

Leadership & life skills development: theory to curriculum



Amanda Moll, Ph.D.

Sr. Advisor for Adolescent Programing

CARE USA



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Theory to Concept



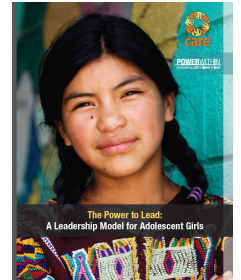
There's
something to
leadership
development



Girl Scouts
YWCA
UNESCO
WB
USAID
Development partners



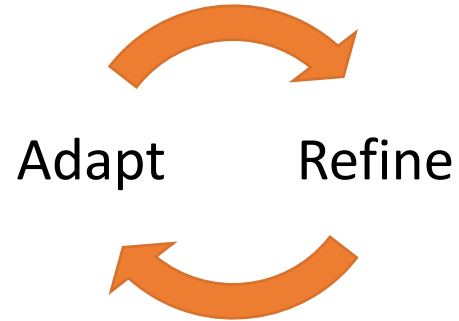
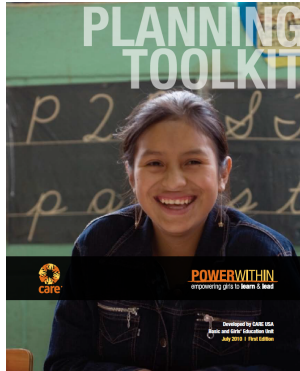
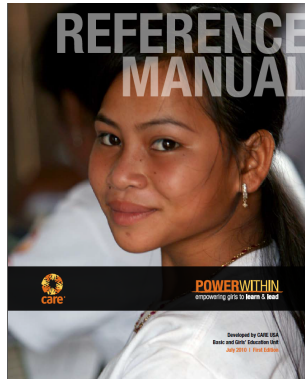
Academic Journals
Books
Development publications



Conceptual
Definition



Conceptual Design



Refined Model
& toolkit



Power to Lead
Alliance (GDA)



ITSPLEY
(Right to Play)



Other Donors



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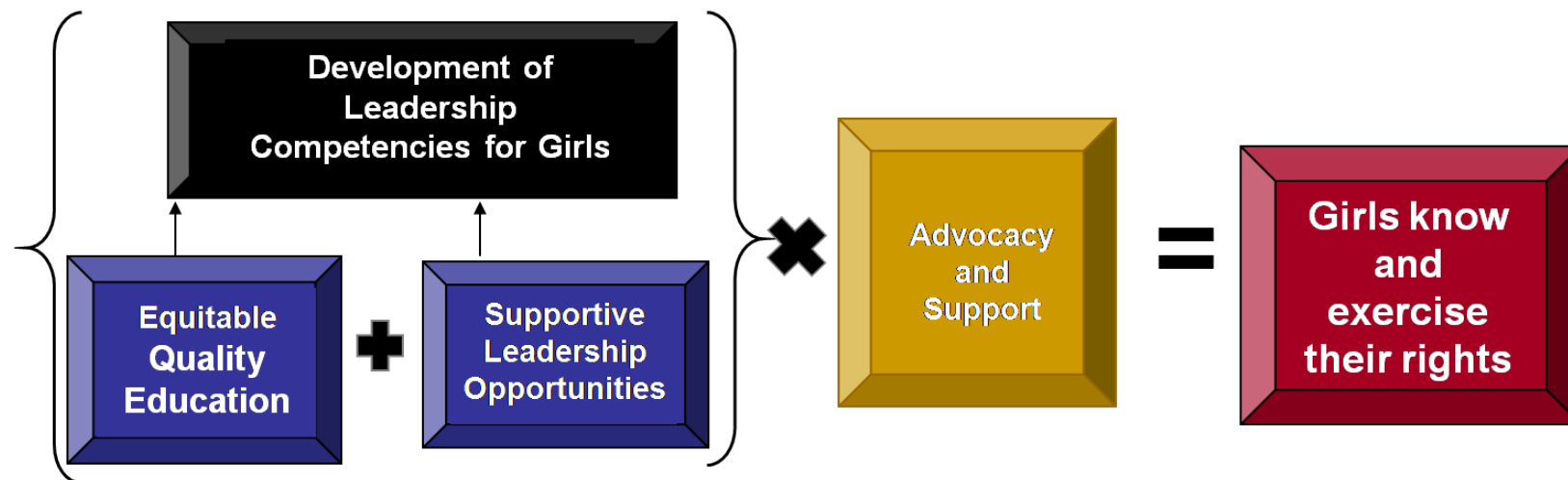


Leadership Foundations



5 Leadership Competencies

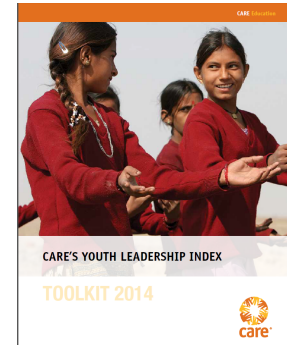
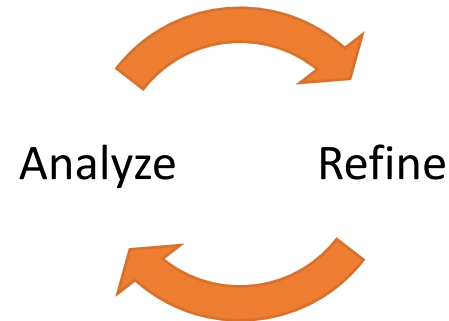
- Voice
- Decision Making
- Self- confidence
- Organization
- Vision



What to do about Measurement?

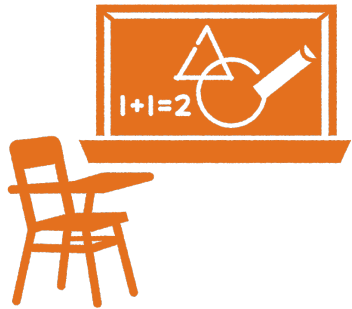
Quant:
Girls' Leadership Index

Qual: Context-specific
Activity-based



**Youth Leadership
Index**

What is the evidence telling us?



Numeracy



Literacy



Stay in school



Transition



Creating thinking
& problem solving



Helping peers



Volunteering
in & out of class



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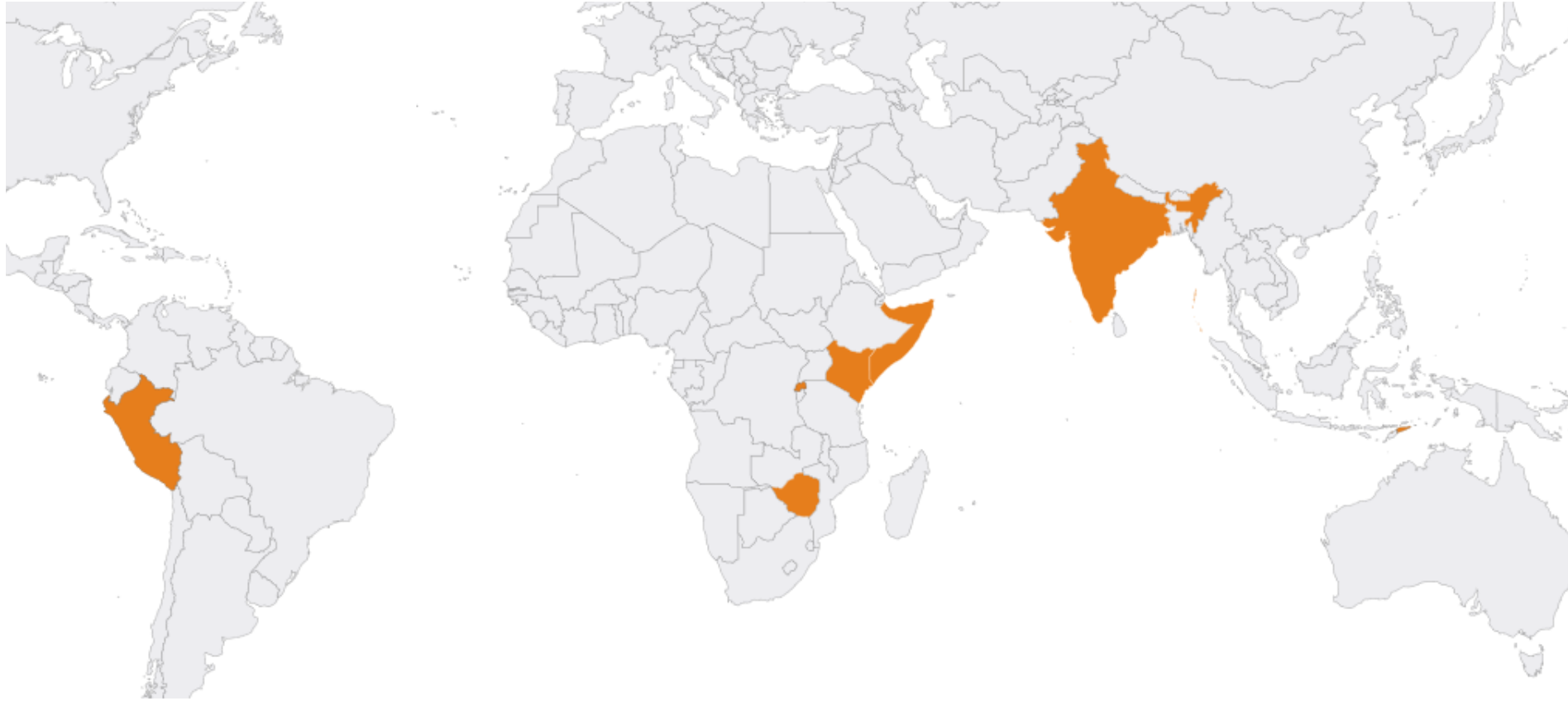
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Scaling up in nationally-approved curricula



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Lessons

- Identify how partnerships can look different at various stages
- Define “partnership”; is it a sub-grant or a dual-contributing partner?
- Clarify expectations and groundings
- Acknowledge tensions inherent from different worldviews & translations
- Understand the nonlinearity of sustainable processes
- Documentation and measurement are key; know your audience and define “translation for what”



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