Young people as agents and advocates of development

Evidence gap map report

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Acknowledgements

Abbreviations

BALIKA	Bangladeshi Association for Life Skills, Income, and Knowledge for Adolescents
DFID	UK Government Department for International Development
DRR	Disaster Risk Reduction
EPPI	EPPI-Reviewer 4
FGM/C	Female Genital Mutilation/ Circumcision
HIV/AIDS	Human immunodeficiency virus infection and acquired immune deficiency syndrome
ICS	International Citizen Service
INGO	International Non-Governmental Organisation
LGBTQI	Lesbian, Gay, Bisexual, Transgender, Queer and Intersex
M & E	Monitoring and Evaluation
NGO	Non-Governmental Organisation
RCT	Randomised Controlled Trial
SRH	Sexual and Reproductive Health
UNICEF	United Nations Children's Fund
UNV	United Nations Volunteers
VAWG	Violence Against Women and Girls
YP	Young People

Executive summary

Overview of evidence

This report reviews the available evidence concerning the impact of interventions and initiatives that aim to support young people's greater involvement in development processes in two key ways: as 'agents', leading and implementing initiatives, and as 'advocates', participating in and influencing political and decision-making processes. The evidence discussed in this report – 333 studies – was compiled through a rigorous search and assessment process conducted primarily in English, with a small additional Spanish-language search of key organisational websites in Latin America. All the studies included refer to one or more low- or middle-income countries. Over a third of studies focused on sub-Saharan Africa.

The report is intended to accompany a database with full details of the studies (Cunningham et al, 2016).

We found substantially more studies of young people's involvement in development processes as agents (183 studies) than advocates (62 studies), while another 88 studies reported on activities that involved both types of activity.

Methodology. Although formal assessment of the quality of studies was not required for this initiative, the research designs and types of data used were examined. The vast majority of primary studies (266) used an observational design. Only 38 studies used experimental or quasi-experimental designs, five of which were randomised control trials. The quasi-experimental and experimental studies almost all examined peer education initiatives designed to improve sexual and reproductive health. As well as these primary studies, 31 secondary studies are included in the evidence mapping.

Theory of change. The report presents a theory of change for understanding the ways in which different interventions can increase young people's capacity to engage in development processes as agents and advocates. It shows that supporting young people as agents as advocates is a multi-faceted process. This reflects the varied goals of interventions, some of which view young people's participation as an end in itself and some of which see it primarily as a means to an end. While some interventions principally affect young participants' personal development, others have a wider impact on local and national decision-making and on public attitudes. These changes can be seen as steps toward more inclusive, effective, youth-sensitive development.

Young people as agents and advocates

Age and gender mix. The single largest age group represented was 15- to 19-year-olds (189 studies). This may reflect the fact that most of this age group is also included in 'child participation' initiatives, which also involve younger adolescents. 118 studies recorded initiatives with 20- to 24-year-olds, while fewer initiatives included youths aged 25 or older. Over a third of studies simply referred to 'young people' without specifying age groups. The vast majority of initiatives involved both young women and young men. There were notably more single-sex initiatives working with young women (19) than young men (3), reflecting the recent growth of girl-focused development initiatives.

Marginalised groups. There was limited evidence of interventions targeting marginalised groups of young people, other than activities with young people from marginalised ethnic or racial groups or low income households (21 and 46 studies, respectively).

Interventions and outcomes

The interventions examined are grouped as follows: those focused on **building skills in aspects of the project cycle**; **building communications, leadership and advocacy skills**; **youth implementation of development activities** (the single largest group with 150 studies); **young people's advocacy initiatives** (the next largest group with 116 studies) and **cross-cutting initiatives** that combine both implementation and voice-focused activities (such as media- and arts-based projects). The single largest group of interventions was peer education (90 studies), with another 54 studies of young people as community educators or mentors. Other common initiatives were media-based projects (44 studies), participatory research with young people (37 studies) and young people's autonomous activism (27 studies).

Sectoral/thematic foci. The two most common sectoral or thematic foci were civic and political engagement – a category that covers active citizenship in a wide range of areas – and sexual and reproductive health (SRH), reflecting the large number of peer education projects focused on SRH. Conflict reduction and peace-building, and governance and accountability interventions are also well represented. At the other end of the spectrum, only six interventions concerned social protection, and there were eight devoted each to psychosocial wellbeing and infrastructure.

Level of interventions. Reflecting the large number of studies of young people implementing development initiatives as peer and community educators, the vast majority of initiatives seek to change attitudes and behaviour among individuals, with the next largest group targeting local community institutions. The higher the level, the fewer the number of initiatives – we found only 11 initiatives working for a change at a regional or international level or in an international organisation.

Outcomes. The report presents evidence on three key types of outcomes: personal development outcomes for young people, participation outcomes, and wider developmental outcomes. **Personal development** outcomes include development of self-confidence and resilience, improved communication and technical skills, changes in attitudes and behaviour, stronger social relationships and increased sense of inclusion. Of these, increased self-confidence and enhanced skills were the most common (discussed in, respectively, 191 and 144 studies). Despite a number of searches, we found little evidence of impacts of agents and advocates initiatives on 'extremist' attitudes, though we found 10 studies showing impacts on politically-motivated or identity-based violence.

Participation outcomes include participation in policy or political processes (the most common), governance and programme planning, and enhanced voice in public (the least common). **Wider development outcomes** fall into three main groups: changes in public attitudes, knowledge and behaviour (the largest group at 158 studies), community development and livelihoods outcomes (134 studies) and **policy change** (the smallest group at 45 studies).

Evidence Maps. The discussion of evidence concerning initiatives and outcomes is summarised in four evidence maps: one providing a visual overview of all the evidence in the database, one focusing purely on initiatives with young people acting as agents, one focusing on young people as advocates, and one summarising evidence on initiatives that involved both agents and advocates activity. These evidence maps show the number of documents found for each intervention and outcome. They do give any assessment of the quality of evidence.

The report concludes with an assessment of challenges and evidence gaps.

Contents

1. Background

1.1. Introduction and definitions

This evidence map brings together the available evidence (333 studies) examining the effectiveness of interventions that support young people as either 'advocates' or 'agents' of development. Young people are defined as those aged 15 to 24, although, reflecting fluid conceptions of 'youth' in many countries, studies of interventions working with young people up to 29 are included in this evidence map. The study uses the following core definitions, which draw on those of the Department for International Development:

Agents: Young people as development actors, in both youth-led and broader development programming. This can be at any or all levels of the programme life cycle, specifically, design, delivery, monitoring and evaluation.

Advocates: Young people using their voices to influence, and participate in, political and development processes. This can be at a local, national or international level.

Interventions: Activities or approaches undertaken with the objective of increasing youth voice or involvement in the implementation of development activities. These can be implemented by a variety of actors, including donors, government agencies, INGOs, NGOs, faith based organisations, civil society or the private sector.

1.2. Methodology

This report is based on a rigorous search process. Searches took place between May and September 2016 across a range of academic databases, organisational websites and Google Scholar. Full details of methodology can be found in Appendices 1 to 9. While the majority of the searches were conducted in English, a small number of Spanish-language searches were run in Google and on organisational websites. This was useful as it provided extra literature on participatory budgeting in particular, an intervention common in Latin America.

While records were mostly single screened to assess relevance for inclusion, a significant number of borderline records were double-screened. On-going and extensive discussions with DFID regarding literature suitable for inclusion (and exclusion) provided more specific criteria that the team applied. Studies that met the following inclusion criteria (Box 1) were uploaded, and coded. The accompanying database contains full details of these studies.

Senior project staff undertook additional quality checking of all included studies. There was also extensive quality checking throughout the screening and coding process, which led to the removal of studies that were insufficiently relevant or where clear outcomes could not be discerned, as was the case with a number of process evaluations and how-to-guides. Experts in the field of youth-led development and participation were contacted as part of the search process, which yielded a large number of documents for screening and then final inclusion. This process allowed for inclusion of unpublished evaluations of relevant programmes. Figure 1 outlines the search and exclusion process.

Figure 1: Flowchart of Search and Exclusion Process
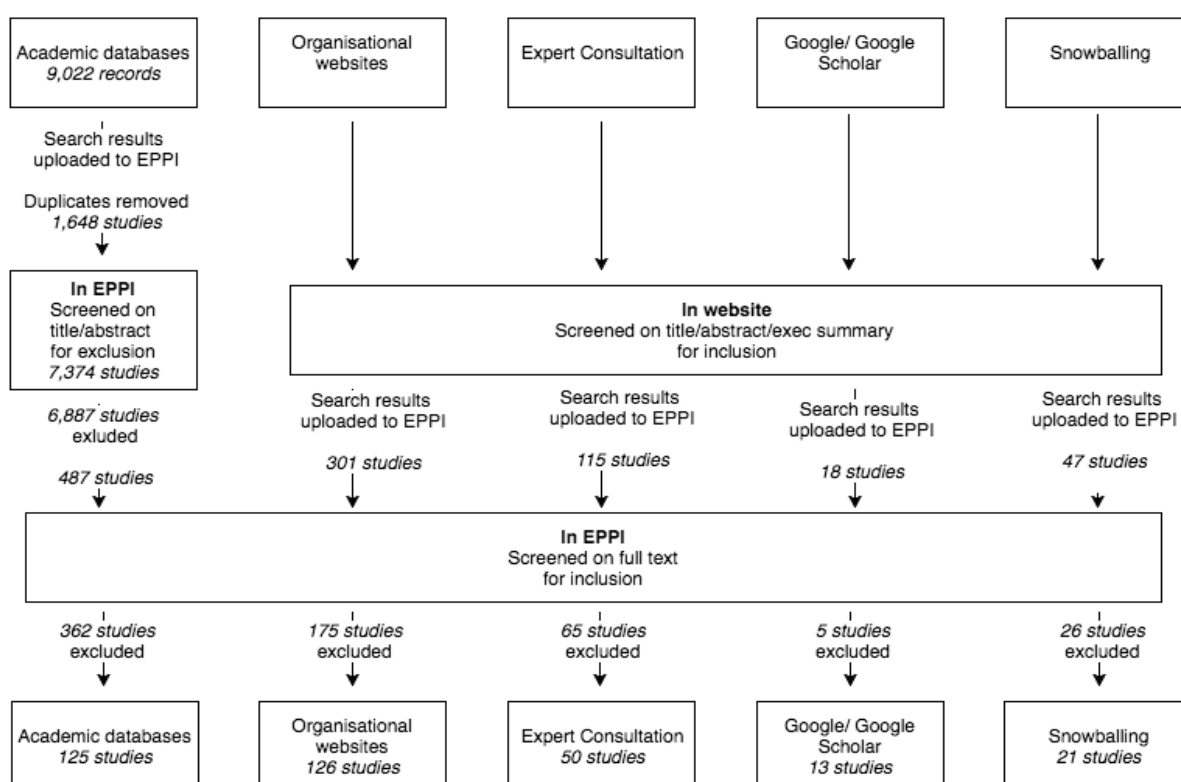
1.3. Theory of change

Figure 2: Theory of change
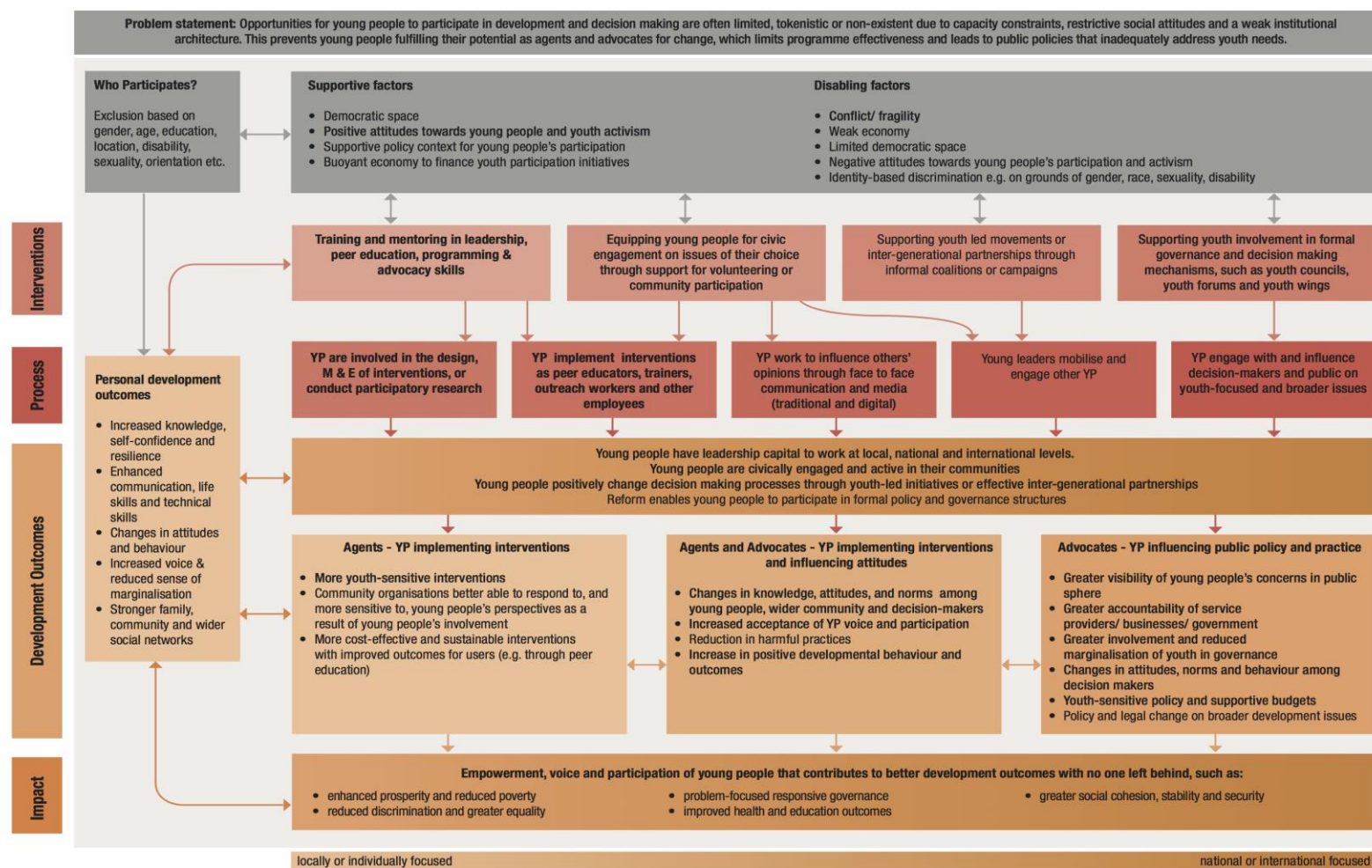
Figure 2 aims to show visually the processes by which young people's action as agents and advocates results in varied development outcomes. The majority of issues included are discussed in the literature identified through this evidence mapping process; some additional issues are also highlighted. The colours become more intense from left to right to highlight a broad trend from individually- and locally-focused initiatives on the left to broader, nationally and internationally-focused initiatives on the right. Darker text indicates a greater amount of evidence, and lighter text signifies fewer studies.

Interventions. The interventions line highlights four main types of intervention that aim to boost young people's capacity to act as agents and advocates. These comprise:

- *Skill building in aspects of the project cycle (research, planning, monitoring and evaluation), communication and leadership skills, and knowledge to perform different roles effectively. These interventions frequently combine training, implementation and advocacy.*
- *Equipping young people to participate in ways of their choosing – often through structured volunteering programmes or support to social change-oriented youth groups.*
- *Supporting youth-led initiatives and intergenerational partnerships, informal coalitions and campaigns*
- *Increasing young people's meaningful participation in governance and decision-making.*

Personal development outcomes. Frequently interventions boost young agents' and advocates' personal development. These changes may lead to other wider development outcomes in the short-, medium- or long-term through up-skilling and attitude and behaviour changes among a cohort of young people. Whether this takes place is not predictable and rarely evaluated.

Process. This line of the diagram shows how young people 'convert' the skills and facilitatory support provided in interventions to action. These processes span a spectrum from involvement in project planning and implementation, through influencing, mobilising and engaging other young people, to engaging with decision-makers on both youth-focused issues (such as education and training) and broader issues (such as climate change).

Intermediate outcomes. The orange bar illustrates a set of intermediate outcomes that result from interventions and underpin the development outcomes in the box below. They reflect both the capacities that young people need and the nature of the environment needed for effective agents and advocates action.

Development outcomes. These boxes show some of the core outcomes of young people acting as agents and advocates. The agents' box highlights improvements to the quality of interventions that can arise from young peoples' involvement in planning, implementing and monitoring activities. The middle box recognises that many interventions involve young people acting as both agents and advocates. The distinguishing feature of these outcomes is changes in both attitudes and behaviour among the 'targets' of the intervention. The advocates box highlights some of the impacts of young people's advocacy activity – such as greater visibility of young people's concerns, greater representation in public and organisational decision-making, and greater accountability on the part of service providers and/or business. These changes can, in turn, lead to youth-sensitive policy and budgets.

These processes take place across a range of sectors – such as education, health, agriculture, business development, environmental protection etc., and in relation to a range of cross-cutting issues such as gender or LGBTQI equality or conflict reduction.

Enabling and disabling factors

Enabling factors facilitate effective agents and advocates actions: for example, advocates' interventions are more likely to be successful in contexts where there is wider democratic space, where public perceptions of young people are largely positive, and where social norms favour (or at least are not actively opposed to) young people's active role in society. A buoyant economy can finance young people's participation through specific initiatives designed to engage them.

Disabling factors include: identity-based discrimination, poverty, low levels of education and geographical isolation. Many are the converse of enabling factors: negative attitudes towards young people and their participation in development activity and decision-making, lack of democratic space or young people to express their views and political demands without fear of reprisal.

Several factors can both pose challenges for young people's engagement as advocates and agents but also create new impetuses for such action. For example, environmental threats are driving forces behind young people's practical action to respond to disasters and their activism related to climate change.

These enabling and disabling factors can change as a result of young people's engagement. For example, attitudes towards young people's active participation can shift as others observe its effectiveness.

Positive and negative outcomes. While the expected relationships and outcomes are positive, effects could also be negative, particularly if programmes are ineffective or if they set off unintended chains of consequences that undermine (some groups of) young people's wellbeing.

Impact statement. The impact statement, 'Empowerment, voice and participation of young people that leads to better development, more effective governance and poverty reduction' encapsulates the ultimate goal of supporting young people as agents and advocates, both as an end in and of itself and a means to better development. It gives examples of some of the possible developmental impacts arising from young people engaging with development processes as agents and advocates.

2. Overview of studies

2.1 Types of literature

Table 1 provides an overview of the key types of literature found.

Table 1: Overview of literature

Type of literature	Number of studies
Language	
English	321
Spanish	12
Access	
Charged	127
Open	174
Internal documentation	24
Internal documentation, not for publication	8
Academic vs. grey literature	
Academic literature	165
Grey literature	168
Type of publication	
Peer-reviewed journal article	160
Report/working paper	160
Factsheet/case study	9
Book chapter	2
PhD thesis	2

Access

All grey literature sources were free. All of the charged access studies were behind an academic pay wall. Discussions with experts in the field of youth-led development and participation were very positive, with many key organisations providing large numbers of internal documents, 32 of which were included in the final database. Eight studies that were not for public access, to be shared with DFID only, have been excluded from the public version of the database, but are included (anonymously) in the discussion in this report.

Type of literature

As can be seen from Table 1 above, the spread of academic and grey literature sources was fairly even. There was an almost equal number of peer-reviewed journal articles and reports or working papers. A much smaller number of factsheets or case studies was identified – these are short pieces with a limited description of their evaluation or research methodologies. Four of

these nine documents were organisations' internal documentation.

2.2   Geographical distribution of studies

Table 2: Regional distribution of studies

Region	Number of studies
Global/multi-country	36
Sub-Saharan Africa	142
Middle East and North Africa	30
East Asia and the Pacific	32
South Asia	44
Latin America and the Caribbean	42
Europe and Central Asia	30

Just over two-fifths of the studies examined interventions in sub-Saharan Africa (Table 2), with a much smaller, but roughly equal number in each of the other regions. Thirty-six studies examined activities in more than five countries. Figure 3 shows the countries with the largest number of studies.

Figure 3: Countries with the largest number of studies
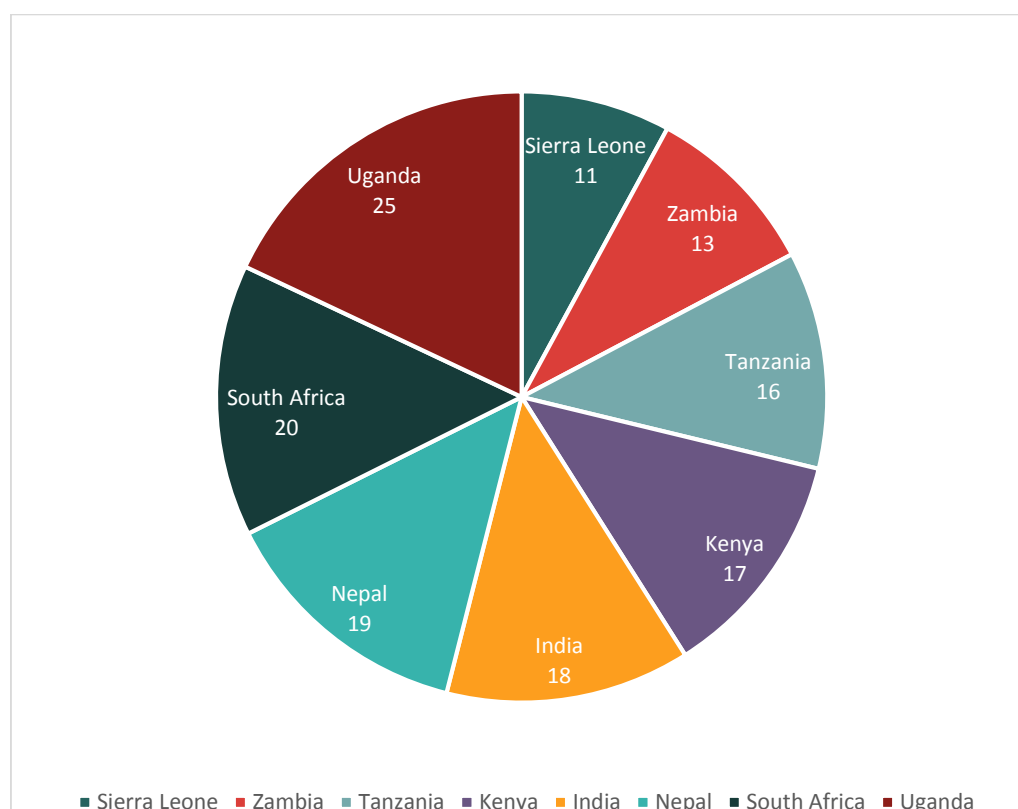
2.3 Methodology used in studies

Table 3 provides an overview of the main methodological approaches used in the studies examined. There is a lot of variation both in the quality of the studies, and in the level of detail provided about the methodology.

Table 3: Overview of methodology and research design

Methodological approach	Number of studies
Type of research	
Primary	80
Secondary	36
Primary evaluation	224
Meta-evaluation	1
Research design	
Experimental	15
Quasi-experimental	23
Observational	266
Systematic review	1
Other literature review	31
Type of data used/collected	
Qualitative	176
Quantitative	41
Mixed qualitative and quantitative	116

Note: numbers in each group may add up to more than 333 as many studies used more than one methodological approach.

The inclusion criteria for this mapping meant that the majority of studies were of primary evaluations. Although several systematic reviews were screened, only one was included (Maticka-Tyndale and Barnett, 2010). While this study included peer educators/supporters older than the age range included in this mapping, a significant number were young people, hence the study was included. Other systematic reviews were excluded due to their geographic focus (looking at more high-income than low- and middle-income countries, or their focus on older adult peer educators).

Research design

Thirty-eight studies used an experimental or quasi-experimental design, while an observational design was much more common. Experimental and quasi-experimental studies primarily examined peer education initiatives focused on HIV/AIDS prevention or improving sexual and reproductive health, physical health or mental health more generally. Other programmes evaluated using experimental designs are Banerjee et al.'s (2005 and 2008) studies of young people acting as teachers to younger children in India. There were a few examples of experimental or quasi-experimental programmes with young people acting as agents for and advocates of development, such as NORC's (2014) evaluation of Bunge youth groups (socially engaged youth groups) in Kenya and UNICEF Sudan's (2015) evaluation of a multi-faceted

youth development, advocacy and leadership project. No experimental studies examined 'pure' advocacy activities.

Five studies reported on interventions evaluated using randomised control trials – Amin et al.'s (2016) evaluation of the BALIKA anti-child marriage programme, Scales et al.'s (2013) study of Kishoree Kontha, another adolescent girl-focused programme in Bangladesh, Jewkes' et al.'s (2010) study of the Stepping Stones HIV and gender empowerment initiative in South Africa, Ross et al.'s (2007) study of Mema Kwa Vijana, and Sherman et al.'s (2009) study of peer education to reduce drug use in Thailand.

All the studies coded as quasi-experimental involved researchers manipulating an independent variable by providing a treatment, programme or intervention. Some such studies used techniques to analyse the data that enable a stronger estimation of the counterfactual. For example, Daniels (2007) uses propensity score matching and instrumental variables analysis. Other studies, such as Massey et al. (2012), just report results after an intervention in a control and comparison group. Where intervention and comparison groups are used, more robust estimates of the causal impact of an intervention could have been obtained through a difference-in-difference estimator, but this is not done in the studies here.

The vast majority of the studies made use of observational designs. These included documents with qualitative methodologies, which made up the bulk of studies, or quantitative methodologies that did not use experimental or quasi-experimental designs. Such quantitative methodologies included some studies with comparison groups in which the researcher did not manipulate an independent variable. As Table 3 shows, the majority of studies used either qualitative or mixed qualitative and quantitative data. Only 41 used solely quantitative data. These were primarily studies of peer education initiatives, the vast majority focusing on peer education for improved sexual and reproductive health.

Quality of studies
Overall, other than the experimental and quasi-experimental studies, the quality of evaluations was poor. In particular, a surprising number of studies did not clearly describe interventions or presented very vague evidence of outcomes. Although no quality assessment was carried out (this was explicitly not required by DFID), decisions were made regarding the strength of evidence for inclusion, and studies with very weak evidence of outcomes were excluded.

The 'advocates' topic included studies of young people's involvement in political or governance processes, and in particular, young people's involvement in social movements. These studies were typically discursive political analyses that did not examine the impacts of young people's involvement in depth, or relied on qualitative analysis, the methodology for which was not always clearly explained. Judgement calls were therefore needed to determine whether there was sufficient evidence of outcomes for studies to be included.

3. Approaches and interventions

3.1   Agents and advocates

Studies of young people acting as agents of development were significantly more common than those looking at young people as advocates of development (Figure 4). This reflects the high number of studies of peer-to-peer education programmes, of which there were 90. Other similar interventions (young people providing support or mentoring and community level education) added 44 studies. Young people undertaking research (23 studies), contributing to planning or design of interventions (22 studies) and monitoring or evaluation (14 studies) were the other main types of 'agents' interventions. Structured volunteering programmes constitute a third set of common 'agents' interventions (discussed in 21 studies).

Figure 4: Distribution of studies by type of youth involvement
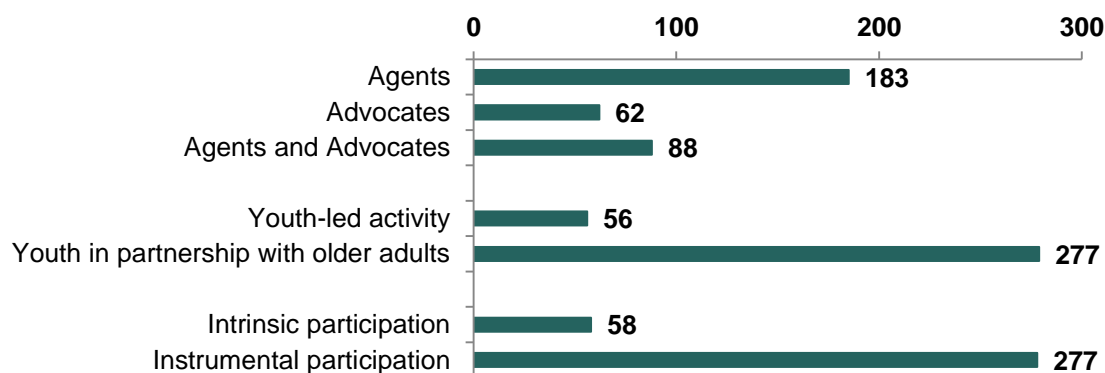
A total of 62 studies examined young people acting as advocates of development. Almost a third of these used the media or video projects to enable young people to advocate for their, or others' rights. A second major category of 'advocates' interventions is autonomous youth activism (27 studies). Many of the studies (88) report on projects and processes with young people acting as both agents and advocates, as the categories easily overlap. Programmes tend to have multiple objectives – both to involve young people practically and to create space for them to exercise voice.

Although many evaluations (particularly those authored by NGOs) describe interventions as youth-led, they are, in fact, usually in partnership with older adults. This is not surprising. First, many 'agents' interventions are often externally initiated, even where the intention is for young people to lead. Second, young people and older adults do not live separate lives, and even activities which one might expect to be youth-led, such as social and political activism, are often allied to broader social movements.

3.2 Thematic/ Sectoral focus

Table 4: Thematic/ sectoral foci of interventions examined

Sector/ Thematic area	Number of studies
Civic and political engagement	119
Sexual and reproductive health	107
Conflict and peacebuilding	45
Accountability	39
Education	32
Livelihoods (including food security and agriculture)	30
Gender equality	23
Disaster risk reduction, environment and climate change	22
Physical wellbeing (excluding SRH)	18
Infrastructure	8
Psychosocial wellbeing	8
Social protection	6

As anticipated, given the definitions of advocates and agents used, civic and political engagement and accountability are two large thematic areas. Sexual and reproductive health is the other major thematic focus. These are largely 'agents' interventions (76 peer-to-peer education interventions, 13 with young people as mentors and 14 with young people as community educators). Conflict reduction and peacebuilding was an additional area with significant activity – 24 projects undertook conflict resolution/peacebuilding training with young people, often as part of more general youth leadership programmes in post-conflict contexts, while media projects, leadership programmes and support to young people's civic engagement were other common approaches in post-conflict and fragile contexts.

A total of 32 projects related to education. These were wide ranging, varying from projects involving young women as primary school teachers in an attempt to raise standards; youth advocacy for reforms in schools or higher education; efforts to promote education quality through enhancing accountability; and programmes in which young people worked as peer educators to trainee teachers. Activities to promote young people's livelihoods were similarly common, often as part of peace-building programmes that engaged young people as advocates for peace and agents of local peace-building activities. The livelihood components were typically additional bundled components, rather than involving young people as agents or advocates.

It is also notable that 23 studies concerned initiatives with a significant focus on gender equality. Over half of these involved young people as peer or community educators or mentors and the others were primarily 'advocates' or cross-cutting 'agents and advocates' interventions, involving media participation, arts and sports projects, and youth civic participation networks.

We also found 22 studies of young people's involvement in disaster risk reduction or engagement with climate change and environmental issues. These included youth-led emergency responses, for example, to Ebola in Sierra Leone or in the aftermath of the 2015 Nepal earthquake (Restless Development 2015a; 2015b), and youth as peer and community educators encouraging disaster preparedness. In some projects, this had also led to young people's involvement in local governance through disaster preparedness committees.

Relatively few projects aimed to promote social protection, psychosocial wellbeing or improvements to infrastructure. Psychosocial wellbeing projects primarily involved young people as peer educators or mentors. Social protection projects were mostly run through structured volunteering programmes or social change-oriented youth groups, while infrastructure projects mostly involved structured volunteering programmes or community education that then led to infrastructure construction.

4. Interventions

4.1   Types of interventions

Table 5 below shows the range of interventions found in this evidence mapping. In this section we highlight the interventions that were particularly numerically significant, or those for which there are other important observations.

Table 5: Distribution of interventions by type

Intervention	Number of studies
Building project-cycle skills	**73**
Participatory planning and design	38
Participatory research	37
Participatory monitoring and evaluation	17
Building communication, leadership and advocacy skills	**43**
Leadership training	23
Conflict resolution/peacebuilding training	24
Young people implementing development initiatives	**150**
Peer-to-peer education	90
Community educators	23
Young people as mentors	31
Young people training service providers	6
Structured volunteering programme	21
Youth-led emergency response (e.g. Ebola, DRR)	9
Young people's advocacy initiatives	**116**
Autonomous youth activism	27
Young people creating campaign/educational materials	9
Youth networks for civic participation	32
Enhancing youth voice in organisational decision-making	14
Accountability interventions	16
Participatory budgeting	8
Youth council	24
Youth parliaments	11
Youth participation at international forums	1
Cross-cutting initiatives	**109**
Social change oriented youth group	37
Arts, dance, drama and music interventions	22
Safe spaces	14
Media/video projects	44
Sports for development programmes	9

Skill-building interventions

Training and participating in project cycle skills typically come about through 'on the job' learning in which young people have been invited to take part in participatory research (37 studies), project design (38 studies), or less commonly, monitoring and evaluation (17 studies). As might be expected with skill-building initiatives, many of the changes recorded were in aspects of young people's personal development: knowledge (32 studies), communication and technical skills (27 and 24 studies respectively), attitude and behaviour change (12 studies) and increased sense of inclusion (9 studies). Twenty-four studies reported that young people had developed practical skills for which there was demand in labour markets. This skill training also had an impact on programming: 24 studies reported that young people's involvement influenced programming, and 15 that it had strengthened the capacity of local community organisations.

Conflict resolution and peace-building skills. We found 24 examples of youth-focused interventions supporting young people to develop conflict-resolution and peace-building skills. Evaluations of these initiatives found notable impacts on young people's personal development: 16 studies highlighted impacts on communication skills, 10 on self-confidence and resilience, and 19 on personal attitudes and behaviour. Nine studies found that training of this kind had a positive impact on community social cohesion. Peace-building training often included an emphasis on challenging discriminatory attitudes, and this helps explain the ten studies that found impacts on such attitudes. Perhaps more surprisingly, these studies were associated with positive impacts on community-level infrastructure; one reason for this may be that peace-building training is often part of a package of other measures aiming to support a transition to peace.

Leadership programmes typically aimed to help young people develop as agents and advocates by helping them develop transferable skills applicable to a range of situations. These were particularly common in post-conflict settings (7 of the 23 initiatives) as part of efforts to build a cadre of youth leaders for peace. Other leadership programmes sought to harness young people's leadership to promote better sexual and reproductive health (through more effective peer education) or to promote gender equality through enhancing girls' and young women's leadership. A final set of programmes operating within a framework of boosting child and youth participation sought to enhance young people's leadership without tying it to particular thematic initiatives.

Young people implementing development initiatives

Peer education. A total of 90 studies reported on peer education initiatives. The vast majority of these (76/90) aimed to promote improved sexual and reproductive health among young people or the wider community. The others involved young people as voter registration agents/ voter educators (5 studies) and as peer educators on livelihood issues – typically as disseminators of improved farming practices or of business skills (9 studies). In several projects, particularly structured volunteering projects at community level, young people provided peer or community education on a range of issues simultaneously (hence numbers of studies cited add up to more than 90). As might be expected, given the sexual and reproductive health slant of these initiatives, the outcomes recorded for peer education are principally health-related, with 37 instances of reported behaviour change on health issues, 33 reported instances of increased health knowledge and 12 studies showing improvements in uptake of services. Seventeen peer education initiatives showed evidence of impacts on attitudes towards gender equality and other forms of discrimination.

Structured volunteering. A total of 21 studies examined structured volunteering programmes. The majority of these concerned international volunteering experiences, such as ICS and UNV.

Both these programmes also involve national volunteers, often paired with international counterparts. There were also examples of national volunteering programmes, such as China's Youth Corps. Evaluations of these programmes typically found positive impacts on participants' personal development and on community development outcomes. The major gain from international programmes was volunteers' increased commitment to international development and global social justice agendas (ITAD, 2012; Jigsaw, 2015).

Young people's advocacy initiatives

The majority of **accountability interventions** (16 in total) report outcomes primarily in terms of their impact on young people's engagement with governance. However, four studies reported changes on community level infrastructure, three on the quality of services, two on access to services and another four on changes in harmful practices. Accountability interventions are one form of intervention in which youth partnership with adults is most common and youth-led initiatives are most rare (we found only one example).

Youth participation in governance and consultative fora

We found 24 studies of youth councils and 11 of youth parliaments. These separate youth bodies often operated in parallel to mainstream councils, and part of the intervention involved working with mainstream governance structures to ensure that decisions and viewpoints from youth structures were communicated to them. One set of outcomes from such projects is increased engagement of young people with governance structures, which is considered in many of the documents examined as intrinsically positive. Another is more positive attitudes towards young people's participation in decision-making, which is reported in a surprisingly low 7 of the 24 studies of youth councils and 2 of the 11 studies of youth parliaments. One positive example of changing attitudes to young people's participation in governance structures comes from Oxfam's My Rights My Voice Programme, which worked with youth-specific and broader structures to enhance space for young people to influence governance (Oxfam, 2012; 2014).

Despite some challenges in accepting young people's input, their participation in youth councils and parliaments is associated with positive impacts on community-level infrastructure, the capacity of community level organisations (possibly local councils, which gain more active members), access to services, and discriminatory attitudes.

A related set of initiatives, particularly in Latin America, promotes youth involvement in participatory budgeting (eight studies). The studies examined show increased engagement with governance (intrinsic outcomes) and impacts on participant young people's knowledge (four studies) and sense of inclusion (three studies). There is, however, little evidence in these studies of wider impacts, with three studies showing impacts on youth-focused policy, one showing impacts on community level infrastructure, and one on discriminatory attitudes.

Interventions to enhance young people's voice in organisational decision-making (14 studies) lead to two main sets of outcomes: intrinsic outcomes (enhanced participation in organisational governance, increased engagement with policy or political processes, and increased involvement in programming) and wider developmental outcomes. As well as improvements in personal development outcomes (increased knowledge, stronger social networks and increased feeling of inclusion), studies of these interventions show impacts on policy (primarily youth-focused policies), discriminatory attitudes, and the capacity of community organisations. The increased capacity among community level organisations may reflect the fact that many of these initiatives to enhance young people's representation and voice have been undertaken by international organisations working with community level partners.

We found only one study that included discussion of youth participation at an international level (UN forum) (FAO, 2014). Although supporting young people's involvement in international policy fora is a well-established approach to enhancing young people's voice and influence over policy, reports of these initiatives typically focus more on process than outcomes. This may explain why we only found one report of an initiative of this kind that met inclusion criteria.

We found 27 studies that discussed the impacts of **autonomous youth activism**. These largely reported young people's greater engagement in political processes as a result of this activism (19 studies). Other notable impacts were changes in discriminatory attitudes (6 studies), and changes in policy (9 studies – 5 of youth focused policy, 4 of broader policies). This was the single category of 'interventions' that was most strongly youth-led (19 of the 27 studies).

Cross-cutting initiatives

Social change oriented youth groups. Our mapping found 37 studies of social change-oriented youth groups. Although these groups are typically more oriented towards implementing activities than influencing debates or decision-making (activities that are generally the focus of autonomous youth activism) there is some commonality between these groups, both of which are more likely to be youth-led than the majority of interventions examined in this mapping (youth group interventions were approximately 30% youth-led compared with 22% of interventions overall). The thematic emphasis of these groups varies considerably, but supporting young people's engagement in civic and political processes was noticeably the most common (16/37 studies).

Programmes promoting young people's self-expression. Arts and media projects were often part of initiatives to publicise issues of concern to young people and to change others' attitudes and practices. **Arts-based projects** with young people, which include drama and music, have had a particular impact on discriminatory attitudes (discussed in 10 studies), on health knowledge (5 studies), health practices (3 studies) and harmful practices (3 studies). Young participants also consider that participation in arts-based projects has enhanced their communication skills (10) studies, their self-confidence (13 studies) and their sense of inclusion (5 studies). Although youth involvement in arts-based projects is relatively common in peacebuilding interventions, only three evaluations reported impacts on social cohesion, of which two were positive and one negative.

Media-based projects were one of the most common interventions examined in this mapping (44 studies). These projects had an impact on both the personal development of the young people concerned and the wider developmental context. A total of 29 studies each reported enhanced communication and technical skills and increased self-confidence, while 15 reported attitude and behaviour change and 12 an increased sense of inclusion, possibly because media projects allowed young people's voices to be heard. The wider developmental impacts varied, but changes in discriminatory attitudes was notably the most common (reported in 16 studies), with 5 studies each reporting changes in harmful practices, changes in access to services, and changes in community infrastructure. Studies of youth media projects also note impacts on social cohesion (4 studies), on the quality of services (4 studies) and on local organisations' capacity (5 studies). These changes are likely to reflect local politicians, officials and leaders paying greater attention to the issues raised by young people in films, videos, and photovoice projects. Indeed, the other main outcomes recorded in studies of media-based projects are increased engagement of young people with policy, governance and political processes.

Sport for development projects typically aim to promote social cohesion, improve health, and

build self-confidence and resilience. In this mapping we found nine instances of sports-for-development programmes that were vehicles for broader aims – these typically involved young people as sports coaches or peer educators within the context of sports programmes. Studies of these initiatives primarily find impacts, such as increased resilience and improved communication skills, on the young coaches or mentors. Broader impacts include a reduction in discriminatory attitudes, enhanced health knowledge and changed health behaviour. Despite the fact that some initiatives involving youth as agents of peace-building led to young people organising sports matches to reduce tensions between social groups, we found no evidence of the impact of these initiatives. This probably reflects the fact that evaluations tend to focus on the impact of main programme activities and give 'spin-off' activities such as inter-ethnic football games less consideration.

4.2 Levels of intervention

Table 6: Level of intervention

Level of intervention	Number of studies
Individuals	295
Local community institutions	86
District level institutions	51
National institutions	63
International institutions	11

As Table 6 indicates, the vast majority of interventions worked with individuals to promote better development outcomes, or at community level, to promote greater youth involvement in decision-making or improved community development outcomes. As might be expected, the higher the level, the smaller the number of initiatives and thus studies examining them.

The district level initiatives were varied, with young people's advocacy initiatives well-represented (33 studies), and a clear secondary focus on disaster preparedness, participatory budgeting and accountability activities. Interventions with young people implementing development activities were also relatively common at district level (10 studies), while 12 media participation projects took place at district level.

The national level[1] initiatives were, as might be expected, dominated by advocacy activities (45 of the 63 studies). Other initiatives were national level youth groups and movements implementing development or social change-oriented projects (11 studies), and national level media programmes involving young people's participation (9 studies).

The initiatives at the international level primarily aimed to enhance young people's voice in international organisations, both multilateral organisations and international NGOs. These were child- or youth-focused organisations such as UNICEF, broader development organisations such as Action Aid, and in one case, an initiative to promote a youth advocacy network in the Caribbean (Privat, 2014).

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[1]The 'national level' studies also include programmes in federal countries, such as Brazil, that took place at state level, such as participatory budgeting (Cabannes, 2004).

5. Characteristics of youth participants

5.1   Gender and age of youth participants

Table 7: Gender and age of youth participants

Gender of youth participants	Number of studies
Male only	3
Female only	19
Mixed	311
Age range of youth participants	
10 – 14 years old	104
15 – 19 years old	189
20 – 24 years old	118
25 – 29 years old	63
Includes older than 29	28
Unspecified/'youth'	141

As Table 7 shows, most interventions included both young men and young women. Nineteen involved only young women and three, only young men. The projects focusing on young women spanned initiatives to promote adolescent girls' development, reduce rates of child marriage, engage girls in sport, and reintegrate conflict-affected young women. One project, reported in two studies, involved young women as primary school teachers (Bannerjee et al, 2005; 2008). The three studies that focused only on young men were diverse in focus: one was a participatory research and photovoice initiative with Quranic students in northern Nigeria (Hoechner, 2015), one was an autonomous parkour group in Gaza that had led to activism for peace (Thorpe et al, 2013), and one was an analysis of young men's engagement in local political processes in northern India (Jeffrey, 2009).

5.2 Age range of youth participants

Definitions of 'youth' vary considerably across different countries. Studies that included young people within the core age range (15-29) or unspecified 'youth' were included. A total of 141 studies did not specify the ages of the young people involved in the intervention. Studies with adolescents under 15 or young people older than 29 were only included if there was evidence of participants aged 15-29.

It is clear from Table 8 that the majority of initiatives involved young people between the ages of 15 and 24, with 15-19 the single largest age band. This probably reflects the overlap between projects targeting children (defined in the United Nations Convention on the Rights of the Child as people up to age 18) and adolescents (usually defined as 10-19), and those targeting young people. Studies of 'child participation' were included because there was some evidence of the involvement of young people within the target age range. In reality, many 'child participation' projects work with adolescents, and the testimonies of impact were often from young people aged 15 or older.

5.3   Marginalised groups targeted

Figure 5: Distribution of studies discussing involvement of marginalised groups
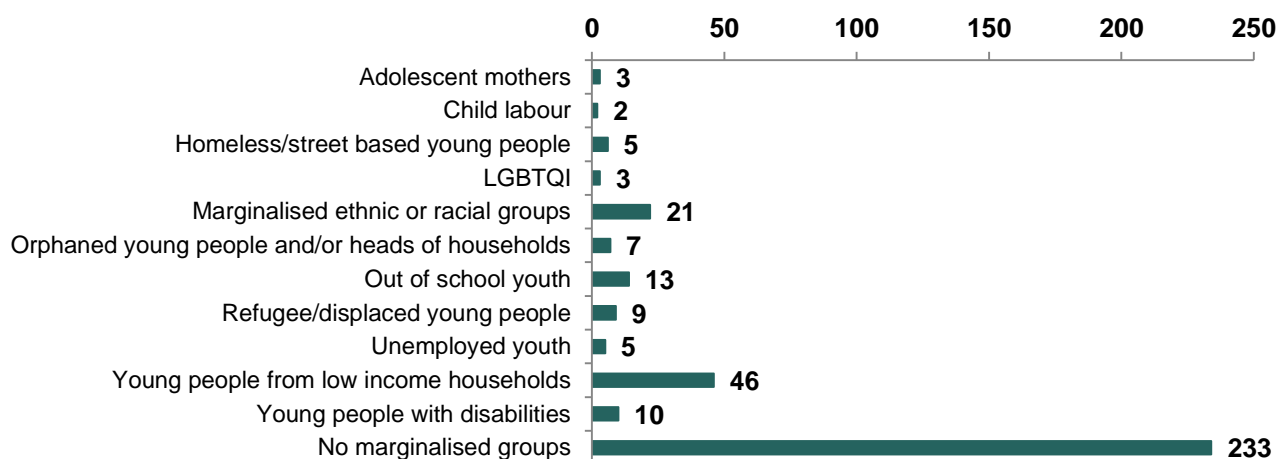
As Figure 5 shows, the majority of studies did not focus on any marginalised groups within the youth population. However, young people from low-income households and marginalised ethnic or racial groups were targeted in 46 and 21 studies, respectively. Over half the programmes targeting low-income young people involved them as peer or community educators or mentors, or in socially-oriented youth groups. Some sports and media participation projects (six each) also targeted low-income young people. In contrast, young people from low-income households were much less of a focus in advocacy-oriented interventions, with only two youth council projects and one accountability project targeting low-income young people. Three of the 27 examples of autonomous youth activism (two in India, one in Gaza) primarily or exclusively involved low-income young people.

The programmes working with marginalised ethnic or racial groups were distributed across a wide range of types of interventions: those with a focus on ethnic or racial minorities were not, for example, primarily focused on peace-building. Media/video projects, leadership programmes, participatory research or evaluation and safe spaces were the most common types of interventions with this group.

The low number of studies reporting child labourers reflects the limited overlap between the age range for this study (15-29) and most initiatives promoting younger child labourers as agents or advocates.

6. Outcomes

Following from the terms of reference and conceptual framework, the outcomes discussed in these studies were classified into the impacts on young people's personal development and those on broader developmental outcomes. Initially we attempted to further classify development outcomes into relatively small scale, local changes and large-scale changes. However, as we found very few wider outcomes, we merged these analytical categories, which now span a range of outcomes, including some impacts on policy and practice.

6.1 Personal development outcomes

Table 8 below indicates the distribution of personal development outcomes recorded in the studies examined.

Table 8: Personal development outcomes

Outcome areas	Number of studies
Knowledge, self-confidence and resilience	**191**
Knowledge	135
Self-confidence, resilience and aspirations	116
Development of role models	6
Communication, life skills and technical skills	**144**
Life skills (e.g., communication, critical thinking)	115
Practical skills/enhanced employability	76
Attitudes and behaviour change	**94**
Attitude change (e.g., gender inequality, inter-ethnic relations)	55
Change in attitudes to politically-motivated or identity-based violence	10
Behaviour change	60
Social relationships	**76**
Stronger family relationships	15
Stronger social relationships outside family	66
Voice and sense of inclusion	**69**
Feeling included/listened to	69

The large numbers of studies recording changes in ***knowledge and communication skills*** reflect the fact that participation in most projects is a learning experience for young people. While the single largest set of interventions that resulted in increased knowledge among young people involved young people sharing knowledge with others (e.g. peer educators, community educators), it was striking that interventions across the board led to young people reporting increased knowledge as a result of their participation. This group of studies recorded overwhelmingly positive change – only two of the 135 studies found no change, and only one, a systematic review (Maticka-Tyndale and Barnett, 2010), noted a mix of positive, negative and neutral outcomes.

A wide range of interventions led to **_increased resilience, aspirations and self-confidence_**. The most common types of intervention that yielded personal development outcomes of this kind were peer-to-peer education projects, projects involving young people in participatory design and planning or research, arts and drama projects, media or video projects, socially oriented youth groups and youth networks. Ten studies each of conflict resolution training and structured volunteering programmes also recorded positive changes in resilience, self-confidence or aspirations. As with knowledge and skills, only one study recorded neutral impacts and two reported mixed impacts. One of these studies was an evaluation of a UNICEF country office's efforts to promote child and youth participation and the second was an evaluation of the USAID funded Somali Youth Leaders programme.

Improved **_communication and wider life skills_** was the next most commonly recorded category of personal development outcome, and a wide range of types of intervention contributed to young people feeling that they had developed these skills. As with other personal development outcomes, peer and community education and mentoring, involvement in project planning and design, and media or video projects were most commonly recorded as contributing to improved communication and life skills, as were other 'agents' programmes, such as structured volunteering programmes. However, compared to other outcome areas, noticeably more 'advocates' type activities (participation in youth councils, youth leadership programmes, peace-building training and youth networks) were recorded as contributing to the development of communication skills. The only types of programmes with few recorded impacts on young people's personal development were those for which there are few examples in this evidence map, such as young people's participation in international fora, autonomous youth activism and accountability initiatives.

The programmes that were most commonly recorded as leading to **_greater employability or acquisition of practical skills_** among young people were: media and video projects, peer education, structured volunteering programmes, and involvement in programme planning, research and design. Among a second 'tier' with four to eight studies each, projects of conflict resolution training, leadership programmes and youth networks all recorded positive impacts. By contrast, interventions to increase accountability and youth representation were less commonly recorded as helping young people gain practical skills.

Attitude change

Participation in development initiatives, particularly 'agents' initiatives such as peer-to-peer education (17 studies), mentoring (7 studies) and social change-oriented youth groups (8 studies), appears to have played an important role in young people changing their own attitudes on issues such as gender equality, the stigma associated with HIV/AIDS, and predispositions toward other ethnic groups (particularly in fragile or post-conflict settings). In this latter case, peace-building training and subsequent activities played a specific role. Projects through which young people can develop and express their views (media projects, arts projects) and leadership training constitute a second tier of interventions (typically recorded in five to seven studies) that have contributed to attitude change among young agents of development. We found only two instances in which changes in attitudes were not entirely positive – one was a systematic review that recorded mixed results from peer education initiatives (Maticka-Tyndale and Barnett, 2010), and the other, an analysis of a project that engaged young people with political processes, recorded no notable changes in attitudes on gender equality issues. Although not explicitly stated in many studies, the combined findings suggest that attitude change among young development actors is a consequence of a combination of training, new skill development, and programme orientations that focus on stigmatised groups or issues.

Attitudes to politically-motivated or identity-based violence

In discussions concerning the scope of this evidence mapping, DFID highlighted evidence concerning the impact of agents or advocates initiatives on 'extremist' attitudes as an issue of particular interest. After careful consideration of the set of studies found, we altered this category to 'attitudes toward politically-motivated or identity-based violence', in order to include hate crimes and a wider range of civically undermining violence than the term 'extremism' captures. As might be expected, it was primarily peace-building and conflict resolution training that led to changes in attitudes towards such violence (8/10 studies), followed by leadership training, media and video participation projects, and arts, music and drama initiatives.

Behaviour change

Projects that led to behaviour change among young agents and advocates fell within the broad sectoral areas of sexual and reproductive health, peace-building, and civic and political engagement. The single most common intervention leading to behaviour change among young agents and advocates was peer education (recorded in 25 studies) and conflict resolution/ peacebuilding training (recorded in 11 studies). The types of behaviour change most commonly noted concerned safer sexual behaviour and behaviour towards members of other ethnic groups (in settings that had recently emerged from inter-ethnic conflict). Young people acting as mentors was also associated with reported behaviour changes (nine studies), perhaps because being a role model to others encouraged the young people to model positive behaviour. It is likely that the training and the process of discussing new ideas and information with others strengthens young people's commitment to enact these changes themselves. Alternatively, there may be a social desirability effect, with young peer educators reporting the 'right answers' concerning their own behaviour, but establishing why this is the case would require a deeper investigation of the literature than is possible in an evidence mapping.

Stronger social relationships

From young people's perspective, the strengthening of social relationships through participation in development processes was an important set of outcomes that emerged particularly in qualitative and mixed methods research. Expanded social networks outside the family were almost universally seen as positive – with only two studies recording neutral or negative outcomes. Five kinds of intervention were particularly commonly associated with expanded social networks: autonomous youth activism, socially engaged youth groups, participatory research, peer education, and conflict resolution and peacebuilding training. In contrast, arts initiatives, mentoring, and peer education were the kinds of interventions most commonly associated with improved family relationships. Projects that led to stronger social networks frequently also resulted in greater political or policy engagement and in involvement in participatory programme design. Those that resulted in stronger family relationships were most commonly associated with changes in discriminatory attitudes and reduced engagement in harmful practices, suggesting that young agents and advocates may have felt empowered to discuss these issues with their families as a result of participating in these interventions and processes.

Sense of inclusion

A wide range of interventions, spanning both agents and advocates activities, were associated with a greater sense of inclusion. The most common were autonomous youth activism and media or video projects, participatory research, planning and design, socially engaged youth groups and youth networks for civic participation, with accountability interventions and projects supporting young people's participation in youth councils forming a 'second tier' (five to eight studies each) of projects associated with a greater sense of inclusion. Eight of the 69 studies that recorded outcomes in this area were neutral or mixed. Projects that increased young

people's sense of being listened to or included were primarily those that led to enhanced participation in decision-making through political or governance processes (found in 30 and 18 studies, respectively) and in increased voice in the public sphere (recorded in 13 studies). This said, participatory research was also associated with a greater sense of inclusion in nine studies, perhaps because participatory research initiatives often involved public engagement activities.

6.2 Development outcomes

Table 9: Distribution of development outcomes

Outcome	Number of studies
Participation-related outcomes	**165**
Political or policy-related participation or engagement (Inc. voter registration and education)	95
Participation in governance (Inc. budgeting and accountability)	61
Participation in programming	48
Voice in the public sphere	30
Public attitudes, knowledge and behaviour	**158**
Changes in health knowledge	53
Changes in wider development knowledge (agriculture, legal rights etc.)	10
Changes in attitudes to YP/ YP participation	37
Changes in attitudes on gender, ethnicity, HIV stigma etc.	74
Changes in harmful practices	23
Behaviour/practice change (health)	45
Behaviour/practice change (non-health)	4
Community development and livelihood outcomes	**134**
Livelihood changes	14
Community development outcomes (e.g. infrastructure)	45
Changes in strength of community organisations	50
Changes in social cohesion/ conflict/ fragility	18
Access to/use of services	33
Quality of services	35
Policy changes	**45**
Youth focused policy	41
Non-youth focused policy	11

Development outcomes, as outlined in Table 9, broadly fall into two groups. The first is **participation-related outcomes**. These primarily arise from initiatives to boost young people's voice and engagement in organisational or governance processes. In these initiatives, increased voice and participation is an intrinsic objective and thus changes in these processes are recorded as outcomes. While most recorded outcomes were positive, there were more mixed, neutral and negative outcomes (16/95) for participation in policy or political processes. Participation in governance was more broadly positive (7/61 mixed, neutral or negative outcomes) as was participation in programming (6/48 non-positive) and voice in the public sphere (3/30 non-positive). In four cases, young people's participation in political processes led

to their engagement in activities such as voter education and registration. These are considered outcomes of their political engagement, rather than activities, as they were not among the initially planned activities.

The second group reflect the outcomes of young people's participation in these different areas of activity. These are subdivided into impacts on public attitudes, knowledge and behaviour (as distinct from personal change among the participating young people), community development, and impacts on policy.

Public attitudes, knowledge and behaviour

Health issues. Reflecting the large number of peer-to-peer health education projects, it is not surprising that 53 studies reported change in health knowledge and 45 in health practices, and that young people educating others through peer education, community education and mentoring was by some margin the most common set of interventions leading to change in health knowledge and practices. Arts-based initiatives also played a role in five cases. While most changes were positive, there were eight examples of neutral or mixed effects in relation to health knowledge and nine in relation to health practices.

Youth participation. A surprisingly small number of studies (37, just over a tenth of all the studies in the evidence mapping) recorded changes in attitudes toward young people, or toward young people's active participation in development processes as a result of the agents and advocates interventions examined. All but five of these recorded positive outcomes – these five studies found neutral or mixed outcomes. As with other outcomes, a wide spread of interventions contributed to these changes. It was notable that participation in youth councils was the intervention most commonly associated with changes in attitudes toward young people, followed by peer education, involvement in participatory project planning, research and evaluation, media projects and accountability initiatives. These were almost entirely mainstream development initiatives with youth involvement – only seven of the 37 were youth-led. Many of the more discursive studies noted that observing young people acting competently in these different roles was an important factor in shifting attitudes towards young people.

Knowledge and practices on other development issues. As with health issues, peer education was still the single most common intervention leading to knowledge change. Youth civic engagement networks also played a role in raising awareness of legal rights and forthcoming elections, as did young people engaging in disaster prevention and response (educating others concerning emergency preparedness). However, accountability interventions and mentoring were the only interventions leading to changes in other practices (beyond voter registration, which has been discussed elsewhere).

Changes in discriminatory attitudes. Just under a quarter of programmes that led to changes in discriminatory attitudes involved media or video participation projects (16 studies). Next most commonly associated with such changes were peer education projects (16 studies), most likely reflecting a focus on reducing HIV/AIDS stigma and gender inequality. Community educators, social change oriented youth groups, young people acting as mentors, and arts-based interventions were the next most common interventions leading to change in discriminatory attitudes (10-12 studies each). While the majority (89%) of recorded outcomes were positive, there were four programmes that led to no change, six with mixed outcomes and one that led to negative outcomes. This was a cross-border social movement in Mexico and the US in which young people's advocacy for the rights of illegal immigrants led to more negative attitudes towards immigration in local US newspapers (Burridge, 2010).

A total of 23 studies recorded *changes in harmful practices*, such as VAWG, FGM/C and child marriage. These changes arose from a range of interventions, most commonly peer and community education programmes and media or video participation projects, followed by accountability interventions, peacebuilding training and arts interventions, and leadership training. Four of these 23 studies (just under a fifth) recorded neutral or mixed positive and neutral outcomes.

Community development (including access to services, livelihood, and social cohesion)

A total of 45 studies recorded impacts on **community development outcomes** (broadly defined) as a result of young people's engagement. The single most common type of initiative leading to community development was structured volunteering programmes. Many of these were infrastructure construction programmes involving national and international volunteers; some involved support to local entrepreneurs. Other common approaches included peer and community education and mentoring, and social change oriented youth groups undertaking community development activities, and community development activities spinning off from peace-building training. These programmes also enhanced the capacity of local community organisations, either by increasing their person-power or by skill-building or both.

Another 33 studies recorded changes in **access to services** and 35 to the **quality of services**. Peer and community education and mentoring were the most common interventions that led to increased access to services, followed by media participation projects, social change-oriented youth groups and accountability interventions. Similar interventions were involved in improvements to the quality of services, with leadership training also playing an important role, an example of the wider impacts of skill-building initiatives.

Fourteen studies recorded impacts on **livelihoods**. These changes were largely the result of peer and community education programmes, particularly those focused on agriculture and entrepreneurship, with structured volunteering and youth civic participation networks also playing a role.

Finally, 18 studies recorded evidence of an impact on social cohesion and **reduced conflict or fragility**. The most common interventions leading to these outcomes were conflict resolution and peacebuilding training and media participation programmes, which some young people used to spread messages of peace and inter-group acceptance. Of these 18 studies, only one recorded mixed outcomes. This was a project in a refugee camp where some young leaders were socialised into violence (Evans, 2008).

Policy changes

A total of 41 studies recorded the impacts of young people's engagement in political processes or governance on youth-focused policies or broader development policies. These were overwhelmingly positive, with no neutral or negative outcome recorded, and resulted primarily from projects engaging young people as advocates. However, no single intervention was particularly likely to lead to changes in policy – autonomous youth movements, youth networks, youth councils, socially engaged youth groups, and participatory planning and project design were all associated with policy change. The areas of young people's influence included sexual and reproductive health, education policy, and greater provisions for young people's voice in policy-making. Issues in which young people had some influence on broader development policy included agricultural policies and practices (FAO, 2014), poverty reduction strategies (UNICEF, 2009), and security issues (Yudashev and Sahin, 2015).

6.3   Contexts for interventions

Table 10: Analyses of context

Contextual factor	Number of studies
Policy/norm context concerning active role for youth	65
Presence of conflict/ fragility (including significant local level violence)	63
Extent of democratic space	32
Economic context	22
Urban or rural locations	19
Not discussed	184

Despite the relatively high figures recorded in Table 10, there was very limited discussion of the impact of context on the success or failure of agents and advocates interventions. The majority of studies that did acknowledge the context in some way did so purely by stating the context of the intervention or process (for example, a post-conflict society, or a low-income community) rather than by actually reflecting on how these contextual factors affected implementation and outcomes. The most common analysis of context discussed how norms around young people's participation affected the success of interventions (for example, Oxfam's 2014 discussion of the different contexts for My Voices My Rights interventions), while the second most common highlighted fragility and violence as a backdrop and motivation for interventions.

6.4 Project funders

Table 11: Distribution of project funders

Funder	Number of studies
Multi-/bi-lateral donors	108
Academic institutions	59
NGOs	56
DFID	24
Foundations and Trusts	24
Government	9
Private sector	6
Not applicable	30
Unknown	41

As Table 11 shows, DFID has funded, or currently funds, 24 projects included in this mapping. Multi- or bi-lateral donors are, by some distance, the most common funder (108 initiatives). The relatively large number of projects funded by academic institutions reflects the fact that many of these were experimental interventions that were run and evaluated by, or in partnership with, academic institutions.

It is notable how few projects were funded by the private sector or by government. The nine

government funded initiatives – generally local or state governments – all took place in middle-income countries (including Russia, China and Brazil), some with donor co-financing. Studies coded as 'not applicable' include autonomous social movements, though it should be noted that some initiatives arising from social movements were financed by donors, and thus some social movement studies are multiply coded.

7. Evidence maps and gaps

7.1 Evidence maps

Map 1: All interventions (333 studies)

Category	Intervention	Knowledge	Self-confidence, resilience and aspirations	Development of role models	Life skills e.g. communication, critical thinking	Practical skills/ enhanced employability	Attitude change (e.g. gender inequality, inter-ethnic relations)	Change in attitudes to politically-motivated or identity-based violence	Behaviour change	Stronger family relationships	Stronger social relationships outside family	Feeling included/ listened to	Political or policy-related participation or engagement	Participation in governance (inc. budgeting and accountability)	Participation in programming	Voice in the public sphere	Changes in health knowledge	Changes in wider development knowledge (agriculture, legal rights etc)	Changes in attitudes to YP/ YP participation	Changes in discriminatory attitudes	Changes in harmful practices	Behaviour/ practice change (health)	Behaviour/ practice change (non-health)	Livelihood changes	Community development outcomes (e.g. infrastructure)	Changes in strength of community organisations	Changes in social cohesion/ conflict/ fragility	Access to/ use of services	Quality of services	Youth focused policy	Non-youth focused policy
Interventions building project-cycle skills	Participatory planning and design	19	15	1	17	12	4	0	4	1	6	9	14	13	19	7	3	1	7	10	1	3	0	1	6	10	0	6	7	8	1
	Participatory research	15	12	1	12	10	7	2	4	3	8	10	12	2	7	4	1	4	5	4	1	1	0	1	5	4	0	1	4	1	1
	Participatory monitoring and evaluation	7	6	0	7	7	2	0	3	1	5	3	3	5	10	2	2	0	5	2	1	2	0	1	2	2	0	4	2	2	0
Interventions building communication, leadership and advocacy skills	Leadership training	10	8	0	13	5	7	2	3	1	3	5	7	6	5	4	1	0	6	7	2	2	0	2	4	2	5	2	7	3	1
	Conflict resolution/ peacebuilding training	10	10	2	16	8	8	6	12	2	7	3	8	3	5	1	0	1	3	10	3	1	2	1	9	4	11	1	1	4	0
Young people implementing development initiatives	Peer-to-peer education	40	25	5	21	15	18	1	30	3	8	5	12	5	6	1	35	4	7	16	7	39	0	7	5	12	1	13	7	3	0
	Community educators	9	7	0	7	8	4	0	5	0	6	2	5	2	3	2	8	1	4	10	4	9	0	4	5	8	1	7	2	1	0
	Young people as mentors	18	11	1	11	8	7	1	9	4	5	8	4	3	3	0	7	1	1	11	3	3	1	2	5	4	0	2	2	2	0
	Young people training service providers	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	2	0	2	2	0	0
	Structured volunteering programme	12	10	0	12	10	7	1	4	1	5	2	5	1	1	1	2	0	3	6	1	2	0	3	11	7	1	2	0	1	0
	Youth-led emergency response (e.g. Ebola, DRR)	1	1	0	1	1	0	0	0	0	1	2	3	1	2	1	2	2	3	2	0	1	0	0	4	3	0	0	1	0	0
Young people's advocacy initiatives	Autonomous youth activism	4	3	0	3	0	2	1	1	0	11	13	21	5	0	4	1	1	2	8	1	0	0	0	2	1	2	2	0	4	3
	Young people creating campaign/ educational materials	4	3	0	2	2	1	0	2	0	1	0	2	1	3	0	4	0	1	4	1	2	0	0	0	2	0	2	3	1	0
	Youth networks for civic participation	12	14	0	11	7	4	0	3	2	7	11	18	8	4	7	1	2	2	6	0	2	0	3	4	5	2	3	3	6	2
	Enhancing youth voice in organisational decision-making	3	8	0	8	5	1	1	1	1	2	2	8	5	5	1	0	0	2	6	1	0	0	0	2	4	1	2	1	7	1
	Accountability interventions	12	6	0	6	4	2	0	1	0	2	5	10	12	2	0	1	1	5	5	5	0	2	0	5	2	1	3	5	3	0
	Participatory budgeting	4	0	0	1	1	0	0	0	0	2	3	4	7	1	1	0	0	0	1	0	0	0	0	1	1	0	1	0	3	0
	Youth Council	10	11	1	12	6	3	1	3	0	1	7	11	16	6	0	0	1	9	6	1	0	0	0	4	7	1	2	3	8	1
	Youth Parliaments	5	4	0	2	1	3	0	2	0	0	4	7	4	2	1	0	0	3	1	1	0	0	0	2	2	1	2	0	7	0
	Youth participation at international forums												1	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	1
Cross-cutting initiatives	Social change oriented youth group	19	18	1	13	8	10	1	5	0	10	10	15	5	2	4	1	1	3	9	2	1	0	0	9	6	2	4	2	8	2
	Arts, dance, drama and music interventions	8	13	1	10	5	7	3	8	4	4	5	7	1	3	1	5	0	3	10	3	3	1	0	2	2	3	2	1	0	0
	Safe spaces	5	6	0	6	4	6	0	4	0	2	7	3	1	3	2	3	0	3	4	1	0	0	0	1	2	1	1	1	0	0
	Media/ video projects	16	22	1	25	17	7	3	7	3	4	13	16	10	7	7	3	1	6	19	6	2	1	1	6	5	4	6	5	6	0
	Sports for development	5	4	0	5	1	4	0	3	0	3	1	0	0	1	2	1	0	0	2	1	1	0	0	0	0	0	0	0	0	0

		Personal Development Outcomes											Development Outcomes																		
		Knowledge, self-confidence and resilience			Communication, life skills and technical skills		Attitudes and behaviour change			Social relationships		Voice and sense of inclusion	Participation-related outcomes				Public attitudes, knowledge and behaviour							Community development and livelihoods outcomes						Policy changes	
		Knowledge	Self-confidence, resilience and aspirations	Development of role models	Life skills e.g. communication, critical thinking	Practical skills/ enhanced employability	Attitude change (e.g. gender inequality, inter-ethnic relations)	Change in attitudes to politically-motivated or identity-based violence	Behaviour change	Stronger family relationships	Stronger social relationships outside family	Feeling included/ listened to	Political or policy-related participation or engagement	Participation in governance (inc. budgeting and accountability)	Participation in programming	Voice in the public sphere	Changes in health knowledge	Changes in wider development knowledge (agriculture, legal rights etc)	Changes in attitudes to YP/ YP participation	Changes in discriminatory attitudes	Changes in harmful practices	Behaviour/ practice change (health)	Behaviour/ practice change (non-health)	Livelihood changes	Community development outcomes (e.g. infrastructure)	Changes in strength of community organisations	Changes in social cohesion/ conflict/ fragility	Access to/ use of services	Quality of services	Youth focused policy	Non-youth focused policy
Interventions building project-cycle skills	Participatory planning and design	9	10	1	10	10	3	0	3	1	6	5	6	5	14	3	3	0	5	6	1	3	0	0	5	8	0	4	2	2	0
	Participatory research	11	6	0	7	4	3	1	2	0	5	3	7	0	6	3	1	3	5	1	0	1	0	1	4	3	0	1	1	0	1
	Participatory monitoring and evaluation	5	6	0	6	7	2	0	3	1	5	3	2	2	10	2	2	0	4	2	1	2	0	0	2	2	0	3	1	1	0
Interventions building communication, leadership and advocacy skills	Leadership training	4	4	0	5	2	5	0	3	1	1	2	2	0	2	2	0	0	2	4	1	1	0	1	1	1	1	0	2	0	0
	Conflict resolution/ peacebuilding training	1	3	0	3	2	2	0	2	0	2	0	0	0	3	0	0	1	0	1	0	0	0	0	2	1	0	1	0	1	0
Young people implementing development initiatives	Peer-to-peer education	35	24	4	19	11	14	0	25	3	7	2	6	2	4	1	33	3	5	14	6	37	0	5	5	12	1	12	6	2	0
	Community educators	8	7	0	6	7	3	0	4	0	4	1	4	2	3	1	7	1	4	8	2	8	0	4	5	8	1	6	2	0	0
	Young people as mentors	13	9	0	7	7	5	0	7	4	2	6	0	1	2	0	7	1	1	8	2	3	1	2	5	3	0	1	2	0	0
	Young people training service providers	1	2	0	1	1	1	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	2	0	2	2	0	0
	Structured volunteering programme	9	8	0	9	8	5	0	2	0	4	1	2	0	1	1	2	0	3	3	1	2	0	2	9	5	0	1	0	0	0
	Youth-led emergency response (e.g. Ebola, DRR)	1	1	0	1	1	0	0	0	0	1	2	3	0	1	1	2	2	3	2	0	1	0	0	4	3	0	0	1	0	0
Young people's advocacy initiatives	Autonomous youth activism	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Young people creating campaign/ educational materials	2	0	0	0	1	1	0	1	0	1	0	0	0	1	0	2	0	0	2	0	0	0	0	0	1	0	1	1	0	0
	Youth networks for civic participation	3	5	0	3	3	2	0	1	1	2	4	3	0	0	1	0	1	2	0	0	1	0	1	2	2	0	0	1	2	0
	Enhancing youth voice in organisational decision-making	1	3	0	4	3	1	1	1	0	1	1	2	2	4	0	0	0	2	0	0	0	0	0	0	2	1	1	0	2	1
	Accountability interventions	3	0	0	0	3	0	0	0	0	1	0	2	3	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0
	Participatory budgeting	2	0	0	0	1	0	0	0	0	2	1	1	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
	Youth Council	1	1	0	1	0	0	0	1	0	0	0	1	0	1	0	0	0	1	0	0	0	0	0	1	0	0	1	0	1	0
	Youth Parliaments	1	1	0	1	0	0	0	1	0	0	0	1	0	1	0	0	0	1	0	0	0	0	0	1	0	0	1	0	1	0
	Youth participation at international forums	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cross-cutting initiatives	Social change oriented youth group	8	10	0	7	5	4	0	2	0	4	2	1	0	1	2	1	1	2	2	1	1	0	0	4	2	0	1	0	1	0
	Arts, dance, drama and music interventions	4	8	0	5	3	3	1	4	3	3	2	4	0	1	0	5	2	4	2	3	1	0	1	2	1	1	1	1	1	0
	Safe spaces	4	4	0	3	2	4	0	3	0	2	4	1	0	1	1	3	0	2	2	1	0	0	0	1	2	0	1	1	0	0
	Media/ video projects	4	5	0	5	2	0	0	2	0	0	1	2	1	2	0	0	0	2	4	0	0	0	0	2	2	0	1	0	1	0
	Sports for development	5	4	0	4	1	3	0	2	0	1	0	0	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0

Map 3: Advocates interventions (62 studies)

		Personal Development Outcomes											Development Outcomes																		
		Knowledge, self-confidence and resilience			Communication, life skills and technical skills		Attitudes and behaviour change			Social relationships		Voice and sense of inclusion	Participation-related outcomes				Public attitudes, knowledge and behaviour							Community development and livelihoods outcomes						Policy changes	
		Knowledge	Self-confidence, resilience and aspirations	Development of role models	Life skills e.g. communication, critical thinking	Practical skills/ enhanced employability	Attitude change (e.g. gender inequality, inter-ethnic relations)	Change in attitudes to politically-motivated or identity-based violence	Behaviour change	Stronger family relationships	Stronger social relationships outside family	Feeling included/ listened to	Political or policy-related participation or engagement	Participation in governance (inc. budgeting and accountability)	Participation in programming	Voice in the public sphere	Changes in health knowledge	Changes in wider development knowledge (agriculture, legal rights etc)	Changes in attitudes to YP/ YP participation	Changes in discriminatory attitudes	Changes in harmful practices	Behaviour/ practice change (health)	Behaviour/ practice change (non-health)	Livelihood changes	Community development outcomes (e.g. infrastructure)	Changes in strength of community organisations	Changes in social cohesion/ conflict/ fragility	Access to/ use of services	Quality of services	Youth focused policy	Non-youth focused policy
Interventions building project-cycle skills	Participatory planning and design	3	2	0	3	0	0	0	0	0	0	0	4	2	1	2	0	0	1	2	0	0	0	1	0	2	0	2	1	3	0
	Participatory research	1	1	0	1	0	1	0	1	0	0	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0
	Participatory monitoring and evaluation	1	0	0	1	0	0	0	0	0	0	0	0	2	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1	0	0
Interventions building communication, leadership and advocacy skills	Leadership training	1	1	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	1	0	1	1	2	1	0
	Conflict resolution/ peacebuilding training	1	1	0	3	2	0	0	1	0	0	1	2	1	1	1	0	0	1	1	1	1	1	1	0	1	2	0	0	1	0
Young people implementing development initiatives	Peer-to-peer education	1	0	0	0	0	1	0	1	0	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
	Community educators	1	0	0	1	1	0	0	0	0	1	1	1	0	0	1	0	0	0	1	1	0	0	0	0	0	0	1	0	1	0
	Young people as mentors	2	1	0	1	0	0	0	0	0	0	1	2	1	1	0	0	0	0	1	0	0	0	0	0	1	0	1	0	2	0
	Young people training service providers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Structured volunteering programme	1	1	0	1	0	2	0	0	0	1	0	0	0	0	0	0	0	0	2	0	0	0	0	0	1	0	1	0	0	0
	Youth-led emergency response (e.g. Ebola, DRR)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Young people's advocacy initiatives	Autonomous youth activism	2	3	0	2	0	2	0	1	0	7	10	13	4	0	2	0	1	1	4	1	0	0	0	2	1	0	2	0	2	2
	Young people creating campaign/ educational materials	1	1	0	1	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	1	0	1	0	1	0
	Youth networks for civic participation	5	5	0	3	3	2	0	1	0	1	2	6	4	2	3	0	1	0	4	0	0	0	0	0	1	1	1	1	2	1
	Enhancing youth voice in organisational decision-making	2	2	0	2	0	0	0	0	0	0	1	4	1	1	1	0	0	0	2	0	0	0	0	0	2	0	1	0	4	0
	Accountability interventions	5	3	0	3	0	1	0	0	0	0	3	4	5	1	0	1	1	3	2	1	0	0	0	2	1	0	2	3	2	0
	Participatory budgeting	1	0	0	0	0	0	0	0	0	0	1	2	3	0	0	0	0	0	1	0	0	0	0	1	1	0	0	0	1	0
	Youth Council	3	3	0	3	1	0	0	0	0	0	2	3	4	1	0	0	0	1	2	0	0	0	0	2	4	0	1	0	3	0
	Youth Parliaments	0	0	0	0	1	1	0	0	0	0	1	3	2	0	0	0	0	0	1	0	0	0	0	0	1	0	1	0	3	0
	Youth participation at international forums	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cross-cutting initiatives	Social change oriented youth group	4	3	0	1	0	2	0	0	0	2	6	6	3	1	1	0	0	1	4	1	0	0	0	4	3	0	3	1	4	1
	Arts, dance, drama and music interventions	1	1	0	1	0	1	0	0	0	1	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0
	Safe spaces	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Media/ video projects	6	8	0	11	5	2	1	0	0	1	5	7	3	3	6	1	1	1	7	3	0	0	0	0	3	2	5	3	4	0
	Sports for development	0	0	0	1	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Map 4: Agents and Advocates interventions (88 studies)

Intervention group	Intervention	Knowledge	Self-confidence, resilience and aspirations	Development of role models	Life skills e.g. communication, critical thinking	Practical skills/ enhanced employability	Attitude change (e.g. gender inequality, inter-ethnic relations)	Change in attitudes to politically-motivated or identity-based violence	Behaviour change	Stronger family relationships	Stronger social relationships outside family	Feeling included/ listened to	Political or policy-related participation or engagement	Participation in governance (inc. budgeting and accountability)	Participation in programming	Voice in the public sphere	Changes in health knowledge	Changes in wider development knowledge (agriculture, legal rights etc)	Changes in attitudes to YP/ YP participation	Changes in discriminatory attitudes	Changes in harmful practices	Behaviour/ practice change (health)	Behaviour/ practice change (non-health)	Livelihood changes	Community development outcomes (e.g. infrastructure)	Changes in strength of community organisations	Changes in social cohesion/ conflict/ fragility	Access to/ use of services	Quality of services	Youth focused policy	Non-youth focused policy
Interventions building project-cycle skills	Participatory planning and design	7	3	0	4	2	1	0	1	0	0	4	4	6	4	2	0	1	1	2	0	0	0	0	1	0	0	0	4	3	1
	Participatory research	3	5	1	4	6	3	1	1	3	3	6	4	1	1	1	0	0	0	3	1	0	0	0	1	1	0	0	2	1	0
	Participatory monitoring and evaluation	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Interventions building communication, leadership and advocacy skills	Leadership training	5	3	0	8	3	2	2	0	0	2	3	4	6	2	1	1	0	4	3	1	1	0	1	2	1	3	1	3	2	1
	Conflict resolution/ peacebuilding training	8	6	2	10	4	6	6	9	2	5	2	6	2	1	0	0	0	2	8	2	0	1	0	7	2	9	0	1	2	0
Young people implementing development initiatives	Peer-to-peer education	4	1	1	2	4	3	1	4	0	1	2	5	3	2	0	2	0	2	2	1	2	0	2	0	0	0	1	1	1	0
	Community educators	0	0	0	0	0	1	0	1	0	1	0	0	0	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	0
	Young people as mentors	3	1	1	3	1	2	1	2	0	3	1	2	1	0	0	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0
	Young people training service providers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Structured volunteering programme	2	1	0	2	2	0	1	2	1	0	1	3	1	0	0	0	0	0	1	0	0	0	1	2	1	1	0	0	1	0
	Youth-led emergency response (e.g. Ebola, DRR)												0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Young people's advocacy initiatives	Autonomous youth activism	2	0	0	1	0	0	1	0	0	4	3	8	1	0	2	1	0	1	4	0	0	0	0	0	0	2	0	0	2	1
	Young people creating campaign/ educational materials	1	2	0	1	1	0	0	1	0	0	0	1	1	1	0	2	0	1	1	1	2	0	0	0	0	0	0	2	0	0
	Youth networks for civic participation	4	4	0	5	1	0	0	1	1	4	5	9	4	2	3	1	0	0	2	0	1	0	2	2	2	1	2	1	2	1
	Enhancing youth voice in organisational decision-making	0	3	0	2	2	0	0	0	1	1	0	2	2	0	0	0	0	2	2	1	0	0	0	2	0	0	0	1	1	0
	Accountability interventions	4	3	0	3	1	1	0	1	0	1	2	4	4	1	0	0	0	2	2	4	0	2	0	3	0	1	1	1	1	0
	Participatory budgeting	1	0	0	1	0	0	0	0	0	0	1	1	2	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0
	Youth Council	6	7	1	8	5	3	1	2	0	1	5	7	12	4	0	0	1	7	4	1	0	0	0	1	3	1	0	3	4	1
	Youth Parliaments	4	3	0	1	0	2	0	1	0	0	3	3	2	1	0	0	0	2	0	1	0	0	0	1	1	1	0	0	3	0
	Youth participation at international forums	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	1
Cross-cutting initiatives	Social change oriented youth group	7	5	1	5	3	4	1	3	0	4	2	8	2	0	1	0	0	0	3	0	0	0	0	1	1	2	0	1	3	1
	Arts, dance, drama and music interventions	3	4	1	4	2	3	2	4	1	0	3	3	1	2	0	0	0	1	5	0	0	0	0	1	0	2	0	0	0	0
	Safe spaces	1	2	0	2	2	2	0	1	0	0	2	2	1	2	1	0	0	1	2	0	0	0	0	0	0	1	0	0	0	0
	Media/ video projects	6	9	1	9	10	5	2	5	3	3	7	7	6	2	1	2	0	3	8	3	2	1	1	4	0	2	0	2	1	0
	Sports for development	0	0	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0

7.2 Limitations

Despite the comprehensive search methodology and multiple rounds of screening, this evidence mapping may suffer from the following limitations:

- Initiatives in this area are often relatively new and not yet evaluated. For example, it was not possible to find evaluations of some initiatives suggested by the commissioning team.[2]

- The quality of many evaluations in areas other than peer education was low. Many evaluations or impact analyses are primarily descriptive or rely on limited qualitative evidence. A surprising number of documents did not describe interventions or outcomes clearly, and thus judgement calls had to be made as to whether there was sufficient discussion of outcomes to be included.

- The inclusion of projects for which increased youth participation was an intrinsic goal, as well as those in which participation was conceived more instrumentally in terms of wider development programmes meant that for 'intrinsic participation-oriented projects', there was a certain circularity in coding with almost all initiatives to increase youth participation automatically coded with participation outcomes.

- The very much greater proportion of positive outcomes recorded in the studies in this mapping suggests that there may be a bias towards reporting of positive outcomes or positive spinning of the impacts of some projects.

- Single screening of documents may have led to useful studies being discarded.

- Guidance and implementation advice documents concerning how to involve young people in programmes were not included unless they contained significant discussion of interventions and outcomes. However, some examples of interventions may have been lost in this way.

- Many studies focused on 'children' were excluded unless there was clear evidence that young people aged 15 or over were involved. Because terminology and age categories vary geographically and among different communities of practice, this may have led to the exclusion of some relevant literature.

- Peacebuilding projects in which the primary activity was improving young people's livelihoods were excluded when there was no clear discussion of young people acting as agents or advocates in broader peace-building activities. This may mean we missed some relevant studies.

7.3 Evidence gaps

Analysis of the literature found suggests the following gaps in evidence:

- We found relatively few examples of **autonomous youth activism**. This reflects the discursive nature of the literature, which often focuses on the process of youth involvement and often does not attempt to tease out the impacts. Additionally, we excluded any literature that was not contemporary and was not a strong case study. More conceptual/theoretical pieces were excluded – however this is a fine line, particularly with studies of social movements, which often have a strong theoretical bent.

- **We found more analysis of personal outcomes for the young people concerned compared with wider development outcomes.** This reflects the significant number of

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[2] Examples include some Restless Development programmes and events such as YouthforChange.

projects for which promoting young people's participation was a goal in itself, rather than a means to an end. It may also signify that the impacts on young people's personal development are generally stronger than those on wider development objectives.

- We found little evidence of **young leaders mobilising and engaging other young people for social change** – the majority of evidence of young people's civic and political engagement focused either on engaging with decision-makers or on speaking out via the media or participatory research.

- As might be expected, the majority of studies of young people's influence on policy focused on areas of direct interest to youth – education and sexual and reproductive health, for example. We found very **little evidence of young people's influence on wider policies,** though two studies concerned young people's mobilisation around tax issues and the presence of a foreign military base.

- The relationship between **policy change and implementation** had little exploration – thus, other than in studies on participatory budgeting initiatives, we found no discussion of whether policy change was backed up by supportive budgets.

- Despite established efforts to promote **youth participation at international conferences,** we found only one study that examined the outcomes of such participation.

- We found no explicit assessments of the impact of young people engaging as agents or advocates on engagement in **support for extremist ideologies.** However, we did find some evidence of reduced politically-motivated and identity-based violence as a result of youth leadership training in peace-building.

- There is limited analysis of how the **context** facilitates or undermines young people's engagement as agents or advocates. As noted in Section 6.3, the discussion of context is usually perfunctory and makes little attempt to relate observed outcomes to contextual influences.

- There is also very little discussion of how young people's **identities** affect their participation in agents and advocates initiatives. While gender, ethnicity and class issues are occasionally mentioned we found almost no discussion of disability, sexual orientation or gender identity.

- Finally, we found **limited discussion of implementation issues**. Discussion of how implementation took place in practice, and how it affected outcomes was most common in peer education and structured volunteering projects. It should be noted that the gap map did not explicitly probe or code these issues but more systematic analysis of how project design and implementation affect results and more detailed observation about the sustainability of such initiatives would be revealing.

8. Conclusions and future directions

This report has brought together the evidence from 335 studies that discuss initiatives in which young people are acting as agents or advocates. Slightly over half the studies concern young people as agents of development, while just over a quarter focus on young people as agents and advocates simultaneously. Just under 20% report on young people in advocacy activities alone. Over a third of evidence comes from sub-Saharan Africa, with the rest evenly distributed among other regions. Two-fifths of the literature comes from eight countries: India, Nepal, Kenya, Sierra Leone, South Africa, Tanzania, Uganda and Zambia, indicating the dominance of these Anglophone African and South Asian countries in English language literature on agents and advocates interventions.

The single most common group of activities was young people educating their peers or other community members, or mentoring others, largely in HIV/AIDS prevention and wider sexual health initiatives. Other common activities were media participation projects, conflict resolution and peace building training, leadership training, and involving young people in participatory research. Among advocates activities, the single largest group was autonomous youth activism.

There is evidence of impact on young people's personal development, on participation-related outcomes, and on wider development outcomes. The most common personal development outcomes were increased self-confidence and improved communication and technical skills, followed by changes in attitudes and behaviour. Less common, but clearly still valued by young people were strengthened social networks and stronger family relationships. A notable 72 studies (around a fifth of those included in this evidence mapping) indicated that young people felt a greater sense of inclusion and being listened to as a result of their participation in agents or advocates activities (there was an even split between across agents and advocates initiatives and interventions involving both).

A significant number of initiatives combined a belief in the intrinsic value of young people's participation as a right, with a more instrumental hope that greater involvement of young people would lead to more effective development interventions and greater acceptance of an active role for young people in development and decision-making. From the intrinsic perspective, increased participation in political processes, engagement with policy, participation in governance or in programme design are themselves noteworthy outcomes and were recorded in 169 studies, approximately half of those in the database.

Wider development outcomes were grouped into changes in knowledge, behaviour and practices (156 studies), community development and livelihood outcomes (138 studies) and policy change (42 studies). The single most common change was a reduction in discriminatory attitudes (to gender, HIV, and other ethnic groups) resulting from peer and community education, young people's media activities, youth civic engagement networks and socially engaged youth groups. Next most common were increased capacity among community organisations and increased health knowledge. As might be expected, more instances of young people influencing youth-focused policies (e.g. on education) were recorded than young people influencing broader development issues. Likewise, the number of studies declined the further interventions moved away from community-based activities.

The vast majority of initiatives involved both young men and young women. The single largest age group was 15-19-year-olds, followed by 20-24-year-olds. However, nearly a third of studies

did not specify the age of the young people involved. There was limited attention to young people from marginalised groups, other than marginalised racial and ethnic groups and those from low-income households.

Future Directions

Interrogate studies in database on range of issues. There is a wealth of information in the 335 studies collected for this mapping that can be used to examine a range of issues related to young people as agents and advocates. These could include the relative impact of participation in youth councils rather than youth participation in mainstream governance institutions, the role of young people's mobilisation in social change, and the impact of young people's participation in both media- and arts-based projects on young people's personal development and on social change processes more widely.

Strengthen evaluation. Other than 39 studies with quasi-experimental and experimental designs (largely evaluations of peer education initiatives), one systematic review, and selected rigorous qualitative studies, the overall quality of studies included in this mapping is relatively poor. Many provide insufficient information about methodology and **outcomes** are often alluded to, rather than clearly defined and measured.

While many advocates activities, in particular, are long-term processes that do not lend themselves easily to evaluation, there is scope for more rigorous analysis of the role of young people in these processes and the **impact of their participation.** Stronger analysis of the **influence of both programme design and contextual factors** is needed. Together, these would enable a better understanding of the contribution both to young people's personal development, and to wider development outcomes, of young people's agents and advocates activity.

Contextualise youth-focused studies in broader literature. A focus on empirical studies of young people as agents and advocates may give a misleadingly positive picture of the effectiveness of such activities. For example, the majority of studies of young people as peer educators were positive, but the broader peer education literature contains rather more caveats.

Reframe questions on some issues to examine youth participation from a different angle. For example, instead of searching for evidence of the impact of agents and advocates activity on support for extremist ideologies or participation in violence, it may be more productive to focus on youth mobilisation against violence or hate crime and examine impacts on support for extremism within this.

Commission **new primary research** on selected issues identified as knowledge gaps in 7.3.

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10. Appendices

Appendix 1: Methodology

This evidence gap map was created using a systematic search process on a range of specified sources. EPPI Reviewer 4 was used to screen and code all database records. The search process took the following approach:
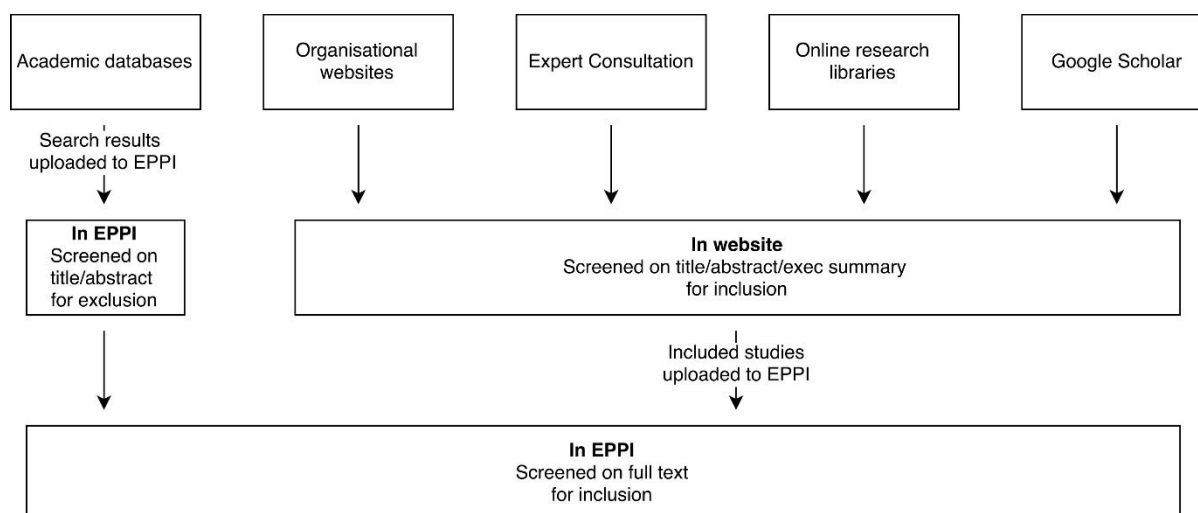
The following terms in English were used across the searching, developed through extensive testing of keywords. Spanish terms were based on these.

Population	Intervention	Comparison/ study design
youth	advoca*	evaluat*
"young people"	participat*	impact
"young wom?n" OR "young	"youth participation"	review
adolescent	voice	
"young adult*"	"decision-making"	
	"youth movement"	
	"youth parliament"	
	"youth council"	
	accountability	
	activis*	
	politic*	
	"social action"	
	network	
	empower*	
	agen*	
	"program* management"	

	"rights-based programming"	
	monitoring	
	"peer-led OR peer-to-peer"	
	"youth-led"	
	"youth group"	

After extensive testing of a variety of general, thematic and geographic location specific databases, searches completed in the following were run, with the results imported into EPPI Reviewer 4.

Academic Database	Topic
Web of Science	General/Multidisciplinary
International Bibliography of the Social Sciences (IBSS)	Social Sciences
Scopus	Social Sciences
Child Development & Adolescent Studies	Youth – up to age 21
Ingenta Connect	Technology
Education Resources Information Center (ERIC)	Educational
PsycINFO	Psychology
SocINDEX	Sociology
PubMed	Health

Appendix 2: Definitions

Accountability	Accountability is the means through which power is used responsibly. It is a process of taking into account the views of, and being held accountable by, different stakeholders, and primarily the people affected by authority or power when decisions are made.
Advocates	Young people using their voices to influence and participate in political and development processes. This can be at a local, national or international level.
Agents	Young people as development actors, in both youth-led and broader development programming. This can be at any, or all levels of the programme life cycle, specifically design, delivery, monitoring and evaluation.
Decision making processes	Processes and structures designed by formal institutions (e.g. parliamentary consultations) or informal networks, such as social movements.
Economic wellbeing	General economic well being, this could include decent accommodation, transport, accessible employment, and not living in poverty.
Empowerment	Refers to the process of change through which people gain, and may be enabled to gain, social, political or economic control over their own lives, increasing their capacity to make choices and act on issues they define as important.
Interventions	Activities or approaches undertaken with the objective of increasing

	youth voice or involvement in the implementation of development activities. These can be implemented by a variety of actors, including donors, government agencies, INGOs, NGOs, faith based organisations, civil society or the private sector.
Participation	Participation is a process and outcome, involving the active, informed and voluntary involvement of people in decision-making and the life of their communities (both locally and globally). Participation means work with and by people, not merely for them.
Social norm	A pattern of thinking and behaviour motivated by a desire to conform to the shared social expectations of important reference groups. Social norms are fundamentally simultaneous expressions of ideas and practices; ideas about how people in a particular community are expected to behave, and the practices (how people actually behave) in a given situation.
Vocational skills	Training in a specialist skill to be pursued in a trade: e.g. vocational students learning to operate a lathe or tailor clothes.
Young people	People aged 15 to 29.
Youth-led development	Diverse youth define their own development goals and objectives. Youth have intellectual, economic, physical and socio-political space to participate in development and social transformation. Peer-to-peer mentorship and collaboration (which can include mutually-agreed adult support) is encouraged to enable and harness youth innovation and creativity.

Appendix 3: Countries for inclusion/exclusion

Includes all countries that were low- or middle-income from 1 January 2005 to present.

Countries for inclusion

Africa	
Algeria	Madagascar
Angola	Malawi
Benin	Mali
Botswana	Mauritania
Burkina Faso	Morocco
Burundi	Mozambique
Cameroon	Namibia
Cape Verde	Niger
Central African Republic	Nigeria
Chad	Republic of the Congo
Côte d'Ivoire	Rwanda
Democratic Republic of the Congo	São Tomé and Príncipe
Djibouti	Senegal
Egypt	Sierra Leone
Equatorial Guinea	Somalia
Eritrea	South Africa
Ethiopia	South Sudan
Gabon	Sudan
Gambia	Swaziland
Ghana	Tanzania
Guinea	Togo
Guinea-Bissau	Tunisia

Kenya	Uganda
Lesotho	Zambia
Liberia	Zimbabwe
Libya	

Latin America	
Argentina	Honduras
Bolivia	Mexico
Brazil	Nicaragua
Chile	Panama
Colombia	Paraguay
Costa Rica	Peru
Ecuador	Suriname
El Salvador	Uruguay
Guatemala	Venezuela
Guyana	

Caribbean	
Antigua and Barbuda	Haiti
Barbados	Jamaica
Belize	St. Kitts and Nevis
Cuba	St. Lucia
Dominica	St. Vincent and the Grenadines
Dominican Republic	Trinidad and Tobago
Grenada	

Europe	
Albania	Latvia
Armenia	Lithuania
Belarus	Macedonia
Bosnia	Moldova
Bulgaria	Montenegro
Croatia	Poland
Czech Republic	Romania
Estonia	Serbia
Herzegovina	Slovak Republic
Hungary	Slovakia
Kosovo	Ukraine

Asia	
Afghanistan	Malaysia
Azerbaijan	Maldives
Bangladesh	Mauritiu
Bhutan	Mongolia
Cambodia	Myanmar
Caucasus	Nepal
China	Oman
Comoros	Pakistan
Gaza and the West Bank	Philippines
Georgia	Russian Federation
India	Seychelles
Indian Ocean Island*	Sri Lanka
Indonesia	Syrian Arab Republic
Iran	Tajikistan
Iraq	Thailand

Jordan	Timor-Leste
Kazakhstan	Turkey
Korea, Dem. People's Repl. (North)	Turkmenistan
Kyrgyzstan	Uzbekistan
Laos	Vietnam
Lebanon	Yemen

Oceania	
American Samoa	Palau
Fiji	Papua New Guinea
Guam	Samoa
Kiribati	Solomon Islands
Marshall Islands	Tonga
Micronesia	Tuvalu
Northern Mariana Islands	Vanuatu
Pacific Islands	

Appendix 4: Academic database screening tool

Proceed through the questions in order. Note that an "unclear" answer never excludes a study. The questions are designed to be as objective as possible. The questions are meant to start with those easier to ascertain and progress to those that will be harder to answer based on a quick read. The screener should feel confident of any "yes" or "no" answer used to exclude a study.

Screening questions	No	Yes	Unclear
Title and abstract [Exclusionary questions]			
1. Was the study published anytime from 1 January 2005 until now?			
IF NO, THEN EXCLUDE			
2. Is the study focused in a country or countries classified as low- or middle-income at any time from 1 January 2005 until now? *A list of these countries is provided.*			
IF NO, THEN EXCLUDE			
3. Does the study concern a programme or intervention? *At this stage, please be as wide ranging as feels appropriate in answering this question.*			
IF NO, THEN EXCLUDE			
4. Is the study a published journal article, working paper, or report? Is it a PhD thesis or soon-to-be published paper?			
IF NO, THEN EXCLUDE			
5. Is the study clearly focused ONLY on young people aged 15 to 29? *At this level, if the given age range is 10-16 or 28-35, for example, include.*			
IF NO, THEN EXCLUDE			
6. Does the study evaluate a programme(s) or intervention(s) that is concerned with interventions under either the advocates or agents themes? *The focus of the intervention should be on either, or both, of these themes.* **Agents definition:** Young people as development actors, being involved in the delivery of development programmes. This can be at any, or all levels of the programme life cycle, specifically design,			

delivery, monitoring and evaluation. **Advocates definition:** Young people using their voices to influence, and participate in, political and development processes. This can be at a local, national or international level. **Examples for inclusion:** • Peer-to-peer education projects e.g. on HIV/AIDS • Young people creating campaign/education materials on HIV/AIDS • Youth participatory evaluation (YPE) • Ebola response from youth mobilisers (Sierra Leone) • Disaster risk reduction • Participatory research – which addresses the value of participatory research in and of itself for the young people involved • Social movements e.g. Arab Spring • Youth participation at UN talks or forums • Youth networks for civic participation e.g. Kijana Wajibika (Tanzania) • Youth-led accountability initiatives e.g. Tikambe (Zambia) • Mobile technology to improve accountability e.g. uReport • Teacher training by young people • Training in advocacy • Media training – radio/TV/journalism • Youth clubs/youth groups • Youth parliaments/youth councils • Participatory Action Research or evaluation – which is heavily 'youth-led' (and addresses the relevant outcomes) • Projects described as 'youth-led' • Youth Leadership programmes **Examples for exclusion:** Any intervention which is focused on a general population as a whole (and young people are automatically included due to this) e.g. community interventions or interventions targeting women as a group.			
IF NO, THEN EXCLUDE			
7. Is this a biomedical trial of a product, medication or procedure?			
IF YES, THEN EXCLUDE			
8. Is this ONLY a conceptual or theoretical paper?			
IF YES, THEN EXCLUDE			

Full text [Inclusionary questions – these fully define the inclusionary criteria for topics and target population]			
Repeat questions 1-8.			
9. Does the study measure any of the following outcomes? • Increased participation in governance processes, or implementation of development programmes (*intermediate outcome*) • Other rights realised e.g. in health, education or protection (*intermediate outcome*) • Personal benefits to the youth participants e.g. increased empowerment, acquisition of new skills, confidence or self-esteem (*intermediate outcome*) • Agents of development become peer role models			

(*intermediate outcome*) • Sustained political participation (*longer term outcome*) • Social change (*longer term outcome*) • Harmful practices become eradicated (*longer term outcome*) • Social stability or peacebuilding (*longer term outcome*) • Informed budgeting *(longer term outcome)* • Increased accountability (*longer term outcome*) • Inclusive government policies targeting young people (*longer term outcome*) • More effective programmes (*longer term outcome*) • Improved service quality *(longer term outcome)* • Economic development (*longer term outcome*)			
IF NO, THEN EXCLUDE			

Appendix 5: All other sources screening tool

Screening questions	No	Yes	Unclear
Title and abstract [First stage inclusionary questions]			
1. Was the study conducted anytime from 1 January 2005 until now?			
IF YES, THEN INCLUDE			
2. Is the study focused in a country or countries classified as low- or middle-income at any time from 1 January 2005 until now? *A list of these countries is provided.*			
IF YES, THEN INCLUDE			
3. Does the study concern a programme or intervention? *At this stage, please be as wide ranging as feels appropriate in answering this question.*			
IF YES, THEN INCLUDE			
4. Is the study a published journal article, working paper, or report? Is it a PhD thesis or soon-to-be published paper?			
IF YES, THEN INCLUDE			
5. Is the study clearly focused ONLY on young people aged 15 to 29? *At this level, if the given age range is 10-16 or 28-35, for example, include.*			
IF YES, THEN INCLUDE			
6. Does the study evaluate a programme(s) or intervention(s) that is concerned with interventions under either the advocates or agents themes? *The focus of the intervention should be on either, or both, of these themes.* **Agents definition:** Young people as development actors, being involved in the delivery of development programmes. This can be at any, or all levels of the programme life cycle, specifically design, delivery, monitoring and evaluation. **Advocates definition:** Young people using their voices to influence, and participate in, political and development processes. This can be at a local, national or international level. **Examples for inclusion:** • Peer-to-peer education projects e.g. on HIV/AIDS • Young people creating campaign/education materials on HIV/AIDS • Youth participatory evaluation (YPE) • Ebola response from youth mobilisers (Sierra Leone) • Disaster risk reduction • Participatory research – which addresses the value of participatory research in and of itself for the young people involved • Social movements e.g. Arab Spring • Youth participation at UN talks or forums • Youth networks for civic participation e.g. Kijana Wajibika (Tanzania) • Youth-led accountability initiatives e.g. Tikambe (Zambia) • Mobile technology to improve accountability e.g. uReport • Teacher training by young people • Training in advocacy • Media training – radio/TV/journalism • Youth clubs/youth groups			

• Youth parliaments/youth councils • Participatory Action Research or evaluation – which is heavily 'youth-led' (and addresses the relevant outcomes) • Projects described as 'youth-led' • Youth Leadership programmes **Examples for exclusion:** Any intervention which is focused on a general population as a whole (and young people are automatically included due to this) e.g. community interventions or interventions targeting women as a group.			
IF YES, THEN INCLUDE			
7. Is this a biomedical trial of a product, medication or procedure?			
IF YES, THEN EXCLUDE			
8. Is this ONLY a conceptual or theoretical paper?			
IF YES, THEN EXCLUDE			
If you decide to include a study • Save it in Dropbox • Create a record for it in EPPI • Add the bibliographic information and code according to the source location • Upload the file to EPPI			

Full text [Second stage inclusionary questions – these fully define the inclusionary criteria for topics and target population]			
Repeat questions 1-8.			
9. Does the study measure any of the following outcomes? • Increased participation in governance processes, or implementation of development programmes (*intermediate outcome*) • Other rights realised e.g. in health, education or protection (*intermediate outcome*) • Personal benefits to the youth participants e.g. increased empowerment, acquisition of new skills, confidence or self-esteem (*intermediate outcome*) • Agents of development become peer role models (*intermediate outcome*) • Sustained political participation (*longer term outcome*) • Social change (*longer term outcome*) • Harmful practices become eradicated (*longer term outcome*) • Social stability or peacebuilding (*longer term outcome*) • Informed budgeting *(longer term outcome)* • Increased accountability (*longer term outcome*) • Inclusive government policies targeting young people (*longer term outcome*) • More effective programmes (*longer term outcome*) • Improved service quality *(longer term outcome)* • Economic development (*longer term outcome*)			
IF NO, THEN EXCLUDE			

Appendix 6: Search records

Searches in English

Organisation name	URL	Search terms used	Browsing of site
NGOs			
ActionAid	https://www.action aid.org.uk	Youth Advocacy Youth decision making Youth participation	
African Leadership Academy	http://www.africanl eadershipacademy .org/our-impact/annual-report/		Browsed site
African Union Youth Division	http://www.africa-youth.org/		Browsed site
African Youth Movement	http://www.african-youthmovement.or g/		Browsed site
Amnesty International	https://www.amnes ty.org.uk/	Young People Empowerment Youth Voice Young people led group	
AWID	http://www.awid.or g/publications	Evaluation youth youth evaluation youth impact	Filter 'young feminist activism' Browsed through sub-pages
BRAC	http://www.brac.ne t/	Young People Empowerment Youth Forums	
Bridge	http://www.bridge.i ds.ac.uk/global-resources?query_f ilter=youth	youth	
British Red Cross	http://www.redcros s.org.uk/	evaluation youth	
British Youth Council	http://www.byc.org .uk/	Youth led activism Youth participation	
CAFOD	http://cafod.org.uk/	Youth advocates young people led development	Searched sections on 'young people, young volunteers', 'youth leaders'. Searched 'civil society and governance' theme
CARE International	http://www.care.or g/work/education/g irls-education http://www.care.or g/work/education/y outh		Within 'girls education' section within 'our work'. Resources at bottom of page Within 'youth empowerment' within 'our work'. Resources at bottom of page
Centre for Disaster Preparedness	http://www.cdp.org .ph/index.php/main /publications		Browsed site
CIVICUS	http://civicus.org/in dex.php/en/media-centre-	youth	Searched 'reports and publications' page

	129/reports-and-publications		
Commonwealth Youth Programme	http://youthdevelopmentindex.org/views/index.php#OVER		Searched through 'case studies'
Conciliation Resources	http://www.c-r.org/resources	Youth	
Danish Refugee Council	https://drc.dk/	Youth accountability Youth movement Youth councils Youth participation	
Engineers without Borders Canada	http://www.ewb.ca/resources		Browsed through all 'Resources'
Engineers without Borders UK	http://www.ewb-uk.org/		Browsed through 'Publications and Accounts'
EuroNGOs	http://www.eurongos.org/we-do/policy-advocacy.html		Browsed site
European Youth Forum	http://www.youthforum.org/		Browsed site
FRIDA	http://youngfeministfund.org/publications/		Browsed through all 'publications'
From Rhetoric into Action (Case for Space project)	http://www.fromrhetorictoaction.org/		Browsed site
Girls Not Brides	http://www.girlsnotbrides.org/	Youth participation Young voices Empowerment	
Global Changemakers	http://www.global-changemakers.net/		Browsed site
ICMYO - International Co-ordination Meeting of Youth Organisations	https://icmyo.org/		Browsed site
ICRC	https://shop.icrc.org/publications.html	Youth Young	
ICRW	http://www.icrw.org/	Youth participation Youth advocacy Adolescent Peer led	
ILGA	http://ilga.org/		Browsed through 'Documents' and screened 2015 Annual Report
India Youth Fund	http://www.indiayouthfund.org/home/index.aspx	evaluation	
International Center on Nonviolent Conflict	https://www.nonviolent-conflict.org/resource-library	youth	
International	http://dayagainstho		Browsed documents on

Day Against Homophobia, Transphobia & Biphobia	mophobia.org/in-2015-take-action-for-lgbti-youth/		'learn more about LGBTQI youth' page
International Dialogue	http://www.pbsbdialogue.org/en/documents/	Youth young people evaluation	
International Planned Parenthood Foundation		Youth Young people empowerment Peer led	Browsed under resources and reports
International Rescue Committee (IRC)	https://www.rescue.org/	Youth advocacy Youth led	
International Service	http://www.internationalservice.org.uk/index.html	Evaluation impact assessment	Browsed site
International Youth Foundation	http://www.iyfnet.org/library	evaluation	Filtered by 'monitoring & evaluation'
Lattitude Global Volunteering	https://lattitude.org.uk/		Browsed site
Marie Stopes	https://mariestopes.org/	Youth led Peer	
MercyCorps	https://www.mercycorps.org.uk		Searched under the 'youth development' section
Norwegian Refugee Council	https://www.nrc.no/		Searched 'supporting youth' thematic area
ODI	https://www.odi.org/publications	youth	Browsed through results filtered on 'youth and unemployment' Browsed through results filtered on 'children and youth'
One	https://www.one.org/international/	Youth leaders Youth peers	
ONE Young World	https://www.oneyoungworld.com/		Browsed site
OutRight Action International	https://www.outrightinternational.org/documentation/reports		Browsed through all 'reports'
Oxfam	http://www.oxfam.org.uk/	Youth Voice Youth participation	Searched 'policy and practice' section of website
Pacific Youth Council	http://pacificyouthcouncil.com/		Browsed site
Peace Child International	http://peacechild.org/	Youth Led Youth councils	
Peace Corps	https://www.peacecorps.gov/	evaluation	
Plan International	https://plan-international.org/		Child Participation section of the website: " Youth Engagement" search option within this site Searched "child centered

			community development" section of website
Population Council	http://www.popcouncil.org/		Searched youth and HIV section of website Searched 'girls empowerment' section of website
Practical Action	http://policy.practicalaction.org/resources/publications		Searched each thematic area within publications
Practical Participation	http://www.practicalparticipation.co.uk		Browsed site
Pravah	http://www.pravah.org/content/publications		Browsed through 'Publications'
Progressio	http://www.progressio.org.uk/transparency		Browsed through 'transparency' documents Browsed through 'evaluations' documents
Raleigh International	https://raleighinternational.org/		Browsed through 'Monitoring & Evaluation'
RedR	http://www.redr.org.uk/	Youth advocacy Youth participation	
Restless Development	http://restlessdevelopment.org/		Searched through 'research' and 'resources' sections
Salto Youth	https://www.salto-youth.net/rc/participation/participationresources/		Browsed through 'Resources' within participation
Save The Children	http://www.savethechildren.org.uk/	Peer led Youth advocacy Youth Led	Searched 'policy and research' section
Scouts	http://scouts.org.uk/home/	young people voices	
Search for Common Ground	https://www.sfcg.org/ilt/evaluations/		Browsed through all country evaluations
SSATP - Africa Transport Policy Program	http://www.ssatp.org//	Youth young people	
Tearfund	http://www.tearfund.org/en/about_you/resources/policy_and_research/		Browsed through all thematic groups - 'climate change', 'disaster risk reduction', 'food security', 'governance and corruption', 'HIV and AIDS' and 'water and sanitation'
Tearfund International Learning Zone	http://tilz.tearfund.org/en/themes/		Browsed through various parts of the site
The IDEA	http://www.whatistheidea.org/		Browsed site
Transparency International	https://www.transparency.org/		Searched youth section of directory
VSO	https://www.vsointernational.org/		Searched youth programmes evidence based section

WarChild	https://www.warchild.org.uk/		Searched publications section
Women Living under Muslim Laws	http://www.wluml.org/section/resource/results/taxonomy-105		Browsed through all reports on 'sister organisation publications' Browsed through all 'occasional papers' Browsed through all 'other publications'
World Association of Girl Guides and Girl Scouts	https://www.wagggs.org/en/resources/resource-listing/?search=leadership		Within 'leadership' section of the resource area of the website: sub-searched separately under 'reports and research' Within 'leadership' section of the resource area of the website: sub-searched separately under 'advocacy' Within 'leadership' section of the resource area of the website: sub-searched separately under 'policies and procedures'
World Vision International	http://www.wvi.org/	Youth participation Peer led	
World Youth Organisation	http://www.worldyo.org/		Browsed through 'our programs' and 'reports and documents'
Y-Care International	http://www.ycareinternational.org/		Searched through research and reports section
Young Leaders for Development	http://youngleadersfordev.org/		Browsed site
Youth Challenge International	http://yci.org/		Browsed site
Youth Voices Count	http://youthvoicescount.org/		Browsed through all 'publications'
YouthPolicy	http://www.youthpolicy.org/library/	Participation Advoca Agent evaluation	
Networks			
3ie Registry for International Development Impact Evaluations	http://www.3ieimpact.org/en/evaluation/ridie/		Browsed site
3ie Systematic Review Database	http://www.3ieimpact.org/en/evidence/systematic-reviews/	Youth	Searched 'youth' in search bar on systematic reviews page Searched 'youth' in search bar on impact evaluations page
Africa Regional	http://www.arsrc.or		Browsed through 'key

Sexuality Resource Centre	g/resources/library /documents.html#		resources on sexuality, reproductive health and sexual health'
ALNAP	http://www.alnap.o rg/resources	youth	Filtered on 'children and young people' Filtered on 'evaluation reports' Filtered on 'children and young people' Filtered on 'programme/project reviews'
BOND	https://www.bond. org.uk/resources	Youth Participation	Searched under sector within resources page - 'advocacy' Searched within resources page under sector - 'projects and programmes' Searched within resources page under sector - 'monitoring, learning and evaluation' Searched within resources page under sector - 'research'
CDA – Collaborative Learning Projects	http://cdacollaborat ive.org/publication s/	Youth Participation Advocacy	Searched by area 'accountability and feedback loops' Searched by area 'peacebuilding effectiveness'
Children and Young People's Participation Learning Network	https://www.jiscma il.ac.uk/cgi-bin/webadmin?A1 =ind1401&L=child participationnetwor k		Browsed site
CRIN – Child Rights International Network	https://www.crin.or g/en/library/publica tions		Browsed site
DAC Evaluation Resource Centre	http://www.oecd.or g/derec/keypublica tions/	Youth Youth Participation Youth Advocacy	Browsed site
Economic Social Research Council	http://www.esrc.ac. uk/search-results/?keywords =youth&siteid=esr c	Youth	Searched through' impact case studies'
Eldis	http://www.eldis.or g	Youth Participation Advocacy	
GADN – The	http://gadnetwork.		Browsed site

Gender and Development Network	org/gadn-publications/#Reports		
Global Youth Biodiversity Network	https://gybn.org/		Browsed site
Innovations for Poverty Action Database	http://www.poverty-action.org/publications		Browsed site
JPAL Evaluation Database	https://www.povertyactionlab.org/search/node	Youth Youth Participation Youth Agent	
Queer African Youth Network	http://www.qayn.org/impact-reports/		Browsed through 'impact'
ReliefWeb	http://reliefweb.int/updates?format=6&search=youth#content	Youth	Searched via updates section of the website: Filtered by 'evaluations and lessons learned' under Format, then searched keyword 'youth'
Social Science Research Network (SSRN)	http://papers.ssrn.com/sol3/DisplayAbstractSearch.cfm	Youth Youth Participation Youth Advocacy Youth Agent	
United Nations bodies			
FAO (Food and Agricultural Organisation)	http://www.fao.org/publications/en/	Youth	
IFAD	https://www.ifad.org/evaluation/reports/impact_evaluation/list		Browsed through 'impact evaluations'
ILO	http://www.ilo.org/global/lang--en/index.htm	Youth Young	
IMF	http://www.imf.org/external/publications/pubindadv.htm	Youth Participation Youth Participation Youth advoca Youth agent	
IOM	http://publications.iom.int	Youth Young	
UN Major Group for Children & Youth	http://childrenyouth.org/		Browsed site
UN Systemwide Action Plan on Youth	http://unyouthswap.org/		Browsed site
UN Women	http://www.unwomen.org/en		Searched through publications
UN Youth volunteers	http://www.unv.org/en/news-resources/resources/fact-sheets/page/3.html		Browsed site
UN-HABITAT	http://unhabitat.org/tag/evaluation-	Youth Participation	Searched evaluation reports: to be found via

	report/		'urban knowledge' >>> evaluations >>> evaluation reports
UNAIDS	http://www.unaids.org/en/resources/documents/2016/		Searched all docs through years 2011-2016
UNAOC - United Nations Alliance of Civilizations	https://www.un.org/development/desa/youth/		Browsed site
UNDP	http://www.undp.org/content/undp/en/home/librarypage.html	Youth Young	
UNEP	http://www.unep.org/	Youth voice Youth led activism youth participation Peer led	
UNEP: Tunza	http://www.unep.org/tunza/youth/		Browsed site
UNESCO Youth Forum: by Youth for Youth	http://www.unesco.org/new/en/social-and-human-sciences/themes/youth/youth-forums/		Browsed site
UNGEI	http://www.ungei.org/resources/index_index.html	Youth Participation Advoca Agent	
UNHCR	http://www.unhcr.org/uk/search?query=youth%20advocacy	Youth Advocacy Youth Agent Youth Participation Youth Participation, agent	
UNICEF	http://www.unicef.org/evaldatabase/		Searched evaluation database by theme 'advocacy and communication' Searches eval database by theme 'youth and adolescents' Searched 'research and evaluation' under participation resource guide >> looked at 'Analysis', 'Planning' and 'Monitoring and Evaluation' Searched relevant sections of 'participation in programmes' page
United Nations Evaluation Group	http://www.uneval.org/evaluation/reports	youth	
United Nations System Wide Action Plan on Youth	http://unyouthswap.org/resources		Searched through resources page
UNU	http://collections.u	Youth	Searched 'working papers'

	nu.edu/list/?cat=quick_filter&sort_by=searchKey0&search_keys%5B0%5D=youth	Youth Participation	within the UNU collections Searched publications
WHO	http://apps.who.int/iris/	Youth Youth Participation Youth Participation Advoca Youth decision-making	
Donors			
ADB	http://www.adb.org/	Youth Youth decision making Youth training	
Australian Government: Department of Foreign Affairs and Trade	http://dfat.gov.au/aid/how-we-measure-performance/ode/strategic-evaluations/Pages/strategic-evaluation-publications.aspx	Youth	Searched through strategic evals
DFID DevTracker	https://devtracker.dfid.gov.uk/	Youth young people adolescent	Filtered by start date 01 Jan 2005 to end date 12 Aug 2016 Filtered by 'implementation, completion and post-completion' Filtered by document type 'pre- and post-project impact appraisal; results, outcomes and outputs; review of project performance and evaluation'
DFID Evaluation Reports	https://www.gov.uk/government/collections/evaluation-reports		Browsed through all documents on evaluations pages
DFID Publications: research and analysis	https://www.gov.uk/government/publications?keywords=&publication_filter_option=research-and-analysis&topics%5B%5D=all&departments%5B%5D=department-for-international-development&official_document_status=all&world_locations%5B%5D=all&from_date=&to_date=		Browsed through documents on page
DFID Research for Development Outputs	https://www.gov.uk/dfid-research-outputs	Youth Young people Adolescent youth participation	
European	http://ec.europa.eu		Searched e-library under

Commission	/research/social-sciences/index.cfm?lg=en&pg=library		sub-category: project synopses Searched e-library under sub-category: policy reviews Searched e-library under sub-category: policy briefs Searched e-library under sub-category: other publications
European Commission Humanitarian Aid & Civil Protection	http://ec.europa.eu/echo/funding-evaluations/evaluations/thematic-evaluations_en		Browsed through 'thematic evaluations'
Foreign and Commonwealth Office	https://www.gov.uk/government/publications	Youth	Searched 'youth' within publication database and filtered by 'impact assessment' and 'foreign and commonwealth office' Searched 'youth' within publication database and filtered by 'research and analysis' and 'foreign and commonwealth office' Searched 'youth' within publication database and filtered by 'independent reports' and 'foreign and commonwealth office'
Gates Foundation	http://www.gatesfoundation.org/How-We-Work/General-Information/Information-Sharing-Approach		Searched under 'information sharing' Searched under 'open access policy' Browsed site
Government of Canada – Global Affairs	http://www.international.gc.ca/development-developpement/dev-results-resultats/reports-rapports/index.aspx?lang=eng		Browsed site
Independent Evaluation Group (ADB) LESSONS	https://evaluation-lessons.org/search-lessons/	youth	
Ministry of Foreign Affairs, Belgium	http://diplomatie.belgium.be/en/about_the_organisation/activity_report	Youth	
Ministry of Foreign Affairs, Netherlands	https://www.government.nl/search?keyword=youth&per	Youth	

	iod-from=&period-to=&issue=All+topics&element=All+ministries&type=Report		
New Zealand Aid Programme	https://www.mfat.govt.nz/en/	Youth Youth Participation	
NORAD – Norwegian Agency for Development Cooperation	https://www.norad.no/en/toolspublications/publications/evaluationreports/#&q=youth	Youth Youth Participation Youth advocacy	
OECD	http://www.oecd-ilibrary.org	Youth Participation Youth advoca Youth agent Youth decision-making	
OECD DAC Evaluation Resource Centre	http://www.oecd.org/derec/home/?hf=5&b=0&s=score	youth	
SIDA – Swedish International Development Agency	http://sidapublications.sitrus.com/optimaker/interface/fromoptimaker2sida.asp?doctype=3&order=createdate%20DESC&departmentid=765&language=4&login=True&username=sida&password=sida	Youth Youth Participation	
USAID	https://www.usaid.gov/	Youth Youth led programmes	
USAID Development Experience Clearinghouse	https://dec.usaid.gov/dec/home/Default.aspx	youth	Filtered on 'evaluation'
World Bank	http://www.worldbank.org/	Youth led development Peer led development Youth advocacy Youth Voice	
World Bank Independent Evaluation Group	http://ieg.worldbankgroup.org/	youth	Filtered on 'Systematic reviews and Impact evaluations' Filtered on 'Project-level Evaluations' Browsed through 'Thematic evaluations'

Searches in Spanish

Organisation name	URL	Search terms used	Browsing of site
Alianza Latinoamericana y Caribeña de Juventudes	http://juventudesmascairo.org		Browsed through 'RECURSOS' (resources)
Banco Mundial	http://www.bancomundial.org	Participación jóvenes	Browsed under ' PUBLICACIONES' by theme (por 'TEMA') and within that searched 'jovenes' and 'joven'
CEPAL	http://www.cepal.org/es	Participacion joves Evaluación jovenes	
El Centro Latinoamericano sobre Juventud (CELAJU)	http://www.celaju.net/		Browsed through 'PUBLICATIONS' under 'investigacion' (research) and 'evaluacion' (evaluations)
Inter American Development Bank	www.iadb.org/es/	jóvenes participación	Browsed under 'PUBLICATIONS - THEME - POBREZA searched for "participacion". Browsed through the following: "POBREZA - jovenes"; "DESARROLLO SOCIAL - participacion"; "DESARROLLO SOCIAL + juventud"; "DESARROLLO SOCIAL + jovenes"
Juventud Con Voz	juventudconvoz.org		Browsed 'PUBLICACIONES' – participacion de los jovenes
Red de Jovenes por los Derechos Sexuales y Reproductivos en Mexico	Eligered.org		Browsed through the 'Biblioteca'

Appendix 7: Google/Google Scholar searches

Google Scholar search strings - English
Youth (advoca* OR Voice OR "decision making" OR "Youth Movement" OR "Youth Parliament" OR "Youth Council" OR "Accountability" OR "Youth led") Evaluat*
"Youth" (advoca* OR Voice OR "decision making" OR "Youth Movement" OR "Youth Parliament" OR "Youth Council" OR "Accountability" OR "Youth led") Evaluat
"Youth" (advoca* OR Voice OR "decision making" OR "Youth Movement" OR "Youth Movement" OR "Youth Parliament" OR "Youth Council" OR "Accountability" OR "Youth led") Review
"Youth" (Participat* OR "youth participation" OR activis* OR politic* OR "Social Action" OR Network OR Empower* OR agen* OR "Program* Management" OR "Rights-based programming" OR "Monitoring" OR "Peer-led" OR "Peer-to-peer" OR " Youth Group") Evaluat*
Youth (Participat* OR "youth participation" OR activis* OR politic* OR "Social Action" OR Network OR Empower* OR agen* OR "Program* Management" OR "Rights-based programming" OR "Monitoring" OR "Peer-led" OR "Peer-to-peer" OR " Youth Group") Impact
Youth (Participat* OR "youth participation" OR activis* OR politic* OR "Social Action" OR Network OR Empower* OR agen* OR "Program* Management" OR "Rights-based programming" OR "Monitoring" OR "Peer-led" OR "Peer-to-peer" OR " Youth Group") review
"young people" (advoca* OR Voice OR "decision making" OR "Youth Movement" OR "Youth Movement" OR "Youth Parliament" OR "Youth Council" OR "Accountability" OR "Youth led") Evaluat*
"young people" (advoca* OR Voice OR "decision making" OR "Youth Movement" OR "Youth Movement" OR "Youth Parliament" OR "Youth Council" OR "Accountability" OR "Youth led") impact
"young people" (advoca* OR Voice OR "decision making" OR "Youth Movement" OR "Youth Movement" OR "Youth Parliament" OR "Youth Council" OR "Accountability" OR "Youth led") review
"young people" (Particpat* OR "youth participation" OR activis* OR politic* OR "Social Action" OR Network OR Empower* OR agen* OR "Program* Management" OR "Rights-based programming" OR "Monitoring" OR "Peer-led" OR "Peer-to-peer" OR "Youth Group") Evaluat*
"young people" (Participat* OR "youth participation" OR activis* OR politic* OR "Social Action" OR Network OR Empower* OR agen* OR "Program* Management" OR "Rights-based programming" OR "Monitoring" OR "Peer-led" OR "Peer-to-peer" OR "Youth Group") Impact
"young people" (Participat* OR "youth participation" OR activis* OR politic* OR "Social Action" OR Network OR Empower* OR agen* OR "Program* Management" OR "Rights-based programming" OR "Monitoring" OR "Peer-led" OR "Peer-to-peer" OR "Youth Group") review
"Young women" OR "Young men" (advoca* OR Voice OR "decision making" OR "Youth Movement" OR "Youth Movement" OR "Youth Parliament" OR "Youth Council" OR "Accountability" OR "Youth led") Evaluat*
"Young women" OR "Young men" (advoca* OR Voice OR "decision making" OR "Youth Movement" OR "Youth Movement" OR "Youth Parliament" OR "Youth Council" OR "Accountability" OR "Youth led") Impact
"Young women" OR "Young men" (advoca* OR Voice OR "decision making" OR "Youth Movement" OR "Youth Movement" OR "Youth Parliament" OR "Youth Council" OR "Accountability" OR "Youth led") Review
"Young women" OR "Young men" (Particpat* OR "youth participation" OR activis* OR politic* OR "Social Action" OR Network OR Empower* OR agen* OR "Program* Management" OR "Rights-based programming" OR "Monitoring" OR "Peer-led" OR "Peer-to-peer" OR " Youth Group") Evaluat*
"Young women" OR "Young men" (Participat* OR "youth participation" OR activis* OR politic* OR "Social Action" OR Network OR Empower* OR agen* OR "Program* Management" OR "Rights-based programming" OR "Monitoring" OR "Peer-led" OR "Peer-to-peer" OR " Youth Group") Impact
"Young women" OR "Young men" (Participat* OR "youth participation" OR activis* OR politic* OR "Social Action" OR Network OR Empower* OR agen* OR "Program* Management" OR "Rights-based programming" OR "Monitoring" OR "Peer-led" OR "Peer-to-peer" OR " Youth Group") Review
Adolescent (advoca* OR Voice OR "decision making" OR "Youth Movement" OR "Youth Movement" OR "Youth Parliament" OR "Youth Council" "Accountability" OR "Youth led") Evaluat*
Adolescent (advoca* OR Voice OR "decision making" OR "Youth Movement" OR "Youth Movement" OR "Youth Parliament" OR "Youth Council" "Accountability" OR "Youth led") Impact
Adolescent (advoca* OR Voice OR "decision making" OR "Youth Movement" OR "Youth Movement" OR "Youth Parliament" OR "Youth Council" "Accountability" OR "Youth led") Review
Adolescent (Participat* OR "youth participation" OR activis* OR politic* OR "Social Action" OR

Network OR Empower* OR agen* OR "Program* Management" OR "Rights-based programming" OR "Monitoring" OR "Peer-led" OR "Peer-to-peer" OR " Youth Group") Evaluat*
Adolescent (Participat* OR "youth participation" OR activis* OR politic* OR "Social Action" OR Network OR Empower* OR agen* OR "Program* Management" OR "Rights-based programming" OR "Monitoring" OR "Peer-led" OR "Peer-to-peer" OR " Youth Group") Impact
Adolescent (Participat* OR "youth participation" OR activis* OR politic* OR "Social Action" OR Network OR Empower* OR agen* OR "Program* Management" OR "Rights-based programming" OR "Monitoring" OR "Peer-led" OR "Peer-to-peer" OR " Youth Group") Review
"young adult" (advoca* OR Voice OR "decision making" OR "Youth Movement" OR "Youth Movement" OR "Youth Parliament" OR "Youth Council" "Accountability" OR "Youth led") Evaluat*
"young adult" (advoca* OR Voice OR "decision making" OR "Youth Movement" OR "Youth Movement" OR "Youth Parliament" OR "Youth Council" "Accountability" OR "Youth led") Impact
"young adult" (advoca* OR Voice OR "decision making" OR "Youth Movement" OR "Youth Movement" OR "Youth Parliament" OR "Youth Council" "Accountability" OR "Youth led") Review
"young adult" (Participat* OR "youth participation" OR activis* OR politic* OR "Social Action" OR Network OR Empower* OR agen* OR "Program* Management" OR "Rights-based programming" OR "Monitoring" OR "Peer-led" OR "Peer-to-peer" OR " Youth Group") Evaluat*
"young adult" (Participat * OR "youth participation" OR activis* OR politic* OR "Social Action" OR Network OR Empower* OR agen* OR "Program* Management" OR "Rights-based programming" OR "Monitoring" OR "Peer-led" OR "Peer-to-peer" OR " Youth Group") Impact
"young adult" (Participat * OR "youth participation" OR activis* OR politic* OR "Social Action" OR Network OR Empower* OR agen* OR "Program* Management" OR "Rights-based programming" OR "Monitoring" OR "Peer-led" OR "Peer-to-peer" OR " Youth Group") Review

Google and Google Scholar searches - Spanish	
Location	Search strings
Google.com.mx	joven* agente de cambio
Google.com.mx	participacion juvenil
Google.com.mx	organizaciones jovenes america latina
Scholar.Google.com.mx	Particip* juvenil
Scholar.Google.com.mx	participacion juvenil
Scholar.Google.com.mx	joven* particip*
Scholar.Google.com.mx	jovenes participan
Scholar.Google.com.mx	jovenes actores cambio
Scholar.Google.com.mx	Evaluacion Proyecto jovenes
Scholar.Google.com.mx	Parlamento joven
Scholar.Google.com.mx	acción jovenes cambio climatico
Scholar.Google.com.mx	Evaluacion participativa joven
Scholar.Google.com.mx	presupuesto participativo joven
Scholar.Google.com.mx	participation joven medio ambiente

Appendix 8: Consultations with expert contacts

In order to triangulate search findings, the team contacted 41experts in the field of youth-led development and participation, with two additional call-outs to DFID and Child to Child. We received responses from the following 23 experts:

- Alex Farrow, YouthPolicy.org
- Amelia Whitworth, Plan UK
- Antonia Dixey, The Participation People
- Craig Jeffrey, University of Melbourne
- Debbie McGrath, Anti-Slavery
- Doug Bourn, University College London/Institute of Education

- Gary Barker, Promundo
- James Powell, UNICEF
- James Sumberg, Institute of Development Studies
- Jane Dyson, University of Melbourne
- Jennifer Grant, Child Rights Governance
- Karen Walker-Simpson, ChildHope
- Lauren Watters, AbleChildAfrica
- Lorraine Van Blerk, University of Dundee
- Madeleine Askham, World Vision UK
- Maggie Bangser, independent consultant
- Nicola Ansell, Brunel University
- Ozden Bademci, Maltepe University
- Rogers Kasirye, Uganda Youth Development Link
- Sarah Huxley, independent consultant
- Stephanie de Chassy, Oxfam GB
- Sushmita Mukherjee, Restless Development
- Virginia Morrow, Young Lives/University of Oxford

Appendix 9: Coding framework

Language	English	
	Spanish	
Access	Open	Documentation that is open access and freely available.
	Charged	Documentation that is charged, or behind a pay wall.
	Internal documentation	Documentation received from experts consulted across a range of organisations
	Internal documentation, not for publication	Documentation to be shared with DFID only
Type of literature	Academic literature	
	Grey literature	
Publication form	Peer-reviewed journal article	
	Report/working paper	
	Factsheet/case study	
	PhD thesis	
	Book chapter	
Geographic region	Sub-Saharan Africa	
	Middle East and North Africa	
	East Asia and the Pacific	
	South Asia	
	Latin America and the Caribbean	
	Europe and Central Asia	
	Global/multi-country	Studies that look at multiple countries (five or more)
Countries	All countries listed	Studies with fewer than five countries listed will have each country coded separately.
Research type	Primary research	
	Secondary research	
	Primary evaluation	
	Meta-evaluation	
	Qualitative	
	Quantitative	
	Mixed methods	

Research design[3]	Experimental	Experimental research designs (also called 'intervention designs', 'randomized designs' and randomised control trials [RCTs]) have two key features. First, they manipulate an independent variable (for example, the researchers administer a treatment, like giving a drug to a person, or fertilizing crops in a field). Second, and crucially, they randomly assign subjects to treatment groups (also called intervention groups) and to control groups. Depending on the group to which the subjects are randomly assigned, they will/will not get the treatment.
	Quasi-experimental	Quasi-Experimental research designs typically include one, but not both of the key features of an experimental design. A quasi-experiment might involve the manipulation of an independent variable (e.g. the administration of a drug to a group of patients), but participants will not be randomly assigned to treatment or control groups. In the second type of quasi-experiment, it is the manipulation of the independent variable that is absent. For example, researchers might seek to explore the impact of the awards of scholarships on student attainment, but it would be unethical to deliberately manipulate such an intervention. Instead, the researchers exploit other naturally occurring features of the subject groups to control for (i.e. eliminate) differences between subjects in the study (i.e. they 'simulate' randomisation). A regression-discontinuity design is an example of a quasi-experiment.
	Observational	Observational (sometimes called 'non-experimental') research designs display neither of the key features of experimental designs. The researcher is merely an observer of a particular action, activity or phenomena. A variety of observational methods use quantitative data collection and data analysis techniques to infer causal relationships between phenomena: for example, cohort and/or longitudinal designs; case control designs; cross-sectional designs (supplemented by quantitative data analysis) and large 'n' surveys are all types of observational research. Interviews, focus groups, case studies, historical analyses, ethnographies, political economy analyses are also all forms of observational research design, usually

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[3] Definitions from DFID's 'Assessing the Strength of Evidence – How to Note, March 2014' (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/291982/HTN-strength-evidence-march2014.pdf)

		relying more on qualitative methods to gain rich understanding of the perspectives of people and communities. When such studies are underpinned by structured design frameworks that enable their repetition in multiple contexts, they can form a powerful basis for comparative research.
	Systematic review	Systematic review designs adopt exhaustive, systematic methods to search for literature on a given topic. They interrogate multiple databases and search bibliographies for references. They screen the studies identified for relevance, appraise for quality (on the basis of the research design, methods and the rigour with which these were applied), and synthesise the findings using formal quantitative or qualitative methods. DFID Systematic Reviews are always labelled as such. They represent a robust, high quality technique for evidence synthesis. Even Systematic Reviews must demonstrate that they have compared 'like with like' studies.
	Other secondary review	Non-systematic review designs also summarise or synthesise literature on a given topic. Some non-systematic reviews will borrow some systematic techniques for searching for and appraising research studies and will generate rigorous findings, but many will not.
Activity type	Youth-led activity	Interventions that are principally run and led by young people, with no (or limited) adult involvement.
	Youth in partnership with older adults	Interventions that are young people being supported by, or working with, older adults.
Intervention type	**Interventions building project-cycle skills**	
	Participatory research	Young people conducting research
	Participatory planning and design	Young people contributing to planning and/or design of programme interventions
	Participatory monitoring and evaluation	Young people contributing to monitoring and evaluation of programme interventions
	Interventions building communication, leadership and advocacy skills	
	Leadership training	Interventions described as leadership programmes or training.
	Conflict resolution/ peacebuilding training	Training of young people in conflict resolution and/or peacebuilding skills.
	Young people implementing development initiatives	
	Peer-to-peer education	Formal peer-to-peer education projects which comprise young people being trained by adults to deliver an educational programme.
	Young people as mentors/ coaches/ facilitators	Distinct from peer-to-peer education, this is young people acting as mentors and facilitators in a wider way.
	Young people as community educators	Young people working with the wider community (beyond other young people)

		to increase knowledge on a particular topic.
	Young people training service providers	Young people acting as trainers for service providers
	Structured volunteering programme	A formal, structured volunteering programme for young people, intended to achieve development outcomes.
	Youth-led emergency response (e.g., Ebola, DRR)	Young people leading, or taking part in, emergency responses.
	Young people's advocacy initiatives	
	Autonomous youth activism	Youth activism or social movements started and led by young people. This is not a formal intervention, but an autonomous grassroots movement.
	Young people creating campaign/education materials	Young people creating materials for use by other young people or by adults in campaigns or educational projects.
	Youth networks for civic participation	Both formal and informal networks of young people who are contributing to civic participation.
	Enhancing youth voice in organisational decision-making	Interventions that seek to enhance young people's roles and voices in specific organisations' planning and decision-making.
	Accountability interventions	Different specific interventions that allow young people to hold decision-makers to account, or improve transparency.
	Participatory budgeting	Young people involved in local or state government budgeting.
	Youth Council	A formal youth council, taking place at local level.
	Youth Parliaments	A formal youth parliament, taking place at district or national level.
	Youth participation at international forums	Young people attending, or feeding in to, international forums such as United Nations conferences.
	Cross-cutting interventions	
	Social change oriented youth group	Youth groups which are either created by young people or adults and have a broad interest in social changes or movements.
	Arts, dance, drama and music interventions	Interventions that utilise art, music, drama or dance.
	Safe spaces	
	Media/ video projects	Media participation project (e.g., radio, newspaper, TV)
	Sports for development	Sports as a stepping stone to other development outcomes
Project funder	DFID	
	Multi-/bi-lateral donors	
	Foundations and Trusts	
	Private sector	
	Academic institutions	
	NGOs	
	Government	
	Not applicable	Intervention types such as 'autonomous youth activism' would come under this category code.
	Unknown	
Gender of	Male only	

youth participants	Female only	
	Mixed	
Marginalised groups targeted	Young people with disabilities	
	LGBTQI	
	Marginalised ethnic or racial groups	
	Young people from low income households	
	Refugee/displaced young people	
	Homeless/street based young people	
	Out of school youth	
	Unemployed youth	
	Orphaned young people and/or heads of households	
	Adolescent mothers	
	Child labour	
Age range of youth participants	10 – 14 years old	
	15 – 19 years old	
	20 – 24 years old	
	25 - 29 years old	
	Includes older than 29	
	Unspecified/ 'youth'	If the study only mentions 'youth', or no age range is mentioned.
Agent or Advocate	Agents	Young people as development actors, in both youth-led and broader development programming. This can be at any, or all levels of the programme life cycle, specifically design, delivery, monitoring and evaluation.
	Advocates	Young people using their voices to influence, and participate in, political and development processes. This can be at a local, national or international level.
	Agents and advocates	When an intervention could be described as both agents and advocates.
Aim of intervention	Intrinsic	If the intervention is primarily focused on benefits to the young people themselves.
	Instrumental	If the intervention is primarily focused on the benefits to wider human development outcomes/a broader community beyond the young person who is delivering the intervention.
Thematic area	Accountability	Interventions that focus on holding decision-makers to account. This is sometimes alongside, but distinct from, 'civil and political engagement'.
	Civic and political engagement	Interventions that focus on young people's involvement in community and civic life, including governance.
	Disaster risk reduction, environment & climate change	
	Education	
	Conflicts & peacebuilding	
	Gender equality	
	Physical wellbeing (excluding SRH)	Interventions that focus on physical health, excluding sexual and reproductive health (which is a separate category).
	Infrastructure	
	Livelihoods (Inc. food security and	

	agriculture)	
	Psychosocial wellbeing	
	Sexual and Reproductive Health	
	Social protection	
Target institutions/ groups	Individuals	Interventions targeting individuals (e.g., children, youth, local community members, political leaders).
	Local community institutions	Interventions targeting local community institutions (e.g., private sector, service providers, NGOs).
	District level institutions	Interventions targeting district level institutions (e.g., private sector, service providers, NGOs).
	National institutions	Interventions targeting national institutions (e.g. central government, private sector, service providers, NGOs).
	International institutions	Interventions targeting international institutions (e.g., United Nations, NGOs).
Personal development outcomes	**Knowledge, self-confidence and resilience**	
	Knowledge	
	Self-confidence, resilience and aspirations	
	Development of role models	
	Communication, life skills and technical skills	
	Life skills e.g. communication, critical thinking	
	Practical skills/ enhanced employability	
	Attitudes and behaviour change	
	Attitude change (e.g. gender inequality, inter-ethnic relations)	
	Change in attitudes to politically-motivated or identity-based violence	
	Behaviour change	
	Social relationships	
	Stronger family relationships	
	Stronger social relationships outside family	
	Voice and sense of inclusion	
	Feeling included/listened to	
Development outcomes	**Participation-related outcomes**	
	Political or policy-related participation or engagement	This includes voter registration and education.
	Participation in governance (Inc. budgeting and accountability)	
	Participation in programming	
	Voice in the public sphere	
	Public attitudes, knowledge and behaviour	
	Changes in health knowledge	
	Changes in wider development knowledge (agriculture, legal rights etc.)	
	Changes in attitudes to YP/ YP participation	
	Changes in discriminatory attitudes	
	Changes in harmful practices	
	Behaviour/ practice change (health)	
	Behaviour/ practice change (non-	

	health)	
	Community development and livelihood outcomes	
	Livelihood changes	
	Community development outcomes (e.g. infrastructure)	
	Changes in strength of community organisations	
	Changes in social cohesion/ conflict/fragility	
	Access to/use of services	
	Quality of services	
	Policy changes	
	Youth focused policy	
	Non-youth focused policy	
Discussion of context	Presence of conflict/ fragility (including significant local level violence)	If the study discusses the presence of conflict or fragility in the intervention country/countries.
	Extent of democratic space	If the study discusses the extent (existence or absence) of democratic space in the intervention country/countries.
	Policy/norm context concerning active role for youth	If the study discusses the policy context for youth participation in the intervention country/countries.
	Economic context	If the study discusses the general economic context (for both young people and the wider population) in the intervention country/countries.
	Urban or rural locations	If the study discusses issues related to rural or urban location.
	Not discussed	If the study doesn't explicitly discuss any of the contextual factors above.