoring roles. The model for this encompassed (1) facilitating youth ownership from the start by youth organizing themselves around their interest areas and market needs; (2) creating multisector partnership networks for youth by connecting youth to industry experts while also building the PYD capacity of partners; (3) growing youth expertise and opportunities by pairing funded opportunities to develop their economic concepts with targeted training, mentorship, and feedback; (4) fostering an enabling environment for economic empowerment through market linkages, new avenues for collaboration, and shifting social norms in

households and communities; before (5) youth were able to launch their business concepts with the support of their new networks. Lessons learned and recommendations for scale are summarized as:

- 1) USAID YouthPower provided more than grants, it created a foundation and shared the knowledge and constructs of this model so youth can replicate it on their own.
- 2) The youth entrepreneurial journey takes time. Having more time to ensure youth initiatives are on solid ground beyond the lifetime of the award would be ideal. A 6-month follow-up to assess the progress and needs would also be useful.
- 3) Embed economic innovation in ministries that impact youth. For example, an economic empowerment unit within the Ministry of Youth could integrate innovation learning and activities throughout Jordan's Youth Centers, while the Ministry of Education could adopt entrepreneurship and innovation trainings for in-school youth, and the Ministry of Labor could use a mechanism similar to the Innovation Fund to support local economies.
- 4) To move youth beyond start-ups, the next phase of support would ideally refine their concepts through advanced technical and business trainings, and more business to business, business to government, and business to consumer linkages.
- 5) Scaling business concepts across geographies is not a given; an approach that considers the nuances of different communities and invests in studying replicability would be valuable.
- 6) For youth business that need more funding, more training to approach donors and investors and target diverse markets is recommended over loan or micro-loan schemes.



Youth cultivate in-demand coding skills at the "Hello World" Training.

YOUTH LEADERS AND INFLUENCERS

To advance opportunities for youth collective action and leadership, USAID YouthPower worked to build advocacy and training skills of youth in issue areas they prioritized. By fostering an enabling environment where youth could develop a positive self-identity as change-makers, youth were able to mobilize their peers and shape cadres of youth leading change in their communities. USAID YouthPower highlighted the VAN, youth facilitators and trainers, and Gender Champions as scalable cadres of youth influencers and leaders, cultivated through a model of (1) organizing and training youth around clear needs and goals; (2) peer-to-peer mobilization and training by youth leaders who developed their confidence and self-identity as change makers through USAID YouthPower training and mentorship; and (3) youth organizing themselves to design and lead advocacy efforts and establishing partnerships and mechanisms to sustain their efforts outside of USAID YouthPower. Lessons learned and recommendations for scale are summarized as:

- These cadres of youth influencers and leaders have established themselves as go-to partners in their communities and issue areas. It is important to continue developing incentives and

investing in these groups in terms of partnerships, financing, and integration into other organization's programs and activities.

- These cadres would also benefit from dedicated national partners to support their continued growth and learning, and build their visibility, credibility, and network at a national level.
- To scale their achievements, these cadres should receive support to formalize their groups as they see fit – whether that is by becoming NGOs, businesses, or formally housed under other entities.
- By utilizing the youth units and Learning Clubs, the youth cadres have already demonstrated how they can be integrated into municipal and community activities and planning. Replicating and formalizing these spaces across Jordan would provide a physical network for the youth cadres to mobilize and connect across geographies.

LESSONS LEARNED & RECOMMENDATIONS: A SUMMARY

Below is a summary of lessons learned and recommendations that might be relevant to programming, design, and implementation of similar or follow-on activities.

LESSONS LEARNED

- 1) To successfully reach and engage with 60 communities, which presented a broad geographic scope and great diversity in population, infrastructure, facilities, and social and political dynamics, USAID YouthPower found it needed a tailored outreach and recruitment strategy at both the community and youth levels. The Activity developed strong criteria to identify at-risk youth, along with instructions on how to track and reach these youth, who should be in contact with youth, and what communication channels should be used. In many communities, USAID YouthPower connected with youth organizations, centers, clubs, or associations in at-risk communities. Where these were lacking, the Activity established partnerships with available public entities, such as municipalities, in order to mobilize youth, and then engaged youth to reach their peers. This strategy also contributes to the sustainability of USAID YouthPower activities by creating partnerships between on-the-ground entities and the youth.
- 2) After organizing more than 20 community engagement initiative design workshops for youth in the target communities, USAID YouthPower observed that the majority of ideas presented by the youth related to community engagement and volunteerism. To help broaden the outlook of youth and encourage more diverse initiatives, the Activity added social innovation and entrepreneurship to the design workshop curricula and implemented digital and community-based training programs to promote concepts and approaches for social innovation. The Activity also mentored and guided youth to develop their ideas and encouraged youth with social innovation and entrepreneurship ideas to apply for in-kind small grants through the Innovation Fund. Finally, USAID YouthPower launched the Youth Social Innovation Support RFA for qualified organizations to provide advanced training and mentoring to more than 1,000 youth to design and implement more than 110 social innovation initiatives nationwide.
- 3) In early 2020, USAID YouthPower reviewed and revised the TL curricula and organized specialized ToT activities for youth, resulting in 1,220 youth qualified as trainers on the revised curricula. The Activity then utilized this pool of youth trainers as co-trainers and/or master trainers across program activities. These youth demonstrated a clear change in attitude and behavior from being participants to leaders with an important role in providing learning opportunities to other youth.

- 4) USAID YouthPower trained youth in each community as mappers to support its M&E and community mapping work. This was highly successful as the youth better understood the local context within their communities and were able to produce relevant data through mapping, surveying, and learning studies. The Activity continued to invest in these youth throughout implementation, providing further training and practical experiences to enhance their abilities in related fields, including surveys and data collection and analysis, and positioning them as leaders of MEL activities. As well as being able to support project work and develop sought-after skills, the youth learned that when they can understand and assess data, and use it to present evidence-informed solutions, they are taken seriously by decision-makers. This skillset was useful throughout all of the youth initiatives.
- 5) USAID YouthPower introduced the social innovation support grants to give youth access to expert mentorship to help them on their journey in developing and implementing their own initiatives. The mentorship provided by the grantees was critical to helping youth become more independent by building on the knowledge they obtained through the learning journey and enhancing their critical thinking and entrepreneurial skills. As a result of the mentorship, USAID YouthPower observed an improvement in the youths' research skills and ability to independently reassess the viability of their proposed concepts and adjust them accordingly. Ultimately, this enabled the youth to manage initiatives of a larger scale than the in-kind grants. The grantees also played an important role in supporting the sustainability of the youth-led initiatives by utilizing their expertise and networks to establish linkages between the youth and relevant stakeholders, market players, and decision-makers. Youth's confidence in the feasibility and viability of their initiatives increased as a result.
- 6) While gender inclusion was a program priority from the onset, USAID YouthPower encountered much resistance from communities and families along its journey to engage young women in its activities and support them to lead and implement their own initiatives. To address this, the Activity tailored its approach to create a mind-shift change towards gender inclusion through its TL activities and used the influence of local CBOs and direct conversations with families. Local sensitivities were accounted for throughout activities, providing segregated training, workshops, Learning Club spaces, etc. as needed. Youth reported that the TL on gender and social inclusion enabled them to engage with their peers, families, and communities in a more positive way, and reinforced their self-confidence and agency. When families would not allow their daughters to sign grant agreements or take part in activities outside their communities, USAID YouthPower called on local CBOs and/or community influencers to explain to families the purpose of the activities and grants and how their daughters and communities would benefit. In many cases, the approach worked; however, in some, families adamantly refused.
- 7) To ensure that YWD had the opportunity to engage with the program, USAID YouthPower learned early on the importance of engaging and supporting families of YWD. Most families of YWD were initially reluctant to allow their children to take part in activities, or to take part themselves. However, on learning more and seeing positive outcomes, their fears were allayed. For example, the Activity supported youth leading social inclusion initiatives to offer PSS to the families of YWD. The families were against the idea at the beginning, simply because they did not understand the importance and had misperceptions of PSS. After taking part in the sessions and sharing their fears and challenges, the families acknowledged the positive impact it had on them in better understanding how to help their children with disabilities. In another example, youth designed and implemented a social inclusion initiative to train YWD nationwide in handicraft production. Families viewed their children's participation positively after seeing the impact on their children, enabling the youth to better engage with their families and society.

- 8) As USAID YouthPower continued to emphasize engaging vulnerable and at-risk youth, staff were often in positions of having to support youth who suffered from various types of trauma. The Activity continued to enact an appropriate referral system that informed the best way to refer youth to PSS and to build the team's capacity to be responsive to the unique needs of vulnerable youth. Moreover, the Activity delivered tools to enable access to PSS tools such as the Activity's Mind Power talk show, and the PSS community support groups delivered through the qualified youth PSS coaches under the Mind Power grant.

RECOMMENDATIONS:

- 1) Focus interventions on livelihood opportunities and labor market preparedness, with environmental and green solutions specific areas of interest prioritized by the youth.
- 2) Capitalize on USAID YouthPower Learning Clubs, ensuring their sustainability and growth. The Learning Clubs can continue to link youth, enable them to develop and broaden their skills, and support youth entrepreneurs. They provide youth with a safe space to meet, learn, and develop, to which youth in many communities previously did not have access.
- 3) Sustain and grow the VAN to address policy reforms and remove challenges faced by youth. Many of Jordan's national strategies prioritize including youth in policy development, and the VAN addresses these national priorities and can be capitalized on for this purpose. The VAN has instilled the skills and agency in youth as individuals and as a network to effect change within their communities and be part of national policy-making efforts. The VAN can be a mechanism to reach and engage youth nationwide, and to provide a youth perspective on key issues.
- 4) Continue youth-led initiatives that are based on community mapping interventions, as mapping creates awareness of local assets, gaps, and opportunities, and thus facilitates more effective community and local economic development.
- 5) Provide communities with awareness raising and resources to allow YWD to access different services and help communities to accept and include more people with disabilities in different interventions and events.
- 6) Include more joint parent-youth interventions by developing courses and sessions that include both parents and children to increase trust between both parties, enhance youth self-confidence, and empower youth to positively engage with their communities. The interventions and training courses can be facilitated or co-facilitated by youth for community members and parents.
- 7) Develop a mapping exercise for existing labor market preparedness interventions and link youth with them. Due to the extensive need and requests for labor market preparedness interventions that were mentioned by youth, parents, GOJ representatives and community members, it is recommended to develop and implement a mapping exercise of all existing interventions in different governorates and link youth to capacity building opportunities that build in-demand skills and help youth gain access to apprenticeships or internships to increase their employability.
- 8) Establish local partnerships between government agencies, NGOs, CBOs, and youth. Future activities should establish partnerships with other international and local organizations in the communities where they can adopt USAID YouthPower strategies and interventions. Furthermore, equip local partners with the knowledge, skills, and resources to support implementing interventions independently, ensuring sustainability and community engagement.
- 9) Increase the implementation of female-led interventions. During data collection, female participants expressed that they would love to lead and advance their leadership skills by having

more opportunities to lead initiatives, receive more support to become entrepreneurs and establish their own businesses, and develop gender-related advocacy campaigns to raise more awareness of the role of females in the labor market.

- 10) Utilize social media platforms for more interventions. Social media and online platforms have proven successful in advocating for and promoting youth interventions. During the Learning Study it was stated that one of the most successful ways to reach and engage youth and community members was through digital platforms such as Facebook pages. Therefore, future activities should utilize those channels to expand their outreach to vulnerable youth and community members by implementing more targeted campaigns and interventions.
- 11) Keep supporting YWD in facing their specific challenges and increasing community acceptance of YWD in interventions. The Activity allowed YWD to bring a companion to help them during the sessions. The Activity also hired translators, made sure training rooms were accessible by YWD, raised awareness during the interventions around the importance of social inclusion, and gave YWD the chance to participate in various interventions. USAID YouthPower conducted awareness raising interventions among youth regarding respecting each other, building relationships among all youth in the same community through teamwork interventions, and enhancing self-confidence and attitudes, all of which gave minority youth, including refugees and YWD, a way to overcome some barriers during their participation.

ENVIRONMENTAL COMPLIANCE WITH 22 CFR 216

CONTEXT

The Programmatic IEE for the ‘YouthPower: Implementation’ IDIQ has determined that most activities¹⁰ under the IDIQ objectives fall under categorical exclusions described in 22 CFR 216.2(c)(2) as they are either:

- 1) Actions that do not have an effect on the natural or physical environment; or
- 2) Studies, projects or programs intended to develop the capability of recipient countries to engage in development planning, except to the extent designed to result in activities directly affecting the environment.

The activities implemented under USAID YouthPower were in line with the Programmatic IEE’s negative determination with no conditions, as they fell fully within the above considerations.

ENVIRONMENTAL CONSIDERATIONS UNDER THE INNOVATION FUND

As part of the due diligence during the screening of youth-proposed applications under the Innovation Fund, USAID YouthPower identified 12 initiatives that potentially may have an effect on the natural or physical environment and hence departed from the PIEE’s categorical exclusions; the Mission’s Environmental Officer that they qualify for “**Negative Determination with Conditions (NDC)**, the condition is to develop an Environmental Mitigation and Monitoring Plan (EMMP) that aims at mitigating any expected negative impacts throughout the lifetime of the activity.” The initiatives were grouped under the

¹⁰Except for the following activities which are not part of this Task Order, for which a Negative Determination with conditions apply: “Institutionalization of life skills and comprehensive sexuality education (including HIV/AIDS) programs within schools”; and “The promotion of adolescent health and development as a distinct medical and social specialty within pre-service and in-service training institutions in health, education, and other social services”.

following two categories: 1) Agricultural Entrepreneurship; and 2) Recycling and Solid Waste Management.

Development of the EMMPs: All 12 initiatives were small-scale, and the identified potential issues were determined to have low environmental risks. USAID YouthPower contracted specialized Environmental Management consultants and prepared an EMMP for each of the 12 initiatives. The EMMPs provided the main anticipated impacts along with the necessary mitigation designed to offset, reduce, or manage these impacts. Furthermore, the EMMPs stipulated how compliance with mitigation actions will be monitored, verified, and reported upon, including designating the parties responsible for implementing the various mitigation actions. Monitoring and reporting were also covered by the EMMP. Upon receiving clearance by the Mission's Environmental Officer on all 12 EMMPs, the Activity disseminated the EMMPs to all focal points overseeing the implementation of these initiatives and authorized these activities to proceed with physical implementation. It is noted that local Jordanian regulations do not require projects of this scale or nature to undertake any form of environmental analysis. Hence, no formal environmental review for the purpose of meeting local environmental requirements was necessary for these initiatives.

Development of the EMMRs: By close of these grants, the Activity developed 10 Environmental Mitigation and Monitoring Reports (EMMR), as two of the initiatives were cancelled due to technical reasons. The EMMRs identified that the activities under these 10 initiatives were conducted in compliance with USAID's environmental procedures and requirements, based on the following:

- Contractual requirements: Including within the initiative agreements with the grantees' terms to ensure adherence to the set of environmental, health, and safety conditions in full compliance with the provisions of the EMMPs.
- Monitoring: USAID YouthPower field staff monitored environmental performance through its contractor and vendors and reviewed weekly and monthly progress reports.
- Verification: Through site visits and field observations.

LESSONS LEARNED

Ensure awareness among the team of the requirements of 22 CFR 260 to ensure the program continues to be in line with the programmatic IEE and apply systematic screening of all programmatic activities.