

Partnership Assessment report

Final Report
October 2023

Report Submitted by
Dr Albino Luciani and Mrs Karin van den Belt





Financed by



Ministry of Foreign Affairs of the Netherlands

Table of Contents

1. Introduction.....	10
1.1 The Power to You(th) partnership approach.....	10
2. Methodology.....	13
2.1 The Alliance Thermometer Tool.....	13
2.2 Survey.....	13
2.3 Key Informant Interviews.....	16
2.4 Validation workshop.....	16
2.5 Limitations of the partnership study.....	16
4. Findings per Building block.....	18
4.1 Overall performance by building blocks.....	18
4.2 Performance: Strategy building block.....	19
4.3 Performance: Connection and Cooperation building block.....	23
4.4 Performance: Steering structure building block.....	28
4.5 Performance: Processes block.....	35
4.6 Performance: Learning Block.....	38
5. Comparing baseline with MTE partnership assessment.....	43
6. Conclusion and recommendations.....	45

List of Figures

Figure 1: PtY governance bodies.....	14
Figure 2: Overall performance by building block.....	18
Figure 3: Strategy overall score by country.....	19
Figure 4: Connection and cooperation overall score by country.....	23
Figure 5: Overall score by country.....	28
Figure 6: Overall score by country.....	35
Figure 7: Overall score by country.....	39

List of Tables

Table 1: Number of complete interviews by country.....	16
Table 2: Name of the organisation.....	16
Table 3: Measurement scales.....	18
Table 4: Strategy score by area of assessment.....	19
Table 5: Cooperation & connection score by area of assessment.....	23
Table 6: Steering structure score by area of assessment.....	29
Table 7: Processes score by area of assessment.....	35
Table 8: Learning score by area of assessment.....	39

Abbreviations and Acronyms

AGYW	Adolescent Girls and Young Women
CMT	Country Management Teams
CSOs	Civil Society Organisations
EKN	Embassies of the Kingdom of the Netherlands
FAN	Free Actors in Networks
GIZ	German Agency for International Cooperation
GMT	Global Management Team
GSB	Global Supervisory Board
GTA	Gender Transformative Approach
KII	Key Informant Interviews
M&E	Monitoring and Evaluation
MOU	Memorandum of Understanding
MTE	Mid-Term Evaluation
MIYP	Meaningful and Inclusive Youth Participation
PMEL	Planning Monitoring, Evaluation, & Learning
PMERL	Planning, Monitoring, Evaluation, Learning and Research
PtY	Power to You(th)
SRHR	Sexual Reproductive Health and Rights
TOC	Theory of Change
TWGs	Technical Working Groups
YISG	Youth Initiative Small Grants
YLOs	Youth Led Organizations



Acknowledgement

This partnership assessment report of the Power to You(th) programme was prepared by Dr Albino Luciani (team leader) and Karin van den Belt (senior evaluator). The partnership assessment is part of the PtY Mid term evaluation conducted in the period December 2022 - August 2023. The partnership assessment would not have been possible without the high-quality efforts of the PtY PMERL team.

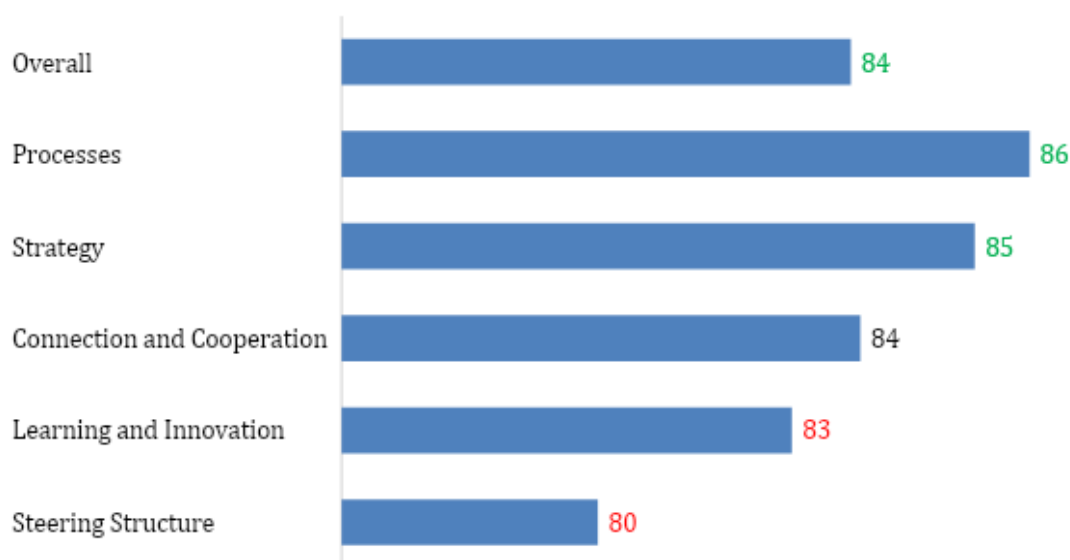
The evaluation team would like to acknowledge the time, support and perspectives provided by PtY and its implementing partners in all the countries.



Executive summary

Introduction: As part of the PtY mid-term evaluation methodology, and in order to assess the functioning of PtY partnerships, a partnership assessment tool called the Alliance Thermometer, was used. The email based survey tool consists of 5 building blocks (strategy, connection & cooperation, steering structure, processes and learning & innovation). Respondents comprising PtY Global Management Team members, PtY Coordination Lab, PtY country team members and implementing PtY partners in the consortium reflected on the building blocks through a survey. In addition, a total of 84 interviews were completed with respondents from Indonesia, Senegal, Netherlands, Kenya, Malawi, Ethiopia, Uganda, Ghana, South Africa and Botswana. The organisations represented in the survey and interviews were: Amref Flying Doctors; Rutgers; Sonke Gender Justice; Centre for Human Rights and Rehabilitation; CHOICE for Youth & Sexuality; Coordination Lab; EASSI; Hiwot Ethiopia; Reproductive Health Uganda; Songtaba; Youth Wave; Centre for Youth Empowerment and Civic Education; Ghana SRHR Alliance for Young People; Malawi Human Rights Resource Centre; Norsaac; Rutgers Lombok; Tunaweza Empowerment Organization; Yayasan SEMAK; Youth Network for Sustainable Development and Youth Wave.

Findings: Survey respondents gave high overall ratings of the partnership building blocks in a range of 0 to 100 with the following results:



a. Strategy: In this partnership assessment strategy is defined as a *directed course of action to achieve an intended set of goals*. Based on the findings, the strategy areas that partners gave a relatively higher score compared to the overall score were the establishment of joint vision (score of 90) and joint development of programme strategy in a participatory manner (score of 87). Areas that scored the lowest compared to the overall strategy score were on collective adjustment of strategies during the programme implementation (score of 83) and a common understanding and application of Gender Transformative Approach (81).

Some of the key challenges identified under this building block include: competing initiatives and activities that hinder country teams from participating in global and regional activities; lack of a joint vision and strategy and clear role of each partner in the programme as some country teams were not actively involved in designing an MIYP strategy during the programme inception; lack of clear understanding of the Gender Transformative Approach (GTA) by all country teams.

b. Connection and Cooperation: In this partnership assessment, connection and cooperation are defined as *the capacity to design healthy and vital cooperation between several actors based on their connection inside and outside the 'system'*. The overall score given by PtY stakeholders for the level of connection and cooperation within the PtY consortium is 84 out of 100. There is leveraging and utilisation of each other's expertise, capacities and means at country, Global Management Team (GMT) and Global Supervisory Board (GSB) levels within PtY. Cross learning through exchange visits has had an impact on further improved cooperation and connection with countries learning from each other, networking and appreciating the strength of each other especially around the key theory of change pathways.

One key challenge identified under this building block is the late disbursement of funds in the consortium thus constraining implementation and cooperation of joint activities. Another challenge was the existence of several technical working groups with a lot of information generated but without a clear information sharing guideline.

c. Steering structure: In this partnership assessment, steering structure is defined as *a selection, a choice, of a particular form of steering order as to organise predictable behaviour on communication and interaction between partners*. The steering structure contributes to managing expectations (e.g. on strategy, decision-making, planning, funds, conflicts), and accountability of partners regarding their mutual agreements, their responsibility towards their constituencies, and finally towards principal agents such as boards, and donors.

The overall score for all countries is 80, with the highest scores (87 and 84) registered by Senegal and Ethiopia respectively, while the lowest score of 72 came from partners from The Netherlands.

The structures within the PtY programme are clear, with each structure's role such as GMT, CMTs, Coordination lab and partners being understood by consortium members across the consortium. The governance structure, supported by the internal communications guideline, is quite comprehensive, provides a clear overview of information flow and acts as a good blueprint for tasks and communication channels within the partnership. The Southern Leadership principles have supported inclusivity in decision making within the program.

Some of the key challenges identified under this building block include: power struggles within partnership at the country level with lead partners cited as making unilateral decisions at times. The Southern Leadership structure has also not been fully understood by all partners, especially by those who joined after the programme had started.

d. Processes: In this partnership assessment, process management implies *working firstly on the processes underlying the implementation of the agreed activities and delivering outputs; and, secondly, on the partnership internal processes such as programme steering*. Process management calls for working on the processes underlying implementation, monitoring and evaluation of set activities and delivering outputs on internal partnership processes.



The overall score for all countries is 86, with South Africa (95), Senegal (90) and Kenya (89) scoring highest, and partners from Indonesia and the Netherlands scoring lowest (83 and 78 respectively).

There is high satisfaction with the PtY consortium processes as there are systems in place to monitor the programme through measuring outcomes and ensuring that there is compliance across the programme cycle as CMTs have dedicated Monitoring and Evaluation (M&E) and financial staff from the consortium partners who offer technical support.

The main challenge cited in this building block was inadequate and or late budgetary allocations, a situation that has been exacerbated by high inflation rates globally. The other challenge was partners' internal processes (especially financial approvals) affecting programme processes.

e. Learning: The learning capacity is the *capacity for change, i.e. making new choices based on new insights that contribute to positive change in a) the partnership, b) the individual organisation and c) the people that work in organisations*. Learning is key to the success of any programme and attention to this block leads to more positive results and added value within the alliance.

The overall score for all countries is 83, with Ethiopia, Kenya, Uganda and Senegal all scoring a high of 87, and partners from Malawi and the Netherlands scoring lowest (83 and 68 respectively). Lessons learned (formal and informal) from programme implementation generally inform the adjustment of activities appropriately with annual reflections critical in joint planning and execution of next year's plans. The programme conducts regular exchange learning sessions which are useful and often adopted and applied in other country teams.

One challenge identified in this building block was the lack of joint documentation on learning and best practices. The other challenge is limited time for the country programmes to pause and learn/innovate as they are busy accelerating the implementation of activities under the PtY themes.

Recommendations :

There is a need to **clarify the role of the global consortium technical partner CHOICE** to ensure the country teams leverage their expertise in the implementation of different aspects of the programme in order to address the lack of a joint vision and strategy on Meaningful and Inclusive Youth Participation (MIYP).

To strengthen advocacy at the country level, country teams should **adapt their advocacy strategies** by customising it to their country contexts that ensure relevant stakeholders are enjoined in advocacy initiatives.

Having a **Memorandum of Understanding (MOU) with local governments** can be used as an entry point for advocacy on issues of MIYP and GTA. Partners in the consortium through cooperation can leverage the relationship other partners have with the government to push their advocacy agenda and leverage the relationship to push policies and agendas that are their priority.

To sustain and further improve cooperation and connection, there is a need to **ensure all partners are aware of the technical capacity of other partners** within the consortium. Leveraging the expertise of each partner ensures they fill each other's gaps and complement each other. This could be done by dividing technical roles in the implementation of the Learning trajectory.

There is a need to **streamline communication** especially on global and regional events to ensure that all the partners are in the communication loop and communication allows for timely planning and preparations.

There is a need for further discussions and sensitization at the country level to ensure that all the teams understand the **concept of Southern Leadership**, how it functions and what their role is within this approach.

To support learning, there is a need for representatives in different global teams and TWGs to create a **feedback mechanism** to communicate to the members of their teams on issues that are being discussed on these platforms. This will create an opportunity for everyone regardless of the hierarchy and structure to understand learnings and how they are contributing to the strategy of the program.



1. Introduction

Power to You(th) (PtY) is a five-year programme from 2021 - 2025, that seeks to empower adolescent girls and young women (AGYW) to increase their agency, claim their rights, address gender inequalities, challenge gender norms, and advocate for inclusive decision-making. The Power to You(th) (PtY) consortium, funded by the Dutch Ministry of Foreign Affairs, is led by Amref Netherlands, in collaboration with Sonke Gender Justice and Rutgers, and supported by CHOICE as technical partner.

As part of its efforts to learn from results and gather insights that could improve the implementation of the second half of the programme (2024-2025), the PtY consortium commissioned a mid-term evaluation (MTE) of the PtY programmes in all 7 implementing countries during the period [November 2022 – July 2023], as well as at global and regional level. Albino Luciani and Karin van den Belt are the lead consultants for the PtY MTE.

One of the five MTE objectives is the following:

“Improve the partnership at consortium level, including how the partnership implements its principle on Southern Leadership”

The following evaluation question aims to address this objective:

“How is the partnership functioning (in – countries between the CSOs, between consortium partners and countries, between consortium partners at the regional and global levels), what are its weaknesses and strengths, and how could it be improved to enable the (better) achievement of results?”

1.1 The Power to You(th) partnership approach

Below the PtY partnership is briefly described:

The Power to You(th) programme governance structure is intended to situate ownership and decision-making power at the country level, where it belongs. It is the consortium’s vision that ownership is driven by the seven countries, meaning that inclusive ToC design, programming, and learning is developed and owned by the seven Country Management Teams (CMTs). The role of the Consortium is to facilitate information sharing, mutual capacity strengthening, movement building, and knowledge management. This happens at the Coordination Lab, where decision- making is shared equally between members.

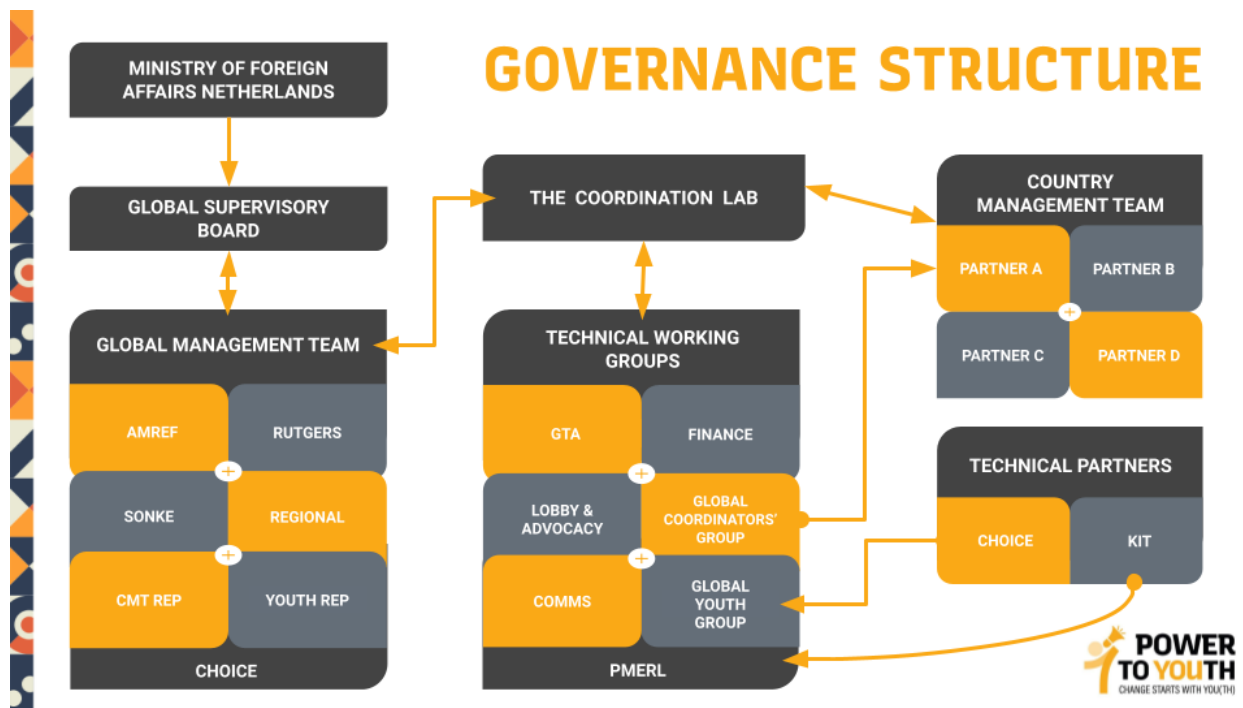
In each of the seven countries, Partners A and B identified additional partners to form the CMT. Partner A of each country has been selected by the GMT. Partner B is a youth-led organisation. These YLOs have been jointly identified by CHOICE, Y-ACT, AfriYan and MEA youth networks and proposed to the specific partners A in the countries. The partners A have also been able to propose YLOs or Youth networks to collaborate with. Finally in close collaboration with partners A of the specific country, the final partner B has been selected. The seven CMTs have the following responsibilities:



- Decision-making with regard to:
 - Partner selection
 - Implementation of the country ToC, including activities at the national level, and alignment at regional level with the Power to You(th) Lab
 - Elected representation in the Coordination Lab
 - Budget allocation (to partners, to result areas)
 - Reporting: both approval and decisions on actions/measures based on the combination of narrative & financial reports/results
- Programme coordination and management
- Implementation of the learning agenda, information/knowledge management (ensuring this is equally and easily accessible)
- Other activities: external communication, connection to the Embassies of the Kingdom of The Netherlands (EKN), alignment and collaboration with other consortia, regular values clarification and hosting regular country coordination meetings.

The figure below visualises the different roles of governance bodies in the PtY governance structure.

Figure1: PtY governance bodies



At the global level, the Consortium set up a Coordination Lab inspired by the consortium's guiding principles of MIYP and Southern Leadership. Instead of having the traditional secretariat based in the Netherlands, the Coordination Lab is located in Kenya. Additionally, 50% of the Coordination Lab staff are young people. The Lab combines two important tasks. One task concerns coordination and facilitation of process-related issues, such as reporting. The other

task focuses on strategy and advocacy at a global level. Technical expertise and support are also positioned at the level of the Coordination Lab, through representatives of various Technical Working Groups (TWGs) established during the co-creation process, including communications; GTA and engaging boys and men; advocacy; and planning, monitoring, evaluation, learning and research (PMELR). The Global Youth Group is an advisory body consisting of youth leaders at the global level. This Global Youth Group is not reflected in the governance visual above as this group was created in a later stage.

The three Consortium partners are represented in the Global Supervisory Board (GSB) and the Global Management Team (GMT). In the GSB, a youth representative and a representative of a grassroots organisation also have a seat and MoFA has been invited as a full member. The GMT includes one youth representative, and two CMT representatives on a rotational basis. The GMT serves as the global programme team, while the Global Supervisory Board (GSB) ensures strategic oversight on governance and accountability and serves as a body solving consortium disputes. Finally, the Global Youth Group All parties have an equal vote in the GMT and GSB.

2. Methodology

2.1 The Alliance Thermometer Tool

In order to assess the functioning of the PtY partnership and to answer the above-mentioned evaluation question, a partnership assessment tool called the Alliance Thermometer, was used.

The Alliance Thermometer is a tool developed by a consultancy firm called MDF for participatory, or self-assessment of the quality of work in partnerships. It is based on the Capacity Works developed by the German Agency for International Cooperation (GIZ) and the Free Actors in Networks (FAN) approach, developed by Dr H.E. Wielinga, LinkConsult. The building blocks of the Alliance Thermometer are 5 success factors¹ from Capacity Works combined with the 4 Network Tools from the FAN approach. The Alliance Thermometer unifies the terms 'cooperation system' (Capacity Works) and 'network' (FAN approach) by the consistent use of the term 'alliance', which refers to a formalised cooperation between several partner organisations pursuing a joint strategy or a programme.

The Alliance Thermometer Tool consists of building blocks which are reflected upon individually by the PtY GSB, GMT, Coordination Lab, PtY country team staff members and the implementing PtY partners in the consortium. These building blocks are:

1. **Strategy-** the quality of the Power to You(th) programme strategy
2. **Connection and Cooperation-** the strength of connection and cooperation amongst PtY stakeholders and the capacity to constructively work together.
3. **Steering structure-** quality of the programme structure in terms of its usefulness for communication and steering
4. **Processes-** effective and efficient steps taken to deliver quality results
5. **Learning and innovation-** joint learning within the consortium and the extent to which learning stimulated change in the programme activities.

For each section, statements have been developed and rated by PtY consortium staff who provided a score of 1 – 5, indicating 1) Completely Disagree, 2) Disagree, 3) Neither agree nor disagree, 4) Agree, 5) Completely Agree. Also, respondents could add brief qualitative comments on the reasons why certain choices were made and provide recommendations for improvement.

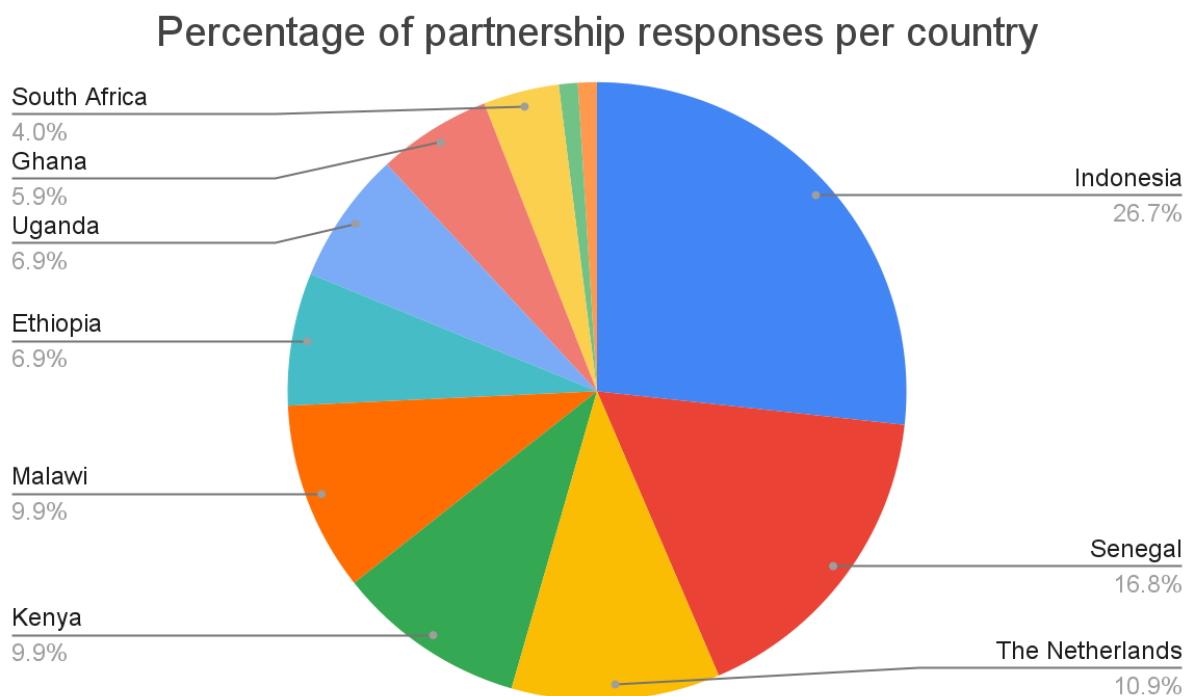
2.2 Survey

The survey was administered using Google forms and disseminated through email.

A total of 84 online surveys were completed- the most (23, 27%) from Indonesian partners, 14 (17%) from Senegal and 9 (11%) from The Netherlands. One participant did not indicate their location.

¹Success factors is the terminology used by Capacity Works, based on the non-sector-specific European Foundation for Quality Management (EFQM) model <http://www.efqm.org/efqm-model/model-criteria>. The success factors provide the framework for negotiating the project/programme with alliance/cooperation partners.

Figure 2: Number of complete interviews by country



35 (42%) of the survey respondents did not disclose/indicate the name of the organisation they were representing. For those who disclosed the name of the organisation, 17% of them came from Amref.

Table 1: Name of the organisation

Name of organisation	Country	n	%
Did not indicate	Ghana	35	42%
Amref	Multiple countries	14	17%
Sonke Gender Justice	South Africa/ Botswana / Uganda	6	7%
Centre for Human Rights and Rehabilitation	Malawi	3	4%
CHOICE for Youth & Sexuality	Netherlands	3	4%
Coordination Lab	Kenya	3	4%
EASSI	Uganda	2	2%
Hiwot Ethiopia	Ethiopia	2	2%

Name of organisation	Country	n	%
Did not indicate	Ghana	35	42%
Amref	Multiple countries	14	17%
Reproductive Health Uganda	Uganda	2	2%
Songtaba	Ghana	2	2%
Agus nurdin	Indonesia	1	1%
Centre for Youth Empowerment and Civic Education	Malawi	1	1%
Ghana SRHR Alliance for Young People	Ghana	1	1%
Malawi Human Rights Resource Centre	Malawi	1	1%
Norsaac	Ghana	1	1%
Rutgers Lombok	Indonesia	1	1%
Tunaweza Empowerment Organization	Kenya	1	1%
Yayasan SEMAK	Indonesia	1	1%
Youth Network for Sustainable Development (YNSD Ethiopia)	Ethiopia	1	1%
Youth Wave	Malawi	1	1%
Total		85	100%

Measurement

In order to analyse performance by building blocks, we have used weighted means of responses rated on Likert scales. Each of the Likert scale responses has been awarded weight as follows: 5- completely agree, 4-agree, 3-neither agree or disagree, 2-disagree, and 1-strongly disagree. In each building block, the average of weighted scores for each question has been performed and then converted to 100%. The performance percentages can be interpreted using the following scales:

Table 2: Measurement scales

Performance	Scale
0 - 19	Very dissatisfied
20 - 39	Dissatisfied

40 - 59	Not satisfied nor dissatisfied
60 - 79	Satisfied
80 - 100	Very satisfied

2.3 Key Informant Interviews

Besides the email based partnership survey, 84 key informant interviews with PtY stakeholders were conducted. The partnership aspect of the KIIs served to unpack survey responses and seek examples to illustrate key findings.

2.4 Validation workshop

After the submission of the draft PtY MTE Partnership report, a validation workshop was conducted. During the validation workshop, draft partnership assessment findings and conclusions were validated and recommendations were discussed in detail. Feedback from the validation workshop was incorporated in the final Partnership MTE report.

2.5 Limitations of the partnership study

The PtY coordination lab provided ample support to the evaluation team for the survey and in ensuring a large number of survey responses were collected. Therefore very few limitations were encountered. Among those were:

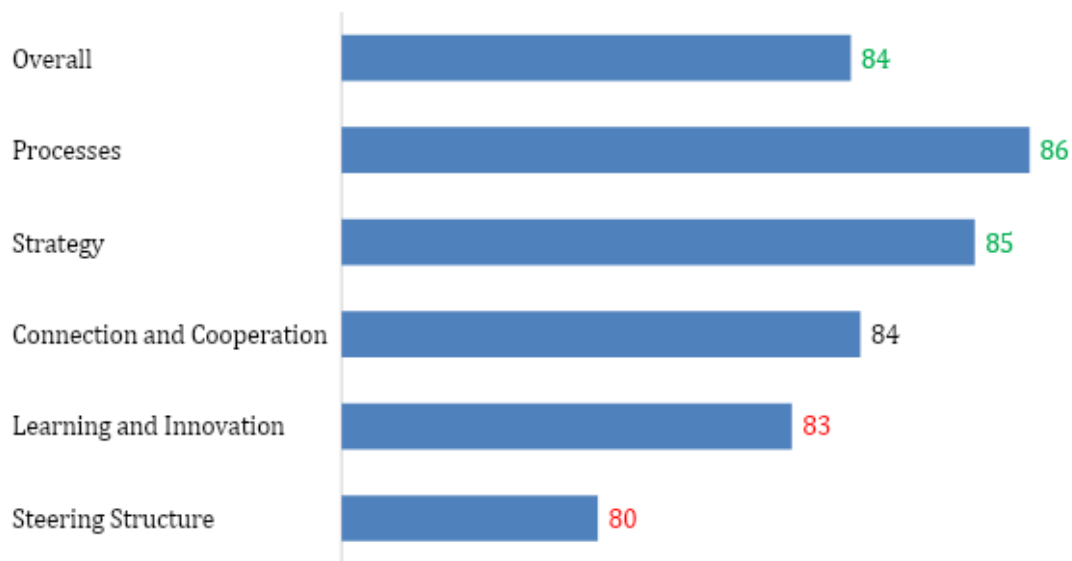
- From some countries very few responses were received while other countries shared much input through the survey. This makes a meaningful comparison between countries nearly impossible. As a mitigation strategy, country specific quotes and examples are included in the report. Furthermore, the difference in number of responses per country may result in a country bias of the partnership assessment. Nevertheless a statistical analysis approach was used to mitigate this challenge.
- Another minor challenge in the partnership study is that responses received through the partnership survey and responses received through KIIs were sometimes contradictory. These were resolved during the validation workshop.

4. Findings per Building block

4.1 Overall performance by building blocks

The overall performance across all building blocks is captured by Fig 3. From the graph, there is a strong indication of high-quality work across all building blocks with the overall score at 84. The block with the highest score of 86 is 'processes', which indicates a strength in effective and efficient execution of a job. Learning (83) and steering structure (80) scored below the overall average, but still considerably high.

Figure 3: Overall performance by building block



4.2 Performance: Strategy building block

A strategy is the result of a negotiating process between the partners involved. The Strategy of the Power to You(th) partnership is the joint proposal outline. Ideally, it should convey a result-oriented, clear and shared ambition translated into activities that lead to positive and joint results.

Although the sample by country is relatively small for statistical analysis (please see Methodology for details), the chart below shows the overall score broken down by country on strategy. The overall score for all countries is 85. From the figure, the highest score (92) came from the 6 partners in Ethiopia while the lowest score of 72 came from partners from the Netherlands.

Figure 4: Strategy overall score by country

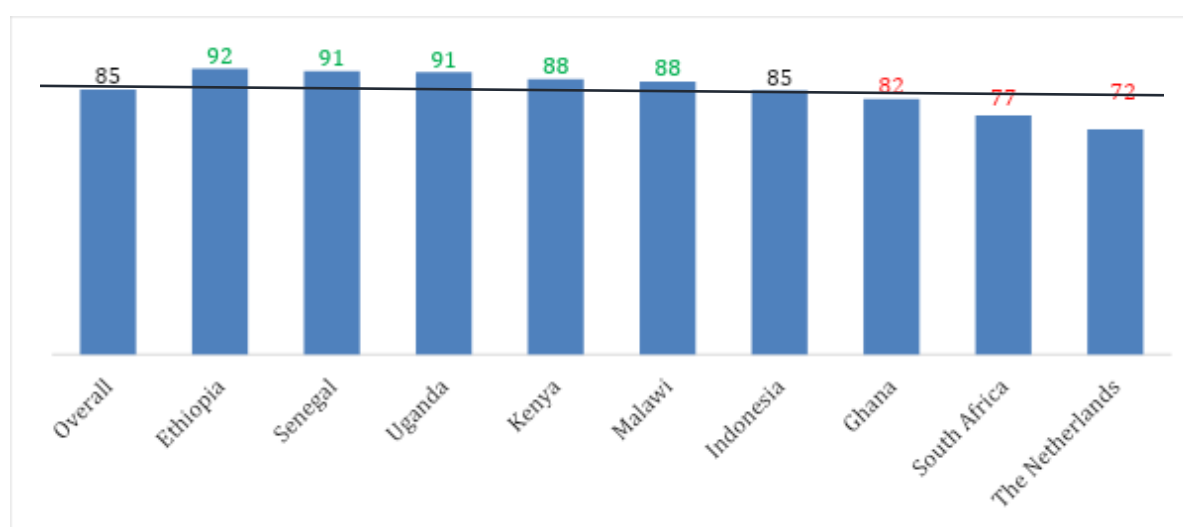


Table 3 below summarises the findings on areas used to assess the quality of the partnership in terms of strategy development and compares the scores with overall strategy score. Based on the findings, the strategy areas that partners gave a relatively higher score compared to the overall score were on the **establishment of joint vision**, for which the score was 90 and **joint development of programme strategy in a participatory manner**, for which the score was 87.

Areas that scored still high but slightly lower than the rest compared to the overall strategy score were on **collective adjustment** of strategies during the programme implementation for which the score was 83 and a common understanding and application of **Gender Transformative Approach** (81).

Table 3: Strategy score by area of assessment

	Score
Overall	85
A joint vision has been established for the programme by PtY Partners and/or members	90
At inception, the development of the programme strategy was a joint and participatory effort	87
The PtY partners (being implementing partners, Country Management Team, Global Management Team, Coordination lab) communicate their joint vision externally	85
The PtY partners have a common understanding of Meaningful Youth Engagement and apply this in all programme activities	85
PtY Partners and/or members adjust strategies during the course of the programme collectively	83
The PtY partners have a common understanding of Gender Transformative Approach and apply this in all programme activities	81

The respondents positively reflected on the strategy building block, with the lowest score being 72 from the Netherlands. The overwhelming majority of the respondents (98%) indicated that the strategy development process was inclusive as there was co-creation and consultations were done with joint planning involving different country teams. There was joint development of the programme proposal and budgets as well as development of other strategies such as advocacy strategy in the program. The consortium ensures that communication on the strategy is done well to take care that all the partners are working towards a common goal and share a vision. External communication about the PtY strategy is aligned, as confirmed by 89% of the survey respondents. In addition, partner respondents stated that there is a clear understanding of the programme Theory of Change (TOC) and thus they have developed a clear vision on what is to be implemented to achieve the programme objective. Thanks to the inclusivity ensured during the development process, country teams implement interventions along the strategy requirements as confirmed by the subsequent quote.

“The Power to Youth strategy is one of the best in terms of collaboration and joint crafting/co-creation of the whole programme and also factoring in adaptations with respect to changing context in the country.”
-Ghana.

Respondents generally feel that the PtY strategy has prioritised learning across the consortium and within country teams. Most respondents (83%) agree or strongly agree that PtY partners and/or members adjust strategies during the course of the programme collectively based on learning. According to respondents, there is cross learning through technical groups at the global level. Through these groups, country teams learn from each other and jointly conduct activities. During the implementation of the strategy, learning supports contextualisation per country since partners undertake adaptations to respond to changing contexts in each country. Evaluations are also key not only in the implementation, but also in the development of the strategy. PtY members are involved in annual reflection sessions, which are further supported by evaluations to support co-creation and implementation of the strategy. According to the respondents, the consortium has made deliberate efforts to strengthen the capacity of the

country teams and create a knowledge management system where all members can access the programme resources.

However, despite the strategy being scored highly, some respondents indicated that whilst the process was collaborative and inclusive, at the inception some CMTs were not formed, hence they were not actively involved. This has affected the alignment of the strategy vision especially on understanding MIYP aspects of the program, which is still a challenge in implementation. Nevertheless, 90% of the respondents confirm that PtY partners have a common understanding of Meaningful and Inclusive Youth Participation and apply this in all programme activities, while only 6% of the respondents disagrees. The below quote demonstrates the challenge of implementing MIYP widely as per strategy.

“For MIYP, currently the discussion has remained very siloed - mainly restricted to the global level (CHOICE) and to some extent regional level (Y-ACT, Sonke), but we have from the beginning of the programme struggled with how we want to approach MIYP as a partnership. Although we are now halfway through the partnership, a lot of country partners are either not aware of CHOICE’s role as a technical partner or are carrying out MIYP related activities in silos.”
-Netherlands.

Finally, a strategic aspect that was assessed during the partnership assessment is the extent to which PtY partners have a common understanding of Gender Transformative Approach and apply this in all programme activities. Respondents noted that there is a lot of willingness to strengthen capacity on GTA, especially in combination with the advocacy. Strengthening capacity on GTA advocacy is critical for country teams. Country teams participate in cross country trainings to support cross country learning. Although a vast majority of the respondents confirmed this is the case (82%), the GTA element scored lowest of all the categories in the strategy building block.

Challenges encountered and possible mitigations in PtY strategy development

The PtY strategy implementation encountered several challenges, as indicated by the respondents. Competing initiatives and activities hinder country teams from participating in global and regional activities. The respondents noted that, in some instances, there are several competing events where all partners are required to attend; however due to other commitments at the country level, they are not able to participate. To address this, polls sent to all partners to check their availability and planning well in advance would be advised to ensure that all partners are available and help factoring in different time zones and other in-country factors.

Regarding meaningful and inclusive youth participation (MIYP), there is a lack of a joint vision and strategy and clear role of each partner in the program. The respondents stated that at the PtY inception, some country teams were not actively involved and therefore lacked a clear understanding on MIYP and especially of the role of youth-led organisations (YLOs) such as CHOICE in the consortium. To support collaborative implementation of the program, there is a need to bring all the consortium partners on board and ensure that the MIYP component of the programme is not only left to the YLOs but is a joint responsibility among the partners. There is a need to clarify the roles of technical partners to ensure the country teams leverage their expertise in the implementation of different aspects of the program.

As we have seen above, respondents indicate that some PtY staff lack a clear understanding of what gender transformative approach entails and how it should be applied in practice. It is recommended to have value clarifications and discussions once in a while at different levels.

Staff changes and turnover within organisations in the consortium were also noted as a challenge. The turnover and changes pose a capacity challenge especially in the technical working groups (TWGs). Addressing the turnover is a challenge as staff transition for various reasons. There is a need for the consortium to make deliberate efforts to ensure quick strategic on-boarding sessions for new staff and partners for quick and comprehensive alignment to PtY objectives.

The respondents also noted that the cultural beliefs and practices at the community level were a hindrance to the implementation of certain strategies. The patriarchal traditions of some communities as well as persisting gender norms negate GTA and youth advocacy strategies. To counter these cultural barriers, there is a need for the programme to ensure meaningful engagement with religious leaders and policy makers as well as other stakeholders, parents/carers. This will improve their understanding of GTA and MIYP and give children, especially girls an opportunity in being involved in decision-making. The below quotes testifies to that.

*“The challenges faced in the field are related to the culture in the community which is very patriarchal and occurs in all regions in Indonesia.”
-Indonesia.*

Opportunities for strategy development

To improve strategic sustainable partnerships, joint strategizing is noted as a key opportunity to exploit. At the strategy level, joint meetings and discussions between the Global Management Team (GMT) and Global Supervisory Board (GSB) are critical in providing a strategic direction for the consortium. Such meetings should be more regular to support the review of the programme implementation, performance as well as the sustainability approaches used.

Based on the networks of the member organisations, PtY should align more with other strategic partnerships that share the same vision and values, working in the same regions. Strategic partnerships could support the PtY programme in enhanced implementation of core programme strategies.

The respondents pointed out the development of the programme advocacy strategy opening up doors and opportunities for enhanced influencing of decision makers. To strengthen advocacy at the country level, country teams should adapt the advocacy strategy by customising it to their country contexts to ensure relevant stakeholders are involved in advocacy initiatives.

To improve sustainability of the program, the respondents noted that collaboration between the local government and local CSOs is important. Building on this valuable insight it is envisioned that this will ensure that programs involving young people to minimise cases of sexual and gender-based violence and reduce the number of child marriages are sustainable.

Another opportunity revealed through the MTE is the set up of regional platforms which are mainly working around youth issues. These platforms include women clubs or girl's clubs, where young women leaders are trained and supported to raise their voices in decision making processes at the region at national level. Regarding this, the project can continue working with the policy makers, especially through the youth parliamentarians to support development of new policies and review of old ones that support meaningful youth participation.

4.3 Performance: Connection and Cooperation building block

The capacity to design healthy and vital cooperation between several actors is based on their connection inside and outside the 'system'. The strength of the connection and cooperation depends on the extent to which the 'me-side' (i.e. own identity, the possibility of the existence of differences) is getting space, and on the capacity to constructively utilise the differences in coming to win-win solutions, including agreements on leadership, task- and role division.

The overall score on connection and cooperation block by country is captured in figure 5. The overall country score was 84, with Ethiopia (92), Uganda (91) and Senegal (91) scoring highest, and partners from Ghana and The Netherlands scoring lowest (79 and 72 respectively).

Figure 5: Connection and cooperation overall score by country

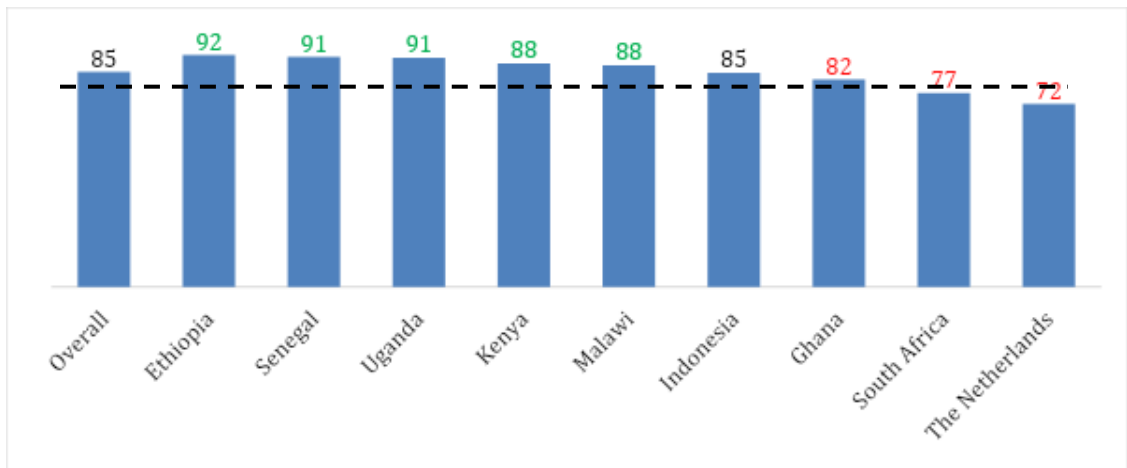


Table 4 captures assessment areas under the cooperation & connection building block. A comparison with the overall score indicates that partners strongly felt that there was a value added in working together with other PtY consortium partners. Where they were slightly less enthusiastic, was appreciation and recognition of each other's strengths. Although the score is still in the highest segment of very satisfies, there seems to be some room to ensure partners more often express recognition of each other's strength. One other matter assessed under the cooperation and connection building block, is the extent to which PtY partners and/or members deal with the differences of opinion during the programme implementation and whether there is sufficient room to be critical, have different opinions within the partnership. In general, PtY Partners and/or members feel that they deal with the differences of opinion during the

programme implementation as most survey respondents feel that there is sufficient room to be critical and having different opinions within the partnership.

Table 4: Cooperation & connection score by area of assessment

	Score
Overall	84
PtY Partners and/or members feel there is a value added in working together with other PtY consortium partners	86
PtY Partners and/or members use expertise/capacities/means of each other. The comparative advantages of each partner have been defined and are clear	84
PtY Partners and/or members deal with the differences of opinion during the programme implementation. There is sufficient room to be critical, have different opinions within the partnership	83
PtY Partners and/or members ensure appreciation and recognition of each other's strengths	82

Respondents stated that there was leveraging and utilisation of each other's expertise, capacities and means at country and global levels. Indeed 90% of the respondents agreed or strongly agreed to the statement and none disagreed. Nevertheless, some respondents felt that appreciation and recognition of each other's strengths is not openly expressed sufficiently: 1 respondent completely disagreed with the statement and 14% of responses were inconclusive.

Furthermore, the respondents noted there was cooperation and collaboration of partner organisations in the implementation of the PtY programme at the country level, with clearly defined roles of each organisation in the consortium. Partners expressed a strong added value in working together with other PtY consortium partners as 94% either agreed or disagreed with the statement as also reflected in the quote below.

“In-country, we defined the different roles that each organisation has and is contributing towards the realisation of our ultimate goal. We have done well on cooperating with one another particularly when implementing joint activities where each partner contributes to the process.”
-Malawi.

However 2 respondents disagreed with the added value of working in this consortium. Reasons given both relate to doubts expressed about the effectiveness of technical working groups and to cross learning on technical issues among different consortium partners.

On the whole, however, cross learning was confirmed through exchange visits having an impact on further improved cooperation and connection. Through expertise from the CMTs and the TWGs there is learning and capacity strengthening of country teams to support effective implementation of the program. Countries learn from each other, network and appreciate the strength of each other especially around the key pathways. The way country partners complement each other in implementing the PtY programme is a strong component of the coordination within the PtY consortium. The below quote confirms the same.

“Example: GH Alliance leads pathway 2 and that is their area of strength since they are an alliance of CSOs in SRHR in Ghana. Songtaba leads pathway 3 and that is the area of strength in relation to influencing social norms through working with communities and progressive societal leaders.”

-Ghana

Also, respondents noted the need to involve the government and community stakeholders right from the inception of the programme to the implementation to increase the buy-in and the ownership of project interventions. Involvement of all stakeholders enables the programme to map advocacy stakeholders and understand how to target each of the stakeholders based on the stance they take on the programme at the start.

Collaboration with other Dutch funded programs focusing on harmful practices is another element that the country team can explore further. Most countries are currently collaborating with similar Dutch funded programs, but they can also work and collaborate with other projects funded by other donors with similar goals and objectives to increase their impact and further reduce duplication of efforts in the thematic area. This is expressed in the quote below.

“There is a lot of opportunity in terms of coming together and putting the resources, together, programmatically it might be different as there are those looking at education, those looking at security human whatever, others SRHR, other broader MIYCHN. So, if these funds are brought together, because it is the same person, we are trying to make benefit, then it can bring a lot of change faster.”

-Coordination Lab

The respondents noted that PtY fosters platforms for expression where all members are listed and included in discussion of critical issues in the consortium. One of the platforms noted by the respondents is the GMT, which has played a key role in the partnerships through bi-weekly meetings to discuss critical issues.

One other matter assessed under the cooperation and connection building block, is the extent to which PtY partners and/or members deal with the differences of opinion during the programme implementation and whether there is sufficient room to be critical, and have different opinions within the partnership. In general, PtY partners and/or members feel that they deal with the differences of opinion during the programme implementation. There is sufficient room to be critical, have different opinions within the partnership. Again the majority of 88% of the respondents agreed or strongly agreed with the statement but 4% of the respondents disagreed. Although survey respondents did not comment specifically on reasons for dissatisfaction with how differences of opinion are resolved, general comments were made about the consortium being new and trust building among members taking time. The Partnership brokering training was mentioned as a positive initiative to build this trust and enhance collaboration within the PtY consortium. In addition, the KII respondents noted that conflict within the consortium is inevitable, especially because of the size and number of partners involved in the consortium. Resolving differences that occur within the partnership happens at different levels. For instance, the first step of resolving the differences is having a meeting with all the partners who are differing to table the facts of the situation. If issues are not involved at partners' level, then the Country Management Teams are involved to oversee the process. Differences that cannot be resolved at country level are brought higher to the GMT level, where they are deliberated and if further support is required, they are brought even higher to the GSB. For example, in the Kenya

programme there were diverging views about disbursement of funds in the consortium. The youth organisation felt the need to have the funds being disbursed equally, which was not done by the lead, so this issue was ventilated on social media. The conflict was resolved by bringing all the organisations to the table and involved the senior management to elaborate on Amref processes in disbursing the funds as indicated in the following quote.

“How were we able to bring things in order, we had to bring everybody on board. We had a meeting in Kisumu. We brought our senior management team, we had to sit down with everyone. We had to discuss everything on the table. Everybody had to know where their space is, and where we are merging and how the deliverables are going to be submitted. And that is what brought in the solving of the conflict that we had.”

-Country Coordinator Kenya

To sustain and further improve cooperation and connection, the MTE found that there is a need to ensure all partners are aware of the technical capacity of other partners within the consortium. Leveraging the expertise of each partner ensures they fill each other's gaps and complement each other. This will enhance leveraging their expertise in different aspects of the programme and improve the performance as well as seek support where required in a strategic manner.

Moreover, the PtY consortium can be an instrument for parties to increase their bargaining position power in lobbying and advocacy related to issues that are the focus of the PtY Programme.

Challenges in connection and cooperation

Some challenges associated with connection and cooperation in the PtY programme were also identified. For instance, some respondents from Malawi pointed out that late disbursement of funds in the consortium constrains their time to implement joint activities. The joint efforts on cooperation are limited because partners have limited time for implementing activities and reporting. At times, cooperation among partners is limited by the tight schedule to implement their interventions. Further, the efforts of cooperation and cooperation among the PtY partners are jeopardised by inadequate allocation of funds towards some joint activities. It would be recommended to consider allocating a specific budget for joint activities in countries and schedule such joint activities in work plans.

Within the consortium, some respondents stated that there are many technical working groups. As a result, the useful information that is produced within these groups tends to be lost. This is because the information is not adequately shared with other TWGs. To address the challenge of loss of information, the consortium should establish a dissemination strategy especially through the quarterly update and reflection meeting, where different TWGs share information that they deem important and crucial for implementation of the program. The coordination lab could also support in setting up information and knowledge dissemination channels.

Opportunities in connection and collaboration

The respondents suggested that having value clarification workshops at different levels as well as joint capacity strengthening on MIYP and youth-adult partnership would be an opportunity to enhance collaboration as this provides opportunities for information and lessons sharing. Such

workshops have been conducted by CHOICE for MIYP value clarification. In order to further expand on this opportunity, investing in team building at all levels and team training is recommended as to create spaces in which partners can showcase and appreciate each other's effort and see how the partnership is more than the sum of the different parts.

Different organisations have different expertise and therefore, the consortium can leverage this by using experts from each member. Recognition that every partner on board has a different strength improves cooperation as all the partners come together to complement each other's strengths and address any gaps in programme implementation. This also creates a platform through regular learning activities and exchange visits for cross learning for capacity strengthening and strengthening capacity in areas that all partners find challenging such as expressed in this quote.

The respondents reported that through cooperation, the partners can share risks and costs to catalyse resources to develop new innovations, products, and services. The MTE suggests that the partners can come together to create dynamic networks and explore technology that different partners are conversant with. Having regular learning updates about the various trajectories of each partner with the consortium members such as Outcome Harvesting and GTA will support knowledge management efforts within the program.

It was noted PtY has diverse partners at country and consortium level who have unique features and bring on board different expertise to the partnership. Therefore, the programme should leverage the diverse pool of partners and capitalise on learning and knowledge exchange among them. Partners in the consortium through cooperation can leverage the relationship other partners have with the government to push their advocacy agenda and leverage the relationship to push policies and agendas that are their priority.

4.4 Performance: Steering structure building block

The steering structure is a selection, a choice, of a particular form of steering order as to organise predictable behaviour on communication and interaction between partners. The steering structure contributes to managing expectations (e.g. on strategy, decision-making, planning, funds, conflicts), and accountability of partners regarding their mutual agreements, their responsibility towards their constituencies, and finally towards principal agents such as boards, and donors.

Figure 6 captures the overall score for the steering structure block by country. Partners from Senegal, Ethiopia, Uganda, Indonesia and South Africa gave a relatively higher score compared to the overall score, while those from Ghana, Malawi and The Netherlands gave a relatively low score compared to the overall score.

Figure 6: Overall score by country

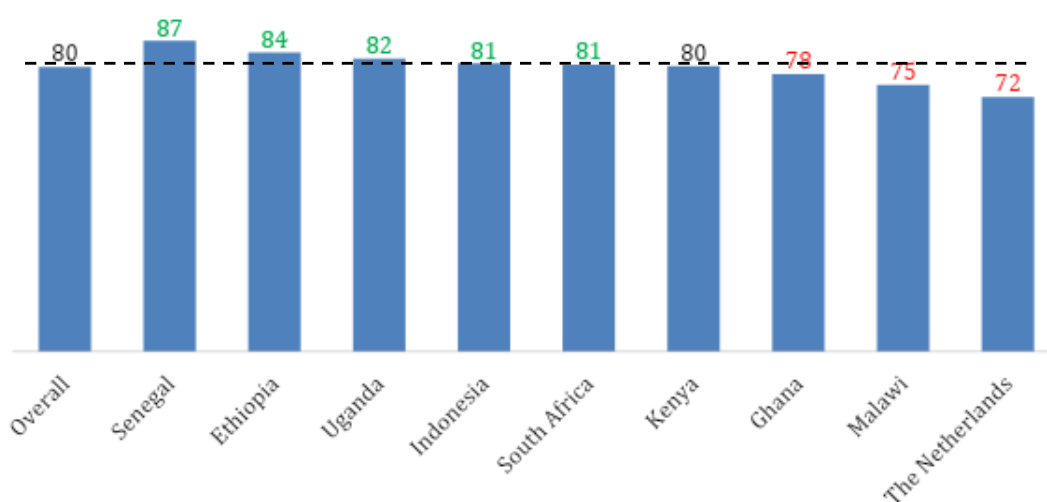


Table 5 summarises the steering structure assessment areas and compares their score with the overall score. Based on the four areas that scored more than 80%, most partners strongly felt that the partnership **promotes participation of youth in the governance** of the programme, **CMT partners were actively involved in management of country's programme**, the management team & partners **fulfilled their roles as outlined** in the governance structure and that there was **effective collaboration within the CMT** partnership. **Participation of Southern organisations in the global governance and decision making** is considered meaningful and **communication and feedback loops** are mostly considered to be working effectively. Areas where sentiments were not as strong (scored less than 80%) were on **participation of CMT in global governance & decision-making** and sufficiency of **information coming from and going to the GMT**.

Table 5: Steering structure score by area of assessment

	Score
Overall	80
The partnership promotes participation of youth in the governance (both global and country level) of the programme.	83
All CMT partners been actively involved in the management of your country programme	83
The Global Management Team, Country Management Team, Coordination Lab and Partners fulfil their roles agreed in the governance structure of the PtY alliance	83
The collaboration within the CMT partnership is considered effective	82
The roles of the Global Management Team, Country Management Team, Coordination Lab and Partners in the implementation of the programme, including management of joint means and funds are clear for all PtY affiliated staff members	80
The partnership promotes participation of adolescent girls and young women in the governance (both global and country level) of the programme	80
The participation of Southern organisations in the global governance and decision making of the programme is considered meaningful by PtY stakeholders.	80
Communication and feedback loops are working effectively, e.g feedback on reporting and timelines, resolution of complaints or issues.	79
The participation of all members of the CMT in the global governance and decision making of the programme is considered meaningful by PtY stakeholders	77
Sufficient information is coming from the GMT and going to the GMT for it to fulfil their role effectively	77

The structures within the PtY programme are clear, with each structure's role such as GMT, CMTs, Coordination Lab and partners being understood by consortium members across the consortium. 77% of the respondents either agree or strongly agree with the clarity of roles and 23% neither agrees or disagrees. 86% of the respondents indicate that they feel roles are also implemented as intended while only 1 respondent disagreed with that. The respondents reported that generally, the steering structures from the Global to the Country levels are clear. This has created a well-defined channel of communication upward and downward and thus partners are able to relate well to a distinct leadership structure and flow of communication as confirmed in the quote below.

“Communication is done in good time especially on reporting using proper channels and with reminders. For example, reporting templates are shared in good time with instructions.”
-Malawi

Collaboration is not only done at the global and country level, but also the country teams collaborate with local CSOs to ensure that there is meaningful and inclusive youth participation

(MIYP) in the program. The respondents noted that during the inception of the programme, country management teams (CMTs) and the technical working groups (TWGs) were created with representatives from each country and region to aid in the smooth implementation and management of the programme. 83% of the partnership survey respondents indicate that the collaboration within the CMT partnerships is effective and none disagrees on this. This is further explained in the following quote.

“The management of the programme is done in a collaborative way through the Country Management Team in which we have a representative from each region and then the Technical Working Groups whose lead is carried by the CSOs that are not members of the CMT.”
-Senegal.

The structure is quite comprehensive and has provided a good blueprint for tasks and communication channels within the partnership. The governance structure, supported by the internal communications guideline, provides a clear overview of information flow and movement within the consortium. According to the respondents, information and feedback are provided in good time as the CMT and National Coordinator give updates relating to the programme to the country teams. Further, the structure initiates and promotes the sharing of information, experiences, good practices and lessons learned among the consortium members. Virtual and in-person discussion forums are used to share this information. Respondents further noted that the consortium steering structure has created opportunities for joint strategising during the development of the PtY programme. The meetings between countries through the TWG provided an opportunity to share knowledge and experiences in programme implementation at the field level.

Despite the consortium governance structure being complex and having different levels, most key stakeholders within the consortium and especially at the country level, feel they are actively involved in decision making, which impacts positively on the implementation of the interventions (86% either agrees or strongly agrees). Only one person disagrees but reasons are not provided. Involvement of country level partners in global decision making is rated equally positive, with 81% of the respondents agreeing or strongly agreeing. Again one respondent disagrees and feels involvement in global decision making could be improved as well as the involvement of girls and young women in global decision making could be enhanced as expressed as follows:

“I believe the GMT is well coordinated however representation of adolescent girls and young women especially from the global south still have room to improve”
-South Africa

The PtY consortium aims to have young people at all levels at the centre of programme implementation and the team has made it a practice to remain accountable to young people through feedback. The structure seeks to ensure that there is meaningful and inclusive participation of the youth both in the governance structure and in decision-making processes as well. Results have been witnessed through the participation of youth in general and young girls in the planning, implementation, and monitoring of the programme. Moreover, their voices steer and are critical inputs in various decisions generated at different levels of the programme as expressed in the following quote.

“The governance structure of the PTY is good and members of the CMT in Ghana incorporate youth participation in decision making. For instance, in Ghana there is a young person representing on the CMT and taking active part in all decision-making processes of the CMT.”
-Ghana

The survey confirms that 88% of the respondents feel that partnership promotes participation of youth in the governance (both global and country level) of the programme while only 2 respondents disagree, feeling that youth are not sufficiently represented in the global and country level decision making. Reasons being that although engagement of youth is strongly promoted within the PtY consortium, girls & young women are not always at the forefront when it comes to decision making.

“I think that there is engagement of youth and girls & young women from the programme, but i think it could be more meaningful and decision-making should be increased, making the programme more participatory and less top-down.”
-CHOICE, The Netherlands

The voices of AGYWs could be further enhanced through creating safe spaces for them to engage. Strategic spaces and structures such as an AGYW advisory board, youth and women councils can be used to increase meaningful participation and advocacy for the AGYWs. Through such structures, joint advocacy at community, country level, regional and global level can be enhanced to increase resource mobilisation and building communities of practices to support advocacy. Also, these structures can work with gatekeepers of communities to address harmful practices. The respondents noted that it is key to strengthen the capacity of AGYW readiness to take up tasks to speak for themselves and demand for accountability from authorities' issues affecting them. An example is provided in the quote below.

“The programme should support strengthening of national youth and women councils to increase advocacy for AGYW issues.”
-Uganda

The respondents noted that the PtY programme has embedded the principles of Southern Leadership in the program's governance structure. 81% either agree or completely agree while 5% disagree. On the positive side, based on the Southern Leadership governance structure, the country teams receive technical assistance from the North, and they are allowed to make decisions regarding the budget and activities at the country level. The respondents noted that the implementation of this principle has given the country teams the autonomy to contextualise their programs based on the issues that they regard as a priority when it comes to harmful practices that impact on the youth. Each country has a representation at global structure level in the global management team, global supervisory board and issues these representatives share at these platforms are addressed. The technical assistance from the North is focused on providing guidance and support to the country teams to make decisions and implement activities that respond to the PtY programme theory of change.

“For example, on behalf of Uganda, we do not dictate what Uganda does with that. The only thing is that they have to be within the objectives, and within the theory of change. But in terms of where to implement these activities, you know, that is literally theirs.”
-GYG Sonke

According to the KII respondents, the Southern Leadership principles have supported inclusivity in decision making within the program. At the CMTs each organisation in the partnership has a representative and decision making is collective. Despite the consortium being led by the three partners (Rutgers, Sonke and Amref), they are not the only ones who gets decision-making roles. Their model allows for collective decision making, which increases the ownership and accountability of the partners on the decisions made in the program.

On a critical note, respondents noted that there is insufficient knowledge on Southern Leadership, as research on this concept is quite limited. This therefore poses a challenge for people within the partnership to have a deep understanding of the model due to limited resources for references. Despite people understanding the principles, there is a need also to elaborate on processes that are elements to Southern Leadership or the different tenets that form Southern Leadership. To increase the knowledge and also support effectiveness of the model implementation, there is a need for the programme to document the process including highlighting key achievements to ensure the model can be replicated or scaled up in other programs.

Communication and feedback loops are generally felt to be working effectively, e.g feedback on reporting and timelines, resolution of complaints or issues as 85% of the respondents either agree or strongly agree with this statement. Only 5% disagree. Finally and linked to communication channels, the partnership survey explored to what extent sufficient information is coming from the GMT and going to the GMT for it to fulfil their role effectively. Here 74% of the respondents confirmed that this was the case, but 25% remained neutral and could not confirm this fully. Nuanced comments from one of the respondents sheds light on this matter:

“The structure is generally healthy, however due to the nature of the programme with its many technical working groups and time constraints, it is hard to stay informed all the time on all the work being done”

-Sonke Justice South Africa

Challenges in steering PtY

One of the challenges identified consists in the power struggles within the partnership at the country level. The power struggles have seen the lead partners making decisions without proper consultation of other partners. There is a need for more collaboration and more awareness creation from the global level to ensure the partners understand the principles of Southern Leadership and their roles within the partnership.

Another area of improvement noted by the MTE concerns the complexity of the structures. The respondent reported that within the Southern Leadership model there are many structures which often may lead to duplication as the partners in country teams are not even aware of these structures. There is a need to clearly elaborate on all the structures and their roles within the Southern Leadership structures to ensure that people get the right support from the right structure within the governance structure.

Another key challenge within the partnership is inclusivity of the language. Often, in some forums there is a tendency of using English even though some countries such as Indonesia and



Senegal are non-English speaking. There is a need to push the inclusivity agenda based on the language barrier. A concrete challenge of language barriers is presented below.

“And something else from maybe the language barrier, so I know that global level, they're doing many reports. Now we do not have budget line for translation, all those things, but sometimes it's really preventing the participation of people from sphere and down to level”
-Amref Senegal

Internal communication was also noted by the respondents as a challenge regarding the steering structure. To address challenges in communication the MTE shows there is a need for the PtY consortium to strengthen internal communication and to improve the coordination of activities. Also, there is a lag in the communication loop, especially on what is happening at the global level. In some countries one partner may be aware of what is happening at the global level and other consortium members are unaware of global events. In instances that require travel, partners who are not aware then face challenges organising travel as it requires prior planning and time to get organised. Often information reaches country teams when the event they are to participate in has lapsed. Therefore, there is a need to streamline and better plan communication, especially on global and regional events, to ensure all the partners are in the communication loop and the communication is done for timely necessary planning and preparations.

Respondents also noted that changes within the organisations due to staff transitions create knowledge gaps. Acknowledging this challenge and to ensure gaps brought by staff turnover are addressed, there is a need to have more than one person having a deeper understanding of certain aspects of the programme.

The concept of "Southern Leadership" is still not clear for some of the team members in the consortium. There is a need for discussions and sensitization sessions at the country level to ensure that all the country partners understand what Southern Leadership is and how it functions and what their role is within this approach.

Opportunities in steering

Sustainability will be ensured when the steering structure leverages partnership opportunities and collaborates with local organisations for a better integration of the actions in the local context. This further can be achieved through engaging key stakeholders in national level collaboration and advocacy.

There is an opportunity to learn and share partnership best practices among country teams. There should be a clear platform to learn and share partnership experiences across countries to improve cross-learning of best practices. Learning and sharing best practices can be done by creating room for information dissemination. The respondent also stated that coordination between different levels of partnerships can mutually reinforce linkages between the different levels.

A respondent also noted that there always are opportunities for further sustainable improvements in the steering structure in terms of strengthening the Southern Leadership as the willingness and sense of readiness are there to exercise more Southern leadership within the consortium. Acknowledging opportunities in strengthening meaningful Southern Leadership in the PtY governance structures, it is suggested to initiate discussions and sensitization sessions at the country level to ensure that all the country understand what Southern Leadership is and how it functions and what their role is within this approach.

In some countries such as Senegal, structures for meaningful and inclusive youth participation in the PtY governance have been established and need to be continued. Other countries could adopt the Senegalese MIYP model with measures put in place to strengthen the voices of young people to influence crucial decisions that directly affect them. The respondents stated that they should continue listening to young people's voices and incorporate them in activity plans in the development process.

Respondents stated that in some countries, politicians have a good understanding of youth participation and are buying into the idea of sharing power with the youth. This is an opportunity that the programme can exploit to increase the voices of the AGYWs, especially by ensuring there is development of policies that enable the youth participation at national and local level.

4.5 Performance: Processes block

Process management implies working firstly on the processes underlying the implementation of the agreed activities and delivering outputs; and, secondly, on the partnership internal processes such as programme steering.

The figure below captures the overall score for the processes block by country. From the chart, partners from South Africa, Senegal, Kenya, Ethiopia and Malawi gave a relatively higher score compared to the overall score, while those from Ghana, Indonesia and The Netherlands gave a relatively low score compared to the overall score.

Figure 7: Overall score by country

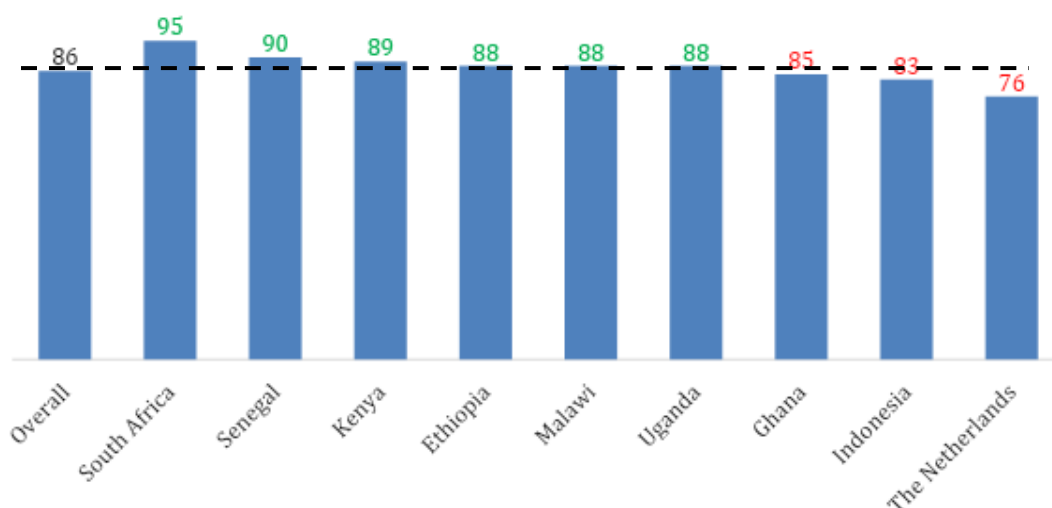


Table 6 summarises the assessment areas of the processes block and compares their score with the overall score. Based on the assessment areas that scored more than 86, partners strongly felt that partners and/or members helped each other in improving the quality & efficiency and that consortium MEL systems supported effective implementation of PtY activities. They were slightly less enthusiastic about coherence and joint development of annual plans.

Table 6: Processes score by area of assessment

	Score
Overall	86
PtY Partners and/or members help each other to improve quality and efficiency	87
At the PtY consortium level Monitoring, Evaluation and Learning systems to support effective implementation of PtY activities are in place	87
At the PtY consortium level clear financial and programme management processes are in place to enable partners to implement effective PtY activities	86

In general the respondents expressed high satisfaction with the **PtY consortium processes**. In the country teams, the partners discuss the activities that need to be implemented and their relevance. 96% of the respondents either agree or strongly agree that PtY Partners and/or **members help each other to improve quality and efficiency**.

In addition, respondents indicate there are systems in place to monitor the programme through measuring outcomes and ensuring that there is compliance across the programme cycle. 93% of the respondents either agrees or strongly agrees and none of the respondents disagrees with the statement that at the PtY consortium level Monitoring, Evaluation and Learning systems to support effective implementation of PtY activities are in place. programme planning, implementation, monitoring are well coordinated as also expressed in the quote below.

"I completely agree that the consortium in Ghana has a very strong system of implementation and measuring outcomes and ensuring compliance. Young people are also involved in the PMELR activities in Ghana. For instance, in Ghana, we have youth PMELR representative who take active part in monitoring, evaluation and learning activities."
-Ghana

However, the main issue is the communication around processes and deadlines which should be more timely.

According to the respondents, CMTs have dedicated Monitoring and Evaluation (M&E) and financial staff from the consortium partners who offer technical support. Nevertheless, budgetary limitations were noted in the implementation of the PtY strategy. Respondents noted that in some countries, the budgetary allocations are not adequate to support the needs of the target beneficiaries, including the community structures and subgroups such as youth clubs. In terms of clear financial and programme management processes being in place to enable partners to implement effective PtY activities, the vast majority of 94% of the respondents either agrees or strongly agrees and none of the respondents disagrees with the statement.

However, despite the process being streamlined the work plans are not always adhered to 100%, which leads to changes in budgets and funding delays that affect programme implementation. The survey responses show that 88% of the respondents feel that the PtY Partners and/or members deliver their services in coherence with the joint annual plans developed per country. Nevertheless, the technical working groups ensure that the programme is implemented per context.

Further, programme implementation is guided by the joint and approved plans. During implementation, there are constant reviews and check-ins with the country teams to ensure quality implementation of the program.

As mentioned above, the respondents noted that there is a commendable effort to ensure that implementation happens according to agreed timelines. The country teams have managed to reach targets and support from PMERL has been good. The PtY partners are making efforts to assist each other, the various teams make tremendous efforts to work well together. Joint plans are in place to govern all processes based on collective decisions. This is visible during

collective engagements like training, meetings, activity implementation, joint monitoring, and evaluation among others. The annual action plans are developed and consolidated in an inclusive manner that involves all the consortium partners. Further, monthly meetings are often held to report on activities and discuss planning for the next programme.

On knowledge management, the programme has made deliberate effort to create a folder that is accessible to all teams for programme documents. There is a common documentation area for PtY members on the Google drive where all teams have access.

Challenges in PtY processes

One of the key challenges as identified during the MTE is budgetary constraints. The budgets are not clear to everyone, and allocations are not adequate while in other instances, partners feel they lack some control of the budgets as sometimes budget cuts are required during implementation and without fully informing partners on the reasons. Further, the respondents reported that implementation of activities are severely delayed due to late fund disbursement. Also, budgets especially for the Coordination Lab are insufficient, which poses a challenge in conducting some joint activities across the 7 countries. Further the respondents reported that the budgets at the country level are not adequate, especially considering the rising inflation rates. Furthermore, there should be adequate allocation of funds to support the YISG grantees, youth groups/networks, champions of change, Legal Literacy Volunteers and, youth PMELR team to ensure that the programme interventions are implemented effectively and efficiently.

Further, a key challenge with sufficiency of the budget is the approach that was used to distribute the funds among the organisations in the countries. The funding was distributed evenly among the country level organisations without consideration of the activities and the reach of the organisation, which made some of the budgets allocated to them inadequate. There is a need for further discussions along the lines of disbursement to ensure that the organisations are given funds based on the activities they are conducting.

It was also noted that some partners' internal processes affect programme processes and thus affect implementation, for example bureaucratic tendencies in approving finance and activities at individual organisations affect the country's work plan. Further, institutional capacities also pose a challenge to programme implementation. This requires a needs assessment and contextualization of the capacity strengthening for institution programmes and finances of teams based on the assessment.

Furthermore, a key challenge in the PtY processes was found to be the late disbursement of programme funds in Malawi. The expressed displeasure with persistent late disbursement of funds while they were still expected to report on programme implementation within the same timelines as other countries who receive funding on time. Therefore, there is a need for the global management team to consider the structure of disbursement of funds and ensure funds are disbursed on time.



Opportunities in PtY Processes

Continuous engagement, reflection and honest feedback was found to create an opportunity for the programme teams to align their goals and expectations. Collaboration between different departments in countries should ensure smooth implementation of the programme as each department is aware of the responsibility and role in implementing the programme initiatives.

To improve the processes block, there is an opportunity in the institutionalisation of planning meetings and mid-year review meetings that have created a platform for general reflections before start of implementation (planning meeting) and a mid-year reflection around progress of work and results realised (mid-year review meeting). The reflection supports identification of gaps, challenges, opportunities, and areas of improvement which are critical in improving programme implementation.

4.6 Performance: Learning Block

Learning is the engine behind all cooperation. Attention to learning in all building blocks will lead to more positive results and added value within the alliance. The learning capacity is the capacity for change, i.e. making new choices based on new insights that contribute to positive change in a) the partnership, b) the individual organisation and c) the people that work in organisations.

The figure below captures the overall score for the learning block by country. From the chart, partners from Ethiopia, Kenya, Senegal, Uganda, South Africa, Ghana and Indonesia gave a relatively higher score compared to the overall score, while those from Malawi and especially The Netherlands gave a relatively low score compared to the overall score.

Figure 8: Overall score by country

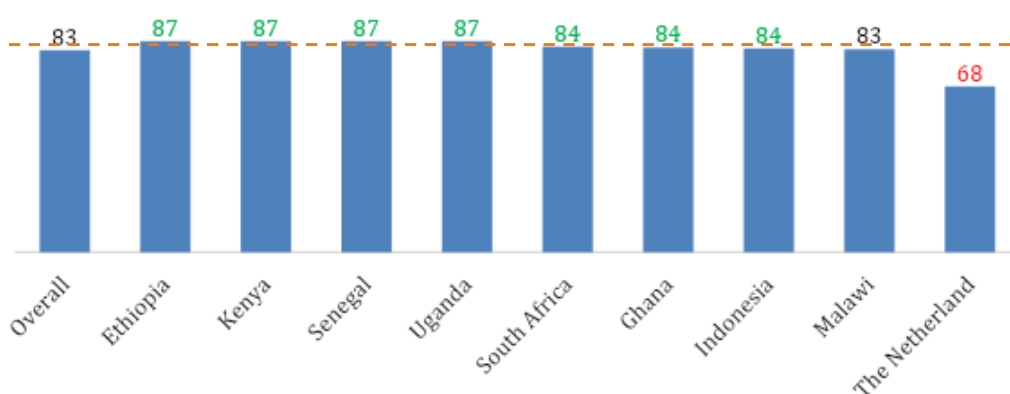


Table 7 summarises the assessment areas of the learning block and compares their score with the overall score. From the table, partners felt strongly that **lessons learned from the programme implementation informed the adjustment** of activities. The fact that **partnership makes room for different perceptions and insights** of consortium members and implementing partners on the change needed, is highly valued by respondents. These are openly discussed and recognized. The sentiment was just a little bit less pronounced on the **documentation and integration of new activities from the lessons learnt**.

Table 7: Learning score by area of assessment

Score	
Overall	83
Lessons learned (formal and informal) from programme implementation informed the adjustment of activities	84

The partnership makes room for different perceptions and insights of consortium members and implementing partners on the change needed. These are openly discussed and recognized	83
Lessons learned are documented and integrated in new activities	81

Respondents reflected positively on the learning block with lessons learned (formal and informal) from programme implementation generally informing the adjustment of activities (86% either agree or strongly agree). Similarly, 86% of the survey respondents feel that lessons learned are documented and integrated in new activities. Activities for the programme incorporated in annual work plans and budgets. Further, the country teams conduct reflection meetings where they learn from their experiences working with different stakeholders at district and community level as well as past lessons learnt and adjusting the activities accordingly. According to the respondents, reflections are critical at the end of the year, which is so important as part of the annual reporting. It gives programme teams the opportunity to reflect on the ending year and draw lessons and learnings for mainstreaming into the ensuing year. These are incorporated in the form of strategy modifications or changes in formulation of activities. The annual plans are often influenced by learnings from the previous and current implementing years as confirmed in the quote below.

“On a half year basis, the programme conducts reflections with country teams to ensure areas of improvement and scaling.”
-Uganda

The partnership survey shows that 87% of the respondents feel the partnership makes room for different perceptions and insights of consortium members and implementing partners on the change needed. These are openly discussed and recognized. Only 2 respondents disagreed.

Nevertheless, most of the respondents stated that the PtY programme facilitates regular exchange learning sessions which are useful and often adopted and applied in other country teams. Further, as stated by the respondents, learning is supported through annual reporting, webinars, and communities of practice where the lessons learned are documented for scale up. All the learning from the field is documented and shared with other programs/programmes/partners and new learnings are used to inform programme planning for consequent quarters as stated below.

“Learning occurs at different levels in the different groups, this has been a big focus for PtY, however documentation is still something that needs to be worked upon, especially on lessons learnt and best practices, as PtY and not individual organisations.”
-Uganda

Moreover, respondents stated that working with CSOs with different fields of expertise has been critical during implementation. It has promoted cross-fertilization of ideas and contributed to pathways of change. Cases of cross-fertilization could be documented as case stories. The partnership has enriched capacity strengthening components of the programme due to experiences shared. Each institution in the consortium shares the best practices, lessons learnt, and these are documented. The programme is flexible and adopts some best practices and customises its activities.

Further, several discussion forums have been conducted to share information, experience, good practices, and lessons learned to achieve better programme performance, outcomes and impacts in the target areas. Innovative approaches, ideas and methods have been shared among the consortium members to enhance learning for better results and overall positive changes.

The learning process in the implementation of the PtY programme has encouraged learning to support the effectiveness of programme achievements. For example, there are initiatives from young people encouraging village governments to allocate village funds to support programmes developed by adolescent girls and young women who are members of the Village Children's Forum.

Challenges in joint learning

The identified challenges in learning lie in the lack of reflection on set learning questions to guide learning. Although it is understood that a shared learning agenda with clear learning questions has been developed, this learning agenda needs to be disseminated including a practical plan for its implementation. The learning questions can be jointly reviewed at the end of the year during harvesting outcomes to assess attainment of outcomes and identify lessons for partners in the consortium.

Furthermore, there is a challenge in joint documentation on learning and best practices. All partners have different approaches and experiences handling key aspects of the programme, ranging from meaningful engagement of young people to ways of addressing harmful norms. However, documenting lessons jointly becomes a challenge. Also, innovations developed by other partners are sometimes difficult to implement due to differences in community cultures and other contexts. Dissemination of the learning in bigger forums is also a challenge as the process is expensive.

Another key challenge noted by the MTE was the limited time. The country programmes are busy accelerating the implementation of activities under the PtY themes and thus there is little time over for learning and innovation. Capacity to support learning is also a challenge among the country teams. Further, innovations made are hindered by prioritisation of advocacy objectives thus taking steps to make innovations and new approaches is not easy to implement. Another hindrance as stated by respondents is that programme teams have to follow the programme plans hence less freedom to make any other innovative approaches.

Opportunities in joint learning

Joint reflection with other stakeholders at country level, district level and community level, helps the programme to learn and reflect on the changes that are required to improve programming. Innovations assist to address and bridge the gaps that exist at the community level and therefore joint reflection supports cross learning among the stakeholders.



The programme teams who attend learning events and forums should ensure that they cascade the lessons to programme teams. This will support adoption of lessons learnt in improving programme performance as all team members are aware of the lessons learnt. Cascading of learning from other forums support in-country training and share learning resources.

Documentation of achievements is another opportunity derived from the MTE. Showcasing of results will enhance and boost confidence of organisations as well as adolescents' girls and young women involved with PtY. This can further be done by involving AGYW (through CSOs) in events and documentation of their stories. Documentation of best practices to provide visibility in what PtY does should reach as many stakeholders as possible.

The programme can also leverage its upcoming innovation trajectory with a focus on the latest innovation approaches that support research studies for learning. Innovative ideas, approaches and methods need to be documented and shared among the consortium members for further development and collaborative application so that the overall impacts of the programme activities at the national level could be enhanced. This can be done through regular meetings with partners to share success stories, and other partners can learn from this.

Finally, to support learning there is a need for representatives in different global teams and TWGs to create a feedback mechanism to communicate to the members of their teams on issues that are being discussed on these platforms. This will create an opportunity for everyone regardless of the hierarchy and structure to understand learnings and how they are contributing to the strategy of the program.

5. Comparing baseline with MTE partnership assessment

In this chapter, an attempt is made to compare the partnership assessment findings of the MTE in February 2023 with the partnership assessment findings of the baseline in February 2022. As two different surveys were used, the findings can not be compared one on one. Also, the time between the two assessments is only one year and big differences are not expected. Nevertheless, this chapter aims to compare findings on key PtY partnership components such as Southern Leadership, Meaningful and Inclusive Youth Participation, Partnership and Scale.

Under the **Southern Leadership principle**, the baseline survey sought views on the participation of Southern organisations as well as participation of all members of the CMTs in the global governance and decision making of the programme. Majority of the respondents felt that the southern organisations have been given autonomy to make their own decisions and actively participate at the global level. The representation of CMTs in the GMT and GSB and other governance structures was highly appreciated. However, a number of respondents felt that the consultation & information flow between all CMT organisations and the CMT representatives in GMT and TWGs is not optimal, and there is a need to further build the capacity of partners to understand the Southern Leadership principle.

During the MTE partnership assessment, the same was concluded regarding Southern leadership. Although southern organisations are participating in country level decision making and CMTs are consulted during decision making at the global level, further capacity strengthening is needed to increase a joint PtY understanding of the southern leadership principle and how to practically enhance it.

On **Meaningful and Inclusive Youth Participation (MIYP)**, the baseline survey sought respondents' views on whether the partnership has promoted the participation of youth in the governance (both global and country level) of the programme. Majority of the respondents felt that more young people are now participating in different decision-making platforms and given more responsibility in the program. The partnership has been deliberate in ensuring youth are part of the governance both globally and at CMT levels. The present configuration of the CMTs, TWGs, GMT and GSB has ensured that youth voices are heard and taken into consideration. However, some respondents pointed out that decision making power between youth-led organisations and adult-led organisations in CMTs is not always equal, and that it would be good to focus more on diversity & inclusivity within the category of 'young people'. During the MTE, more critical notes were expressed on the level of youth participation in decision making at the global PtY management levels.

Regarding the **partnership principle**, the survey sought to understand whether all CMT partners had been actively involved in the management of their country programme. The findings reveal that CMT partners have been the driving force behind the program in many of the countries. They have planned, implemented and monitored the programme together. However, the findings also show that there is quite a bit difference between CMTs, where in some CMTs decisions are taken with lesser consultation of all CMT members. During the MTE partnership assessment, the in-country decision making processes have been assessed very positively and inclusive. In this regard, a strong improvement was witnessed when comparing the baseline and the MTE partnership reports.



At the global level, the collaboration was rated as good because the respondents felt that the Consortium partners work well together, are open to ideas/suggestions/feedback, and in general take time to attend GMT meetings regularly. It was however also pointed out that roles & responsibilities, and who is responsible for decision making, is not always clear. Again during the MTE the findings were different in the sense that all stakeholders felt that roles and responsibilities of different decision making bodies in the PtY consortium are now very clear.

On **scaling up** or inventing any innovations in 2021, there are some effective/evidence-based approaches from earlier programmes currently scaled up in Power to You(th), like: youth parliaments, youth talks, intergenerational dialogues, digital advocacy, community radio shows. And there are others planned for 2022, like the Community Action Team (CAT) model and SASA approach. But many of the partners also responded that they had not yet scaled any initiative since they were still in the inception phase. The first year has been much about learning and gathering information required to build up the programme. The partners believe that in 2022, they will be able to design innovative projects based on the information collected as well as scale up working models. Several challenges for scaling up innovation and digitalization were also mentioned, like the lack of 'innovative thinking', lack of institutional capacities for digitalization & IT and the lack of budget. In the MTE it was found that more opportunities exist to document best practices and enhance knowledge exchange as a condition for scaling up.

6. Conclusion and recommendations

Below the partnership assessment conclusions on all are summarised per building block and recommendations are suggested.

Overall

Overall the PtY partnership is assessed as very positive. The overall performance across all building blocks suggests high-quality work across all partnership components. The building block with the highest score of 86 is 'processes' which indicates a strength in execution of a job effectively and efficiently. Also strategy was scored high by the PtY respondents. Learning (83) and steering structure (80) scored slightly below the overall average.

Strategy

In this partnership assessment strategy is defined as a directed course of action to achieve an intended set of goals. Furthermore, a strategy is the result of a negotiating process between the partners involved. The Strategy of the Power to You(th) partnership is the joint proposal outline. Ideally, it should go beyond such an outline and convey a result-oriented, clear and shared ambition translated into activities that lead to positive and joint results.

respondents of the PtY partnership self-assessment conclude that strategy was positively perceived as the second most fruitful building block after processes. Based on the findings, the strategy areas that partners gave a relatively higher score compared to the overall score were the establishment of joint vision (score of 90) and joint development of programme strategy in a participatory manner (score of 87). Areas that scored the lowest compared to the overall strategy score were on collective adjustment of strategies during the programme implementation (score of 83) and a common understanding and application of Gender Transformative Approach (81).

The following recommendations are suggested:

- To address conflicting agendas and lack of participation as a result, **sending polls to all partners to check their availability** and planning in advance would be advised to ensure that all partners are available whilst factoring in different time zones and other in-country factors.
- In order to address the lack of a joint vision and strategy on MIYP and ensure that the MIYP component of the programme is not only left to the YLOs but is a joint responsibility among the partners, there is a need to **clarify the roles of technical partners** to ensure the country teams leverage their expertise in the implementation of different aspects of the program.
- Addressing the turnover is a challenge as staff transition for various reasons. There is a need for the consortium to make deliberate efforts to **ensure quick strategic on-boarding sessions for new staff** and partners for quick and comprehensive alignment to PtY objectives.
- It is noted that the cultural beliefs and practices at the community level were a hindrance to implementation of certain strategies. To counter the cultural barriers, there is a need

for the programme to **ensure meaningful engagement with religious leaders and policy makers** as well as other stakeholders, parents/carers and policy makers on these issues.

- To improve strategic sustainable partnerships, the MTE consultants noted that a key opportunity to exploit is **joint strategizing**. Joint meetings, and discussions between the Global Management Team (GMT) and Global Supervisory Board (GSB) should be more regular to support the review of the programme implementation, performance as well as the sustainability approaches used.
- Based on the networks of the member organisations, PtY should **align more with other strategic partnerships** that share the same vision and values, working in the same regions. Such strategic partnerships could support the PtY in enhanced implementation of core programme strategies.
- To strengthen advocacy at the country level, **country teams should adapt the advocacy strategy by customising it to their country contexts** that ensure relevant stakeholders are involved in advocacy initiatives.
- To improve sustainability of the program, the MTE emphasises the importance of **collaboration between the local government and local CSOs**. This will increase the sustainability of programs involving young people to minimise cases of sexual and gender-based violence and reduce the number of child marriages.
- To acknowledge the link and overlap between MIYP and GTA, it is recommended to further explore the intersection between GTA and MIYP to develop common messages and training materials as opposed to approaching the two as two different concepts.

Connection and cooperation

In this partnership assessment, connection and cooperation are defined as *the capacity to design healthy and vital cooperation between several actors based on their connection inside and outside the 'system'. The strength of the connection and cooperation depends on the extent to which the 'me-side' (i.e. own identity, the possibility of the existence of differences) is getting space, and on the capacity to constructively utilise the differences in coming to win-win solutions, including agreements on leadership, task- and role division.*

respondents of the PtY partnership self-assessment conclude that the connection and cooperation within the PtY consortium was positively perceived as the third most fruitful building block next to strategy. Comparison with the overall score indicates that partners strongly felt that there was a value add in working together with other PtY consortium partners. They were slightly less enthusiastic about appreciation and recognition of each other's strength.

The following recommendations are suggested:

- To sustain and further improve cooperation and connection, **ensure all partners are aware of the technical capacity of other partners** within the consortium. Leveraging the expertise of each partner will help them fill each other's gaps and complement each other.

- Efforts of cooperation and cooperation among the PtY partners are thwarted by inadequate allocation of funds towards some joint activities. It would be recommended to **consider allocating a specific budget for joint activities** in countries and schedule such joint activities in work plans.
- Within the consortium, it was found that there are many technical working groups. As a result, the useful information that is produced within these groups tends to get lost. To address this challenge, the consortium should establish a **dissemination strategy**, especially through the quarterly update and reflection meeting where different TWGs share information that they deem important and crucial for implementation of the program.
- **Investing in team building** at all levels and team training create spaces in which partners can showcase and appreciate each other's effort and see how the partnership is more than the sum of the different parts.
- Different organisations have different expertise and therefore, the consortium can leverage this by **using experts from each member**. Recognition that every partner on board has a different strength improves cooperation as all the partners come together, to complement each other's strengths and address any gaps in programme implementation.
- It was found that through cooperation, the partners can share risks and costs to catalyse resources to develop new innovations, products, and services. Having **regular updates about the various trajectories** of each partner with the consortium members such as outcome harvesting and GTA will support knowledge.
- The MTE reveals that PtY has diverse partners at country and consortium level who have unique features and bring on board different expertise to the partnership. Therefore, the programme should **leverage the diverse pool of partners** and capitalise on learning and knowledge exchange among them.
- Having **Memorandum of Understanding (MOU) with local governments can be used as an entry point for advocacy on issues of MIYP and GTA**. Partners in the consortium through cooperation can leverage the relationship other partners have with the government to push their advocacy agenda and leverage the relationship to push policies and agendas that are their priority.

Steering

In this partnership assessment, steering structure is defined as *a selection, a choice, of a particular form of steering order as to organise predictable behaviour on communication and interaction between partners. The steering structure contributes to managing expectations (e.g. on strategy, decision-making, planning, funds, conflicts), and accountability of partners regarding their mutual agreements, their responsibility towards their constituencies, and finally towards principal agents such as boards, and donors.*

respondents of the PtY partnership self-assessment conclude that the steering structure was positively perceived although this building block scored lowest of all building blocks. Based on



the four areas that scored more than 80%, most partners strongly felt that the partnership promotes participation of youth in the governance of the programme, CMT partners were actively involved in management of country's programme, the management team & partners fulfilled their roles as outlined in the governance structure and that there was effective collaboration within the CMT partnership. Participation of Southern organisations in the global governance and decision making is considered meaningful and communication and feedback loops are mostly considered to be working effectively. Areas where sentiments were not as strong (scored less than 80%) were on participation of CMT in global governance & decision-making and sufficiency of information coming from and going to the GMTp.

The following recommendations are suggested:

- Internal communication was noted as a challenge when it comes to steering structure. To address challenges in communication there is a need for the PtY steering structure to **strengthen internal communication and to improve the coordination of activities**. In addition, it is advised to streamline communication especially on global and regional events to ensure all the partners are in the communication loop and the communication is done on time to ensure necessary planning and preparations are done.
- Changes within the organisations due to staff transitions creates knowledge gaps. To ensure gaps brought by staff turnover are addressed, there is a need to **have more than one person having a deeper understanding of certain aspects** of the programme.
- The concept of "Southern Leadership" is still not clear for some of the team members in the consortiums. There is a need for **discussions and sensitization sessions conducted at the country level to ensure that all the countries understand what Southern Leadership is** and how it functions and what their role is within this approach. Furthermore, it is recommended to initiate dialogues within the PtY consortium about the challenges of implementing Southern Leadership principles within the PtY steering structures and how to mitigate those challenges. It is suggested to allocate resources for the enhancement of capacity on Southern Leadership .
- There is an opportunity to learn and share partnership best practices among country teams. There should be a clear **platform to learn and share** partnership experiences across countries to aid cross-learning of best practices.
- The structure for meaningful youth participation is very clear and needs to be continued, with measures put in place to strengthen the voices of young people to influence crucial decisions that directly affect them. The PtY consortium should **continue listening to young people's voices and incorporating them in activity plans** in the development process.
- The MTE revealed that in some countries, politicians have a good understanding of youth participation and are buying into the idea of sharing power with the youth. This is an opportunity that the programme can exploit to increase the voices of the AGYWs especially by **ensuring there is development of policies that enable the youth participation at National and local level**.



Processes

In this partnership assessment, process management implies *working firstly on the processes underlying the implementation of the agreed activities and delivering outputs; and, secondly, on the partnership internal processes such as programme steering.*

respondents of the PtY partnership self-assessment conclude that the processes building block is the most well developed component of the PtY partnership. Based on the assessment areas, partners strongly felt that partners and/or members helped each other in improving the quality & efficiency and that consortium MEL systems supported effective implementation of PtY activities. In contrast, the assessment area where partners' sentiments were not as strong was on coherence and joint development of annual plans.

The following recommendations are suggested:

- One of the key challenges as identified during the partnership assessment is budgetary constraints. There should be **adequate allocation of funds to** support the YISG grantees, youth groups/networks, champions of change, Legal Literacy Volunteers and, youth PMELR team ensure that the programme interventions are implemented effectively and efficiently.
- Some partners' internal processes affect programme processes and thus affecting implementation for example the bureaucratic tendencies in approving finance and activities at individual organisations affects the country's work plan. This requires a **needs assessment of the capacity strengthening for institution programmes and finances teams.**
- Another key challenge in the PtY processes is the late disbursement of programme funds in Malawi. Therefore, there is a need for the global management team to consistently **ensure funds are disbursed on time.**
- **Joint planning of initiatives** can be leveraged throughout implementation of the program. **Joint monitoring and evaluation systems should be strengthened** to provide learning opportunities for all parties engaged during planning, design, and implementation. **Accountability mechanisms should as well be strengthened** to build a strong sense of cohesion at all levels of engagements.
- The **feedback loops** such as reflection meetings and evaluations at different levels will support learning and help the teams identify areas of improvement thus enhancing effectiveness.
- In order to improve the processes block there is an opportunity in the **institutionalisation of planning meetings and mid-year review meetings** that have created a platform for general reflections before start of implementation (planning meeting) and a mid-year reflection around progress of work and results realised (mid-year review meeting).

Learning

In this partnership assessment, it is assumed that attention to learning in all building blocks will lead to more positive results and added value within the alliance. The learning capacity is the *capacity for change, i.e. making new choices based on new insights that contribute to positive change in a) the partnership, b) the individual organisation and c) the people that work in organisations.*

respondents of the PtY partnership self-assessment conclude that the learning building block is well developed, but less so compared to other building blocks. Partners felt strongly that lessons learned from the programme implementation informed the adjustment of activities. The sentiment was less pronounced on the documentation and integration of new activities from the lessons learnt.

The following recommendations are suggested:

- It is felt that **showcasing of results** will enhance and boost confidence of organisations as well as adolescents' girls and young women involved with PtY. This can further be done by involving AGYW (through CSOs) in events and documentation of their stories. Documentation of best practices to provide visibility in what PtY does should reach as many stakeholders as possible.
- As envisioned in its plans, the programme can also **leverage its upcoming innovation trajectory with a focus on the latest innovation approaches** that support research studies for learning. Innovative ideas, approaches and methods need to be documented and shared among the consortium members for further development and collaborative application so that the overall impacts of the programme activities at the national level could be enhanced. This can be done through regular meetings with partners to share success stories, and other partners can learn from this.
- It is recommended to **improve documentation of the programme results and lessons learned** and dissemination of results to respective beneficiaries of such results using media platforms, newsletters, and visual aids.
- Finally, to support learning there is a need for representatives in different global teams and TWGs to create a **feedback mechanism** to communicate to the members of their teams on issues that are being discussed on these platforms. This will create an opportunity for everyone regardless of the hierarchy and structure to understand learnings and how they are contributing to the strategy of the program.

