



Rutgers
ATBEF
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Profamilia

CoE for CSE and Youth Standards' Assessment Tool

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ACRONYMS

CoE	Center of Excellence
CSE	Comprehensive Sexuality Education
INGO	International Non-Governmental Organisation
IPPF	International Planned Parenthood Federation
M&E	Monitoring and Evaluation
MA	IPPF Member Association
MOU	Memorandum of Understanding
PMU	CoEs' Project Management Unit
SRHR	Sexual Reproductive Health and Rights
TA	Technical Assistance
YFS	Youth Friendly Services

INTRODUCTION

This document aims to support your team in assessing how well an organisation meets the standards expected from a Center of Excellence on CSE and Youth-centred programming. The document encourages reflection on your role, systems, and on how to make them continuously more effective to serve your stakeholders. It provides definitions and tools to monitor the actions and impact considered to 'add value to the work of others' and a shared framework to capture the key points from these reflections in a standard outline, that enables you and others to grasp more easily the key recent developments and actions planned, to facilitate connections and accountability.

The Centers of Excellence program - supported by Global Affairs Canada (GAC) and International Planned Parenthood Federation (IPPF) - was launched in 2019. It supports four IPPF member associations: Rutgers (The Netherlands), ATBEF (Togo), PPAG (Ghana) and Profamilia (Colombia) to act as 'Centers of Excellence' (CoEs) that spread expertise and knowledge to other stakeholders, support them to implement quality CSE and youth centred programming and to help address the challenges of large-scale implementation.

In 2020, these CoEs agreed a vision paper that outlines the following CoE Standards:

1. CoEs have a **track-record** of quality implementation and scale up experience.
2. CoEs have the **capacity** to proactively bring new and emerging evidence to those in a position to spread and scale what works in youth centred programming.
3. CoEs are **recognized as a leader in SRHR** in the country and the region and the go-to-place for technical assistance and support.
4. CoEs **meet IPPF quality standards** and responsibilities of membership in all aspects of their work.
5. CoEs have **youth accountability mechanisms** that provide effective platforms for meaningful participation of young people.

And the following activities:

- A. CoEs **proactively identify** leaders and organizations, make them aware that relevant knowledge is available and persuade them that this knowledge can be useful to their work.
- B. CoEs **tailor content and presentation** of technical assistance, trainings, documents and tools in a way that suits the needs of their stakeholders.

- C. CoEs **add value to the work of others**, share knowledge and support their partners to better design, implement and scale effective YFS and CSE policies and programmes.
- D. CoEs **build communities of practice** that support partners to seek help, share insights, and stimulate knowledge exchange between peers.
- E. CoEs **contribute to the SRHR evidence base** through piloting and testing quality youth centred programming and strategies.
- F. CoEs **monitor new SRHR information and learnings** so as to not have to rely only on the insights developed through its own implementation work when supporting others.
- G. CoEs **monitor and evaluate how their target stakeholders change their ways of working and**

thinking as a result of the support and use that to improve their knowledge sharing practices.

Based on the above, in 2021, a set of indicators was defined (see table of contents). Under each of them, you will find clarifications to help you interpret the terms used, a set of recommended checks and evidence for your discussion, and some space to record the key points from your dialogue. The indicators cover three main areas: ⁽¹⁾ knowledge, ⁽²⁾ interaction/advocacy and ⁽³⁾ modelling good practices and piloting innovations.

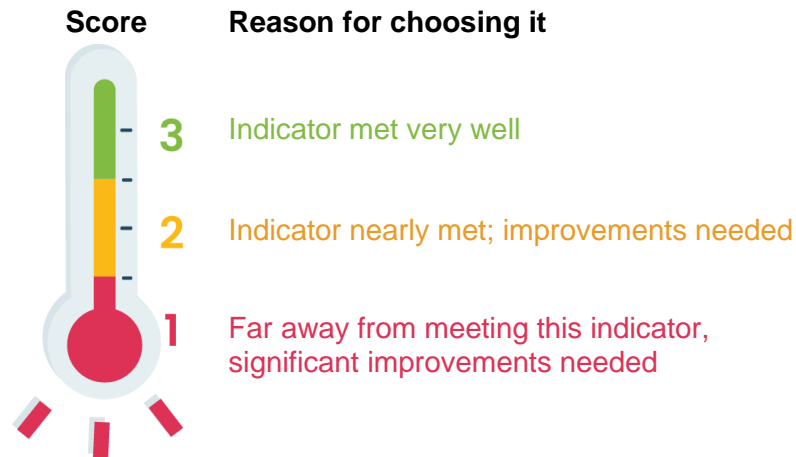
“IPPF members can demonstrate accreditation as active Full member” is a requirement for this process. A suspension or expulsion from the federation will automatically make an MA lose their CoE status. IPPF's compliance Manager will flag up to the CoE's PMU if this occurs.

RECOMMENDATIONS FOR THE ASSESSMENT PROCESS



The CoE standards assessment process is required as a structured opportunity for self-reflection and improvement. It is also a means to improve communication between MAs and the CoEs' PMU and a useful mechanism to gather information that facilitates accountability to donors and fellow MAs.

- A. The process begins with a self-assessment. Your team is encouraged to discuss each indicator and reach consensus on the CoE's current score using the following 3-point scale:



- **Invite the relevant people to the meeting.** This is not limited to the staff members working directly on the CoE. You can include youth representatives, colleagues from other youth programmes, representatives from different geographical areas, a representative from your M&E team. For some indicators (marked with asterisk *), it is helpful to make a previous enquiry with colleagues not invited to the meeting.

We recommend that you share this tool with the meeting participants a week ahead of your initial meeting date, so they can prepare some notes for the discussion.

- **Designate a facilitator.** Preferably someone not working directly on the CoE, who will make participants comfortable and encourage open participation.
- **Designate a note taker.** And agree a completion date for the notes. The notes should provide a starting point for your team's action plan to follow this assessment.
- **Plan for two to three 2h sessions.** A great part of the usefulness of this process is the richness of your discussions and reflections. Do not aim to cover everything in one session. Plan to cover it in smaller sessions over a short period of time. Give your group time, especially if it is the first time that some participants are contributing to the assessment. This is also an opportunity for information and ideas exchange among your team.

It is useful to make a record of the key discussion points (for future reference) and to make personal notes of ideas that occur to you on improvements needed (see point C).

B. Once you have reached a consensus for all indicators, calculate the current overall CoE status and record it on this table:

MA and date:		
Your Score		Add up your scores and make a record
Total Score Possible	42	This would be 14 indicators scoring 3
Your Current %		This would be your current score divided by the total score possible
People who participated in this assessment:		

- C. At the end of the process, host a final meeting to reflect and agree on improvement actions you want to take (we provide some prompts in grey under each indicator) record this on Annex E.
- D. Please share the notes and the action plan from your assessment with your designated contact person, who will review and follow up. They may ask for evidence from your notes or suggest linking actions.

INDICATORS' ASSESSMENT

1. The CoE tested a new way of working on CSE and/or youth-centred programming in the previous year ⁽³⁾

'Previous year' to be understood as Calendar year, e.g. in Sep 2021, it refers to 1st Jan 2020- 31 Dec 2020.

This means:

- if you answer 'Yes' in Jan 2022 against this indicator, the answer will remain the same in Jul 2022.
- It would be possible for you to answer 'No' Jul 2022 (regarding 2021) and 'Yes' in Jan 2022 (regarding 2021).

Examples of 'a new way of working' could be: a project with a new age group, a new methodology/approach implemented (including online), young people supported to take on more responsibility in planning, delivery and M&E, new mechanisms to facilitate synergies among programmes. To get ideas for your discussion, you could refer to: Action plans, project reports, meeting(s) minutes, relevant publications/evaluations.



Checks

Record the key points of your progress on the table below

What was New?	Purpose	Testing period*	Decisions on next steps

*Specify (estimated) months

Score Indicator 1:

The following questions (in grey) are NOT for the assessment. They are prompts for action planning, which will be done separately, at the end.

a) How can you link these tests/pilots to knowledge production?

b) Are there actions needed to disseminate the learning from these tests/pilots via the CoE?

c) Are there recommendations/learning for M&E improvements in your future tests/pilots?

2. Can demonstrate it advised at least one stakeholder *on scale up strategy* on CSE and/or youth-centred programming in the previous year ⁽²⁾

This indicator relates to you making the most of your track record on (nurturing) scaling up. 'Stakeholders' includes CSOs and intergovernmental agencies as well. It is most relevant for the medium-longer term. So, in early months of your role as CoE the focus is primarily on the checks 2.1 and 2.2, which we encourage you to document in writing.

To get ideas for your discussion, you could refer to: MoUs, meeting(s) minutes, action plans, policy briefings.



Checks

- 2.1. Is there clarity about the priority stakeholders on scaling up?
- 2.2. Is there a clear strategy on how to promote scaling up?
- 2.3. Does your current team have the knowledge and experience needed to support scale up processes? Record the key points of your progress on the table below

Stakeholder (and org)	Purpose	Period	Actions taken to provide advise

Score Indicator 2:



The following questions (in grey) are NOT for the assessment.

They are prompts for action planning, which will be done separately, at the end.

d) Is there a good mechanism to track the relationships and achievements with priority stakeholders?
(See Annex A for proposed framework).

e) Does the strategy need adaptations?

f) Are there actions needed to disseminate the successes and learning from the interaction with these stakeholders?

3. Created and published at least one knowledge product on CSE and/or youth-centred programming in the previous year ⁽¹⁾

'Knowledge Product' would include: reports, manuals, guides, toolkits, videos (focused on knowledge), good practice or policy briefing, apps, online courses, podcasts. This indicator is specifically about knowledge products produced **by you** (not adapted from others, which is monitored through indicator 7).

'Published' means online, or printing more than 50 copies

To get ideas for your discussion, look for the links to published products online.

If this is your second year as a CoE you can refer back to the previous year's project report (and select those that are now published or launched).



Checks

3.1. Was the document created by your organisation (not adapted from another source)?

3.2. Is it publicly available?

3.3. Has it been disseminated by the CoE? (desirable not essential)

Record the key points of your progress on the table below

Product name	Purpose (max 50 words)	Audience Reached*	Language(s)	Link

*Description: MAs, CSOs, Teachers, Service Providers, Youth, etc.

Score Indicator 3:

The following questions (in grey) are NOT for the assessment.

They are prompts for action planning, which will be done separately, at the end.

g) Is there a clear strategy on candidate topics/priority for publication (including your stakeholders' requests and needs)?

h) Is there an effective working mechanism for the CoE to learn about other internal projects' publications and support the production/dissemination?

i) Is there an effective working mechanism for the CoE to record learning and recommendations on making publications?

4. In the previous six months has implemented a *knowledge retention process* with all Outgoing staff ^{*(3)}

This is about establishing procedures and policies that ensure your organisational processes continue to be robust despite staff turnover and, as a Center of Excellence, you demonstrate good practice on knowledge management.

'Previous six months' refers to EITHER: period Jan-Jun or Jul – Dec (nothing in between)

Evidence to support this standard can include: Agendas, Handover notes, meeting minutes.

Score Indicator 4:

The following questions (in grey) are NOT for the assessment. They are prompts for action planning, which will be done separately, at the end.

j) Is there a template for knowledge retention process?

k) Are line managers prompting and monitoring the retention processes?

l) Is your organisation conducting exit interviews to gather suggestions on how to improve the Association's systems and procedures and working conditions/methods?



Checks

4.1. # Staff who left ____

4.2. # Staff who completed a knowledge retention process before leaving ____

5. CoE has *updated their key stakeholders' analysis on CSE and/or youth-centred programming in the previous six months* ⁽¹⁾

Periodic reviews of the stakeholder analysis allow the CoE to monitor how the ecosystem as a whole is moving and how the interaction between its parts is changing. The update enables you to track your previous and current work with them, the progress they are demonstrating, and help you identify possible engagement opportunities in future (See Annex A for proposed framework). We recommend that this mapping covers both national and international stakeholders relevant to the CoE and it is update on an ongoing basis. Ensure you make a record of the last update's date.



Checks

Yes/No

Score Indicator 5:

6. In the previous six months has interacted with at least one governmental authority advising them on CSE and/or youth-centred programming ⁽²⁾

This 'governmental authority' can be at municipal, district, national or regional level.

'Interacted' means that more than one meeting has occurred and *discussions on content or strategy are happening*. It is not sufficient with sending them emails or meeting them once.

'Previous six months' refers to EITHER: period Jan-Jun or Jul – Dec (nothing in between)

To get ideas for your discussion, look at MOUs, meeting(s) minutes and emails.



Checks

6.1. Is there clarity on the advice and support that your CoE is able to provide to government authorities?

6.2. Is there clarity about the priority government authorities for your CoE?

Record the key points of your progress on the table below

Authority (and level)	Purpose of Interaction	Period	Describe the interaction and your advice briefly

Score Indicator 6:

The following questions (in grey) are NOT for the assessment.

They are prompts for action planning, which will be done separately, at the end.

m) Is there a good mechanism to track the relationships and achievements with priority stakeholders?
(See Annex A for proposed framework).

n) Are any new materials needed for your liaison with governmental authorities? or could existing materials be adapted and used in other countries in the region?

o) Are there actions needed to disseminate the successes and learning from the interaction with these stakeholders?

7. In the previous six months has incorporated in its CoE action plan at least two pieces of external emerging evidence on CSE and/or youth-centred programming ⁽¹⁾

This is an indicator for the short term.

Definition of 'External Emerging Evidence':

'Evidence': Refers to a document or report that collects/demonstrates learning.

'Emerging': Stresses that it is fresh/new knowledge.

'External': Means Not produced by your MA. Can be by anyone else including another NGO (Including IPPF, its members or organisations outside the federation), universities, governments, International Organisations, etc.

'Previous six months' refers to EITHER: period Jan-Jun or Jul – Dec (nothing in between)

To get ideas for your discussion, look at action plan, meeting(s) minutes and link to published products.



Checks

- 7.1. Was the document created by another organisation (not yours)?
- 7.2. Was the document published less than six months ago?
- 7.3. Record the key points of your progress on the table below

Source	Document name	Link	Why this was prioritised by your CoE	Status*

* Analysing/ contextualising/ testing/ revising/ validating/ disseminating

Score Indicator 7:

The following questions (in grey) are NOT for the assessment. They are prompts for action planning, which will be done separately, at the end.

p) Is there an effective mechanism for the CoE to learn about external publications and support their dissemination?

8. In the last six months has *adapted AND disseminated* at least one external knowledge product on CSE and/or youth-centred programming to actively promote their stakeholders adopting best practices ⁽¹⁾

This is an indicator for the short term. 'Previous six months' refers to EITHER: period Jan-Jun or Jul – Dec (nothing in between).

To get ideas for your discussion, look at links to adapted products published online, dissemination plan, meeting(s) minutes, TA agenda and reports.



Checks

- 8.1 Was the document created by another organisation (not yours)?
- 8.2 How was it adapted by your CoE?
- 8.3 Has it been disseminated?

Record the key points of your progress on the table below

Source	Product name	(Your) Link	Why this was prioritised by your CoE	Dissemination Months	Audience Reached*

*Description: MAs, CSOs, Teachers, Service Providers, Youth, etc.

Score Indicator 8:	
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The following questions (in grey) are NOT for the assessment. They are prompts for action planning, which will be done separately, at the end.

q) Is there a clear strategy on candidate topics/priority for publication (including your stakeholders' requests and needs)?

r) Is there an effective working mechanism for the CoE to learn about external publications and support the adaptation/dissemination?

s) Is there an effective working mechanism for the CoE to record learning and recommendations on adapting and disseminating external publications?

9. Can demonstrate at least two stakeholders adopted knowledge and tools provided by the CoE on CSE and/or youth-centred programming in the previous year and, as a result, they improved their ways of working ⁽²⁾

'Previous year' to be understood as Calendar year, e.g. in Sep 2021, it refers to 1st Jan 2020- 31 Dec 2020.

This means:

- if you answer 'Yes' in Jan 2022 against this indicator, the answer will remain the same in Jul 2022
- It would be possible for you to answer 'No' Jul 2021 (regarding 2020) and 'Yes' in Jan 2022 (regarding 2021)

See Annex B for proposed survey to your stakeholders, questions IX and X.



Checks

- 9.1 Which stakeholders have improved their ways of working? (see suggested survey in Annex B)
- 9.2 How have they improved?
- 9.3 What was the tool/knowledge/type of support provided by your organisation to these stakeholders?
- 9.4 How else has the CoE contributed?

Record the key points of your progress on the table below

Stakeholder (and org)	Improvement(s) Made	Evidence of Improvements	CoE contributions

Score Indicator 9:	
---------------------------	--

The following questions (in grey) are NOT for the assessment.

They are prompts for action planning, which will be done separately, at the end.

t) Reflect on how well the improvements made match your CoE vision. Does your strategy need adaptations?

u) Are there actions needed to disseminate the successes and learning from the interaction with these stakeholders?

v) Analyse survey responses:

The table suggested below for your analysis includes the five potential answers that stakeholders can select on the survey proposed in Annex B.

On the left-hand side (in grey) are the two answers that could be categorised as 'no improvement'.
 On the right-hand side (in yellow) are the three answers that could be categorised as 'improvement'.
 To complete your analysis:

- 1) Fill in the blue cell with the total number of respondents for the relevant period
- 2) Fill in the dark grey and dark yellow cells
- 3) Add up the subtotal of all the dark yellow cells and enter that value in the green cell
- 4) Calculate the %s
- 5) Then discuss the implications of your analysis for your action plan

Description	#	%	Description	#	%
Total Number of respondents – previous year		100	Subtotal who report Improvement		
Not at all			A little		
Unsure			To certain extent		
			A Lot		

10. Has hosted or facilitated at least two exchange visits/meetings on CSE and/or youth-centred programming in the previous six months ⁽²⁾

This can be either to the CoE (hosting) or to third parties without the CoE's presence (facilitating).

Online meetings can be included, if they are of substance. You can count meetings within your country, as well as international meetings.

You can count coalition meetings, (for example where you provide advice to other stakeholders), IF your organisation helped to set up or lead the meeting (as opposite to attending a regular meeting as a participant). So, whether to count this or not depends on the role you played.

Do not count:

- large conferences, workshops or webinars here. Only smaller meetings (this is proposed on the assumption that smaller meetings allow more detailed and tailor-made discussions that can lead to change more effectively).

- mass community meetings either (but you can count meetings with community leaders, such as chiefs of opinion leaders, if the topics make it relevant)

Do not double count a stakeholder that has a series of meetings with one another (if it *is* a series of meetings your reference date should be the last meeting's date).

At least one of the stakeholders needs to be different for you to count them (i.e. PPAG- Savannah Signatures and PPAG-FGAE can count as two meetings)

'Previous six months' refers to EITHER: period Jan-Jun or Jul – Dec (nothing in between)

To get ideas for your discussion, look at Visit(s)/meeting(s) agenda, report/minutes.



Checks

- 10.1 Did your CoE host or facilitate this visit/meeting?
 10.2 Was it related to either CSE or youth centred programming?

Record the key points of your progress on the table below (see Annex C for table proposed to help you collect information about each visit/meeting)

#	Stakeholders*	Date	Purpose	CoE contributions	Key Outcome(s)

*Enter your organisation too, if present

The following questions (in grey) are NOT for the assessment.

They are prompts for action planning, which will be done separately, at the end.

w) Are there actions pending from any of these meetings?

x) Are there actions needed to disseminate the successes and learning from these meetings?

Score Indicator 10:

11. In the previous six months *has been approached by at least three organisations* for support/TA on CSE and/or youth-centred programming ⁽²⁾

This is an indicator for the medium term. 'Organisations' include stakeholders outside the federation. (This indicator relates to Annex A, point XIV).

Count organisations only once (different orgs) even if you are discussing numerous themes with them.

'Previous six months' refers to EITHER: period Jan-Jun or Jul – Dec (nothing in between)

Only count 'new' requests. Do not count the contact established in previous semesters.



Checks

- 11.1 Has any organisation approached you (rather than you going to them)?
- 11.2 Was it related to either CSE or youth centred programming?

Record the key points of your progress on the table below

#	Organization	Date	Theme	CoE contributions	Key Outcome(s)

Score Indicator 11:

The following questions (in grey) are NOT for the assessment.

They are prompts for action planning, which will be done separately, at the end.

y) How well known is your CoE and its 'services'? Does your in-reach strategy need adaptations?

z) Is there a good mechanism to track support- requests and ensure they are not overlooked?

aa) Is there a clear policy on how to prioritise and allocate resources for support-requests received?

bb) Is there a template response/alternative strategy when your CoE has insufficient capacity to respond?

12. In the previous six months has *met with other CoEs* at least once to exchange learning, identify gaps, seek help and strategize as a group on CSE and/or youth-centred programming ⁽²⁾



Checks

12.1 Date of last meeting attended by your organisation:

12.2 Number of meetings attended in the previous six months to strategize as a group with other CoEs: _____ (include staff and directors' meetings)

12.3 How proactive is your CoE in these meetings (including planning, chairing and following up)?

The following questions (in grey) are NOT for the assessment. They are prompts for action planning, which will be done separately, at the end.

dd) How well are you using your CoE status to help steer the shared agenda?

Score Indicator 12:

13. At least 75% stakeholders who interacted with CoE for TA in the previous six months report feeling that the CoE added value to their work ⁽²⁾ *

See suggested survey in Annex B, questions VI, VII and VII. 'Previous six months' refers to EITHER: period Jan-Jun or Jul – Dec (nothing in between)



Checks

13.1 Analyse survey responses (see guidance on page 22)

Description	#	%	Description	#	%
Total Number of respondents – previous year		100	Subtotal who report Improvement		
Not at all			A little		
Unsure			To certain extent		
			A Lot		

14. Young people participated meaningfully in the CoE decisions and processes in the previous six months ⁽³⁾

We recommend this indicator is scored by young people themselves (see proposed interview guide in Annex D).

Nevertheless, we encourage your adult staff to reflect on the checks below.

We propose that you nominate and engage up to four interviewees. Your designated contact person will help to identify and prepare the interviewers.



Checks

- 14.1. Which young people have been involved in the CoE processes in the previous six months?
- 14.2. What processes are young people involved in?
- 14.3. What CoE decisions are made in consultation with young people?

Score Indicator 14:

The following questions (in grey) are NOT for the assessment. They are prompts for action planning, which will be done separately, at the end.

dd) Are there other areas/ways that young people can be meaningfully involved in the CoE decisions?

ee) Are there other areas/ways that young people can be meaningfully involved in the CoE processes?

FOLLOWING UP ON THE ASSESSMENT

Once your self-assessment is complete, please share this framework, including your notes and action plan with your designated contact person.

Your designated contact person may ask for clarification and evidence of your chosen scores.

Your designated contact person will invite you to a meeting to discuss whether you need any support with your action plan implementation.

**Thanks for participating in this
process!**

ANNEX A: STAKEHOLDER TRACKING FRAMEWORK

Notes:

This annex is relevant to the indicators:

2. *Can demonstrate it advised at least one stakeholder on scale up strategy on CSE and/or youth-centred programming in the previous year*
5. *CoE has updated their mapping of key stakeholders on CSE and/or youth-centred programming in the previous six months*
6. *In the previous six months has interacted with at least one governmental authority advising them on CSE and/or youth-centred programming*
9. *Can demonstrate at least two stakeholders adopted knowledge and tools provided by the CoE on CSE and/or youth-centred programming in the previous year and, as a result, they improved their ways of working*
11. *In the previous six months has been approached by at least three organisations for support/TA on CSE and/or youth-centred programming*

Black Lines can be aggregated at international level for analysis.

Grey lines not needed outside relevant CoE.

- I. CoE linked to this Stakeholder (list)
- II. Stakeholder Country (list)
- III. Stakeholder Name (open field)
- IV. Stakeholder Organisation (open field)
- V. Stakeholder Category (list)
 - a. MA
 - b. National CSO (outside IPPF)
 - c. INGO
 - d. Governmental Authority
 - e. Intergovernmental Agency
 - f. Academia
 - g. Media
 - h. Other

- VI. Stakeholder Email (open field)
- VII. Stakeholder Number(s) (open field)
- VIII. Area of Interest (list, can choose more than one)
 - a. CSE
 - b. YFS
 - c. Youth empowerment
 - d. Youth-Programme Planning
 - e. Resource Mobilisation for Youth issues
 - f. Other
- IX. CoE's expected results (list)
 - a. Programmatic change
 - b. policy/guidance creation
 - c. policy/guidance change
 - d. budgetary allocation
 - e. public statements
- X. (Main) CoE staff member they are linked to (open field)
- XI. Date of last exchange between the CoE and the stakeholder (date field yy/mm/dd)
- XII. Details of last exchange between the CoE and the stakeholder (open field, paragraph)
- XIII. Notes on Major Milestones in this relationship (open field, paragraph)
- XIV. *Approached the CoE* for support/TA? (Tick. 'No' by default. If yes, field to enter date of request yy/mm/dd)
- XV. What progress is this stakeholder demonstrating in relationship with the CoE's expected results?
 - a. Not sure
 - b. None
 - c. Awareness
 - d. Will
 - e. Action

ANNEX B: TEMPLATE SURVEY TO STAKEHOLDERS

Notes:

This annex is relevant to the indicators:

9. *Can demonstrate at least two stakeholders adopted knowledge and tools provided by the CoE on CSE and/or youth-centred programming in the previous year and, as a result, they improved their ways of working*
13. *At least 75% stakeholders who interacted with CoE for TA this semester report feeling that the CoE added value to their work*

Normal Lines could be answered by the CoE

Bolded lines must be answered by the stakeholder themselves

*Mandatory that stakeholder answers

- I. Your Country (open field)
- II. CoE in contact with you (list)
- III. Your Name (open field)
- IV. Your Organisation (open field)
- V. Organisation Type (list)
 - a. MA
 - b. National CSO (outside IPPF)
 - c. INGO
 - d. Governmental Authority
 - e. Intergovernmental Agency
 - f. Academia
 - g. Media
 - h. Other
- VI. Year of your interaction with the CoE (list, to be added from 2022)
- VII. Months of your interaction with the CoE (open field)*

VIII. How much value has the CoE added to your work?*

- a. None
- b. A little
- c. Some
- d. A Lot
- e. Unsure

IX. Has your organisation adopted knowledge or tools provided by the CoE on CSE and/or youth-centred programming?* (Y/N)

X. How much has your interaction with the CoE helped you improve your ways of working?*

- a. Not at all
- b. A little
- c. To certain extent
- d. A Lot
- e. Unsure

XI. Optional: Do you have recommendations on how the CoE can improve?

ANNEX C: VISIT/MEETING PLANNER AND RECORD

Part 1: Planner

Participants:				
Objectives:				
Expected Outputs:				
Date:				
Time:				
Duration:				
Location:				
Agenda				
Preparations required (per participant)				

Part 2 Visit/Meeting reporting additions

(to be filled after the meeting)

Key Decisions			
Pending Tasks	What?	Whom?	By When?
Suggested Next Steps			

Annex D: Guide for Peer Interviews – Youth involvement in the CoE

- Thank you for participating in this interview.
- *Introduce yourself, explain how you are linked to your MA (and your colleague should introduce themselves too).*
- *Ask participants to introduce themselves.*

We hope you can feel relaxed during our discussion. You do not have to stay or answer questions, if you prefer not to. Your participation *is* important for improving policies, programmes and processes to better engage and serve young people

As you know, a CoE on youth should offer good opportunities for meaningful participation of young people. We've been asked to find out how your MA is involving young people in their CoE. When sharing your views, you can think about all the processes your MA is doing to involve young people. We hope to learn from your experience. If you allow us, we'd like to make a recording of the discussion, so that we do not have to stress about taking notes. We won't share this recording with anyone that is not here. After the call, we will use the recording to write a report of our findings and recommendations to your CoE (without mentioning any names). Can we record? (*ensure everybody consents. If not, take notes*)



This interview will likely take up to 60 minutes.

1. Before we go into detailed questions, can you tell me how your involvement with the MA began?

1. What kind of CoE processes have you been involved in?
2. Are you aware of other processes that OTHER young people are involved in?
3. Can you think of any CoE decisions that you (or other young people) have been able to influence? Please give me examples.

Feel free to give examples from your experience and probe for more information.

4. In your experience, what does your CoE do to promote meaningful participation of youth in its processes and decisions?
 - 4.1. Have they made any changes recently to facilitate meaningful youth participation?
5. What do you think makes your participation 'meaningful' (think about the impact on other young people and on your MA)?
6. Is there anything else they could do, in your view?
 - 6.1. How good would you say your CoE is at involving young people in their planning?
 - 6.2. How good would you say your MA is at involving young people in programme evaluations?
7. How committed do you feel that your MA is to being accountable to young people?
8. Is there anything else you would like to share with us?

We do not have any more questions. Do you have any questions for us?

If you would like to see a copy of our report,
would you like to give us your email address?

Thank you for your time.

ANNEX E: CENTER OF EXCELLENCE IMPROVEMENTS' PLAN

Last Update Date:		Participants:			
Action Planning				Monitoring	
Indicator	What we will do	Who will lead this	By When	Who will check:	When: