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# Youth Assessment in Angola



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## LIST OF ACRONYMS

AEP	Angola Enterprise Program
AIDS	Acquired Immune Deficiency Syndrome
AMED	Associação de Amizade e Educação Para o Desenvolvimento
ANASO	Angola Network of AIDS Service Organizations
BDS	Business Development Service
BFA	Banco de Fomento de Angola
CBO	Community Based Organizations
CCF	Christian Children's Fund
CEEA	Centro de Estudos Estratégicos de Angola
CICA	Conselho de Igrejas Cristãs em Angola
CLUSA	Cooperative League of the U.S.A.
CNJ	Conselho Nacional de Juventude
CRS	Catholic Relief Services
DCOF	Displaced Children and Orphans Fund
DW	Development Workshop
EPDC	Education Policy and Data Center
EDC	Education Development Center
EPAJC	Escola Polivalente Agroindustrial Joaquim Capango
EQUIP3	Educational Quality Improvement Program 3/Youth Trust
FNLA	Frente Nacional para a Libertação
GDA	Global Development Alliance
GRA	Government of the Republic of Angola
GWIT	Global Workforce in Transition IQC
HIV	Human Immune Virus
IDR	Inquérito de Despesas e Receitas dos Agregados
IEC	Information Education and Communication
INAPEM	National Institute for Small and Medium Scale Enterprise
INE	Instituto Nacional de Estatística
INEFOP	National Institute of Employment and Vocational Training
IPMP	Instituto Português de Medicina Preventiva
IRI	International Republican Institute
ISCED	Instituto Superior de Ciências da Educação
JA	Junior Achievement
JIRO	Juventude Informada, Responsavel e Organizada
JMPLA	Juventude do Movimento Popular de Libertação de Angola
JURA	United and Revolutionary Youth of Angola
JVA	Jovens Vida Associativa
MAPESS	Ministry of Public Service, Employment and Social Security
MF	Microfinance
MFI	Microfinance Institution
MJD	Ministry of Youth and Sports

MPLA	Popular Movement for the Liberation of Angola
MSME	Micro, Small, and Medium Enterprise
NDI	National Democratic Institute
NGO	Non-Governmental Organization
NFBE	Non-Formal Basic Education
NYO	Nugaal Youth Organization
PMTCT	Prevention of Mother-to-Child Transmission
PRA	Participatory Rapid Appraisal
PSI	Population Services International
REMPE	Recenseamento de Empresas e Estabelecimentos
SCANS	Secretary's Commission on Achieving Necessary Skills
SFCG	Search for Common Ground
SME	Small and Medium Enterprises
SO	Strategic Objective
TOT	Training of Trainers
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNITA	National Union for Total Independence of Angola
USAID	United States Agency for International Development
VCT	Voluntary Counseling and Testing
WAPO	World Assistance Petroleum Operations
YSO	Youth-Serving Organization

## EXECUTIVE SUMMARY

USAID/Angola requested a rapid assessment of youth in Angola to inform its programming and partnerships with the Government of the Republic of Angola, non-governmental organizations, and the private sector. With over 60 percent of the population of Angola under the age of 20, the outcomes of the youth cohort (age 14-24) in Angola will profoundly shape the country's future.

The assessment systematically collected the perceptions of young people--their needs, aspirations, and experiences of education and employment opportunities--and compared these with the capacity of key institutions working on behalf of young people, including government, private sector, and NGOs. Three development sectors were considered: employment/livelihoods, health, and civic engagement. Cross-sectoral opportunities for engagement with youth were prioritized. Angolan youth participated actively in the assessment as subjects of twelve focus groups and as members of the assessment team. Fieldwork was conducted in Luanda, Huambo, Benguela, and Cunene from February 13-24, 2006. Opportunities for strategic interventions by USAID/Angola were developed.

### Assessment findings:

- **Angolan youth as assets (not “problems”):** Angolan youth have adopted a series of flexible and creative survival strategies across a broad spectrum of extremes.
- **Paucity of safe, informative, and fun spaces:** Angolan youth lack safe, informative, and fun spaces where they can interact, learn and grow.
- **Challenge of stemming HIV/AIDS:** Due to post-conflict increases in mobility, Angola is at risk for increased rates of HIV prevalence, and youth are pivotal in either the spread or stemming of the disease.
- **Inadequate educational services:** There is not enough quality, affordable education, relevant to labor market demand—in either the general or technical/vocational systems.
- **Youth as entrepreneurs:** Young people already possess dynamic entrepreneurial ability, especially those involved in informal commerce in urban areas.
- **Non-politicized participation in society and freedom from corruption:** Youth are especially sensitive to the negative effect of corruption on their education and employment opportunities.

The assessment team recommended the **strategic directions** described below. It also recommended that USAID, to the extent possible, include HIV/AIDS awareness and behavioral change activities in whatever programs it chooses to pursue.

**1) Youth Centers.** USAID currently supports Youth Centers in four provinces. USAID could collaborate with the Ministry of Youth and Support to expand the number and regional coverage of youth centers and to upgrade youth center models, so that a greater variety of services and leadership opportunities would be available to youth (e.g. entrepreneurship training, recreation, entertainment, library and Internet services, saving services, HIV/AIDS awareness, testing and outreach, etc.) Youth and community needs assessments should inform these decisions. At a larger scale, USAID might provide technical assistance and capacity-building to support the creation of regional and/or national youth center networks.

**2) Youth Employment and Entrepreneurship Programs.** Young people at all levels of education need support to access workforce training programs, to find and succeed in formal sector jobs, to create their own sustainable livelihoods in the informal sector, and to upgrade informal-sector micro-enterprises to businesses that generate more income and better working conditions. Services to youth could include: internships, apprenticeships, entrepreneurship training, micro-enterprise incubation; career counseling, job-seeking help, employability skills training (e.g., communication, teamwork, self-initiative, critical thinking, etc.), financial literacy and assistance in accessing financial services. USAID might also collaborate with the Angolan Government to strengthen vocational education centers. In addition to enhancing the quality of existing centers and helping to open new centers, USAID could complement vocational education by helping to offer vocational education students assistance in access to finance. The assessment team endorsed USAID's collaboration with the Ministry of Education, the Ministry of Youth and Sport, Esso and Coca Cola to introduce Junior Achievement to Angola. The programs of this worldwide organization have demonstrated effectiveness in helping young people acquire entrepreneurial skills and general self-confidence.

**3) Youth Participation in Democratization.** Upcoming elections provide an opportunity to build young people's awareness of and practice of democracy by engaging them in politically neutral activities, such as election monitoring and voter registration. Steps can also be taken to sensitize youth to the rights and responsibilities of citizens. Youth-led media is a promising strategy to engage youth in civil society debate.

**4) Youth Service Corps.** A youth service corps for Angola would address multiple needs of young people—job creation, employability skill development, psycho-social support, and a positive sense of belonging to the community. Such a corps would also help municipalities to “get things done.” Service corps could provide meaningful projects for youth as identified by communities, such building parks, playgrounds, and latrines, planting trees, outreach on vaccination and HIV/AIDS campaigns, distribution of bednets, tutoring children, etc. In addition to a positive and rich learning experience, youth could receive a modest stipend, complementary educational services, certification of program completion, and job/education placement assistance. Youth leadership and constructive adult/youth mentoring are important dimensions of corps.

**5) Connection between HIV/AIDS and youth livelihood/employment.** Youth are more vulnerable to contracting HIV when they lack decent and productive work opportunities or a



social support network. Integrated HIV/AIDS and youth livelihood programming could provide training to young people in the provision of home health care services, preventive healthcare, or anti-malaria initiatives. This support to youth entrepreneurship and employment helps them develop productive livelihoods which may reduce their risk of contracting HIV.

USAID/Angola anticipates working in a collaborative fashion with the Angolan Ministry of Youth and Sports (MJD) to support their national youth strategy (Executive Plan) and those plans developed at the provincial level. Following the lead of the MJD, other relevant Ministries (MAPESS, MoE, etc.), multilateral entities (UNICEF), the private sector, and NGOs would be engaged collaboratively to actualize projects that engage the interest, creativity, and productivity of Angolan youth.

## I. PURPOSE AND SCOPE OF ASSESSMENT

USAID/Angola requested a rapid assessment of youth in Angola to inform its programming and partnerships with the Government of the Republic of Angola (GRA), NGOs, and the private sector. With over 60 percent of the population of Angola under the age of 20, the outcomes of the youth cohort (age 14-24) in Angola will profoundly shape the country's future. Experience in other fragile states has shown that successful social and economic reintegration of ex-combatants, both youth and adult, is critical to stability. Economic growth, equally important to stability, cannot occur without efficient and equitable education, training, and healthcare for the workforce, much of which is composed of young people coming into their productive years. For these reasons, USAID/Angola sought a holistic assessment of the needs and assets of Angolan youth, and identification of strategic opportunities to support their healthy development.

Aligned with the USAID Africa Bureau Strategic Framework, the USAID/Angola Strategy addresses dynamics and needs characteristic of post-conflict states with three strategic objectives (SO): Inclusive Governance Reform Advanced (SO9); Basic Economic Opportunity Maintained/Restored (SO10); and, Increased Provision of Essential Services by Local and National Institutions (SO11). USAID/Angola considers youth as an important cross-cutting issue. Because research has shown that youth's developmental needs must be understood in a holistic fashion, this assessment seeks to consider multiple factors that affect young Angolans' lives, including education, employment, health, recovery from war trauma, and civic engagement. Among these areas, a slightly greater emphasis was placed on livelihoods, employment, and vocational training. Formal basic education was explored indirectly through youth's perceptions of their educational experience and prospects, though detailed analysis of the general education system was beyond the assessment scope. Regional differences were explored through data collection in Luanda, Huambo, Benguela, and Cunene. The team was aware that significant differences exist in the North and East but the scope of the assessment was limited. While there was a slightly greater emphasis on urban areas, perceptions of rural youth in Huambo and Cunene were included.

This assessment is intended to provide direction to USAID/Angola's partnership with the Ministry of Youth and Sports. The Ministry has demonstrated exceptional leadership in advocating and coordinating with other government ministries on behalf of youth and has developed a National Youth Policy (*Plano Executivo Nacional de Apoio A Juventude*) from which provincial departments of youth have developed their own plans. The USAID Mission would like to support the implementation of the Government's plan through its own programming, as well as to contribute new approaches to youth development that have found to be successful around the world.

## II CONTEXT FOR ANGOLAN YOUTH

As a result of the 27-year conflict, almost two generations of youth<sup>1</sup> in Angola have missed important opportunities that prepare them to enter successfully into adulthood. The war caused long-term disruptions to the social systems and infrastructure that typically support youth. Moreover, it produced a context of insecurity that caused youth to avoid combat through migration or pulled them into it as soldiers or as servants for adult combatants. The war's legacy has left an estimated one million orphans and has forced many young people into roles they are not ready to take: that of provider and head of household. Today, an estimated four million households in Angola are headed by young people 16 to 20 years old (IDR, 2001).

In post-war Angola there are important distinctions between rural and urban contexts that must be taken into account. On one hand, the rural context is where the war played out. This had a devastating effect on physical and social infrastructure, particularly in terms of education and health. Equally, it disrupted the agro-economy that was the foundation of subsistence and the dominant cultural mode of life for a majority of Angolans. Rural areas are now left with the war's destruction, which includes a fertile and potentially productive land that is littered with landmines.<sup>2</sup> Left with few life-choices, it is hardly surprising that large numbers of rural youth continue to migrate into urban areas.

In the urban coastal areas, the impact of war was less direct. Still, rapid urbanization has caused a shock to cities, as young Angolans fleeing danger and seeking to sustain themselves could not be absorbed into urban economies. As a result, employment was and continues to be scarce, as the demand for labor cannot keep pace with support. In addition, urban migration has placed intense pressure on social infrastructure, especially schools and housing, and precipitated the mushrooming of urban slums. Urban poverty continues to place great stress on migrant families and their children. Consequently, many young people have adapted by seeking refuge on Angola's urban streets.

Although post-war recovery presents a great challenge, the sheer size and potential of the Angolan youth cohort makes them important stakeholders. If appropriate investments are made and spaces to participate are created, youth can be leaders in the reconstruction and development of the country. Public, private and independent actors must seize this historical moment and work with youth to invest in their healthy growth and development--an opportunity they have not seen in nearly three decades.

Finally, it is important also to recognize that the conditions affecting the youth cohort continue to affect the generation before them: those now over 24-30 years-old. For both generations, the urgent need for education and employment opportunities, to heal from war trauma, and the challenge of HIV/AIDS should serve as strong motivation for all to step forward and take an active role in setting a positive course for Angola.

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<sup>1</sup> In this paper, the term 'youth' is used interchangeably with 'young people'. Youth in Angola is defined as 15-30 years; however, for the purposes of this analysis we will refer to the 14-24 year-old cohort.

<sup>2</sup> While reports vary, it is estimated that Angola still has over 4,000 active minefields.

### **III RAPID APPRAISAL METHODOLOGY**

This assessment was conducted using rapid appraisal methodology, involving key stakeholders in design, data collection and analysis. The core assessment team consisted of two anthropologists: one with background in workforce development and youth issues, and the other, Angolan-born, with substantial research experience in the socio-economic life of urban areas in Angola. The third core team member was an international youth development specialist with micro finance experience in Latin America. Two of the three were fluent Portuguese-speakers. The team was assisted by two USAID/Angola staff members, an intern, an Angolan interpreter (aged 31), and two Angolan youth assessors. The team's visit was facilitated by outstanding support from the Ministry of Youth and Sport.

At its broadest level, the research design involved systematically collecting the perceptions of young people – their needs, aspirations, and experiences of education and employment opportunities – and comparing these with actual and planned opportunities for young people as described by key informants in government, private sector, and NGOs. This was, in effect, a demand-and-supply analysis. The analysis turned up areas of gaps or deficiencies, which became the starting point for the development of strategic options for interventions by the USAID Mission. Three development sectors were considered in relation to youth – employment/livelihoods, health, and civic engagement – with an eye towards finding cross-sectoral opportunities for engagement with youth.

Youth were actively engaged throughout the field research – both as researchers (Local Youth Assessors) and as subjects of focus groups. Specifically, two youth in two different provinces (Luanda and Huambo), were integrated onto the team through first undergoing an orientation and training on research methodology. Accordingly, they took an active role in facilitating youth focus groups, posing questions during key informant interviews and analyzing data.

#### **Phase 1: Secondary Research and Field Preparation**

A review of development and social science literature on Angola was conducted, with a focus on youth and the development sectors targeted by the assessment.<sup>3</sup> Reports focusing on youth, education, finance, livelihood, HIV/AIDS and post-conflict in Angola and other African countries were reviewed. Research was also conducted to identify key actors (government and local and international NGOs) working for and with Angolan youth. Two core team members attended a rapid youth assessment workshop in Washington DC,<sup>4</sup> where relevant tools and key institutions were identified and discussed.

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<sup>3</sup> See Bibliography for selected documents reviewed

<sup>4</sup> EQUIP 3 / Youth Trust, "Youth Assessments: Tools and Approaches for Advanced Practitioners", Education Development Center: Washington DC, January 24, 2006.

## Phase 2: Field Work

The team conducted fieldwork in Luanda, Huambo, Benguela, and Cunene from February 13-24, 2006. Participatory rapid appraisal (PRA) approach was used to ensure the active contribution of stakeholders through the following methods:

- **Local Youth Assessors:** Two Local Youth Assessors were identified with the assistance of two international NGOs and integrated onto the team. The youth assessors were key in attaining the opinions and realities of their youth colleagues, providing major insights into the provincial youth realities and bridging the research to realistic and strategic options for youth programming.
- **Youth Focus Groups:** Facilitators used a series of five questions across focus groups in four provinces.<sup>5</sup> A total of 115 youth were interviewed in 12 focus groups: four female groups (37 total); six male groups (63 total) and two mixed groups (15 total). “Cognitive ignition devices” (or manipulatives or “kooshes”) were used to encourage a fun, collaborative and inclusive atmosphere. Youth were mobilized by NGOs<sup>6</sup> and grouped based on residence (rural/ urban), age (14-18 and 19-24), and gender. To diversify the sample, NGOs were asked beforehand to coordinate groups of youth with varied life circumstances.
- **Opportunity Ranking:** As part of each focus group, youth participants were asked to name the most important opportunities needed in order to be supported in their transition to adult roles. Once a list was compiled, each group (at times split into sub-groups) was asked to prioritize the opportunities.
- **Rapid demographic Surveys:** After each focus group, youth were given a simple survey to record basic demographic information and their future aspirations.<sup>7</sup>
- **Key Informant Interviews:** Individual and group interviews were conducted with a wide range of key stakeholders in services for youth: governmental, private sector, and local and international NGOs.<sup>8</sup> These interviews were largely (but not entirely) coordinated by USAID/Angola. Sampling was targeted and strategic rather than random in order to contribute to potential collaboration between youth-serving institutions.
- **Direct observation.** Visits were made to observe the quality of programming for young people in a variety of vocational training and youth centers in all four locations.

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<sup>5</sup> See Annex B, Youth Focus Group Protocol.

<sup>6</sup> See Annex D, Summary of Focus Groups Conducted.

<sup>7</sup> See Annex C, Rapid Youth Assessment Survey

<sup>8</sup> See Annex A, List of Key Informants.

### Phase 3: Data Analysis and Sharing of Findings

Data analysis was iterative throughout the assessment period. Content analysis of focus groups and key informant interviews was conducted. Frequency analysis was conducted on 15 opportunity ranking lists produced by focus groups. Youth assessors and the interpreter contributed their individual analyses; the Luanda-based youth assessor produced a comprehensive final report.<sup>9</sup>

Findings and strategic option recommendations were shared through oral briefings with the USAID Mission and the Angolan Ministry of Youth and Sports. This report will be translated into Portuguese for dissemination to and further discussion with other stakeholders in Angola, including NGOs and youth who participated in focus groups.

## IV. FINDINGS

### A. PROFILE OF YOUTH IN ANGOLA

#### 1) Population Demographics and Migration Patterns

According to the latest Household Income and Expenses Survey (2001), the Angolan population is predominantly young with an estimated average age of 21 years. The 14-24 year-old cohort numbers 2,944,000, or 19.3 percent of the total population (see Table 1). Those under 20 years account for over 60 percent of the population. In the 15 to 24 year-old cohort, females outnumber males: young women make up 22.5 percent of the total female population, while young men, only 20.7 percent of the male population (IDR, 2001). This gender imbalance is a legacy of the war.

**Table 1 Population by Age-group: 2005 Estimates**

Age groups	Population (thousands)	Percentage of total
0 – 4	3,062	20.0
5 – 9	2,378	15.6
10 – 14	1,966	12.9
15 – 19	1,629	10.7
20 – 24	1,315	8.6
25 – 29	1,060	6.9
30 – 34	834	5.5
35 – 39	664	4.4
40 – 44	552	3.6
45 – 49	456	3.0
50 – 54	374	2.5
55 – 59	305	2.0
60 – 64	241	1.6
65 and plus	416	2.7
Total	15,252	100

Source: Consortium Fundação Joaquim Nabuco, CI, CEEA (2003)

<sup>9</sup> See Annex E, Final Report by Youth Assessor, Luanda.

The coastal provinces of Luanda and Benguela and interior provinces of Huambo, Huíla, and Bié are Angola’s most densely populated areas (see Table 2). The war created a substantial migration towards the capital and other provinces less affected by the conflict. Primary motivations for migration were to escape war, join relatives, seek employment, and pursue education. Migration in Angola has been family-based, in which settled relatives receive and integrate other family members. Yet, during some of the more intense phases of the war, many were forced to migrate internally or seek safety beyond Angola’s borders. These include a significant number of orphans who grew in “foreign” cities, with no family network support.

**Table 2. Population by Province: 2005 Estimates**

Provinces	Population (thousands)	Percentage of total population
Bengo	451.5	3.0
Benguela	1,546.6	10.1
Bié	1,064.6	7.0
Cabinda	210.5	1.4
Cunene	421.0	2.8
Huambo	1,566.4	10.3
Huíla	1,240.0	8.1
Kuando Kubango	410.3	2.7
Kwanza Norte	405.7	2.7
Kwanza Sul	777.8	5.1
Luanda	3,309.5	21.7
Lunda Norte	405.7	2.7
Lunda Sul	495.7	3.3
Malange	864.8	5.7
Moxico	398.1	2.6
Namibe	297.4	1.9
Uíge	1,024.9	6.7
Zaire	361.5	2.4
<b>ANGOLA</b>	<b>15,252.0</b>	<b>100.0</b>

Source: Consortium Fundação Joaquim Nabuco, CI, CEEA (2003)

## 2) Social Organization and Youth Identity

Today the urban population in Angola predominates, at 66 percent of the total. The urban concentration has contributed to a more widespread use of Portuguese as the common language and the sharing of common cultural and social modes of organization and socialization. Angolan youth have been a big contributor to this new, “modern” Angolan culture: adopting urban modes of living and creating new forms of social and cultural interaction. In urban provinces where the war played out, young people are now eager to participate in this new culture, particularly as it relates to having more access to information, entertainment and services.

In rural areas, traditional gerontocratic<sup>10</sup> power relations within society still play an important role. In urban centers, new forms of social relations are emerging and the participation of youth in more varied social groups is widespread. Political party identity (primarily MPLA and UNITA) continues to strongly shape personal identity in Angola, including those of youth. Additionally, broader access to information and the influence of youth returning from the diaspora are contributing to important transformations in the mentalities of youth. Democracy, civic participation, gender equality, human rights and the environment are all issues that urban youth are aware of and currently discussing.

Finally, large numbers of displaced families, youth-headed households, and a significant number of orphans have contributed to a rise in new forms of social exclusion. So-called street children and street gangs in Luanda and other urban centers are a visible and challenging reality. One NGO director reports that there are currently four youth gangs operating in Luanda each with at least 30-50 hard-core members. They are known for stealing cell phones and selling them on the black market. The director also reported that there were recent attempts by the Luanda police to aggressively suppress gang members; however, the tactics only pushed the gangs to other cities on major truck routes. Overall, these organizations of marginalized young people represent basic social survival tactics as they are trying, in many ways, to replace social support networks absent for or lost to them.

### 3) Health

Two major health concerns affecting young Angolans are war disabilities and the HIV/AIDS pandemic.<sup>11</sup> Presently, amputees account for almost 17 percent of all war-related disabilities. Another serious, yet invisible, war-related disability is its psychological impact. In addition to the visible physical damage to infrastructure, successive armed conflicts in Angola have generated a sense of insecurity. Many young Angolans were victims of serious violations of human rights. The psychological impact of the war on youth, however, is often hidden and needs to be better understood, and yet, its presence is undeniable. One youth said, *“Today if you overhear conversation, people say ‘I’m going to kill you.’ That’s normal; people understand that.”* Another explains, *“We need to rehabilitate the consciences of youth, because many have the spirit of conflict.”*

The Center for Disease Control estimates that 2.5 percent of the total Angolan population is HIV-positive (though higher prevalence rates have been estimated by others). Save the Children/UK and Population Services International (PSI) assessments reveal that there is a high general awareness of HIV in Angola; however, knowledge of both transmission and methods of prevention is very low. This is particularly true for the provinces of Cunene, Kuando Kubango, and Moxico. Here, there is a lack of information and a high rate of contact with people from

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<sup>10</sup> Gerontocracy relates to social prestige and power based on eldership.

<sup>11</sup> Malaria is also a serious health risk in Angola. Although beyond the scope of this assessment, malaria is a disease that youth should be empowered to help prevent and treat through integrated programming. (See EQUIP3 working paper “Sustainable Wellness for Youth” (March 2006).



bordering nations where prevalence rates are much higher. Youth in these areas are extremely vulnerable to HIV due to their often-active sexual lives that begin very early. Poor socio-economic conditions push some young people into prostitution or cause them to migrate to neighbouring countries where HIV rates are higher<sup>12</sup>. These conditions put youth at a very high risk and have led to the prioritization of HIV/AIDS prevention and control in Angola's National Poverty Strategy.

#### 4) School Enrollment, Achievement and Literacy

Of the many different kinds of impact of war on the lives of youth as well as concomitant low expenditures by the government on social services, educational opportunities--along with health services--have perhaps been among the most seriously compromised. Currently, the literacy rate for 15-24 year-olds is 71 percent. In 2001, only 52 percent of Angolans over 15 years-old had between 6 and 9 years of schooling (see Table 3).

**Table 3. School Level 15 years and older: 2001**

Level	Years of schooling	Percentage
1st	4 years	18.8
2nd	6 years	25.0
3rd	9 years	26.6
Médio	11 years	11.8
Pre-University	12 years	4.8
University	13 years and over	3.2

Source: IDR (2001)

According to the USAID's Education Policy and Data Center (EPDC), secondary attendance rates in Angola are considerably lower than primary attendance rates. Total secondary school entry rates have reached gender parity due to a decline in male entry rates since the 1980s and a rise in female rates. Nationwide, the female secondary entry rate is projected to surpass that of males in the next decade. EPDC also cites attendance disparities between urban/rural areas, which is almost double in some regions at the primary school level and increases at the secondary level. The widest gap is in the province of Luanda, where secondary education net attendance is 46% in urban areas of the Province and 10% in rural areas. Undoubtedly, the rural education infrastructure has been most severely impacted by the war. This is evident, as secondary net attendance rates are lowest inland and in the north of the country, where the rural areas of Zaire, Moxico, and Bengo have no secondary attendance and Lunda Norte and Lunda Sul have only 1% (EPDC 2005).

In today's post-conflict reality, an Angolan young person faces many constraints to attending school including: lack of school infrastructure (especially in rural areas), school expenses, and

<sup>12</sup> Although the assessment team did not find specific research on links between the likelihood of risky sexual behaviour and unresolved post-war trauma, there is reason to believe that youth's discouragement about lack of education and employment prospects might have negative effects on the motivation to protect their health.

work or house chores. Matriculation fees in Angolan public schools are low, however, out-of-pocket expenses combined with transportation costs limit access to education. Beyond infrastructure, other problems facing the formal school system include low teacher qualifications and ineffective curriculum. One youth explains, *“The curriculum in schools is behind and not helping us in our lives.”*

Finally and perhaps most importantly is the level of corruption that prevents young people from both attending and achieving within schools. In many of the focus groups, youth expressed a high level of frustration and disdain with the present system--with both youth inside and outside of the education system citing challenges. They denigrated the system that is often not based on merit but rather on pay-offs for slots in secondary and higher education; the same was also expressed around formal employment. One youth bluntly stated, *“We study to learn; we pay to pass.”* Another stated, *“There are people who are intelligent and work hard, but they don’t get into the university. The slot goes to those who have relatives who can pay. There are resources here but no opportunity.”*

## **5) Skills, Competencies and Preparation for Adulthood**

The years of conflict and exposure to its consequences have left young Angolans with deficiencies in the kinds of skills and competencies necessary for productive work in adulthood. During the war, the churches provided young people with both formal and professional education opportunities. However, during heavy fighting even these were unable to function. Not only were training programs discontinued, but informal trainings such as apprenticeships disappeared. Trades that depended upon the transmission of skills via apprenticeships (such as carpentry, mechanics and welding) experienced a break-down. These conditions have led to a generation of under-skilled, under-qualified young people who are not versed in technical trades.

### **a) Employment**

*“I’m jobless. I’m part of a family of twenty children. I rely on my older brother and sister. My mother is jobless. My father died. We rely on some land to generate income.”*

*“Sometimes we have to take whatever opportunity that appears... however dangerous... for instance, climbing electricity posts to make electrical connections”*

Employment in Angola can best be characterized by a chronic and overwhelming imbalance between the supply of and demand for jobs. The economically active population in 2005 is estimated at 7,846,000 while the total employed is 3,186,000. In 2005, nearly 25,000 jobseekers visited state-sponsored (INEFOP) employment centers; yet there were only 8,038 advertised jobs for that year (INEFOP, 2005). Throughout the country a majority of the youth cohort is underemployed or unemployed. Formal jobs in Angola are highly desired, yet opportunities are scarce and young people have to compete vigorously.

This situation is compounded as youth have missed critical formal education opportunities, leaving many unable to compete. It was reported that one Luanda bank had to sift through 3,000 applications to find just one or two qualified candidates for loan officer positions. The vast majority of applicants could not pass the mathematics exam, or if they did, did not exhibit the necessary self-initiative and business professionalism to be hired.

As a result of this mismatch between formal labor market demand and labor supply and quality, finding first employment can be an insurmountable task for many young people. A small population of young people is able to rely on social and familial networks to secure first employment. The majority, however, are left to seek opportunities with little support, usually in the informal market. Within the 14-24 year-old cohort an estimated 25 percent are working in the formal sector (public and private sector jobs) while the majority are working in low-paying, low productivity jobs in the informal sector (IDR, 2001).

The informal markets of urban areas are the primary focus of a majority of Angola's youth. Here, they develop multiple income-earning activities for diverse motives including to satisfy short-term subsistence needs or to sustain their households. Males typically load or carry heavy items, fetch water, wash cars, or engage in manual labor. In urban settings, both genders engage in 'zunga' ('zungeiro' for male sellers and 'zungueira' female sellers), i.e., selling or re-selling products. Generally, those within the 15-19 age range, work for relatives in non-waged labor while those above 19 work outside the home independently. The income generated from such activities is uncertain and low, while the working conditions are extremely difficult. Zungueiros usually have to walk around the city carrying their products, competing for commercial areas with others and running from the economic police. A stigma of criminality is attached to these informal activities and produces a social exclusion that leads many youth into drugs, alcohol or prostitution. This, of course, perpetuates their marginalization and increases chances of contracting HIV, STDs, and other health problems.

In rural areas commercial activity is now expanding. Most youth, particularly males, have to engage in farm activities with their families. These are primarily subsistence-oriented, although in some cases there is some complementary commercialization of farm products. Girls tend to work in non-waged jobs at home, in church, or in family gardens; they also sell products in local markets. A rural girl described her life: *"I go to church to listen to God, then I go home to cook and work."* Within the rural context, young people's labor is considered a family obligation. While young people in our focus groups recognized the importance of agriculture, they were seldom motivated to dedicate themselves entirely to agricultural work as remuneration is cyclical and longer-term. One rural youth said, *"Our parents cultivate land to sell produce. Our parents cannot meet our demands so we feel we need to get money. We borrow from our friends and sometimes do 'business'<sup>13</sup>."*

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<sup>13</sup> Business (pronounced 'biznee' in Angola) was a term many youth used across our focus groups when asked how income is earned. This term encompasses all the creative ways youth make money. Generally, it means to sell items or borrow money.

In an effort to respond to the situation surrounding youth, the Angolan government has recently ratified the *Law of the Basis of First Employment* (2006). This law targets youth between 16 and 30 years and seeks to promote employment based on specific policies which include: (i) understanding employment problems; (ii) creating more employment; (iii) facilitating wider access to information and training; (iv) engaging in international cooperation; and, (v) integrating international conventions into employment policies. The law also identifies priority sectors: agriculture and rural development, commerce and services, public construction and housing, and hospitality and tourism.

#### **b) Entrepreneurship**

*“I have to combine all sorts of activities: I am a music composer, painter, plumber, electrician, and bricklayer.”*

Due to the current realities in Angola, young people are forced to be flexible and innovative to earn income. Market circumstances are challenging and competition is intense. Fortunately, youth are resilient; they refine their skills and adapt to market demand. For example, in urban areas, youth find it necessary to diversify their products and services: some who shine shoes also wash cars. The ‘zungueiros’ switch from selling hygiene products in the morning to selling food at noon. In non-urban areas like Cunene along the Santa Clara border young people (many from other provinces) engage in commerce between Angola and Namibia, many purchasing and transporting untaxed products from Namibia to sell in Angola.

Although the informal market is considered the “sector of last resort,” it is an important reality for many youth. Several external factors limit their informal businesses including payment of fees (bribes), harassment from competition, threats from police, and excessive regulations. Also, the supply of micro-credit opportunities is scarce as Angola’s growing banking sector continues to focus on higher segments of the market. While there are a number of initiatives offering loans, Angola’s growing banking sector focuses on higher segments of the market. These factors serve to limit the youth entrepreneur who continues to demonstrate remarkable staying power through his/her own self-reliant efforts.

Not unlike youth in other countries, youth in our Luanda focus groups expressed the belief that adults do not listen to or trust them. One male youth said, *“There is a lack of trust in youth by the government. Also by entrepreneurs. Most of the time, when we present proposals, they are rejected. Even by our own parents.”* On the adult side, when asked about micro-finance loans for youth, one Ministry official responded: *“We need to look at youth in a new way. There has been a reluctance to mentor and teach youth because there is fear of losing our position.”*

#### **6) Opportunities and Aspirations**

Angolan youth are diverse and this assessment provides a modest sample of youth perceptions concerning the kinds of support and opportunities they feel are needed in their lives. Opportunity ranking exercises were facilitated as a part of each focus group. Overall, the youth

focus group participants were quite consistent in naming and ranking the opportunities they desire. Education, employment and health were themes that appeared most consistently in the top three choices across all ranking lists (see Table 4). Young Angolans are clear about the need to recover from years of insufficient and low-quality education. As well, they expressed awareness that employment and health opportunities are important characteristics of their current needs.

*“I want to study so I can take the right path... so I won’t be a prostitute like others just to get money.”* - Female Youth, Benguela

*“Although I have been transporting beer across the border, I want to study and become a teacher.”* - Female Youth, Cunene

**Table 4 - Opportunity by Theme: Top Three Choices in Ranking Lists<sup>14</sup>**

<b>Opportunity attribute (Theme)</b>	<b>Attribute rank</b>	<b>% appearing in top 3 of ranking lists</b>
<b>Education</b>	1 <sup>st</sup>	86%
<b>Employment</b>	2 <sup>nd</sup>	53%
<b>Health</b>	3 <sup>rd</sup>	47%
<b>Access to Information</b>	4 <sup>th</sup>	13%
<b>Sports</b>	5 <sup>th</sup>	13%
<b>Access to Housing</b>	6 <sup>th</sup>	6%

Table 5 below takes a closer look at the opportunity ranking as topics within the larger themes. Consistently across 12 focus groups, youth identified both vocational education and employment as specific opportunities needed. There is clearly a strong desire among youth to obtain employment skills through vocational education and to transition to meaningful work afterward. Older youth focus group participants saw the link between education and employment, and when asked about their aspirations in five years, youth of both sexes expressed high career and/or educational goals. Mentioned aspirations included acting, nursing, law, engineering, and many others. One male wrote, *“I hope to be working with a mining company and take a course in*

<sup>14</sup> Calculated by identifying the number of times each theme (as a specific topic) appeared once within the top three ranked positions. This sum was divided by 15: the total number of subgroups which prioritized the ranking lists which were generated by the 12 focus groups. For those themes appearing an equal number of times (Access to Information and Sports) their ranked positions were considered to enable a hierarchy in the Attribute Rank (column two).

geology and mining.” Males were more likely to express the desire to move to new provinces or countries for work. Female participants were more likely to speak openly about combining high career aspirations with family goals: “*My dream is to study, become a lawyer and build a family.*” “*I would like to be a good teacher, a good mother and have children with a husband.*” Unsurprisingly, younger focus group participants in rural areas were less articulate about their career aspirations.

**Table 5 - Opportunity by Topic: Appearance Across 12 Focus Groups<sup>15</sup>**

(1) Education		% Appear Across 12 FGs	(2) Employment		% Appear Across 12 FGs	(3) Health		% Appear Across 12 FGs	(4) Access to Information		% Appear Across 12 FGs
Opportunity Attribute (Topic)	Professional Training	58%	Employment / Opportunities	83%	‘Health’	33%	Internet availability	25%			
	More schools (formal ed.)	42%	Support for first employment	25%	HIV Ed.	33%	Libraries	25%			
	Scholarships	33%	Bank loans	8%	Health Posts	17%	More info. for youth	17%			
	Literacy	25%	Internships	8%	Vaccines	17%	More debates / discussion	17%			
	To study	25%	Employment by Skills	8%	Hospitals	8%	TV / Radio / Newspapers	8%			
	Ed. Materials	17%	Employment Center for youth	8%							
	Improve Quality of Ed.	17%	Voluntary Service	8%							
	End corruption in Ed.	17%	‘To have a profession’	8%							
	IT Courses	8%									
	English Courses	8%									

Noteworthy in Table 5 is the youth’s call for more access to information. This can be seen as a healthy indicator of an emerging democracy with many desiring to reduce the isolation imposed by war. While not as frequently cited as access to education, employment or health, youth have sent a clear message that they are hungry to learn, share, debate and dialogue in an open, non-violent manner. Resources, such as the internet and libraries, were identified as the building blocks of this process.

There were youth participants who simply could not or did not write down their aspirations in the focus group surveys. One young person, perhaps, captures their thoughts, “*Angolan youth do not have the opportunity to dream.*” Many, however, were able to not only dream but understand the blockages of those who couldn’t: “*There exist programs to rehabilitate the infrastructure:*

<sup>15</sup> Calculated by identifying the number of times each specific topic appeared once in the opportunity-ranking list. This sum was divided by 12: the total number of focus groups that constructed a list.

*roads, de-mining. These are visible; we can clearly see them. But a strategy for help with rehabilitating the mind is needed: a mental ‘de-mining.’*

The sections that follow describe some key institutional challenges, resources, and opportunities in three areas of interest to Angolan youth: workforce development (section B); health (section C), and civic engagement (D). The purpose of this overview is to inform strategic recommendations described in Part V.

## **B. WORKFORCE: EMPLOYMENT, TRAINING & ENTREPRENEURSHIP**

Generally speaking, structured opportunities for youth to transition into productive jobs are in short supply in Angola. Three sub-topics of workforce development are examined below: 1) vocational training and job placement; 2) entrepreneurship training; and 3) micro-finance.

### **1) Vocational Training and Job Placement**

#### **Challenges and Needs**

Government-sponsored vocational and technical training is provided both by the Ministry of Education (Direcção Nacional do Ensino Técnico Profissional) and the Ministry of Public Administration, Employment and Social Security (MAPESS) through the National Institute of Employment and Vocational Training (INEFOP).

The MoE has 35 vocational high schools (*médios*) throughout the country as well as teacher training colleges; however, few of these are functioning. In 2006, there were close to 38,000 applicants for 6,000 openings in public secondary schools in Luanda, including Pre-University, Pedagogical, and Polytechnic Schools. The Ministry, however, is candid that its centers face a great number of difficulties, including inadequate student slots, outdated equipment, curriculum and teaching methods, and insufficient libraries and learning materials. There is currently no mechanism for follow-up on student outcomes, so educators do not know whether graduates are obtaining jobs or creating their own enterprises. Ministry officials understand that more coordination is needed with MAPESS and the Ministry of Planning to ensure a sound linkage between education and training and employment; however these linkages are in need of strengthening.

MAPESS/INEFOP provides (or seeks to provide) technical training at 31 training centers and 33 employment centers, and oversees licensing and certification of 227 private training firms. (Seven of the training centers also have employment centers.) From 2003 to 2005, INEFOP trained 43,480 youth – mainly in Luanda, Benguela, Huambo and Kwanza Norte. Additionally, [Error! Not a valid link.](#) reports that 4,409 people received professional training (out of 20,246

soliciting candidates) in 2005. While state-provided professional training has low matriculation costs, the out-of-pocket expenses put this option beyond the financial reality of many young people. Young people complain that private vocational training is too expensive and there are not enough spaces in the public centers.

More assessment work will need to be conducted to gain a fuller understanding of the current and future capacity of vocational education in Angolan. However, a recent African Development Fund Memorandum (2003) reports that in Huambo province the training centers cover only 2 percent of the demand, since the vocational training centers have been destroyed in the conflict. \$3.78 M was invested by the African Development Bank for integration of ex-combatants and vulnerable populations through vocational training, literacy and employment support, provided by INEFOP and INAPEM. The MAPESS employment centers in Huambo and Ondjiva maintain data bases of job-seekers. Yet preliminary information suggests that in these data bases are not being used by companies.

One challenge facing employment centers outside of Luanda is the lack of job opportunities in the provinces as well as lack of training providers. Even major economic activities associated with Angola's reconstruction efforts will not absorb the population in search of jobs. For example, the Cunene MAPESS employment center had obtained information that the Chinese firm responsible for constructing a main road in the province was ready to hire over 500 Angolan workers, and received many applications for these positions. Apparently, the number of Angolans that will actually be employed is much lower than anticipated, since the number of qualified applicants is extremely inadequate. One of the main qualifications demanded by the firm is heavy machine operation, skills for which there are no training options in Cunene.

A number of NGOs provide vocational training. For example, Dom Bosco is currently training over 5,000 youth in 10 trades. Okitiuka, an NGO in Huambo, serves 164 disadvantaged youth (age 18-22), providing them with health care, construction skills training, psychosocial counseling, and assistance in accessing formal education, housing, and sustainable employment. Although NGO contribution to livelihoods development and vocational training has been significant, most NGOs are still making the transition from emergency, humanitarian assistance to longer-term development. This signifies that youth employment and training has yet become systematized and coordinated, and is largely disconnected from market demand.

World Assistance Petroleum Operations (WAPO) provides training for the oil industry (mostly in construction trades). It reports that the Luanda market can no longer absorb its graduates, though there are employment opportunities in other provinces, such as Lobito where WAPO is considering opening another training center. There is expected to be significant labor demand for construction skills in the coming months and years as conflict-affected regions, such as Huambo, are rehabilitated. Yet, more analysis is needed to understand the level of skill required for such work. Secondary markets emerging from construction projects should also be explored for job creation potential, such as food, hospitality and communication services.



## Summary of challenges:

- Adequate access to affordable vocational training is a serious challenge. Young people state that private vocational training is too expensive and that there are not enough spaces in the public centers or that these slots are meted out through nepotism and corruption.
- Vocational training is often not connected to current or emerging labor market demand, and does not build in the assumption that many youth will have to create their own businesses because the formal sector is not yet robust enough to absorb them.
- Institutional linkages between employment opportunities and supply of trained workers need to be made more efficient. Coordination efforts through employment centers, guidance counselors and training centers need to be more effective in bridging trained candidates to job opportunities.
- Vocational training capacity is weak: curriculum, pedagogy, equipment, and learning materials all need to be updated and upgraded for 21<sup>st</sup> century competitiveness.
- There is little practical learning and little adult/youth mentorship, apprenticeships and coaching. Adults need to learn to work in partnership with youth and support them in transition from education to work. Policy and institutional support is needed to develop practical mechanisms for this to succeed.

## Resources<sup>16</sup>

NGO and faith-based providers, including Dom Bosco: Training centers and schools managed by the churches continue to be a very important option for young people. For many years, the church has been working with the young population, particularly in war-torn or marginal areas. It was the church that sought to maintain basic education programs in remote or inaccessible areas during the conflict. As well, the church provided literacy and civic education programs. Based on their location and pedagogy, churches were able to absorb high numbers of disadvantaged and vulnerable groups such as orphans, ‘street children’ or marginalized youth. Today, church programs oriented to the 14-24 cohort focus on job-preparation: vocational training with literacy skills.

Dom Bosco - Professional Development Center - Sambizanga: The Professional Development Center in Sambizanga is the organization’s hallmark center. In 2005, the center trained over 5,000 youth in diverse trades: cabinet making, locksmith, IT, confectionery, civil construction, electricity and administration. Courses vary by levels and are recognized by the government and private sector. In conjunction with the professional development curriculum, the center offers comprehensive literacy programs. Finally, and perhaps most importantly, there is a Work

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<sup>16</sup> Here and throughout the Report, the section, “Resources,” is not intended to be a definitive inventory but rather a sampling of the range of types of services available and initiatives underway in Angola.

Transition Center that dedicates efforts to bridging graduates to meaningful work opportunities. It does so by building partnerships with the private sector<sup>17</sup>, identifying relevant internships and connecting potential entrepreneurs to a small micro-finance fund maintained by the organization.

World Assistance Petroleum Operations (WAPO): WAPO centers exist throughout Angola. In Luanda, WAPO provides six-month basic courses in subjects such as carpentry, plumbing, industrial cooling systems, electricity, welding, computer, and languages to about 200 trainees per month. The trainees are referred to WAPO through an application process overseen by MAPESS. Applicants must have a seventh grade education to be considered for the courses -- although the average candidate possesses a ninth grade education. Oil companies are primary recruiters of technicians from these centers; however, other companies (construction primarily) do seek candidates periodically.

INEFOP: As the umbrella entity for MAPESS (labor ministry), INEFOP is an important resource for providing vocational / technical training in Angola and for ensuring policies that promote responsive, demand-driven training. They have been active in the recent training of demobilized ex-combatants and war disabled. As well as providing technical training in construction in concert with the Portuguese government, construction companies, UNDP and Chevron. INEFOP interests include, increasing access to trainings and integrating HIV/AIDS education and outreach into its vocational training.

Technical High Schools: The Ministry of Education is in the process of building 35 new *médios* (technical high schools) with the Chinese government's assistance. Phase I, to be completed in 2007, will involve 13 new schools -- four of which will be agricultural high schools and nine polytechnics. Each school will add 1,200 student slots. Technical training involves some practical learning opportunities (six-month internships for allied health, three-month for agriculture, and internships for new teachers), though generally internships are very limited as few companies are willing to (or have been approached to) take interns.

## **Opportunities**

There are opportunities to expand vocational training in partnership with the private sector so that the young Angolan workforce can be competitive for employment in large-scale reconstruction efforts that are already underway. There is an urgent need to build roads, schools, health facilities, and other basic services. Training providers who are willing to think entrepreneurially, advocate for youth, and train young people to much higher international standards should be encouraged through programmatic and policy supports.

Agricultural innovation and training is another important opportunity. With the clearing of landmines and the realization that Angolan farmers can begin to meet local and regional demand, agricultural production should rise. Young people may not be interested in small-scale, family-based, subsistence farming, but they will likely be interested in agricultural engineering,

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<sup>17</sup> As of February 2006, Dom Bosco's center stated it will be signing a contract with Odebrecht Construction Company, a major Brazilian multinational company, to employ center graduates.

experimentation with new technology, and the processing and marketing of new agricultural products. Creative thinking is needed to integrate the vitality of youth entrepreneurship—proven in urban market areas—to opportunities for agricultural revitalization in Angola.

## **2) Entrepreneurship Training**

### **Challenges and needs**

At present, Angola's MSME (micro, small & medium enterprises) sector is underdeveloped and relatively stagnant. From 2000 – 2005, the national statistics institute (REMPE) accounted for the registration of 27,279 new and existing businesses in Angola. Of this total, more than half were registered in Luanda, with low registrations in provinces such as Kuando Kubango, Cunene or Moxico. This points to the uneven distribution of job opportunities within the country. To compensate, young people will often offer to work without pay for a probationary period of time in the hopes of proving their capacities and securing long-term employment.

In 2003, the Business-Dedicated Kiosk (Gabinete Único de Empresa) was ratified into law in effort to ease the registration, alteration or cancellation of businesses. With kiosks opening throughout the country, this law aims to reduce bureaucracy associated with registering new businesses. While this represents a first step to create more favourable conditions for entrepreneurs, more needs to be done. New policies should seek to reduce the highly regulated nature of the market through specifically addressing: (i) complex licensing procedures; (ii) weak state-level coordination; (iii) a maximum profit margin; and (iv) high tax rates. It is important to emphasize here that appropriate regulations, sound macroeconomic policies along with the promotion of entrepreneurship development are critical to both realizing the full potential of economic growth and creating inroads to sustainable entrepreneurship opportunities for youth.

Youth in our focus groups did not mention entrepreneurship as a viable or lucrative alternative for earning income over the long term. While an overwhelming amount of the young people we spoke with can certainly be considered entrepreneurs, the stigma associated with the informal market doesn't facilitate associations of pride or motivate growth. A culture around entrepreneurship (in formal or informal contexts) is glaringly absent among today's youth. In effect, they consider their opportunities as extremely few and keep an eye toward the state for support and opportunity.

### **Summary of Challenges**

- With a few exceptions (see Resources section), a 'culture of youth entrepreneurship' is neither widely recognized nor promoted. There are many youth entrepreneurs who feel that either their intentions are not considered trustworthy or that their ideas are not taken seriously.
- The MSME formal sector is under-developed and entry is highly regulated.

- There is a low supply of economically accessible entrepreneurial training and resources for youth.
- The stigma around youth entrepreneurs in the informal economy prevents Angolan society from working with them and building upon their already developed entrepreneurial skills.
- There are limited opportunities for youth to become entrepreneurial in rural settings.

## Resources

There are some organizations promoting entrepreneurship in Angola. The National Institute for Small and Medium Scale Enterprise (INAPEM) promotes the growth of the MSME sector through business development services (BDS) trainings. The Angola Enterprise Program (AEP), a UNDP initiative supported by Chevron, aims to support small-business development through policy advocacy, credit initiatives and promoting vocational training that meets market demand. Finally, the Chamber of Commerce has BDS training and provides access to a variety of private sector partners. While various youth participants of the 14-24 cohort are absorbed into these entrepreneurship trainings, most times the cost or small program scope, limits access.

Prestigio: A private sector association, Prestigio created the Angolan Entrepreneurship Program in 1994. This program operates in Luanda and Benguela and targets the assessment and training of small businesses in the formal sector. Small businesses are provided with introductory trainings and, if interested, can hire Prestigio to do a formal diagnosis of their business. Based on the assessment, Prestigio offers a number of business development services and trainings. At present, the program works with small business owners from 30-40 years old. However, the program did express an interest in working with youth.

INEFOP/ Incubators: INEFOP has recently started a project “Incubator for the Future” targeting lower-income youth to help them develop their own businesses. Financial, accounting, and legal services are offered. New technology will be tested to enable some incubation of new businesses through virtual means. Approximately 34 businesses are currently in various stages of incubation.

Chamber of Commerce<sup>18</sup>: The Luanda-based Chamber of Commerce (part of the Ministry of Commerce and Industry) offers a number of courses to support entrepreneurship. They range from accounting to financial management to how to start your own business, and cost \$200. Classes hold about 15 students. At present, the majority attending courses are 18-24 years-old and already hold jobs. The director of the Chamber stated that the course fee limits participation and the majority of youth enrolled were from higher socio-economic groups.

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<sup>18</sup> According to the Chamber, its most active and influential members in 2005 included SONANGOL, ENDIAMA, Bridge Tobacco and Banco do Comercio e Industria.

## **Opportunities**

As there are very few entrepreneurial training prospects in Angola, this area is ripe with opportunities. Training courses, internships, apprenticeships and business development programs could have a very important impact on jump-starting Angola's entrepreneurship sector in general and youth entrepreneurship sector in specific.

Urban centers of Luanda and other major provinces are key regions of opportunity. These cities have flourishing informal markets that will not merely 'formalize' overnight. Entrepreneurial potential exists there in large part fueled by young people's business activities. These young people already possess important knowledge, skills and experiences, so training courses should build off of this knowledge and increase their competencies to enable them to utilize more services and upgrade their businesses. Training should be made available to entrepreneurs in both formal and informal markets. In the case of the latter, programs should consider economic accessibility and high-quality training that builds on the skills and strengths of the entrepreneurs and their informal businesses.

### **3) Micro-finance**

#### **Challenges and needs**

The supply of micro-finance for youth is limited at best. While there are presently 11 banks in Angola, few, if any, offer specific micro-finance products, including savings, targeting youth. Strict national limitations prevent offering of non-bank micro-finance products.

The UNDP reports that the majority of the population working within the informal sector has little or no access to credit. The youth interviewed in our assessment confirmed this, as most raise capital through securing small loans from family or friends. They also use money given to them by their family for school or groceries. Overall, the term 'credit' is not part of the youth vocabulary of our respondents. To many, formal credit opportunities simply do not exist. This being the case, it is hard to determine the demand for microfinance services among youth as they have never before had any such opportunities (see Annex I-4). Those banks that set age limits for credit beginning at 18, typically do not absorb clientele toward the younger end of the spectrum (aged 18-20).

#### **Summary of Challenges**

- Youth entrepreneurship within Angola is underdeveloped and therefore relatively no youth demand exists around micro-credit.

- Knowledge and opportunities around savings among children and youth is absent as most banks are not promoting savings programs to young people. (Recent activities of Novo Banco are an exception.).
- The supply of micro-credit to 18-24 year-olds is marginal; micro-finance for 14-17 year-olds is non-existent.
- There is a lack of financial institutions in rural areas. Rural savings and loan cooperatives—that in many countries serve as the financial backbone—do not currently exist in Angola.
- There is a challenging trend in Angola’s financial sector: a growing banking segment that continues to focus on a small but wealthy portion of the population.

## **Resources**

Novo Banco: As part of the Pro-Credit holding company which offers services to lower income clients in 19 countries, Novo Banco currently has two branches in Luanda (Sambizanga and Rocha Pinto) and one to soon open in Benguela. Decidedly an urban bank, it has a number of low requirement / highly liquid small business loan products that cater to lower income, informal sector clients. While loans are available to clients 18 years and older, the average age of the loan recipient tends to be between 25-40 years.

Novo Banco’s bank services, which include accessible savings and checking accounts, are also of critical importance. In 2005, the bank promoted a savings campaign and mobilized 120 school children to fill up piggy banks and open an account with the bank. Both the credit and savings programs represent enormous potential to change a banking culture that has historically been invisible to young people.

Development Workshop (DW): DW started its micro-finance program in 1993 and is currently offering micro-finance services in Luanda and Huambo. The organization works with the Portuguese-owned bank, Banco de Fomento Angola (BFA), and conducts a multi-faceted micro-credit program including: training, credit extension, collection, and evaluation. Individual credit begins at \$250 with possibilities for higher loans based on repayment history and evaluations. The majority of the beneficiaries are female youth from 18 to 30—most utilizing credit for commercial retail activities. DW offers a number of micro-finance products including loans to groups, a highly liquid emergency loan (sickness, funeral) and a new product that focuses on credit for homes (purchase or rehabilitation). DW integrates the credit component with capacity building in the areas of business management, savings, financial literacy, and leadership development.

Cooperative League of the USA (CLUSA): This organization is working through Banco Sol and Banco Regional Keve to promote micro-financing to groups of women and men in the

agriculture sector. CLUSA provides loan guarantees to these banks and they in turn extend small sums of credit and in-kind credit agreements to small-scale farmers. Currently, CLUSA has projects in Bengo, Huila and Kwanza Sul with repayment rates above 95%. The solidarity groups tend average five members whose age ranges from 20 to 40. While CLUSA does not specially target the youth cohort, its presence as an intermediary financial institution in rural areas cannot be overlooked.

## **Opportunities**

The banking sector in Angola is currently on an up-swing; both state and private banks are opening branches in provincial areas and smaller municipalities. As a result, there are opportunities for this sector to offer banking services, education and micro-credit products to youth. Banks can be encouraged to reach out to the youth population, because of the size of the cohort and their potential for graduating into a future customer market for banks.

There are also opportunities to connect financial services and financial education to youth-serving organizations and associations. At a minimum, banks could be encouraged to partner with these organizations to offer education and promote their banking services. Youth-serving organizations should work with youth to help develop their credit-worthiness by promoting savings and mentoring in business development skills. There is also a natural match between literacy and numeracy; partnerships between banks and literacy organizations should actively be sought out.

Similar to vocational education, more must be done in terms of understanding the size and scope of micro-finance demand among youth (see Annex I-4). Equally, an assessment which looks more deeply into the supply of micro-finance would be useful.

## **C. HEALTH INITIATIVES**

### **Challenges and needs**

The major health issue Angolan young people face today is the HIV/AIDS pandemic. At present, 60% of all reported HIV/AIDS cases occur among people from 20-39 years of age. While on the fringes of this age-range, the 14-24 cohort is, nonetheless, considered to be a high-risk population. Current trends point to a young age of first sexual encounter. A 2003 Population Services International study<sup>19</sup> demonstrated that sexual debut among 15-24 year olds in urban areas is early: 72 percent of the sampled youth were already sexually experienced. It further revealed that by 15 years of age, 60 percent of the youth had sex, and by 18 years, 96 percent were sexually experienced. A variety of inter-related factors further complicate the

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<sup>19</sup> The 2003 study presented findings from a PSI-Angola survey of 10,479 youth aged 15 to 24 in five urban areas of Angola (Luanda, Huambo, Lubango, Benguela and Cabinda). Its purpose was to contribute to national baseline data as well as better understand attitudes and practices around condom use.

HIV/AIDS reality surrounding this youth cohort including: (i) the legacy of war, which can result in low self-esteem, fatalism and low perception of self risk; (ii) socio-economic pressure to earn income through sex; (iii) low rates of testing; (iv) lack of communications media; and, (v) unrestricted movement between border-countries with a high incidence of the disease (Namibia and Zambia).

## **Resources**

Youth Centers (Jango Juvenil): Currently PSI is managing four USAID-funded youth centers in Luanda, Cabinda, Huila, and Huambo and one future center in Cunene. The center locations are all in urban areas due to high population density, presence of borders or major thoroughfares, and proximity to low-income neighborhoods. The youth centers enable vulnerable youth to receive intensive HIV/AIDS prevention education and counseling in a youth-friendly setting. Each center contains a general meeting room with audio-visual equipment, classrooms, a library, a counseling room, a computer lab, and a basketball court. In order to attract diverse youth, the Jangos also provide vocational training in basic literacy, foreign languages, computers, cooking, sewing, art, carpentry, and administration. All center activities are used as an opportunity to provide HIV/AIDS education. Classes are free of charge to ensure access.

UNICEF: UNICEF 's program is the largest and oldest HIV/AIDS program in Angola within the UN family. Its efforts are multi-faceted and primarily target youth and pregnant women through voluntary counseling and testing (VCT); prevention of mother-to-child transmission (PMTCT); HIV capacity-building with youth-serving NGOs; and design and delivery of information, education and communication (IEC) materials. UNICEF works with the Government, UN agencies and donors to support activities through international and local NGOs and CBOs.

ReneSida-Cunene: This program, composed of an association of nurses, is working to develop information on HIV/AIDS and to strengthen its link with Ondjiva Hospital. ReneSida seeks to build a solid partnership with the provincial program based upon IEC initiatives and promotion of a VCT center. ReneSida's IEC campaigns and activities target young people in the region, particularly migrant youth engaging in-cross border commercial activities between Angola and Namibia.

Catholic Relief Services/Caritas Life-Skills Centers: Located in marginalized communities, the centers use life-skills and faith-based values to inform, educate and prevent HIV transmission. Courses include rights and responsibilities, myths and facts about HIV, conflict resolution and communication, decision-making and social relations. As well, the centers use interactive theater to spread life-skills-based messages about HIV. The centers have multiple facilities that young people can access including as library, computers and recreation.

Catholic Relief Services/Caritas (CAPE): The Caritas Benguela Aids Prevention Project (CAPE) carries out a number of HIV prevention strategies within municipalities, communes and villages. CAPE specifically targets rural areas by bringing HIV/AIDS education to its residents. Logistically speaking, CAPE follows a multiplying strategy whereby there is a 'headquarters' in



the provincial capital with multiple satellite centers in the municipalities. These centers then allow the programs to multiply into rural communes and villages.

Angola Network of AIDS Service Organizations (ANASO): an umbrella organization composed of 40 NGOs and faith-based organizations working in the area of HIV/AIDS. As the major national HIV/AIDS network, ANASO's principle mission is to build and strengthen the capacity of member HIV organizations. In 2006, the network had its first national congress in Luanda where over 250 participants discussed future efforts and initiatives.

Christian Children's Fund (CCF): CCF is working in Central and Western Angola and has implemented a community reintegration program that brings orphaned, displaced and emotionally troubled children and youth together with supportive families and communities. This community-based psychosocial<sup>20</sup> program incorporates local and Western approaches to healing and empowerment through activation and support of traditional social processes, building local capacities and linking emotional healing, physical reconstruction and community mobilization. CCF also carries out complimentary programs including, providing feeding centers, offering formal and non-formal education and extending youth micro-enterprise activities.

## **Opportunities**

Some existing vocational training programs targeting Angolan youth have potential to integrate a HIV/AIDS component. The INEFOP professional courses already include a special module on HIV/AIDS, which could be improved and developed, especially through collaboration with organizations working in this area. Among the potential partners in this area, there is a substantial work being done by the religious youth groups that develop activities in the area of HIV/AIDS prevention through abstinence and fidelity; their programs have the capacity to reach a large number of young people within their religious group. Church training centers may as well integrate in their programs a HIV/AIDS component.

The articulation between organizations working in the HIV/AIDS and livelihoods constitutes a potential in terms of the creation of synergies. In some cases, the work being developed by the organizations could be further improved if there were deeper collaborations. For instance, the testing centers could collaborate more closely with information outreach organizations and local governmental programs in this area.

## **D. YOUTH CIVIC ENGAGEMENT**

### **Challenges and Needs**

Angola's civil war has left a legacy that youth must overcome if they are to participate actively and productively in society, as well as to become drivers for reform. First, many young people

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<sup>20</sup> For more information on psycho-social programming, see Annex J.

were combatants and experienced command leadership structures. And whether or not they were combatants, youth (and adults) had little experience with the practices of a healthy civil society, such as public debate, effective and legitimate state-civil society interaction, multiparty politics, and meritocratic as opposed to patronage incentive structures. Youth in our focus groups consistently noted the lack of public forums for debate and lack of access to information (television, radio and internet). They desired opportunities to communicate with people in other countries and to go on “study visits,” as well as to simply discuss issues among themselves.

Second, youth are experiencing what one youth called “inertia.” Although our assessment team included several highly motivated youth assessors, both youth and adults reported that the mass of Angolan young people tend to be passive. Perhaps affected by a “hunker-down,” survival reflex developed during the war, youth tend not to take the initiative to, as one youth put it, “build things.” This is not surprising since young people, even those in the youth wings of the political parties, are given little voice in decision-making. Political cleavages during the war were deep and it was dangerous to speak freely. In focus groups youth complained that adults do not trust youth and that they have prepared proposals for projects that were rejected. In contrast to these perceptions, the Ministry of Youth and Sports (MJD) used a participatory process with youth through the provincial level to develop the Executive Plan (national youth policy).

## **Resources**

Youth Associations. There is evidence that youth have been actively organizing youth associations, at least in Luanda province where a recent Jovens Vida Associativa (JVA) study found 155 youth associations, 50 of them in Viana (2002). Still little is known about these, except that they are diverse and probably have limited organizational capacity at this point in time. Some youth associations are connected to political parties, others to the churches, and still others are created entirely by unaffiliated youth. The MJD, with the support of UNICEF and the Cooperation Française, is conducting a study of adolescent needs with the participation of youth associations. This study is expected to be available in April 2006. The assumption behind this initiative is that to build the capacity of youth associations is to strengthen civil society and to allow youth voices to be heard on a larger scale. JVA supports capacity building for existing youth institutions or those being created, by strengthening networks with other associations. The activities of these associations are varied: education, cultural, health, economic, information, leisure, and environmental.

But working with indigenous youth associations has its dangers in Angola. Some fear that the poisonous political partisanship that has led the country twice to renewed civil conflict, and its attendant patronage system, might permeate the youth associations preventing them from truly reflecting the perspectives of the mass of youth. Nonetheless, the MJD has organized substantial parts of its national youth strategy on building the capacity of these youth associations, and has in the past used such groups, once legally registered, to distribute humanitarian assistance.

National Youth Council (Conselho Nacional da Juventude): Since 1991, the CNJ has been a platform at the national level to bring together associations of diverse nature: party youth wings,

religious, students, environmental, professional or literary. But because of the dominance of the youth wings of the two major parties—JMPLA and JURA—it has become a highly politicized arena. Since 1991 JMPLA has dominated the board of the council. As a result, JURA withdrew its representation in the council in 1992, returned in 1999 before the second elections, left again in 2003 when the JMPLA was reelected, and was planning to return again in February 2006 before the next elections. The national council now works with 32 national youth associations, and has created 18 provincial councils that allow for the mobilization of youth leaders locally whenever an activity is planned. The main activities have been the participation in vaccination campaigns, training for youth leaders, HIV/AIDS and STD prevention education, technical training based on member associations needs (such as arts and environmental education), organization of Angolan Youth Day celebration (April 14<sup>th</sup>), and participation in international youth meetings. The council is also called to give counsel on governmental youth policies.

NGOs. A number of NGOs are committed to conflict resolution and community and political participation that involve youth. One of the most innovative is Search for Common Ground (SFCG) which works to transform conflict by working with youth leaders and networks to mitigate participation in violence and to train and empower them to organize in constructive ways. SFCG is discussed further in the strategic options section and in Annex G. Although the majority of SFCG's work in Angola is with adults, they have a youth radio project and issue small grants to youth activists who facilitate community development projects. Additionally, the National Democratic Institute (NDI) and the International Republican Institute (IRI) are active in Angola, currently working on elections preparation. Most of their projects have not been with youth, however, IRI has done some work with the young wings of the political parties.

Development Workshop (DW, Canadian NGO) is highly respected for its multi-sectoral work. In civic engagement, it has a peace-building and democracy promotion program in several provinces in Angola. This program both targets youth directly as well as integrates them into programming. For instance, DW publishes an independent newspaper (*Ondaka*) in Portuguese and Umbundo, which does not have a youth-specific column, but includes topics of interest to the youth, such as science and technology, HIV/AIDS, traditional culture, etc.

## **Opportunities**

The upcoming national elections are opportunities to engage youth in building democratic practices and institutions in Angola. The first elections since the disastrous 1992 experience, this round may be more about consolidating the once-fragmented country than the development of dynamic political opposition. If young people are not engaged now in constructive ways, they may become resentful and restive, especially if peace dividend is slow in coming. Already young people in Huambo expressed frustration that the rebuilding of public buildings is slow; to them, this was evidence that the government doesn't care about them. One youth said in a focus group, "*Our government doesn't show any kindness towards its children. At school there is not even basic equipment.*"

The process of post-conflict reconstruction generally includes an opening up to the outside world after years of the isolation brought by war. The situation is no different in Angola. In focus groups, youth identified the need for increasing access to information, increasing forums for public debate, and increasing exchanges with people in other countries. Increasing information and discussion can be a cross-cutting effort throughout many different kinds of programming. For example, youth centers might include internet access, TV, and libraries; small youth-run enterprises could include cybercafes and showing videos for admission fees; and HIV/AIDS programming can encourage outreach to communities beyond a youth's own and dynamic forms of expression such as theater, video, and song. In all programming, expanding young people's horizons and their exposure to the outside world is important.

## **E. SUMMARY OF FINDINGS**

- 1) Angolan Youth as Resources:** Angolan youth have adopted a series of flexible and creative survival strategies across a broad spectrum of extreme stressors: war, high unemployment, broken families, and lack of physical and social infrastructure. They are adept and creative, already possessing many entrepreneurial skills. Any program that works with them should consider these as assets and look to build from them.
- 2) Lack of Safe, Informative and Fun Spaces:** Angolan youth lack safe, informative and productive spaces. Youth are hungry to share, talk and receive and exchange information. Programs around life skills, HIV/AIDS, self-esteem, sports and theater are currently on-going in Angola, but are too few in number.
- 3) Challenge of Stemming HIV/AIDS:** Angola sits dangerously close to nations with much higher HIV/AIDS prevalence rates. Young people are the pivotal point for transmission of the disease, so Angolan youth have a special opportunity to shape the health profile of their country for decades to come. There is momentum building among the Angolan government, donors, NGOs and the youth whom they have already mobilized. The effects of youth poverty, marginalization, and psycho-social aspects on HIV transmission should be given serious consideration in program design.
- 4) Inadequate educational services:** There is not enough quality, affordable education in either general education (literacy, numeracy, and academics) or in technical/ vocational training. Higher-quality education is out of reach financially for most youth, and there are too few spaces in lower-cost public education. Employers complain that youth do not have the basic skills necessary for productive employment. Prosperity will be limited to the very few in Angola unless education for all is addressed.
- 5) Youth Entrepreneurship:** Young people already possess dynamic entrepreneurial ability. However, the war has facilitated an aversion to risk-taking amongst youth. Angolan youth are ambitious to learn and participate and they are the perfect candidates for entrepreneurial training and action. It is important to mention that entrepreneurship should not

only be considered for privileged classes, nor should it be limited to implementation in the formal sector. Current socioeconomic barriers must be broken down and access to diverse training programs must also be offered to Angola's marginalized young people. It is a heartening sign that the MJD has targeted strategies to address marginalized youth in its National Executive Plan.

**6) Savings Opportunities:** Before young people are ready to use micro-credit, they must first develop credit worthiness through a core set of livelihood and life skills. Two such skills are financial literacy and an appreciation for the value of savings.

**7) Non-politicized Participation in Society:** The young people we spoke to wish to be supported as members of society and learn further how to be a citizen of this emerging democracy. This requires a level of participation within society that strives to promote youth initiatives and shared decisions with adults (see Annex F).

**8) Freedom from Corruption in Education and Employment:** Young people are especially sensitive to the corrosive aspects of corruption on their education and employment opportunities. They express profound disillusionment about the system of "pay to pass" in school. They fear being passed over for employment they deserve because others who are less skilled have paid off the employer or are known to them. If these dynamics are left to continue, they may seed social unrest in the future.

## **V. STRATEGIC OPTIONS**

The following recommendations are organized into three categories. The first set (A) begin with existing USAID/Angola programs and suggest enhancements either to include a youth-focused dimension to the broader program, or to significantly deepen an existing youth program. The second set (B) are ideas for new projects. And the third set (C) are directions for further assessment to deepen understanding of specific dimensions of youth development needs in Angola.

### **A. INTEGRATING YOUTH INTO MISSION PROJECTS**

These activities that can be easily incorporated into current or planned Mission projects, or take current Mission programs as a point of departure for more extensive youth programming:

**1) Expand, upgrade, and network Youth Centers.** USAID is currently funding four Youth Centers through a cooperative agreement with PSI. UNICEF is in the process of preparing an inventory of youth centers, along with the MJD. This effort should provide information about the number of centers currently existing and the services/programs they offer. The MJD plans to finance the building of some new centers and other donors may be planning to support others. The MJD-sponsored seminar on youth centers in April 2006 should allow for donors, partners, and civil society stakeholders, including youth, to develop an understanding of

best practices and coordinate development of new centers. USAID/Angola will of course need to be coordinate closely with the GRA and other donors to avoid duplication of services.

USAID could increase its work with youth centers in a number of different ways. Direct implementation would involve expanding the number and regional coverage of centers, and upgrading youth center models, so that a greater variety of services and projects would be available to youth, such as entrepreneurship training, recreation, entertainment, library and Internet services, etc. Youth and community needs assessments would inform these decisions. USAID might also choose to work on a larger scale by providing technical assistance and capacity building for many youth centers nationally or in several provinces. This would involve creating an association or network of centers, perhaps through ANASO, an HIV/AIDS organization; providing program and organizational development assistance; and offering incentives (small grants) to encourage up-take of best practices and innovation of new approaches based on local needs and capacities. A comprehensive youth center project might involve both replication and capacity-building levels.

If funds were limited, the Mission could still support the development of new youth centers through its Municipal Development Program RFA (690-06-007). This project provides for small grants and technical support to municipalities seeking to enhance local infrastructure and social services, including educational facilities. It calls for support of participatory planning and decision-making to improve collaboration between the local government and population. A subset these grants could be set aside for local development of youth centers or similar projects benefiting youth that communities propose.

Some critical concerns related to youth centers are that:

- Youth are active partners in the design, building, and maintenance of the centers. Adults should not build these centers without meaningful guidance and participation of youth (see Annex F). It is preferable to have a slower process of opening the centers than to miss the opportunity for youth to be involved. Their construction would make excellent practical learning opportunities for young people interested in the construction trades. Could architecture students from the university help design them?
- Youth centers should promote a holistic approach to youth development, so that offerings (services, trainings, projects, for a, etc.) might be in a number of areas depending on youth needs, including livelihood development, functional literacy, financial services, HIV/AIDS and health training and outreach, discussion, theater and the arts, internet access, libraries, study space, community projects, etc. These services should be selected by the youth and their communities. Youth centers provide an important forum or platform for youth-led debate and discussion of critical issues, and for recreational (fun and safe) events.
- It is important to focus on staffing of the centers, as well as building them. Who will be youth workers, facilitators, and counselors, and how will they be trained? To what

degree can community leaders, even on a voluntary basis, be encouraged to become involved in the centers and in mentoring youth as they manages the center's programs?

- In other countries, youth centers have been owned by the local town council and have been open to use by the community. Small fees and entrepreneurial activities help finance the maintenance of the space. It has been reported that in some centers in Angola, adult activities have obviated youth's use of the center; this can be avoided by ensuring youth leadership in decision-making about the centers.
- Youth centers are probably not the right venue for in-depth, credentialed vocational training. Instead their vocational courses might be offered to give youth a taste of training available to them and as a branch of a more established center, such as Dom Bosco which can ensure quality and relevance. Youth centers would actively refer youth to credentialed training programs.
- Sustainability of the centers should be planned from the beginning.
- Youth who do not reside in the immediate vicinity of the center might be able to be connected to activities through a mobile training capacity (see Annex I-3).

**2) Novo Banco: Increasing youth-friendly outreach for banking services and financial literacy training.** The Mission's Economic Growth portfolio includes technical assistance to Novo Banco to expand its reach to MSME clients. Although the bank should not change its risk assessment standards, they could be encouraged to actively consider the youth market segment and develop some marketing and client education techniques that would appeal to youth – meeting them “where they are.” As with the rest of the population, youth are not well informed about available financial services including savings products and micro-loans. Banks should be encouraged to see the youth market as an opportunity to build clients for the future (in addition to the present), as youth earning increase over time. Novo Banco would sponsor short workshops on banking services and financial literacy to young people where they congregate, such as youth centers, cybercafes, and even on the street in the case of out-of-school youth entrepreneurs. Banco de Fomento, a USAID partner on youth centers, might also be interested in providing such savings services, outreach, and education.

**3) Youth-Serving Organizations/ NGO Strengthening.** The Mission's new Civil Society Strengthening Program (CSS) RFA calls for institutional capacity-building for established civil society organizations. Specific mention is made of strengthening organizations that serve under-represented groups, such as youth. A sub-set of the CSOs to receive small grants, training, and technical assistance might be youth-serving organizations (YSOs). In the domestic US youth field, there are extensive networks of youth-serving organizations that have developed tools and techniques for improving youth programming bottom-up. One such methodology developed by the National Youth Employment Coalition is called PEPNET (The Promising and Effective Practices Network); it is a self-assessment tool specifically for YSOs

<http://www.nyec.org/pepnet/>). PEPNET has been adapted and piloted successfully in Haiti for local Haitian YSOs. (See Annex I-2, section 2.3 of the Haitian Out-of-School Youth Livelihood Initiative.) In the context of the Civil Society Strengthening Program, there is an opportunity not only to target CSO that are YSO for organizational and technical capacity-building, but also to network them so that they can learn from and support one another.

**4) Youth development in adult literacy program.** USAID/AFR manages a cooperative agreement with Alfalit International, Inc. to provide adult literacy instruction using the Laubach method. Since the start of the project in March 2002, Alfalit has served 38,591 individuals in Luanda Province of which 85% are women and of these, 50% are 15-35 years-old. Of these, 24,000 passed a literacy and numeracy examination administrated since 2003 by the Angolan government. A new cooperative agreement is expected for 2006-2010 for approximately \$7 million total.

Since literacy and numeracy are foundational skills for the development of the Angolan workforce and its participation in civil society, the Mission might build on the mass mobilization of the Alfalit program. Experience has shown that young people are often attracted by literacy programs to complete their education, but that programs designed for older adults do not necessarily meet their developmental needs. Developmentally, young adulthood is a period of defining identity and sexuality, building skills for and finding employment, negotiating relationships with adults, and coming to terms with marriage and parenthood. The Alfalit International Program Director is aware that employment is a major issue facing young people and has begun considering opportunities to articulate the program to vocational training opportunities, such as Dom Bosco. Alfalit is particularly interested in developing technical training in the medical field to prepare young people and adults for jobs. It is also interested in scaling up to Huambo and other locations, and has begun to use literacy material containing HIV/AIDS information.

USAID could work with Alfalit to do an assessment of the youth development needs of its younger literacy learners (14-24) and possibilities for Alfalit to “massage” the program to better meet their needs. Interventions aimed at youth need not be costly—for example, adding a employment/livelihoods counseling component with assistance in accessing vocational training or micro-finance loans, or adding participatory life skills instruction to the existing literacy curriculum. There is a window of opportunity to make these adjustments to the new cooperative agreement for FY06 to better meet the needs of the youth learners.

## **B. NEW PROJECT INVESTMENTS**

The following activities would be best implemented as new projects.

**1) Support youth-serving organizations (YSO) focused on youth employment and entrepreneurship.** Young people at all levels of education need support to access workforce training programs, to find and succeed in formal sector jobs, to create their own sustainable



livelihoods in the informal sector, and to upgrade informal-sector micro-enterprises to businesses that generate more income and better working conditions. With a very few exceptions (such as Don Bosco), there is very little capacity in the government as well as the NGO community to provide this support. The Mission could therefore create a large-scale youth employability project that includes a range of services and opportunities for youth to be able to find and create work. The project could include these elements which could be competed through an RFA process managed by an international education organization with significant capacity. Relevant GRA entities, such as INEFOP and INEPEM, should be involved:

- Practical learning opportunities for youth, including internships and apprenticeships;
- Entrepreneurship training and MSME incubation for both in- and out-of-school youth, (including youth in vocational education institutions);
- Career counseling and job-seeking help;
- Employability skills training (in an interactive life skills format), including SCANS<sup>21</sup> competencies (e.g., communication, teamwork, self-initiative, critical thinking, use of technology, learning-to-learn, etc.);
- Financial literacy and assistance in accessing financial services (e.g., savings and loans);
- Stipend public service work, such as community service corps (see Annexes H and I-1); and
- Partnerships with private sector to shape and create workforce training relevant to their current and future labor needs.

The main objective of this project is for YSOs to act as *advocates* for youth's creativity in developing their own livelihoods and as *bridge-builders* between youth and formal and informal sector employment. For example, YSOs should approach banks amenable to SME loans such as Novo Banco to provide informational workshops on accessing savings and loan services for youth sub-groups that do not easily have access to this information (such as *zungueiros*). Or, YSOs could work with the GRA and foreign construction companies to offer some construction trades apprenticeships to youth. Or, a YSO could negotiate with municipalities for teams of youth to provide basic services to the community under the supervision of a youth mentor.

**2) Youth participation in democratization.** For the first time since the most recent peace, the elections anticipated for 2006 or 2007 provide an opportunity for consolidation of national unity in Angola. Many young people were combatants as well as victims in the war and yet they

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<sup>21</sup> The SCANS competencies (Secretary's Commission on Achieving Necessary Skills), first developed in the early 1990s, is a set of generic employability skills that employers in the U.S. have identified as critical to worker success and productivity. These competencies are increasingly in demand worldwide.

have not been engaged in peacetime democratic processes in any meaningful way. Youth have a great deal at stake in a smooth transition to multiparty politics and the establishment of free and fair elections.

An opportunity exists to build young people's awareness of and practice of democracy by engaging them in politically neutral activities, such as public debate, election monitoring and voter registration. Steps can also be taken to sensitize them to the rights and responsibilities of citizens. (See concept paper in Annex G.) These activities can help create a demand within civil society for fair and transparent democratic processes, as well as build the leadership skills of young people. Such activities give young people the opportunity to develop skills and qualities that are also in high demand by employers, such as self-initiative, communication, persuasion, organization, and integrity. They also provide youth with open forums for public debate, a need expressed during the assessment focus groups.

In other post-conflict African countries, such as Sierra Leone, Search for Common Ground has an excellent track record in promoting youth-run radio. (See Talking Drum Project on [www.sfcg.org](http://www.sfcg.org).) USAID/Angola could include youth-led media and performance projects in order to promote the public discussion of issues of critical importance to youth and the nation, including war trauma-related issues that need to be aired in order to be resolved. To legitimize young peoples' right to self-expression and to train them in the ethical exercise of this right is an important step toward promoting the public debate that underpins democracy.

**3) Junior Achievement (JA).** The JA program has been introduced as a strategic option and has generated some interest among various parties in Angola. JA works by linking professionals from the business community to school children and youth. The courses, teach students how to manage money and establish a businesses through practical, hands-on activities which are guided and mentored by business leaders and entrepreneurs.

The JA program has particular relevance in Angola for the following reasons: (i) Angolans are highly entrepreneurial as witnessed through a vibrant informal economy; (ii) the private sector presents numerous opportunities for mentorship, and funding; (iii) the formal sector is not absorbing trained and educated youth; and (iv) the high potential to spur a culture of entrepreneurship among Angolan youth. As a result, USAID Angola has devoted \$300,000 to the start-up of the JA program and has contacted corporate partners in Angola as potential contributors for the same. ESSO and Coca-Cola have expressed interest in partnering with USAID to get the program off the ground.

JA representatives visited Angola in February 2006 to explore the potential for starting a program in-country. The initial findings were positive as the MJD, the chamber of commerce, educational institutions and corporations expressed support. In a return visit, the support of the Ministry of Education was confirmed.

**4) Connection between HIV/AIDS and youth livelihoods.** There has been significant global progress on fighting HIV/AIDS through prevention education, treatment, care and support, yet there has been little focus on addressing the connection between youth unemployment and HIV/AIDS. Young people and especially poor youth bear the brunt of the epidemic due to their economic vulnerability. For example, some young women (as well as men) are forced into transactional or commercial sex work to earn an income in order to meet basic needs for food, clothing, and shelter. Low-income youth have an increased risk of infection because they are more likely to be in poor health and leave sexually transmitted diseases untreated, yield to pressure to exchange money or goods for sex, and migrate to find work in urban centers where the chances of risky sex is higher. Youth infected with HIV face heightened economic challenges. As they fall sick, their ability to provide for themselves and for others who depend on them declines. Discrimination among infected youth makes it harder for them to find work, retain a job, and work productively, which brings them into a vicious cycle of unemployment and lower quality of life. Youth are more vulnerable to contracting HIV when they lack decent and productive work opportunities or a social support network.

a) One program model that addresses this complex of challenges was developed from the “**Urban Youth Employment in HIV/AIDS-Affected Municipalities Project**” conducted by EQUIP3 with support from EGAT/PR/UP and EGAT/ED. It involves training young people in the provision of home health care services in HIV/AIDS-affected urban areas, as a way for them to develop productive livelihoods, as well as to learn about keeping safer from the risk of HIV. (See Annex I-5.) USAID/Angola might explore whether some or part of this model originally developed for Southern Africa has applicability for Angola, especially if other health care services needs, such as general preventive care or anti-malaria initiatives, are considered.

b) **Adding HIV/AIDS education to vocational training.** Because the attention of Angolan youth is largely focused on their own employability development, an important way to reach young people for HIV/AIDS information is through existing vocational training. The Director General of INEFOP (National Institute for Vocational Training) reported that they have created a new program with the assistance of the Red Cross to integrate “hygiene and work security” information into technical vocational education—which centers on HIV/AIDS awareness. She and her staff expressed interest in working with USAID on HIV/AIDS in workforce development. INEFOP might be an important partner with which to collaborate because not only do they directly provide some workforce training, they are responsible for licensing and certifying all private training providers. The Mission might explore whether HIV/AIDS awareness could be part of certification and technical assistance to Angola’s growing private vocational training sector. This could be a low-cost/low management burden activity if incorporated into the Mission’s existing HIV/AIDS portfolio.

**5) Youth Service Corps.** A Youth Service Corps for Angola would be an excellent way to address multiple needs of young people—job creation, employability skill development, psycho-

social support and a positive sense of belonging and connection to the community. It has the added benefit of helping municipalities to “get things done.” Youth service corps have a long and well-respected history in the U.S. dating back to the Civilian Conservation Corps of the 1930s which put thousands of young people to work to spur economic recovery. Service corps provide meaningful projects for youth as identified by communities, such building simple structures (e.g., parks, playgrounds, latrines, etc.), planting trees, outreach on vaccination and HIV/AIDS campaigns, distribution of bednets, tutoring children, etc. In addition to a positive and rich learning experience, youth receive a modest stipend, complementary educational services, certification of program completion, and job/education placement assistance. Youth leadership and constructive adult/youth mentoring are important dimensions of the model.

See Annex H and I-1 for illustrative SOW and program experience. Current USAID experience with youth corps include USAID/South Africa which has just launched a City Year project as a GDA with numerous corporate partners; and USAID/West Bank/Gaza which has included the YouthBuild service model in its large-scale Ruwwad Palestinian Youth Empowerment Project. South Africa contact: Nancy Devine ([ndevine@edc.org](mailto:ndevine@edc.org)) or Marcia Glenn, CTO, ([mglenn@usaid.gov](mailto:mglenn@usaid.gov)). City Year website: [www.cityyear.org](http://www.cityyear.org). West Bank/ Gaza contact: Hisham Jabi, COP, ([hjabi@edc.org](mailto:hjabi@edc.org)) or Barbara Belding ([bbelding@usaid.gov](mailto:bbelding@usaid.gov)). YouthBuild contact Peter Twitchell ([ptwiche11@youthbuild.org](mailto:ptwiche11@youthbuild.org)), and website: [www.youthbuild.org](http://www.youthbuild.org).

### C. AREAS FOR FURTHER ASSESSMENT

The following are areas that would require further assessment in order to develop a clear direction for project design.

1) **Vocational training.** Although USAID/Angola is not currently planning to make large-scale investments in formal education, it is still be possible to do a few targeted projects to try to make vocational training more relevant to the current and emerging labor market needs and to youth’s strengths in small entrepreneurship. A workforce development assessment would look more closely at the capacity of government, private, and NGO vocational training providers in relation to labor market needs, including agricultural markets. (Examples of workforce assessments can be found on the EGAT/ED-sponsored website for workforce development: <http://www.gwit.us>.) The assessment would attempt to ground-truth descriptions of capacity that one can hear from Luanda-based Ministries to the reality of services in the provinces. It would include data-gathering on student employment outcomes and identify the range of skills Angolan businesses say they need and their perceptions of the work-readiness of Angolan youth.

If there were a drive from the GRA to indigenize the workforce around the extensive construction projects underway with Chinese funding, then there might be an opportunity for USAID to facilitate provision of this industry-driven training. (USAID/Guinea is working with international bauxite companies to ensure that there are enough skilled Guinean works to meet the Guinean government’s expectations for employment of indigenous workers. The partnership involves bauxite industry contractors and the Ministry of Education.) As efforts are made to

build indigenous Angolan workforce skills, advocates for youth (YSOs) must promote practical approaches to incorporating young women and men as apprentices and trainees; if not, youth are likely to be sidelined in favor of older adult males.

Other opportunities for vocational training may emerge from the Mission's new agricultural finance project in which commodity value chains will be identified. What spin-off training needs will this generate as new technologies are introduced and food production systems are updated? Young people have proven themselves to be quick on up-take of new technologies—why not target them?

**2) Micro-Finance and Youth:** An assessment which measures both supply and demand of micro-finance and youth in Angola could be of significant use in determining relevance as well as political and institutional will. Topics of a further study could include: a) savings and credit-worthiness development for younger segment of the youth cohort (aged 14-17); b) a targeted understanding of if or how MF can be marketed and effectively used by Angola's marginalized youth; c) the most effective way to utilize MF as a complement to Angola's present and/or future enterprise development programs; d) how financial institutions and youth-serving organizations can work collaboratively without compromising the mission of either. Finally, an assessment performed should be shared and utilized to inform the design and focus of entrepreneurship trainings.

These topics have been explored by USAID Washington (EGAT/PR/Micro-Finance and EGAT/Education) in the "Micro-Finance, Youth and Conflict Knowledge Generation Project." Two case studies and a set of methodological tools have been developed. The first case study, Central Uganda (microReport #38), is available on <http://www.microlinks.org>. A case study on West Bank/Gaza is forthcoming. USAID/Angola could request a similar youth MF assessment to inform program design.

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## ANNEXES

## ANNEX A

### KEY INFORMANT INTERVIEWS

Enrique Acevedo, Centro de Formação de Luanda (MAPESS/WAPO), Luanda

Eduardo Alexandre, Director; Perpétua Tchaluca, Assoc. Director; and Joao Luis, Caritas, Benguela

Madre Angelina, Centro de Formação Profissional de Santa Clara, Cunene

Marcelina Baptista, Director, Renesida, Cunene

Leonel Bernardo, MAPESS/ Ministério da Administração Pública, Emprego e Segurança Social, Luanda

Alain Blanchemanche, Chefe de Projecto, Coopération Française, Luanda

José Cardoso, National Director of Youth, and Florindo Raul, Chefe Department of Youth Protection and Participation, Ministry of Youth and Sports, Luanda

Suzie L. Jacinthe, Program Manager, HIV/AIDS; Joao Lino Rafael, Program Assistant, HIV/AIDS; Pedro Nhime, Coordinator, Polio Project; Lina Julieta, Mobilizer, Polio Project; Tito Farias, Program Manager, Justice & Peace, Catholic Relief Services, Benguela.

Liberty Marlyn de Dirceú Samuel Chiaka (Secretário Geral), Kassuos Afuino Ganguela, and Faustino Nimbike, Juventude Unida Revolucionária de Angola (JURA, youth wing of UNITA), Luanda

Mary Daly, Regional Director, Christian Children's Fund.

João de Deus, MAFIKU, Cunene

Doroteia Domingos, Directora, Kandengues Unidos, Luanda

Padre Eurico, Caritas, Cunene

Pedro Garcia and Sr. Bravo, Direcção Provincial de Juventude e Desporto, Benguela

Francisco Gaspar, program coordinator, Jovens, Vida Associativa, Luanda

Cathy Hamlin, Program Specialist, USAID/Angola, Luanda

Luis Hernandez, Economic Growth Officer, USAID/Angola, Luanda

Aida Iglesias, Alfalit International, Inc., Miami, FL (phone interview)

Corina Jardim (Directora Geral), Anacieto Teixeira, José Quiala, and Teca Zassala, INEFOP, Luanda

Emanuel de Jesus Machado Kapokoyo, entrepreneur, Gadir Limited, Huambo

Joe Kitts, Senior Education Advisor, USAID/Africa Bureau, Washington, DC

Reis Kuanga, President, Conselho Nacional da Juventude, Luanda

Heather Kulp, Country Director, and Manuel Figueiredo Mateus, Youth Program Officer, Search for Common Ground, Luanda

Sra. Josefa, Directora, Juventude Informada Responsavel e Organizada (JIRO)

Emílio Leôncio, Director of National Technical and Professional Education, Ministry of Education and Culture, Luanda

Cândida Alcina Ndiwateko, Coordinator of the HIV/AIDS provincial program, Cunene

Dr. Luciano Nguli, Director and Noe Abilio, Director Pedagógico Escola Polivalente Agropecuaria Joaquim Capango (EPAJC), Benguela

Louisa Norman, resident Country Representative, PSI/Angola, Luanda

Benjamin Osland, Resident Program Officer, International Republican Institute, Luanda

Peter Matz, UNICEF, Luanda (phone interview)

André Nzau, Director Formação, and José Alentejo, Dir Apoio Sector Privado, Câmara de Comércio e Indústria, Luanda

Sr. Pascoal, Director, Alliance for the Promotion and Development for the Community of Hoji Henda

Manuel Pedro, Program Director, and Dr. Mendes Instituto Português de Medicina Preventiva, Luanda

Estevão Rodrigues, Gestor do Programa, CLUSA, Luanda

Patrícia da Silva and Antónia Monteiro, Population Services International, Luanda.

Sra. Sónia Ferreira, Okitiuka Center, Huambo

Koen Wasmus, Barbara Sajet, and Nancy Sommer, Novo Banco, Luanda

Artur de Almeida e Silva, Presidente da Direcção, Prestigio: Liga de Jovens Empresários de Angola, Luanda

Albino Sinjecumbi, Centro de Formação Profissional Fadário Muteka, Huambo

Edwardo Sonjamba and Pedro Balanço, Save the Children Foundation/UK, Huambo

Martins Sukete, Provincial Director of Youth, Suzana Navihemba, Director of Child Protection, and Bernardo Suca, Provincial Director of Youth and Sports, Direcção Provincial de Juventude e Desporto, Huambo

Diana Swain, Mission Director, USAID/Angola, Luanda

Padre Tiço, Dom Bosco, Lunda

Berta Tomé, Directora, Center for Enterprise Development (Centro de Desenvolvimento Empresarial), Luanda

António Wakanyoko, Provincial Director of Youth and Sports, Cunene

Judy Wiegert, HIV Specialist, USAID/Angola, Luanda

Alonzo Wind, General Development Officer, USAID/Angola, Luanda

## ANNEX B

### Youth Focus Group Protocol

- Facilitator welcomes groups and thanks youth.
- Why are we here: conducting some research around the realities of young people.
- We hope that your voices and thoughts will lead us to better support youth.
- We encourage everyone to be honest and open.
- Finally, we only plan to use your thoughts and voices; if you have any questions at the end of our time, please feel free to ask!

<b>Introduction:</b> Youth introduce themselves - name and where they are from (born).	
<b>Ice-Breaker:</b> Use as necessary and check-in with Local Youth Assessor	
Key Question	Probing Ideas
(1) What are some of your accomplishments as youth in Angola? - At a personal level or at a larger level	- Some of your proudest moments - Assets, skills, knowledge - Resources
(2) What in Angola prevents / blocks you from achieving or accomplishing?	- Challenges, - Issue priorities
(3) In your community, how do young people earn money?	- What: employment activities - Where: Employment Sectors (Formal, Semi-formal, Informal) - Why: Contribution to family, survival - What: Economic outlook.
(4) What currently exists in your community to support/help young people?  - Opportunities young people have - Community resources	- Family-support - Education, Voc. Ed. - Networks to other programs (HIV-focused) - CBOs, NGOs, Public/Private sector - Savings, Micro-finance - Policies
(5) What opportunities do youth need today in Angola (in your communities)?	- Support to transition into adulthood - Resources, polices, programs - Sectors: livelihood, HIV, Political Participation, Sports/leisure
Method: Rank Opportunities	
<b>Close:</b>	
(1) Field any questions from youth (be prepared to discuss how/when report will be disseminated to young people);	
(2) If time allows, inquire if young people have a tradition or customary way they close ceremonies. And, if they'd like to close the FG with it. Be prepared to share a closing exercise -- perhaps Local Youth Assessor has a closing exercise as well (discuss beforehand).	
(3) Be sure to leave contact information with a key individual(s).	

## ANNEX C

### Rapid Youth Assessment Survey

This brief pen-and-paper survey was conducted at the end of the focus group sessions.

#### Side One

Age:

Sex:

Level of education:

Region of origin:

Child-bearing/parenting:

Current work:

Future employment aspirations:

#### Side 2

Describe your aspirations. What would you like to be in five years?

## ANNEX D

### Summary of Focus Groups Conducted

No.	Location/ Area	Partner <sup>22</sup>	No. Youth	Gender	Age Range & Median	Dominant Education Level <sup>23</sup>	Other
1	Luanda/Urban	SFCG	7	Males	18-23 <b>24</b>	Médio	Youth Activists
2	Luanda/Urban	SFCG	6	Mixed	18-25 <b>20</b>	Médio	
3	Huambo/Urban	SCF	7	Females	15-22 <b>17</b>	III Level	
4	Huambo/Urban	SCF	12	Males	13-19 <b>17</b>	III Level	
5	Huambo/Urban	SCF	10	Males	19-27 <b>20</b>	Médio	HIV/AIDS Activists
6	Tchicala Tchiluanga/ Rural	SCF	18	Males	14-19 <b>16</b>	Not obtained	
7	Tchicala Tchiluanga/ Rural	SCF	11	Females	13-16 <b>15</b>	Not Obtained	
8	Huambo/Urban	Okitiuki	14	Males	17-20 <b>18</b>	III Level / Médio	Participants of Okitiuka NGO
9	Benguela/Urban	Caritas	7	Females	19-27 <b>23</b>	Médio	
10	Benguela/Urban	Caritas	9	Males	18-30 <b>25</b>	III Level	
11	Benguela/Urban	CRS	9	Mixed	18-27 <b>21</b>	Médio	Polio & HIV Activists
12	Benguela/Urban	EPAJC	12	Females	14-17 <b>15</b>	III Level	Orphans

<sup>22</sup> Partner includes the name of the organization that organized the focus group; it does not mean that all youth were beneficiaries of the organization's program.

<sup>23</sup> Level 1 = 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>; Level 2 = 5<sup>th</sup> and 6<sup>th</sup>; Level 3 = 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>; Médio = 10<sup>th</sup> and 11<sup>th</sup>; Pre University = 12<sup>th</sup>; University



## **ANNEX E**

**Final Report by Youth Assessor, Luanda: Milton Gonçalves Fernandes**

### **RELATÓRIO: AVALIAÇÃO DA JUVENTUDE ANGOLANA**

#### **INTRODUÇÃO**

A USAID realizou um assessment sobre a juventude angolana, visando levantar seus problemas, habilidades, realizações, isto é, a realidade dos jovens angolanos, procurando também melhorar as oportunidades dos jovens para trabalhar ou encontrar trabalho, sem esquecer de dar grande atenção ao fenómeno HIV Sida. Para tal, teve várias reuniões com entidades ligadas a estas áreas em Luanda, Cunene, Benguela e Huambo, porém, este relatório retrata apenas ideias sobre as reuniões realizadas entre a nossa equipa de trabalho e algumas entidades estatais e privadas na província de Luanda.

#### **RECOMENDAÇÕES**

Antes de apresentar as minhas concretas recomendações, falarei um pouco sobre as consequências da guerra para a juventude angolana.

Desde a independência de Angola (em 11 de Novembro de 1975) conhecemos uma situação interna dramática que foi caracterizada por um conflito armado persistente. Apesar do progresso notável registado na produção e arrecadamento de receitas garantidas pela exclusiva exploração petrolífera e dos diamantes, a economia do país foi duramente afectada pelo esforço de guerra e suas consequências devastadoras. As principais vias de comunicação entre diferentes pontos do país foram minadas, numerosas infra-estruturas foram destruídas, nomeadamente pontes e diversos outros equipamentos colectivos, imóveis, barragens, postes eléctricos e condutas de canalização e distribuição de água. Algumas actividades económicas ligadas a agricultura foram cada vez mais abandonadas, pois os camponeses não tinham acesso às lavras, as aldeias eram constantemente o teatro de confrontos entre tropas inimigas.

Este quadro sombrio trouxe consequências gravíssimas para a juventude, dentre outros aspectos devo referir que durante este período e não só, houve um grande desequilíbrio na economia angolana, ou seja, houve e há pouca oferta e muita procura de emprego principalmente por parte dos jovens, quando assim acontece o índice de desemprego torna-se muito elevado. De qualquer modo, o Estado deve criar políticas económicas com vista a solucionar e/ou suavizar este fenómeno, já que infelizmente as nossas infra-estruturas não são suficientes para criar novos ou grandes postos de emprego.

A guerra civil que ocorreu em Angola trouxe consigo consequências estruturais (a que me referi anteriormente), mas também humanas muito graves. Nas cidades, assistiu-se a um afluxo de populações consideradas como deslocadas. Esta presença maciça das populações caracteriza-se por uma implantação considerável nas áreas do litoral e a faixa costeira do país. Entretanto, se os

efeitos e/ou consequências da guerra para juventude angolana são patentes em todo lado, nas cidades pelo contrário, assistiu-se a uma acumulação mais ampla de pessoas em relação às aldeias. Estas chegadas suscitam importantes preocupações no que concerne às condições e capacidades de acolhimento para os grupos e categorias sociais afectadas. Uma delas consiste (mesmo actualmente) em procurar vias e meios consistentes, proporcionando empregos para os jovens e criar postos de trabalho a estas populações, em que a maioria não tem qualificações necessárias para as exigências ou requisitos necessários. Portanto, uma outra consequência visível na juventude angolana são os traumas de guerra que chegam a influenciar no comportamento e modos vivendi dos mesmos.

Angola está a atravessar uma longa e profunda crise de emprego, isto é, um elevado índice de desemprego. Esta é uma verdade que qualquer observador comum pode descobrir sem grandes exercícios mentais. Perante esta situação, penso que devemos com grande responsabilidade, coragem e espírito criativo, diagnosticar, analisar e avaliar a economia adoentada e propor novos remédios, novos projectos, preparando, desta feita, um futuro melhor e seguro para os jovens e não só.

O desenvolvimento de um novo tipo de economia dita informal constitui, sem sombra de dúvidas, uma dimensão de uma dinâmica das actividades dos jovens na sua capacidade de resposta a esta situação de crise. Mas, é necessário que encaminhem as políticas / estratégias para o sector formal, em que pudemos organizar melhor as suas actividades e formas de rendimentos.

As minhas concretas recomendações em relação ao projecto para a juventude angolana são:

- Os jovens angolanos têm poucas oportunidades para desenvolverem-se e fazerem grandes realizações. De qualquer forma, têm muita vontade de trabalhar, estudar, etc. Assim, necessitam além da formação académica, a formação profissional. Aqui, é importante lembrar que com um futuro projecto alguns jovens poderão receber conhecimentos sobre cursos habituais: mecânica, electricidade, carpintaria, serralharia e outros.
- Por outro lado, o fenómeno **HIV Sida** deve merecer muita atenção na implementação de um projecto para a juventude, ou seja, os jovens não têm conhecimento profundo sobre esta doença, razão pela qual o número de pessoas infectadas com este vírus tem aumentado significativamente. Nas províncias do interior a situação é mais grave, pois há um conhecimento muito reduzido sobre o SIDA e têm pouca informação sobre a prevenção desta e outras doenças.

Por isso, é importante que se dê maior informação sobre o HIV Sida, visando por um lado, levar os jovens a conhecer melhor esta epidemia e suas formas de prevenção e, por outro lado, formando jovens formadores que poderão também formar outros jovens num futuro próximo.

Tendo em conta as necessidades da nossa juventude em todo país, penso que deve começar-se por realizar essas actividades nas províncias do interior, pois nelas existem maiores debilidades

do que na capital (Luanda): em que já há um número razoável de associações juvenis que trabalham sobre o SIDA.

Neste aspecto, deve-se estabelecer parcerias com organizações já existentes. Podemos citar o CICA (conselho de igrejas cristãs em Angola) e o Instituto Nacional de Luta Contra o Sida, sem esquecer o INEFOP (Instituto nacional do Emprego e Formação Profissional) que já possui nas suas formações o programa de luta contra o sida e pode ser uma boa via para os jovens. Estas organizações poderão receber treinamentos e financiamentos para melhor actuarem, educarem e/ou sensibilizarem a juventude;

- O outro aspecto essencial é educar os jovens, é que durante o tempo de guerra os jovens ganharam a cultura do medo. Por isso, têm medo de levantar vozes, reclamar e lutar pelos seus direitos. Daí que deve-se promover espaços para os jovens exporem as suas ideias. Exemplo: debates, palestras, workshops, diálogos comunitários, programas radiofónicos, teatros e formações de formadores sobre *direitos humanos, cidadania e democracia*, visando por um lado, levar os jovens a conhecer os seus direitos, deveres e o seu papel na cidadania e democracia e, por outro lado, formando jovens formadores para também formarem outros.

Já existem algumas organizações que trabalham com estes temas, mas é necessário haver maior reforço, sobretudo nas províncias do interior, pois nelas existe uma gritante fraca informação sobre esses fenómenos. Lembrar que aproximam-se as eleições e é necessário que os jovens estejam conscientes acerca do desenrolar do processo eleitoral, contribuindo para a pacificação e harmonia do mesmo, pois os jovens devem votar e participar nesse e noutros processos de tomada de decisão que afectam a sua vida.

O problema a enfrentar são as mentalidades. Por isso, devemos atacar as mentes para mudá-las no bom sentido e conseqüentemente mudar também o comportamento juvenil. É preciso que se vá ao encontro do jovem, daí que nas questões ligadas ao HIV Sida e direitos humanos e cidadania, é necessário ter-se parceria com o Ministério da Educação e o da Juventude e Desportos. A ideia é abordar estes temas nas próprias escolas como actividades extras curriculares e formar vários jovens pertencentes as associações do CNJ (Conselho Nacional da Juventude) para que estes possam também passar a mensagem aos outros. Desta forma, torna-se também necessário chegar-se até as comunidades, mas ao actuarmos devemos ter em conta os padrões da cultura local, que são bastantes conservadores.

- Em relação a questão do emprego, é necessário ter-se parcerias com instituições estatais e privadas contactadas. Assim, pode-se reforçar as habilidades e criatividade dos jovens, pois estes têm muita vontade de trabalhar. Por outro lado, não basta fomentar o auto-emprego e reforçar as habilidades existentes, mas também promover cultura empresarial para manter os seus empreendimentos.
- Penso que é necessário trabalhar com organizações juvenis com certos meios para actuar, como a JMPLA, JURA, Associações de Estudantes Universitários, Acção Humana, sem

esquecer aquelas que têm boas perspectivas mas não possuem meios para actuarem. Poço citar a AMED (Associação de Amizade e Educação Para o Desenvolvimento), uma associação juvenil não governamental, voluntária, apartidária e não lucrativa, um dos seus objectivos é a educação do cidadão no âmbito das matérias científicas dos valores da reconciliação nacional e democracia, a promoção do cidadão, principalmente o mais desfavorecido e a ajuda na sua integração na sociedade. Podem existir outras que não conheço e que podem ser recomendadas, mas tudo sempre numa perspectiva apartidária de desenvolver a juventude.

- Os jovens estudantes devem merecer especial atenção. Por exemplo: os projectos tecnológicos dos estudantes que terminam o ensino médio técnico devem ser melhor aproveitados, ou seja, os melhores e com iniciativas posteriores devem ser apoiados, pois podem ser iniciativas individuais mas geradoras actividades cooperativas e criadoras de emprego. Para tal, a USAID deve criar parcerias com o ministério da educação, do planeamento e do trabalho, com vista apoiar as iniciativas juvenis.
- Não devemos esquecer que os estudantes que terminam outros cursos mais ligados as ciências sociais também têm iniciativas e caso apresentem-nas podem ser benéficas. No entanto, os jovens estudantes universitários têm perspectivado bons projectos, que podem ser apoiados pela USAID. Por exemplo: há um grupo de estudantes do curso de Sociologia que pretendem criar um consultório sociológico para atenuar / resolver certos problemas sociais (consequências sociais da guerra no comportamento actual da juventude) que os angolanos vivem e em particular os jovens. Do mesmo modo, outros jovens têm iniciativas ligadas a criação de consultórios psicológicos. Há outras iniciativas como: o projecto Sim Educação, a O.I. (Oceano Informático) virada para a composição de uma empresa de prestação de serviços informáticos, tais como. Redes, programação e páginas web.

Portanto, todas essas iniciativas bem apoiadas e consolidadas podem gerar muitos empregos para muitos jovens.

- Defendo que a estratégia a adoptar pela USAID deve ser treinar, apoiar, mostrando novas técnicas e vias para que os próprios jovens saibam criar e manter seus empregos. Porém, os jovens com baixo nível académico e que trabalham no sector informal também fazem parte deste todo processo, pois é necessário aproveitar as suas capacidades empreendedoras, através de campanhas cívicas e sobre comportamento em pequenos negócios, sem esquecer descentralizar as políticas para outras províncias além de Luanda.
- Não domino as formas de actuação dos centros de emprego, mas pelo que noto talvez necessitam de outras estratégias de actuação, pois não noto muito a grande eficácia e funcionalidade desses centros.
- Uma estratégia importante são os micro créditos, mas estes são muito raros e de difícil acesso, uma vez que exige-se muito e concedem quantias reduzidas para implementação de projectos cooperativos. Por esta razão, a USAID como entidade de

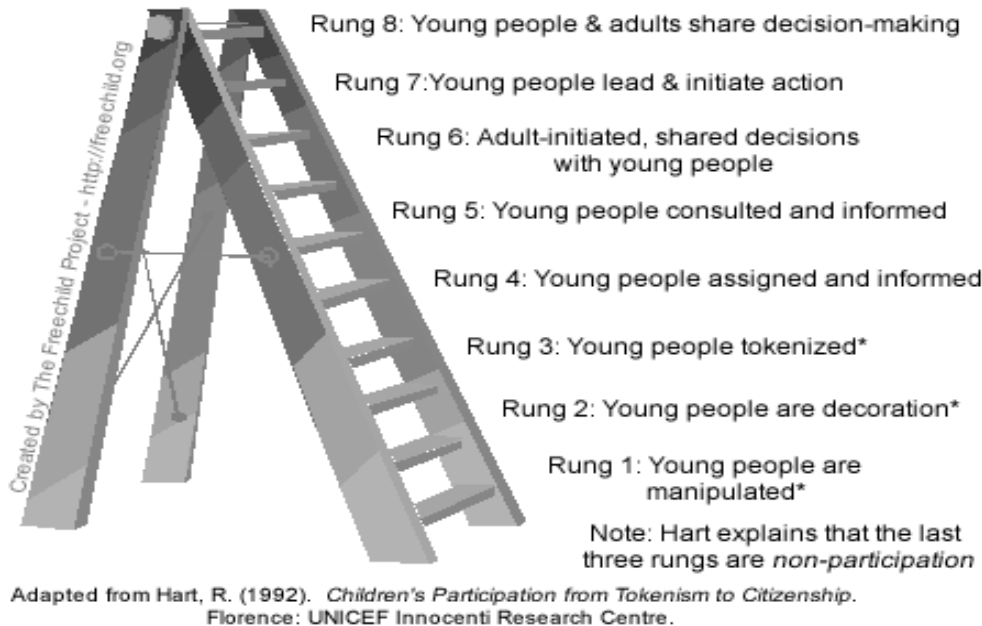
renome em Angola pode tentar criar parcerias com os bancos para ajudar os jovens a adquirem micro créditos, sobretudo para a criação do primeiro emprego. Outrossim, devemos educar os jovens para saber o que fazer para conseguir tais créditos e também o que fazer após a aquisição do mesmo.

Por último, devo agradecer a USAID pela excelente oportunidade que me concedeu para participar nesta importante avaliação sobre a juventude angolana. Durante este processo de pesquisa foi-me possível adquirir várias experiências em termos de metodologia de trabalho, background sobre a juventude e outras, razão pela qual considero que este intercâmbio foi bastante proveitoso. Mas, na verdade e em rigor é preciso dizer que neste período pós – guerra a juventude angolana necessita muito de trabalhos do género, que permitam melhor conhecê-la e implementação à curto, médio ou longo prazo de projectos que ajudem a melhorar alguns aspectos da sua vida social em função das necessidades e oportunidades constatadas com a referida avaliação.

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## ANNEX F

### Roger Hart's Ladder of Young People's Participation



## Degrees of Participation

### 8) Young people-initiated, shared decisions with adults

Projects or programs are initiated by young people and decision-making is shared between them and adults. These projects empower young people and enable them to learn from the life experience of adults.

### 7) Young people-initiated and directed

Young people initiate and direct a project or program. Adults are involved only in a supportive role.

### 6) Adult-initiated, shared decisions with young people

Projects or programs are initiated by adults but the decision-making is shared with the young people.

### 5) Consulted and informed

Young people give advice on projects or programs designed and run by adults. The young people are informed about how their input will be used and the outcomes of the decisions made by adults.

### 4) Assigned but informed

Young people are assigned a specific role and informed about how and why they are being involved.

### 3) Tokenism

Young people appear to be given a voice, but in fact have little or no choice about how they participate.

### 2) Decoration

Young people are used in a manipulative way to "bolster" a cause, although adults do not pretend that the cause is inspired by young people.

### 1) Manipulation

Adults use young people to support a cause and pretend that the cause is inspired by young people.

## ANNEX G

### CONCEPT PAPER

#### **Youth Participation in the Democratization Process in Angola Search for Common Ground (NGO)**

Search for Common Ground proposes to develop a project aimed at facilitating the participation of young people in Angola's electoral process. Through this national project, SFCG will:

- Bring together youth leaders in five provinces from across ethno-political lines to develop projects in their own communities around the elections;
- Implement a coordinated set of youth-led activities including civic education, voter registration, and election monitoring;
- Develop a national network of young people committed to achieving free and fair elections;
- Create a national forum for youth to create a declaration on the role of youth in elections; and
- Provide forums, particularly through radio, for youth to have dialogue with politicians and other leaders.

This initiative is part of SFCG's overarching national election strategy which will focus on supporting civil society, media, and women's groups to address the conflicts that arise in the country.

Since the end of the thirty-year war in 2002, Angola has been on a path toward peace and democracy; UNITA, the main opposition group during the conflict has converted into a political party. Elections have been called and are currently scheduled for September, 2006. The electoral process is seen as key in solidifying the country's transition to peace; civil society organizations, community groups, and the international community are already rallying to provide the necessary support for success.

Youth played a major role in the war; they were the majority of combatants in armed groups and were the majority of victims of human rights violations, displacement and disruption to their lives. However, there have been almost no significant opportunities for them to be engaged in the peace and democratization processes. Unemployment rates have skyrocketed and young people still lack access to sufficient health care or relevant and appropriate education. In urban areas, some youth have formed into gangs which are being manipulated to get involved in violence. Already, political parties are actively recruiting youth into their ranks in preparation for the elections and there is significant fear that young people will be manipulated into violence, acting as thugs to intimidate voters and candidates and disrupt campaigning. There is no doubt that youth will participate in the electoral process, the question is what role will they have?

A positive youth movement is taking hold with youth-led organizations emerging at national and community levels and seeking to carve out constructive opportunities for young people to promote reconciliation and development. SFCG has been working with these groups, bringing them together from across political and ethnic lines to help them to create and implement activities that address issues of common concern.

The Youth Project of SFCG-Angola requests \$150,000 to develop a project that shapes the participation of youth in the electoral process by targeting those young people who are most likely to be manipulated to violence and creating opportunities for them to be constructively engaged. This project emerges from consultations done with Angolan youth leaders in three provinces in November, 2005. The activities outlined here reflect the young leaders' concerns about the elections and their plans for how they hope to participate.

### **Project Goal and Objectives**

The overarching goal of the project is to engage youth so that they actively participate in all levels of the electoral process. The specific objectives are:

- To prevent the manipulation of youth to electoral violence;
- To facilitate the direct participation of youth organizations in implementing civic education, voter registration, and election monitoring activities; and
- To enable youth to influence the political platforms of the major political parties.

### **Target Groups**

This project will work with those youth and adults who have the most influence on young people's role electoral process. Therefore it is important to target those who have the most leverage on their generation. They include:

- Politically involved youth – members of the youth wings of the MPLA, UNITA, FNLA and other political parties;
- Youth leaders of civil society organizations who could have a positive influence on the electoral process;
- Student leaders with affiliations with political parties;
- Gang members; and
- Politicians and political party leadership.

The project would continue working in its existing footholds of Benguela, Huambo, Malanje, Cabinda, and Luanda.

### **Project Activities**

In order to achieve these objectives, SFCG will mobilize young leaders from around the country to support the achievement of free and fair elections. The project will target youth leaders from across the political divides on a local level, providing them with conflict resolution and leadership development training. Once active in their own communities, the participating youth would be linked into a national network, contributing to the formation of a "Youth Declaration on Elections," and leading a mobilization of their peer network to implement a set of coordinated activities through the electoral process.



### ***Youth Leadership Development***

SFCG youth program staff would continue to work in each of the five provinces with key young leaders from across the political divide. Through a non-formal civic education program, SFCG would train youth leaders in conflict resolution skills and leadership development. Each group would form *youth nucleos*, or local networks of youth organizations, which would design and run their own activities around the elections. In each province, SFCG would work with the nucleos to implement their activities. Already, networks in Benguela, Huambo, and Malanje are designing their activities. They focus on:

- Projects aimed at mobilizing youth who are vulnerable to manipulation into violence to participate in civic education, voter registration, and election monitoring;
- Civic education campaigns aimed at educating youth about their rights and responsibilities around the elections; and
- Community gatherings to examine the role of youth in the electoral process.

In partnership with SFCG, youth groups in each province of the project would develop and implement specific strategies and activities that are appropriate to the local dynamics.

### ***National Mobilization***

SFCG-Angola will work to shape the involvement of young people in the electoral process by engaging the youth leaders from across the country who have been involved in their programs.

*National Youth Conference and a Declaration on Youth in Elections* – SFCG will work with the youth wings of the major political parties to convene a national youth conference involving the entire network of peace builders. The conference would focus on producing a declaration on the role of youth in the electoral process which would be generated by a core committee and ratified by the delegates. The declaration would provide a road map for how young people would not only work to prevent thuggary and electoral violence, but how they could be constructively involved.

The declaration would serve as a mobilizing tool and the youth participants would return to their own communities and get as many young people as possible to sign on to it, targeting those youth who would be directly vulnerable to involvement in violence.

The participants of the conference would include youth leaders, politically involved youth, members of gangs, ex-combatants, and young journalists. This includes youth who are vulnerable to manipulation to violence as well as those best positioned to prevent such violence.

*Civic Education* – The youth leaders involved in the conference would then return to their communities to implement a coordinated set of civic education projects aimed at teaching people about their rights and obligations surrounding the elections. SFCG would produce a set of materials that would be available to youth groups who would each develop a proposal for how to most effectively teach citizens about the electoral process.

*Voter Registration and Electoral Monitoring* – SFCG would create opportunities to directly facilitate the participation of youth in the inner workings of the electoral processes. The youth project would work with existing efforts to register voters and monitor polling stations on election day to integrate youth. Teams of youth election workers would be organized to coordinate both sets of activities. In order to make this successful, it is vital that the youth who are involved are those who are most likely to be recruited into violence by political elites.

### ***Youth Radio and Local Forums***

SFCG-Angola's radio studio, Studio N'jango, would continue to produce a regular youth radio program. Through their coverage, youth journalists would provide information about the activities of young people to the broader society, addressing those issues that are of concern to their generation and providing a platform for young voices. A set of programs would be produced leading up to the elections and addressing the involvement of young people in them.

SGCG's youth project and Studio N'jango would work with youth groups in each of the provinces to create a series of public forums that bring together politicians and young people. Each forum will provide an opportunity for young people to put their needs and issues forward and for political leaders to respond. Each of these events will be recorded and broadcast on the radio in each province. SFCG's youth radio program, Baza Madie, will follow up with discussion programs about the forums.

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## ANNEX H

### MODEL SCOPE OF WORK: YOUTH SERVICE CORPS

#### South Sudanese Action Corps Scope of Work

##### Objective:

The objective of this assessment and design work is to design a national development program that will address the country's infrastructure and social capital development needs, while concurrently addressing individual and community development. This effort should complement the Literacy Campaign and programming intended to repatriate and engage the Sudanese Diaspora.

##### Background

South Sudan's population is the youngest in the world. Since civil war resumed in 1983, all South Sudanese youth<sup>24</sup> are war-affected. Many have experienced war in their country for their entire lives. Many were involved in the liberation struggle as combatants, leaving most wounded, disabled, traumatized, separated from their families, and having lost opportunities for formal education. South Sudanese young people in the country have the least access to primary education in the world and at 2%, the lowest primary school completion rates. For young women, access is even lower: 0.8% complete primary school and one in ten can read and write.<sup>25</sup>

However, given opportunity and support, youth can accomplish a great deal towards the development of their country. Youth were critical to the SPLA's struggle and eventual success, and now that peace has come, it is time to redirect youth energy toward meeting the needs of their communities, while developing their capacity to learn, collaborate across social divides, and perform high-quality work.

Perhaps because youth have so much to gain or lose in the future, they appear to be the most enthusiastic advocates for peace and development in South Sudan and potentially among the biggest contributors. Since it is often disenfranchised, idle youth who are more easily lured into violence, constructive engagement of youth is a critical conflict mitigation strategy, as well as a human capital development effort. In short, as youth go, so will go South Sudan.

##### Principles

- a) Youth should be mobilized **as active participants** in the buildings of the South Sudan, not treated as passive beneficiaries of adult-planned programs. We should build on existing indigenous youth associations and create new ones where necessary in order to provide a platform for youth engagement. (Development Associates International Assessment reports that there are 60 organized, but largely unfunded, youth associations in South Sudan.)

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<sup>24</sup> For the purposes of these recommendations, youth is roughly defined as age 14-24. However due to deprivation imposed by the war that caused an entire generation to miss out on education and training, youth can legitimately be defined as older, sometimes up into the thirties.

<sup>25</sup> Towards a Baseline: Best Estimates of Social Indicators for Southern Sudan, May, 2004.

- b) **Youth engagement cross-cuts all development sectors** as does gender. However there is also the need to use strategies that specifically cater to the developmental needs of youth—for example, the need for youth to have their own space apart from adults.
- c) **Productive, meaningful work with/by youth is always a “two-for”**; that is, youth accomplish a tangible benefit to the community and in the process develop their technical and employability skills, so that they are more likely to have productive livelihoods in the future.
- d) Programs should be both **responsive to and capitalize on the diversity of youth** capacities and experiences as a result of the war. For example, youth who stayed in South Sudan as civilians, those who were combatants or were associated with the fighting forces, and youth educated in East Africa and Khartoum--each have had different life experiences and different opportunities for education and skill development. Males and females are constrained by different social expectations. Younger youths needs differ from older youth's, though war conditions have created “time warps” in the normal expected life trajectory. This diversity means that programs need to be crafted to the diversity of the youth cohort through a “tiered” approach.

### **Key design elements:**

The action corps model will respond to the assets and needs of South Sudan. There are many models to adapt or draw from based on ideas from international service organization models such as those found in [www.acys.utas.edu.au/ianys](http://www.acys.utas.edu.au/ianys), the U.S. Youth Conservation Corps [www.nassc.org](http://www.nassc.org) , but tailored to the unique Sudanese needs, society and cultural traditions.

**1. Meaningful service work projects (not “ make work”)**. Projects for youth would be generated in collaboration with and from needs identified by government (Secretariat, state, county, and payam), NGOs, and communities through their indigenous associations. Examples of projects are: implementing the literacy campaign by instructing learners and building simple learning centers from local materials; facilitating the provision of “village packages” (a light source, a well, a grain mill, and a community center); providing peer HIV/AIDS prevention education in advance of road construction; creating a youth radio show; teaching adults computer skills; acting as advocates for girls’ education, and providing community conflict resolution and human rights education through drama and song. The type of projects will be contingent on the capacities of youth who are recruited, but they will also provide opportunities to train youth up to higher skill levels. Projects will be labor intensive and require minimal material/financial input.

**2. Promoting the values of community service, teamwork, and constructive youth collective identity.** Many youth have sacrificed a great deal as SPLA soldiers or as civilians supporting their families. The challenge now is to reshape these ethics of community service to meet the development needs of the South Sudan. The South Sudanese Action Corps (SSAC) can provide a politically neutral, modern identity for youth, as well as to teach them new teamwork and leadership skills. These values are inculcated through corps team structure, colorful uniforms and logos, team-building activities, and carefully crafted guidelines for discipline.

**3. Capitalize on diversity of youth experience.** The corps will bring youth of various educational levels and past experiences together under the supervision of trained young adult leaders. The corps should be open to a wide variety of out-of-school youth: age 14-30+, male and female, from all

regions. In-school youth can participate during the summer break. Activities should be structured so that all youth can contribute their skills and that there is youth-to-youth transfer of skills (e.g., peer tutoring).

**4. Fostering positive adult-youth relationships.** War-traumatized youth need the support and encouragement of adults, while at the same time they need at times to have their own space from which to challenge adult assumptions. Young adults (several years older than the corps members) can be recruited from the Diaspora and from South Sudan and trained in leadership and supervision. Older adults, including SPLA commanders and villager elders should be asked to support the corps as mentors. All service projects should be designed to maximize constructive interaction between the youth and the communities they serve, with youth acting as facilitators of change processes.

**5. Technical (or vocational) skill building.** In the context of their community service work, youth will be trained in the technical skills necessary to do a good job (for example, basic construction skills, community development facilitation, literacy instruction, solar panel construction, well repair, tree nurseries, HIV/AIDS education, reproductive healthcare, etc.) While the corps may not provide all the training necessary to get a formal job in that area, the corps member can be assisted to transition to appropriate training after the year of service.

**6. Literacy/numeracy, employability, and life skills education,** including trauma counseling. A credible proportion of time (20-50%) spent in the corps should be devoted to corps member education. Corps may provide this instruction or link corps members to existing community programs where they exist, for example in churches or community accelerated learning programs. Life skills education includes, but is not limited to: HIV/AIDS prevention and basic healthcare; civic law and participation; human rights of youth and women; reflection on cultural traditions and the impact of modernity; landmine safety; nutrition; non-violent conflict resolution; etc.

**7. Gender.** The corps should use 50% participation of girls and young women as its target, though it may be reached over a period of 3-5 years. Periodic milestone assessments on gender targets and tailored outreach to girls/young women should be utilized. Launching of the program should *not* start before there is 20% female participation in order to avoid community perception as a male-only option. In order to meet these targets, the recruitment process should include strategies tailored for females that reflect their specific needs, collective behavior, domestic work duties, and the gender-based cultural expectations imposed by the larger society. To respond to these specific conditions, youth service corps activities for girls and women may be different from those for boys and young men—however they should adhere to the same guiding principles and design elements. The degree of collaboration between males and females in the course of service work and education will be determined by cultural standards—though should always push the envelope.

**8. Incentives and recognition.** Corps members will receive modest stipends and assistance with managing these savings. In the early years, corps members will earn a certificate of completion. Later (3-5 years) the corps should develop a more refined approach to tracking and certifying specific skill mastery in the program. Wherever possible, the corps and the community it serves should recognize and celebrate the accomplishments of the youth to reinforce and motivate them in their work and educational progress.

**9. Second-stage transition plan for youth.** After a year of service (though planning will begin at 6-9 months), the corps will assist each corps member in transitioning to another income-generating

activity or formal education. The corps member transition plan will be developed according to existing options as well as special trainings offered by the corps itself. These might include: small business training, access of savings and loan services for entrepreneurship, internship or job placement, apprenticeship in a livelihood skill, entry into formal technical training, etc.

## **Sequencing**

### **Immediate (3 months)**

Pilot two to four youth service teams (not full-blown corps) to work on existing USAID-funded activities. Projects would be identified by SO teams in concert with activity contractors, but the youth service corps contractor should implement all aspects of the pilot, including: recruitment and training of team leaders, recruitment and orientation of youth, supervision of youth, etc. Operational knowledge would inform larger-scale project. Get buy-in from GOSS/SPLM leadership at all levels.

### **Short-term (3 months-1 year)**

Create a South Sudan Youth Service Corps in three states in at least 3 counties for 100 youth each (total 300). Start with one state and add states one by one. Get buy-in from state and county-level government.

### **Medium term (1-4 years)**

- Increase SSAC to 8 states (depending on security) and gradually increase to 10,000 youth/year.
- Develop the certificate of completion towards a recognized certification that youth adults could use to get jobs or to get course equivalency credit from vocational/technical schools and/or public school system.
- (year 3-4) Establish service opportunities for in-school youth for after-school, weekend, and break periods. Work with innovative schools to mainstream service-learning as an acceptable pedagogy.

## **Training Strategies**

The youth service corps model is most effective when it is a comprehensive, all-day program. If youth are given a stipend sufficient for their living needs, then they can be expected to attend the program every day and be held to a rigorous program designed to inculcate discipline and commitment. The corps combines practical, “on-the-project” skills training, with formal instruction in basic and life skills education. Life skills education especially should be learner-centered and interactive. Both can be peer-led once young people are trained. The hallmark of corps is the integration of work and learning; corps members should be taught to reflect critically on their community service work, evaluate its effectiveness, and develop innovations and improvements to their performance.

## Monitoring and Evaluation

### Data collection:

Track individual youth at program entry, at six months, one year, and one year after program completion (to extent possible). Collect the following data at:

**Baseline:** sex, age, educational level, literacy level, English language proficiency, region of origin, prior military service, marital and parenting status, and personal goals.

**Program completion:** personal goals, transition plan, changes in literacy, English language, and technical skills proficiency, changes in marital and parenting status.

**One year after program completion:** personal goals, employment/livelihood status, educational status, marital and parenting status.

### Expected outcomes and illustrative indicators:

- % youth knowledgeable about key life skills areas (e.g., family planning, HIV/AIDS prevention)
- % youth increasing literacy and numeracy by \_\_\_levels or percentage
- % youth employed by formal or informal sectors
- % youth participating in further training or educational program.
- % youth delaying parenthood until age \_\_\_

## Budgets

There are many factors which will influence the eventual cost of the South Sudanese Action Corps: Among them are:

1. Number of corps members.
2. Number of separate corps in various payams, counties or states.
3. The level of staffing of each corps.
4. The number of vocational skills included in the program.
5. The entering linguistic and skill levels of participants.
6. The number of Diaspora or other volunteers who can commit to leadership positions in the corps.
7. Whether the corps provides wages, living stipends or other incentives with costs.
8. Whether corps members live at home, and are only provided lunch and perhaps transportation, or whether it is a full-time live-in corps in tents or permanent facilities.
9. Computers, vehicles, shops or other expensive technology
10. Staffing ratios.
11. Number of expatriate staff

The only comparable post-conflict example is a 1995-96 corps for Somali youth, at a cost of \$311,000 for a 14 month program working with 110 young people, or approximately \$3,000 per year per corps member.

## ANNEX I

### PROMISING PRACTICES IN YOUTH DEVELOPMENT

#### 1. SOMALIA YOUTH SERVICE CORPS (GAROOWE, 1995-96)

*I want to tell the Americans that we Somalis apologize to the families of their soldiers who died in Mogadishu. Then (1993) I could not write or speak, today, because of GYSC, I can.*

--Abdi Jibril, GYSC Graduate March 9, 1996

**Overview: Garoowe Youth Service Corps (GYSC) is a Somali/American idea,** a model designed by Ahmed Haile and Jim Kielsmeier, to address the need for employment skills, increased literacy and reconciliation after civil war. Three years following the first consultations with Somali elders (1992), an aborted startup at Bule Burti (1994) and extensive planning in Garoowe, two classes of trainees each completed six month training sessions. World Concern, an international Christian relief organization, operated GYSC under constantly challenging security conditions with funds from USAID and some private support. All **108 trainees** who started the program in one of the two six month classes graduated. Moreover, testing shows remarkable academic gains.

**Community leadership:** An Advisory Council of Garoowe elders assisted from the outset in helping select teaching staff, work sites and Trainees. When there was conflict they were particularly helpful. Each Trainee was also required to name an elder as a personal reference – who could be called in if there were issues with a Trainee. We had no trouble finding college-trained teachers for GYSC. Unfortunately, their training, like teach education worldwide did not prepare them for a service-learning model such as GYSC – requiring considerable additional training.

**Trainees:** There was much competition for each trainee slot which, for example, led a man to attach (unsuccessfully) the expatriate World Concern Site Director with a knife in his frustration at not being selected. Male elders picked 48 men and 2 women initially for Class One resulting in demands for more equity by women leaders – 8 new slots for women were then added for a total of 58. Class Two had 40 men and 10 women. Average age for Class One was 23, 53% had been militia, 75% had no previous or less than an elementary education and only 21% reported holding a job before GYSC.

**Program:** GYSC curriculum is based on the premise that the young people of Somalia are needed, and that teaching vocational, literacy, and numeracy skills should be integrated with hands-on community development projects. Garoowe Trainees spent 2-3 days a week in Somali and English literacy classes, the remainder of the week they were apprenticed to small businesses or non crafts/cooking, electrical systems or as veterinary assistants. On occasion all the trainees and staff came together for community service projects such as planting trees and rebuilding a



basketball stadium. Pre and post-tests developed by UNESCO suggest dramatic changes in skill levels after six months for Class One:

<b>Subject</b>	<b>Pretest Average</b> (October 95)	<b>Post-test Average</b> (March 96)
<b>Math</b>	26%	83%
<b>Somali</b>	25%	81%
<b>English</b>	17%	76%

**Future:** A deteriorating security situation and poor transportation from Nairobi made work now in Garoowe difficult. World Concern is considering application of the model in other African contexts while the situation in Somalia is being evaluated.

### **Report on the Beginning of the Garoowe Youth Service Corps**

This is to update you on the youth service corps pilot program launched September, 1995 in Garoowe (pronounced Gareoway), North East Somalia. The first class of 58 young men and women are enthusiastic and eager participants. Already they are contributing to their community as they receive basic academic training, learn vocational skills and serve their community.

Three years ago, we had chosen Bulo Burte, 200 kilometers north of Mogadishu, as the venue for a pilot program. Unfortunately, that area's instability made it impossible to start and necessitated relocation.

Garoowe, a growing community of 15,000 is located 800 kilometers north of Mogadishu and over 1,700 kilometers north east of Nairobi, Kenya. In the midst of a sparsely populated semi-arid region its economy is based on trading and livestock, principally camels and goats. Fortunately, it has been spared most of the devastation and trauma of the civil war that has engulfed southern Somalia. Its relative tranquility has attracted the return of many former residents who were pulled by education and employment to Mogadishu, Kismaayo and other southern communities prior to the onset of the civil war in 1991. As the internal conflict worsened, after Siad Barre was ousted, a number of them went to Kenya as refugees, others moved elsewhere in Somalia. A large number have never returned.

The Garoowe Regional and District Councils requested that we collaborate with a local Non-Governmental Organizations (NGO), the Nugaal Youth Organization (NYO) and the District Education Committee. NYO acts as our local partner agency-a key role especially in the early stages when decisions regarding housing, hiring of key staff, and transport were being made. The Councils also requested that all positions be publicly advertised and that hiring interviews be monitored by community representatives. Our embrace of this open process, in a community where unemployment is well over 50 percent, obviated many potential problems.

A Project Advisory Council of elders was later created with the advice of district leadership. This group assists the Site Director, Scott Reitz, to deal with policy and disciplinary issues regarding staff and students. Scott and this council working together are what makes this unique.

A major task was the selection of trainees; almost 200 candidates emerged for 50 slots. There was intense interest by the community's young adults in the program and all sub-clans needed representation. How to screen for and provide Tuberculosis treatment was an early issue as well.

The Garoowe Youth Service Corps (GYSC) of 58 students, 48 men and 10 women, began orientation on October 5. They now spend three days a week in class learning basic literacy and numberacy skills. While there is a range of educational backgrounds, nearly all have less than six years of schooling. Fifteen have no formal education. Two days are spent with a local NGO, of the trainee's choosing, to learn a skill or craft, such as mechanics, carpentry, or basic health care. The sixth day (Community Day) is devoted to a service-learning experience such as painting a public building, planting trees or repairing a soccer stadium's wall. It is also for meeting and exercises focused on reconciliation and trust building, which is very important in a society based on strong allegiances to clans and sub-clans. A daily schedule is shown below. Tea and lunch are provided by GYSC. Four instructors, a women's advisor, a headmaster and an administrator are the key national staff. All have proven to be of high ability and good character.

The response of the trainees, many of whom are former militia members, has been gratifying. Attendance is nearly 100 percent and the instructors have been pleasantly surprised by their eagerness to learn. A GYSC weekly newsletter entitled "Good News" in Somali, has been started by an instructor and contributions are being made by the trainees, community members and staff. That newsletter is, we believe, the only written news available in the entire community.

The first class will complete its six month cycle in March 1996. To maintain the trainees' momentum they will be given a small graduation stipend at the end of training. Prior to its award, plans will be developed for its use to buy tools or to continue with formal education. A second, final class will immediately follow. Our plan now is to assess the results of our early work and reapply for USAID funding for a second year.

An important part of each day at GYSC is a time given to the sharing of a different Somali proverb. Proverbs are a major part of Somali culture and daily life. There is one for every occasion. GYSC has one on its building's sign. It says "The man who does not sweat when he is 20 years old will sweat when he is 60." Please help these young men and women "sweat" with worthwhile learning activities as they start rebuilding themselves and their war torn country.

### **Budget for the Somalia Service Corps.**

This was part of a larger contract to CARE from USAID that was subcontracted to World Concern. The total 14 month World Concern budget for 1995-96 which included two months of site preparation, was \$311,310.

#### **Staff:**

- 1 expatriate site director
- 1 Somali Headmaster/lead teacher
- 5 Somali teachers
- 9 support staff, guards, driver, cooks
- 5-9 contracted apprenticeship instructors
- 110 trainees/corps members, end of service stipend of \$100 each (2 classes of 50-55 for 6 months each) World Concern staff support from Nairobi expatriate trainer, per diem, travel

costs from Kenya, U.S.

**Other costs:**

Housing for expat staff, radio, computer equipment, food etc. lease vehicle, gas, 5 bicycles, uniforms for corps members (tee shirts), tools, program supplies, expendables, indirect of 13%

**Weekly Schedule**

	SAT	SUN	MON	TUES	WED	THURS
7:30-8:00	TEA, QURAC	TEA, QURAC	TEA, QURAC	TEA, QURAC	TEA, QURAC	Community day
8:00	Large group (URUR), Day's Proverb, Announ., Koox, Attendance	Large group (URUR), Day's Proverb, Announ., Koox, Attendance	Large group (URUR), Day's Proverb, Announ., Koox, Attendance	Large group (URUR), Day's Proverb, Announ., Koox, Attendance	Large group (URUR), Day's Proverb, Announ., Koox, Attendance	Community day
8:30-9:15	SESSION 1	Travel to NGO sites	SESSION 1	Travel to NGO sites	SESSION 1	Community day
9:30-10:15	SESSION 2	Vocational training	SESSION 2	Vocational training	SESSION 2	Community day
10:15-10:45	Break & tea	Vocational training	Break & tea	Vocational training	Break & tea	Community day
10:45-11:30	SESSION 3	Vocational training	SESSION 3	Vocational training	SESSION 3	Community day
11:45-12:30	SESSION 4	Vocational training	SESSION 4	Vocational training	SESSION 4	Community day
12:30-2:00	Lunch & break	Vocational training	Lunch & break	Vocational training	Lunch & break	Community day
2:00-2:15	KOOX Meeting	Vocational training	KOOX Meeting	Vocational training	KOOX Meeting	Community day

## ANNEX I

### PROMISING PRACTICES: CROSS-SECTORAL YOUTH PROGRAM

#### 2. EQUIP3 Haitian Out-of-School Youth Livelihood Initiative (IDEJEN)

**Project Synopsis:** IDEJEN supports youth centers to provide out-of-school youth with basic education, health and technical training, and livelihood accompaniment for increased economic opportunities.

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##### V. Youth Centers' Sustainability Strategy

#### Introduction:

Over the last two years, as part of the “Haitian Out-of-School Youth Livelihood Initiative: IDEJEN”, the IDEJEN project has developed and tested a model that aims to:

1. Strengthen Haitian community-based organizations (CBOs) working with youth to facilitate their social reinsertion.
2. Improve basic education, life, technical and livelihood skills of out-of-school youth aged 15 to 20 years.

IDEJEN's strategy is three-fold:

- Promote and support an integrated approach combining non formal basic education, lifeskills education and technical training to better prepare Youth for livelihood opportunities.

- Build the capacity of Youth community-based organizations (CBOs) to provide education and livelihood opportunities to out-of-school youth.
- Promote the participation and involvement of Youth in all the process of the project's implementation.

While still in progress, the IDEJEN project has now curricula, trainers and infrastructures allowing for replication of its model in other regions of Haiti. This document captures this model, describing the content of the out-of-school youth's training and the implementation process.

## **I. Out-of-School Youth's training components and delivery**

The IDEJEN Model targets out-of-school youth, 15-20 years old, who never attended school or completed one or two years of elementary school ("*école fondamentale*"). These youth typically enter a learning program of 18 months, 12 month in training within Youth Centers and 6 months running an income generating activity by themselves under the coaching of youth workers. This training is completed by two components which proved to be crucial to the success of this model: a health component and a recreational component.

### *1.1 Training:*

Each Youth Center has a common set of training activities that the youth go through. Specificities come from the type of technical training and income generating activities that each CBO hosting the Youth Centers promotes.

The Youth Centers' common training activities are:

- Nonformal basic education, including literacy, numeracy and life skills
- Technical skills
- Income generation and entrepreneurship skills

Typically, each Youth Center hosts 50 youth per center divided into two groups of 25 youth, with a balance of girls and boys: one group of illiterate youth and one group of youth with 1-2 years of elementary schooling. Each group has its own non formal basic education Moniteur/Monitrice (referred in English as NFBE Educator), who provides training in literacy, numeracy and life skills. In addition each center has 2 Technical Moniteurs/Monitrices (Technical Educators) to teach the technical curriculum. The entrepreneurship training is provided by a youth worker within each CBO (Educators or other staff from the CBO).

The youth go through training over one year period divided as follows:

- *Non Formal Basic Education (NFBE)*, including literacy, numeracy and life skills, starts right away with a typical 3 hours class per day for the first 6 months. Literacy and Numeracy

continues after the first sixth month only for the youth who have shown difficulties to learn. Life skills education continues for all youth and is deepened during the last six months to better prepare youth for livelihood and labor market. The youth are evaluated two times in NFBE – after the first six month period and at the end of the 12 months.

- *Livelihood Activities* (entrepreneurship training and practice within the income generating activities of the Youth Center) start as early as possible within the first 3 months of the 12 month training and continue throughout the year.
- *Technical Training* typically starts initially with 1 hour per day of theoretical training during 6 months, and then the youth have three hours per day of practical training during the last 6 months, once it is established that the NFBE training equipped the youth with the skills needed for the Technical Training provided. Each Youth Center offers two specific fields of Technical Training. The Youth are evaluated one time in Technical Training, at the end of the training. For the youth who don't pass the exam, the youth center will allow these youth to continue participating in the technical Training during their 6 month livelihood accompaniment phase.

### *1.2 Livelihood Accompaniment:*

The 12 month training phase is followed by a 6 month income generation practical period, referred as Livelihood Accompaniment period, when the youth start their own businesses or go into apprenticeships in local businesses, with continuous coaching of a youth worker from the Youth Center.

IDEJEN's strategy to accompany out-of-school young Haitians to a better livelihood aims at developing their capabilities, increasing their assets and multiplying their learning opportunities so they can meet their goals and improve their lives. IDEJEN is working on the following components:

- Involvement of young people and adults in the design of livelihood pathways
- Evaluation of existing coping strategies and management of resources by young people
- Invitation of adults from various sectors to explore alternative ways of working with young people based on the experiences of others in the community
- Tools and strategies for exploring and understanding existing services in a community
- Promotion of opportunities for linkages with local government, local businesses, financial services and education ministries

The out-of-school youth participating in the IDEJEN Youth Centers practice what they are learning by:

- creating their own businesses within a structured business “incubator” environment provided by the Youth Centers, or
- participating in apprenticeships and internships in local small or medium businesses as they are mentored by adults who will share their skills and experience with them.

Participants develop their entrepreneurial abilities and learn not only how to do a job but how to run a business too. IDEJEN strives to ensure that, on an ongoing basis, participants learn how to create sustainable and quality-rich economic opportunities for themselves.

A *learning practicum fund* is provided to the Youth Centers working with IDEJEN. This fund aims to reinforce the income generating activities the CBOs are running with the young people they train. These activities are integral part of the Youth Centers' plan for sustainability. For the most entrepreneurial youth, the Youth Centers also serve as business “incubators” to help the young people start a small business while they are still in a safe learning environment. These young entrepreneurs receive initial financial support and technical advice from mentors identified in their Youth Centers and communities, along with the entrepreneurial training provided through the Business Toolkit. Youth Centers submit proposals to IDEJEN (staff and technical advisors), who selects the best proposed activities.

### *1.3 Health and Nutrition*

The experience of IDEJEN during the implementation of the pilot project has shown that most of the participating youth are ill (STDs, skin problems or nutrition deficiency, etc.). The reports from the public health sector confirm this finding. Considering this situation, IDEJEN includes a health and nutrition component to the youth's training, including:

- Clinical Exams for out-of-school youth – lab tests
- Sexual information and education
- Medicines

Efforts are coordinated with other USAID health NGOs and CBOs working at field level in affiliation with the Health Public Sector. IDEJEN is responsible for some costs linked to medicines and laboratory exams.

IDEJEN also has a partnership with Catholic Relief Services to provide food provision to the centers in communities where CRS operates. In other communities, the amount of the sub-grant to the CBOs is increased to allow them to provide a daily hot meal to the youth.

### *1.4 Culture and Sports.*

Some centers took the initiative to run some cultural and sports activities as dance, volley-ball, soccer and theater with the youth with the support of the State Secretary for Youth. This aspect is being improved and reinforced within the IDEJEN model, as a way to facilitate the social reinsertion of the participating youth within their communities.

## **II. Implementation Process**

### *2.1. Community mobilization and coordination*

A crucial first step in the implementation process is the mobilization of the communities IDEJEN operates in. The process of community's mobilization is articulated around the following steps:

- Inventory of youth organizations in new areas of intervention done by IDEJEN staff
- Meetings with youth organizations leaders organized by IDEJEN staff
- Creation of a Local Advisory Group that regroups all the Youth Community Organizations identified to support project implementation. The advisory committee provides guidance and logistical supports to the Youth Centers.
- Recruitment of Field Agents under recommendations of the Community Leaders

One Field Agent works full time for IDEJEN. There is one Field Agent per community, each community having an average of 3-6 Youth Centers. The main role of the field agent is to act as a key contact and coordinator between the IDEJEN staff and the communities. The Field Agent is usually a young person, 20-30 years old. The Field Agent:

- Coordinates the youth led assessment (Youth Mapping)
- Serves as liaison between the participating CBOs and the IDEJEN staff
- Facilitates the self-assessment process of the CBOs
- Visits the families of the participating youth
- Monitors the CBOs' activities, using different M&E tools developed by the project (see M&E section)
- Coordinates IDEJEN's work with Local Businesses.

IDEJEN does not have field offices. For each community, IDEJEN has a small office located in the building of one of the Youth Centers selected by IDEJEN. IDEJEN shares the cost of logistical aspects with this center (office space, electricity, telephone, an office for the field agent, etc). Meetings and training are organized in a venue identified within the community, often at one of the Youth Centers having the capacity to host groups.

## 2.2. Youth-Led Assessment (Youth Mapping)

When IDEJEN starts activities in a new community, a youth led assessment (Youth Mapping) is organized in each new community to answer questions related to the following three components:

- a. *Research* on the economic, educational, health and other characteristics of the out-of-school youth population between the ages of 15-20 and their crucial needs.
- b. *Inventory* of youth serving programs/organizations currently operating in the community with some workforce development, life skills or income generation focus.
- c. *Analysis of potential economic opportunities* for out-of-school youth to earn a livelihood in the country, with special focus on the targeted communities. This includes the types of local businesses, economic opportunities and self-employment the IDEJEN targeted youth population could have access to. In addition, looking at access to financial services for youth is considered important.

The methodology and tools have been improved by IDEJEN over two years with a hybrid between tools from the EQUIP3 consortium: the Community Youth Mapping approach created by AED and Participative Rapid Appraisal tools adapted by EDC for a youth target population.



Typically, there are around 15 youth mappers per community, with a balanced mix of in-school and out-of-school youth, with illiterate and mid-level literate youth. These youth are recommended by the local youth organizations. Half of the youth mappers are trained in Port-au-Prince, then mentor another youth by team of two through the mapping exercise itself. The youth are involved in the whole process of the mapping: data collection, data entry and data analysis. The results are then disseminated by the Field Agents in each community, with the participation of the youth mappers and the community leaders. The results serve to identify CBOs that could potentially host a Youth Center.

### *2.3. CBOs selection and capacity building*

IDEJEN works with community-based organizations running very simple operations with the capacity to reach out to those out-of-school youth most in need of support. Making this choice, IDEJEN added an important capacity building component to its model, both on the organizational and programmatic levels. Training is designed and provided to assure that the organizations properly manage their funds, with the right managerial and financial structures, as well as have well trained non formal educators able to work with and motivate young people to learn basic education skills in addition to technical and livelihood skills. As reinforcement of the organizational capacity of the Youth Centers, IDEJEN also provides a computer and a printer for each organization.

#### Selection of the CBOs (criteria and process):

Following the dissemination of the Youth Mapping results, youth serving organizations are invited to a training workshop on “Key Elements for Youth Programming”, a set of standards aiming to help youth serving organizations improve their youth development activities. From this workshop, the youth serving CBOs are invited to develop a proposal for a Youth Center. A Selection Committee is formed to select the best projects responding to selection criteria including: good knowledge of the community and its out-of-school youth population, 5 years of experience with children and youth, existing of infrastructure to run the project, existing staff to manage the project.

After selection, the CBOs participate to an additional pre-training on the elaboration of a workplan and cash flow projection, and financial management in general to administer USAID funding. A sub-agreement is then signed between EDC and the CBOs for a period of 18 months. The launch of the Youth Centers is officially organized within the communities with the participation of the community leaders and other youth serving organizations that submitted proposals but weren't selected.

#### Training and coaching:

The direct training in capacity building for the participating CBOs is divided between organizational capacity building and programmatic capacity building. In addition, IDEJEN runs “indirect” Training of Trainers to have enough human resources available locally to provide some of these training.

#### Organizational capacity building:

- Understanding and use of the Self-Assessment Tool of Key Element for Youth Programming: after an initial training before the selection process, CBOs are assisted by the Field Agents to do 1-2 additional self-assessments over a one year period.
- Financial and organizational management: an initial training is run at the launch of the Youth Centers followed by regular monitoring and coaching visits by IDEJEN staff.
- Communication and Leadership for project management staff to better manage and supervise human resources.
- Training on youth involvement and working with youth.
- Training on monitoring and evaluation.

#### Programmatic capacity building:

- Training of Educators (NFBE and Technical Educators) in nonformal education techniques and evaluation tools by IDEJEN Trainers (affiliated with FONHEP and MENJS)
- Training of NFBE Educators in non formal literacy, numeracy and life skills education
- Training of Technical Educators by INFP on technical curricula
- Training of Youth Centers' staff and local host businesses on entrepreneurship and business management
- Training of Youth Workers within the Youth Centers on Entrepreneurship Business Toolkit
- Bi-annual peer learning workshops among Youth Centers<sup>26</sup>

#### Indirect capacity building: Training of Trainers:

IDEJEN strives to develop pools of local Trainers able to train new CBOs, youth workers, NFBE and Technical Educators, Youth one the different training and capacity building components of its model. As of today, IDEJEN is able to build upon a pool of Trainers in:

- Techniques for Non Formal Education: a pool of trainers are now able to train new Educators in new areas to train others in Non Formal Education Techniques and the use of the Basic Education Curriculum. In addition, a pool of the best Educators in existing local areas are able to train other Educators in new Youth Centers launched in their communities.
- Youth Mappers' Training: a pool of IDEJEN staff is able to train new Youth Mappers on tools and processes used for the Youth Mapping activity. This capacity will be reinforced under the current program description by a Youth Mappers TOT, where the best Youth Mappers will be able to become trainers of other Youth Mappers, without international trainers' intervention.
- Entrepreneurship training: a three steps process will create a pool of local Entrepreneurship Master Trainers on the Entrepreneurship Business Toolkit.

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<sup>26</sup> Networking is important for short term as well as long term sustainability and growth. It provides a mechanism for posing and responding to inquiries among peers and sharing good practice ideas, thus fostering an environment of adopting good ideas in non-coercive ways. To assist networking and sharing of effective practices peer-learning workshops are organized among the Youth Centers over a year-long program.

## *2.4. Youth Involvement*

The IDEJEN team is committed to engage youth at all levels of this project in planning, implementation and assessment. Youth Mapping is a first way to engage youth, both in-school and out-of-school. While the youth mappers are involved in the whole process of the youth mapping, they also participate in the dissemination of the results within the community. Spontaneous youth engagement is then encouraged within the Youth Centers. This can take the form of tutoring of out-of-school youth by in-school youth, youth mappers gathering information for other organizations, etc.

Furthermore, in order to sustain and support youth participation in community development, IDEJEN also provides financial and technical support to innovative programs submitted by the youth mappers of these communities that aim to reinforce the education and community involvement of out-of-school youth. Youth mappers are a key entry point for the project in each community. They expressed interest in pursuing their work in helping the out-of-school youth of their communities through different projects that would complete what the Youth Centers are currently doing, while informing the project on the type of low-cost projects that youth could be involved in. The administration of these funds and overall management of these sub-projects is under the supervision of the most efficient Youth Centers. The youth mappers are invited to submit a proposal along with a supporting Youth Center. IDEJEN gathers a selection committee to select the best projects proposed.

### **III. Monitoring and Evaluation**

A framework and tools have been developed by the IDEJEN team, with M&E specialists. While a fulltime M&E manager centralizes the information in the IDEJEN office, Field Agents are responsible to monitor field activities, using different tools developed by the project. They are supported by regular field visits done by the IDEJEN coordination team.

Each Field Agent is on average responsible for 3-4 CBOs. They are trained by IDEJEN in monitoring and supervision. They collect data on a weekly basis with different tools used by the Community Based Organizations, the Educators and the youth themselves.

The monitoring is organized as follows:

- Monthly focus groups with the participating out-of-school youth.
- Monthly meeting regrouping all three Youth Centers representatives and their staff.
- Monthly field visits by IDEJEN team to supervise financial/management and technical issues.
- Monthly reports prepared by Youth Centers.
- Monthly reports prepared by field agents.
- Monthly field visits of INFP technicians to monitor technical training

- Bi-annual meeting with all field staff to share experiences and to identify aspects to be reinforced.
- Annual meeting with all field staff to assess overall results.

*Evaluation:*

- Baseline evaluation at the beginning of the NFBE training
- Mid-term Evaluation of Youth in NFBE after the first six month of training
- Final Evaluation of Youth in NFBE after 12 months (end of program)
- Evaluation of Youth in Technical Training after 12 months (end of program)
- Evaluation of Educators in NFBE after six months and at the end of project
- Evaluation of CBOs capacity to manage project activities at the launch, after 6 months and at the end of project (12 months)
- Rapid appraisal on perception of the community (parents – community leaders) vis-a-vis this new trained youth group after 6 months and at the end of the project (12 months).

#### **IV. Supporting Curricula and Training Guides**

*Programmatic Capacity Building:*

Basic Education curriculum and training tools:

IDEJEN has been working with FONHEP, a Haitian umbrella organization of educational institutions and the Ministry of Education, and recruited a local consultant to create a nonformal basic education curriculum that could be used by the Youth Centers. This accelerated curriculum focuses on literacy and numeracy skills needed to start a technical training.

A life skills education program was developed by IDEJEN based on the real needs of youth in terms of attitudes and behavior changes. This is integrated to the NFBE training. It is intended to provide basic learning on different values that can facilitate the development of new attitudes and further improve youth behavior for the socio- economical reinsertion into their community. TOT and training of NFBE educators was offered in:

- *Health and Nutrition (Sexually Transmittal Diseases, HIV/AIDS, Reproductive Health and Nutrition)*
- *Conflict Resolution*
- *Protection of the Environment*
- *Rights and Obligations*
- *Oral French communication*

In addition, an international education and training specialist has trained Haitian Trainers on how to work with out-of-school youth, street youth and youth at risk and adapt training materials to this population. In turn, these Trainers have trained and are now equipped to train the “moniteurs” and “monitrices” (NFBE Educators) in non formal education techniques and methodologies. This Training of Trainer has been completed by a facilitator guide on nonformal

training tools, including monitoring and evaluation tools that the NFBE educators can use in the classroom.

#### Technical skills:

IDEJEN and USAID signed a “Memorandum of Understanding” with the Ministry of National Education (MNE) for the technical training component. A local consultant, with support of the INFP (Institut National de Formation Professionnelle) (the MNE branch for vocational training) adapted the different INFP’s training curricula (for eight fields) to be used by the Technical Educators. The Technical Educators are trained by INFP on this adapted curriculum, and by IDEJEN’s Trainers nonformal basic education techniques. At the end of the technical training, INFP administers a final test to the youth in order to certify the training. It is the project hope that this certificate will offer new opportunities to the youth, especially in term of recognition for employment within the business sector and/or as a certification of competence in case of starting their own enterprises.

#### Practical Training for Youth Employment and Entrepreneurship:

Fully integrated in IDEJEN’s livelihood accompaniment strategy, a practical training in business management and/or entrepreneurship is offered to the youth, either in the Youth Centers or at the workplace where some of the youth go into internships/apprenticeships. In addition, IDEJEN trains the Youth Centers in Small Business Management/Income Generating Activities Development. As this component of the project is being implemented within the pilot Youth Centers, IDEJEN is currently finalizing its approach for dispensing the training.

Two main curricula/training materials are being developed:

- ***Business toolkit for out-of-school youth:*** Adaptation of a business toolkit to train participating out-of-school youth on how to start their own businesses.
- ***Guide on Small Enterprise Management:*** Guide for Youth Centers and Local Businesses on developing entrepreneurial and business management skills.
- ***Guide on Livelihood Accompaniment for Out-of-School Youth:*** This guide will help mentors (from the Youth Centers and Local Businesses) to mentor the youth during the Livelihood Accompaniment phase.

#### *Organizational Capacity Building:*

##### Financial Management Guide

This guide has been developed to support the financial and management training of the CBOs. It is available in French.

##### Key elements for youth programming: Self-assessment Tool

Developing Haitian standards for effective youth livelihood/employment practice is a core component of the CBOs’ capacity building aspect of the model. The Promising and Effective

Practices Network (PEPNet) was developed by the National Youth Employment Coalition in the United States to create standards of effective youth employment practice, recognize effective programs and create an inventory of effective youth employment practices. As a part of this project, PEPNet was adapted to the economy and characteristics of Haitian youth. A self-assessment tool has been created to support the training on the “Key Elements” as well as to be used regularly by the CBOs to assess their progress in different aspects of youth programming.

## **V. Youth Centers’ Sustainability Strategy**

Each Youth Center is required by the IDEJEN project to submit a sustainability strategy along with its proposal for funding. This usually takes the form of an income generating activity that the Youth Center runs in parallel of the youth training. The youth in training have then the possibility to practice what they are learning within the Youth Center’s income generating activity, while generating themselves small revenues in selling the products they make. IDEJEN provides training, technical support and mentorship to the Youth Centers for the start-up of their income generating activities, including support in defining the market and type of activities. As these activities may not cover all the Youth Centers’ costs, IDEJEN is studying its first pilot projects for increased revenues, while working on other avenues for partnership, especially with the Secretary of Youth and Sports and the Haitian Vocational Training Institute (INFP). A detailed cost analysis is being undertaken to inform USAID and other donors on the cost of continuous support to the Youth Centers, passed the initial start-up investments.

## ANNEX I

### PROMISING PRACTICES: MOBILE TRAINING UNITS

#### 3. Mobile Units: An Approach to Training Youth for Informal-Sector Employment<sup>27</sup>

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1. It is estimated that more than fifty percent (50%) of the non-agricultural employment in Africa is found in the informal sector. Most businesses in this sector are family businesses or very small units where it is very difficult to release someone for long periods of time for training. Such businesses usually only provide a means of subsistence through the production of goods and services on a small scale.

2. The training of workers, potentially disadvantaged youth, in, and for, mini- and micro-enterprises is much easier if it is conducted in a *modular* form close to the place of work through a *mobile* unit. Such an approach is more likely to secure the release of workers for training. A *mobile* training program staffed with instructors who are equipped with the latest technology for learning and multi-media equipment can work collaboratively with and support existing training centers. The advantage of a *mobile* unit approach is that the instructor of the *mobile* unit can move from place to place and conduct training near the location of an existing business. The success of such an approach is dependent upon the skills of the *mobile* instructor in the technical area and, more importantly, in the use of the latest technology and multi-media materials. Training that employs a *mobile* approach requires that the program be prepared in advance and circulated so that all potential stakeholders can be encouraged to participate. The advantage of a multi-media approach is that it can be used with illiterate target groups such as disadvantaged youth.

3. This approach can visually inform trainees of the best practices. The use of a *mobile* unit that is: (a) *staffed* with trained, multi-media savvy instructors; and (b) *equipped* with the latest learning technology can potentially reach a larger number of individuals, including disadvantaged youth, than can be reached by a center-based training facility. As a result, a *mobile* unit approach can improve the level of productivity and the quality of products and services in informal sector mini- and micro-enterprises.

4. Example: In Haiti, there is use of *mobile* teams which provide training in immediate work contexts and assist individuals and small groups on-site at the workplace. The *mobile* teams reach the working poor who are unable to attend training because of the schedules of the training courses/programs, the cost of leaving their job for training, or because they do not feel “comfortable” in formal education settings.

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<sup>27</sup> Developed from materials written by Jeffrey Tines, PhD., Director, Vocational Training and Job Creation, OICI, Inc., and from examples compiled by Jim Russell.

## Mobile Training: International Program Examples

### Australia

<http://www.cdu.edu.au/communityandaccess/maluunits.html>

Charles Darwin University has been successfully using **Mobile Adult Learning Units (MALU)** for the delivery of training in remote locations. MALU 1 is used for **delivery of trades courses**. MALU 1 has consistently delivered carpentry and construction units in its earlier years, and in the last twelve years welding and engineering units as well as automotive competencies from the National Training Packages.

MALU 2 is a sizeable classroom that is used to teach Local Government Package (Certificates II, III and IV), Retail Package (Certificates I, II and III), Certificate I in Access to Employment and Further Study, and Certificate I in Preparatory Education.

The latest unit, MALU 3, is 13.7 metres long and has an Interactive Distance Learning dish recessed into the roof. The gooseneck accommodates six students and is set up with Information Technology delivery. The unit is teaching predominantly Trades Training Packages similar to MALU 1. The initial target group is secondary Vocational Education and Training (VET) students in Central Australia.

### The Cherokee Nation--Mobile Learning Unit (MLU)

<http://www.cherokee.org> [Type MLU in search engine.]

The Cherokee Nation Career Services Group provides Native Americans living in rural communities access to cutting edge technology through the use of a **high-tech classroom on wheels called the Mobile Learning Unit**.

Using satellite technology and equipped with nine, wireless laptop computers, the unit will provide career training, job search tools and specialized workshops in an effort to give rural community residents a competitive edge in today's job market.

Native Americans who utilize the Mobile Learning Unit will be able to submit online applications and receive assistance with resume preparation to assist them with their job search.

Through the use of the Mobile Learning Unit, the Career Services group also will conduct an Intro to Computers class in the rural communities to provide Native Americans with the necessary basic computer skills needed to increase their employability and assist them with their career planning.

### Mumbai, India---DoorStep School (NGO)

<http://www.doorstepschool.org/dss/home.php>

The School-on-Wheels project is the flagship of Doorstep's attempts to take education to out-of-School children who dwell on the very fringes of society.



## ANNEX I

### PROMISING PRACTICES: YOUTH & MICROFINANCE

#### 4. Microfinance and Youth: Case Studies and Lessons Learned<sup>28</sup>

Microfinance for adolescents is new and has recorded mixed results so far. Pilot programs are undertaken by governments and funding agencies to provide financial services to adolescents. Several experiments have failed due to excessive involvement by the government, faulty designs premised on unrealistic assumptions, and lax implementation by NGOs that lacked skills and ability to administer a financial program for youth. Those programs that reach youth and could collect on loans are generally costly to sustain without continued subsidies. Programs that are providing microfinance to youth are listed in Figure 1 below. The initiatives are generally implemented in urban areas and provide both financial and non-financial services.

<b>Figure 1: Selected Microfinance Programs Servicing Adolescent Clients</b>			
Country	Institutions/Programs	Clients	Products and Services
Bangladesh	Grameen Bank (Bank)	Children of clients	Loans for paying schools fees, borrower education
	Center for Mass Education and Science (CMES-NGO)	Unmarried girls aged 11–18	Learning and earning program, nontraditional education, skills training, business start-up credit
	Bangladesh Rural Advancement Committee (BRAC) and Population Council (NGO)	Girls aged 12–19	Livelihood skills training, loans made to trained youth
	Padakhep Manabik Unnayan Kendra (NGO) SafeSave (NGO)	Street children in Dhaka aged 15–20 Children in Dhaka slums	Savings, closely supervised loans Deposit services for above 8 access to individual loans for above 14
India	Aditi (NGO)	Girls in Bihar aged 8–14	Goats provided to raise and sell to start savings
	MYRADA - Mysore Resettlement and Development Agency (NGO)	Unmarried girls aged 16–20.	Training on financial management and for watch making, link with local factories for jobs, help save incomes
	Butterflies—Children's Development Bank—CDB (NGO)	Street children aged 9–18 in Delhi	Savings and loans
Sri Lanka	Commonwealth Secretariat pilot (NGO)	Youth aged 14–19 in Gujarat	Training and credit
Sri Lanka	The National Savings Bank of Sri Lanka (Bank)	Youth aged 7–30	Savings accounts
Kenya	K-Rep (Bank)	Youth 16–24 living in Nairobi slums	Project Tap and Reposition Youth (TRY)— loans and deposit services; Grameen methodology used for lending, credit education, basic business management, and life skills training are provided and are necessary for accessing loans
Malawi	Commonwealth Secretariat pilot (NGO)	Youth aged 14–19	Savings and credit for small business by adolescents
Zambia	Commonwealth Secretariat pilot (NGO)	Youth aged 14–19	Training and loans to start business
	Streetkids International (NGO)	Poor girls aged 14– 22	Training on life skills and basic business education, trained members given in-kind, short-term loans to start business
Mali	Kafo Jiginew (NGO)	Street kids aged 14–19	Loans to trained adolescents by a local institute Mali-Enjeu on basic life skills and business management.
Egypt	Population Council (NGO)	Garbage-picking girls	Training on carpet making, linking with carpet-making factories, loans to girls trained to start business

<sup>28</sup> Geeta Nagarajan, “Microbanking with Adolescent Youth”, *Finance for the Poor Newsletter*, Asian Development Bank, Vol., No. 4, December 2004.

Training is an integral part of the design and is often a prerequisite for accessing loans. Small, short-term loans are made to start a business and to serve as working capital. Several are Grameen-type, group-based lending programs, while some experiment with individual loan products. Some programs recognize the importance of deposit services, and a few programs require members to save before accessing loans. Some microfinance institutions (MFIs) in Zimbabwe and South Africa are allowing adolescent children of their AIDS-affected clients to use deposit services and withdraw savings of a sick parent. In general, adults administer the programs, except in the case of Children's Development Bank in India. Few selected programs, especially in Asia, are highlighted below for their design and performance.

- **The Children's Development Bank (CDB), also called Bal Vikas Bank in Hindi in India** was started in 2001 by the street and working children between the ages 9 and 18, and is also run by them with adults only functioning as facilitators. The CDB is associated with an NGO, Butterflies, in New Delhi, and is perhaps the first bank for and run by the street and working children demonstrating the managerial capacity of adolescents. Nine CDB branches now operate in Delhi. Additional branches were opened in August 2004 in Afghanistan and Nepal to serve children orphaned due to recent conflicts and insurgencies. The capital funds for the CDB in India come from the initial grant made by the National Foundation of India and savings mobilized from the children members. As of June 2004, the bank, through its nine branches in Delhi, held 900 saving accounts for a total of \$2,600, and had \$1,980 in loans outstanding with 95% repayment rate. Any street and working child above 9 years is eligible to become a member and save with the bank. The bank has provided a safe place to deposit their savings, which were previously stolen or spent on unproductive activities. Savings are collected daily in any small amount and an interest of 50% is provided for those who do not withdraw savings for six months. At the age of 15 years, the members are eligible to apply for loans and to set up a business of their choice. To benefit from the loan, children must have been members of the bank for at least 3 months and need to have 20% of the loan amount in their account. Both individual and group loans are available. No collateral, but two guarantors, are required to secure the loans. A shopkeeper or another working street child can be guarantor. Loan applications are assessed by a committee comprised of children and illegal activities are not financed. The bank provides life skills education to children in money management, savings and business planning. Furthermore, it provides children with the knowledge and skills relevant to the day-to-day management of the bank. The bank inculcates in street and working children the habit of saving and contributes to their personal development ([www.childrensdevelopmentbank.org](http://www.childrensdevelopmentbank.org))
- **National Savings Bank of Sri Lanka:** to increase its coverage for deposit services, this bank has introduced special savings accounts for children called Punchi Hapan (0 to 7 years) and Hapan (7 to 16 years) for adolescents, and Ithuru Mithuru for youth between ages 17 and 30. These products are all designed with special features and promotional campaigns to specifically attract children and adolescents. Adolescent clients are observed to save for education and to buy equipment for starting a business. These

products are provided along with their regular savings products for adult clients. ([http://www.nsb.lk/pro\\_hapan.asp](http://www.nsb.lk/pro_hapan.asp); [http://www.nsb.lk/pro\\_ithuruMithuru.asp](http://www.nsb.lk/pro_ithuruMithuru.asp))

- **Tap and Reposition Youth (TRY) in Kenya:** a joint partnership between an MFI, K-Rep, and the Population Council, this project is an experiment to provide microfinance services modeled after the Grameen Bank in Bangladesh to out-of-school girls and young women aged 16 to 22. It is an integrated program combining credit, savings, and training in business and life skills. During the 2-year pilot phase in Nairobi, over 100 girls participated in a group-based lending scheme and received training on basic business skills, group dynamics, life skills, and reproductive health. After 8 weeks of training and individual savings activities, a group of five chooses one or two girls to receive a loan. The remaining group members receive loans only after the initial borrowers have demonstrated their ability to make timely repayments. Loans were made to start micro businesses. The interest rate was slightly lower than commercial bank rates. For very small loans of about \$200 for first loans, the repayment rate was around 99%. From these findings, it was learned that the creditworthiness of adolescents needs to be considered in the context of family and support structures rather than just on the cash flows of the business run by adolescents. The pilot was successful, and K-Rep is now planning on expanding it even though the MFI is less optimistic of a large outreach to such clientele nationwide (<http://www.popcouncil.org/pdfs/seeds/SEEDS23.pdf>)

### **Youth and Microfinance: Emerging lessons**

Microfinance for adolescents is a complex activity. Several failed programs indicate that the involvement of an experienced MFI (aware of youth issues) or organizers (knowledgeable of microfinance best practices and youth issues) is critical for the success of programs.

Microfinance for Youth may require a packaged approach: training & financial services. Significant and appropriate training and preparation to help them use the financial services is essential. Several youth experts advise that pushing adolescents to become independent entrepreneurs without proper training is a recipe for failure. While an MFI is not required to provide both services, appropriate linkages offer potential alternatives. The case of linkages in Mali between KafoJiginew, an MFI, and a training institute Mali Enjineu to service adolescent youth was cost-effective and recorded excellent repayment. Identifying appropriate training requirements is indeed a challenge. Apprenticeships and mentorships are now utilized to train the adolescents well and also to stand as guarantors for the loans.

Deposit services for adolescents are crucial to help them accumulate assets for future. Deposit services may be more important than loans -- especially for street children and migrant adolescent workers who lack secure places for their savings. In addition, savings education may be necessary for children to understand their rights as well as to improve ability to manage their savings without much adult intrusion.

Both group and individual loan products are appropriate for adolescents. Individual loan products are flexible to adjust with the frequent life cycle changes of adolescents. These products can be offered for children under adult supervision.

Not all adolescents are entrepreneurial and desire business loans. Some may only prefer security and network opportunities offered by such activities. Others may only require loans for education to improve qualifications/skills to secure a formal job. Education loans may be more appropriate than business loans for such clients.

Microfinance staff members must be sensitive to adolescent issues. In order to be useful, microfinance must fit into their life cycle stages and should be offered when they demand it. Pushing adolescents too hard may lead them away from MFIs.

Achieving operational self sufficiency is possible. If best practices are followed and training is offered along with financial services, sustainability can occur. The programs implemented by Commonwealth Secretariat in India and by Streetkids International in Zambia became operationally sustainable in 3 years. It requires an integrated approach and a long-term vision.

Community-based grants and loans to adolescents may not be effective. They may lead to under-coverage of clientele and potentially increase elder's control over them. Involving adolescents in decision-making and increasing their stakes in microfinance operations have proven to be beneficial.

Targeting adolescents is challenging but Achievable. Adolescents comprise a small, yet diverse market that possess a client-window of about six-years. Care should be taken to reach the most vulnerable youth without creating a program-related stigma and to diversify the clientele for spreading risks and reducing operational costs. Developing products and programs that gradually draw adolescent clients into the program appear to work well. Also, including youth along with regular clients may also offer cross subsidization possibilities to achieve sustainability. Mentoring is possible for adolescent clients if they are integrated into adult groups.



## ANNEX I

### PROMISING PRACTICES: URBAN YOUTH LIVELIHOODS & HIV

#### 5. Urban Youth Employment Opportunities: Southern Africa

#### DRAFT PROGRAM DESCRIPTION

<b>Subject:</b>	Urban Youth Employment Opportunities Initiative
<b>Target Group:</b>	Young Women and HIV/AIDS affected Municipalities
<b>Period of performance:</b>	3-5 years
<b>Place of Work:</b>	Urban municipalities in South Africa, Lesotho, Swaziland, Bostwana, and Zambia
<b>Summary:</b>	Create employment opportunities within the health sector for youth, with a priority to young women, infected and affected by HIV-AIDS. The project will provide participants with a set of transferable skills that can be applied to other employment sectors or increase their earning potential within the health care service delivery system. Participants will secure livelihoods and will have increased awareness of HIV/AIDS and high risk sexual behaviors. The program will empower and enhance municipalities to address the impact of HIV on their citizens through emphasis on improved policy formulation, implementation and linkages with service providers.

#### I. BACKGROUND

USAID's Office of Education (EGAT/ED), Urban Programs (EGAT/PR/UP) and Africa Bureau Health Team initiated an effort to identify program models for addressing HIV/AIDS and

Livelihood issues among urban youth. The first step was to produce a desk study<sup>29</sup> on the relationship between urban youth unemployment and the spread of HIV/AIDS. The report provides useful insight into the relationship between AIDS and urban unemployment through an analysis of the cultural, sociological, epidemiological and demographic factors that shape the HIV/AIDS pandemic in Southern Africa. In April 2005, key stakeholder groups from the four focus countries of Lesotho, Swaziland, Botswana and Zambia came together to review findings of the desk study and develop livelihood approaches to address HIV/AIDS. Representatives from South Africa were also in attendance.

### The Livelihood Perspective

Participants noted that although significant global progress has been made in the response to HIV/AIDS around prevention education, treatment, care and support, there has not been an explicit focus on addressing the connection between urban youth employment and HIV/AIDS. Young people and especially poor youth bear the brunt of the epidemic due to their economic vulnerability. For example, young women are sometimes forced into transactional or commercial sex work to earn an income as an alternative to formal employment in order to meet their basic needs for food, clothing, and shelter. Youth who are poor have an increased risk of infection because they are more likely to be in poor health and leave sexually transmitted diseases untreated, yield to pressure to exchange money or goods for sex, and migrate to find work in urban centers where the chances of risky sex is higher. Youth infected with HIV face heightened economic challenges. As they fall sick, their ability to provide for themselves and for others who depend on them declines. Discrimination among infected youth makes it harder for them to find work, retain a job, and work productively, which brings them into a vicious cycle of unemployment and lower quality of life.

Youth vulnerability in contracting HIV/AIDS due to poor or non-existent economic support is exacerbated by the absence of decent and productive work opportunities or a social support network. As a result, there has been a massive influx of young people into the informal sector pursuing informal sector livelihood activities that are not linked to market opportunities and in most cases lack growth orientation and competitiveness. Most of these informal sector activities take place in urban centers creating additional challenges for municipalities--most of which do not have the capacity to address the interconnected issues of HIV/AIDS, insufficient supply of health services needed, youth unemployment, and the lack of better livelihood opportunities for youth.

### The Health Perspective

As the number of HIV/AIDS cases rises, there is a corresponding increase in the demand for health care services. The hospitalization rate in particular increases as HIV infection progresses

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<sup>29</sup> *Desk Study on Urban Youth Employment In HIV/AIDS Municipalities: The Case of Zambia, Swaziland, Botswana and Lesotho*  
Francis Chigunta & Kenroy Roach  
March 2005. (Full desk study and executive summary are available through EQUIP3)

to AIDS. The 2001 Swaziland Human Development Report estimated that people living with HIV/AIDS occupied half of the beds in some Swazi health care centers. The World Bank estimated that by 2004, the number of hospital beds needed for AIDS patients had exceeded the number of beds available in Swaziland. They predicted this threshold would be reached in Namibia by 2005.

As the epidemic matures, therefore, the demand for care for those living with HIV/AIDS rises. Yet at the same time that the demand for health services increases, more and more health care professionals are themselves infected by HIV/AIDS. For example, Malawi and Zambia are experiencing a five or six-fold increase in health worker illness and death rates. Increased workloads for those health care professionals who remain also contribute to increased emigration by health professionals to other countries, where their work is also in high demand, and is better paid.

### The case for an integrated solution

As a result of the ever increasing incidence of HIV/AIDS and the corresponding decrease in availability of health care professionals, access to health care services targeting those impacted by HIV and AIDS grows more limited. One promising avenue for affordably increasing the availability of care—while simultaneously offering marginalized urban youth and young women in particular a sustainable livelihood generation opportunity—is to focus on increasing the number and capacity of home based health care providers available to urban dwellers affected by HIV/AIDS.

By training and providing entrepreneurial support to a new corps of home based care aides we are able to address *both* youth livelihood *and* HIV/AIDS programming in urban municipalities in an *integrated* matter. Such an approach provides opportunities to address problems associated with urbanization, youth unemployment, micro-economic development, and HIV/AIDS. Furthermore, by targeting the activity to urban centers and actively involving municipal leaders in the program, we can maximize the unique context provided by municipalities and local governments for multi-stakeholder collaboration around integrated youth livelihood, micro-economic and HIV/AIDS service provision. With their capacities strengthened, municipal stakeholders can enable more conducive social, political and economic environments to address poverty and HIV/AIDS.

## **II. ACTIVITY DESCRIPTION**

As the HIV/AIDS crisis deepens, municipal leaders throughout southern Africa are confronted with a complex set of issues. Among the many difficult questions policy makers and service providers confront daily are the following:

- What can municipalities do to slow the spread of HIV/AIDS among poor men and (particularly) women under age 25—currently the demographic with the most rapidly increasing rate of HIV/AIDS infection?
- How can municipalities better meet the needs of their many citizens who are already suffering from HIV/AIDS at a time when hospitals and clinics are severely understaffed (as health care workers themselves fall to HIV/AIDS)?
- What support can municipalities offer the many individuals who, because of HIV/AIDS, are unable to earn a living to support themselves and their family?

The Urban Youth Employment Opportunities Initiative is designed to address each of these questions, with a particular focus on the many at-risk young women residing in cities throughout South Africa, Botswana, Zambia, Swaziland and Lesotho.

***Project Goal:*** Increased opportunities for sustainable employment among at-risk urban youth in Southern Africa.

***Project Objectives***<sup>30</sup>:

- Build the entrepreneurial capacity of young people (with a particular emphasis on women) to provide health care services for HIV/AIDS affected urban communities.
- Change attitudes, knowledge and behavior about HIV/AIDS transmission.
- Improve the quality of HIV/AIDS and Livelihood services available to young people (and young women in particular) at the municipal level.
- Build municipal level involvement, coordination and collaboration in the HIV/AIDS sector for improved service delivery.
- Facilitate multi-sectoral synergy and linkages in addressing youth livelihoods and HIV/AIDS.

***Guiding Principles***

- Building the assets and capabilities of young people and young women in particular will secure decent and productive livelihoods in HIV/AIDS affected municipalities.
- Municipal government involvement will create an enabling environment to improve service delivery and employment opportunities.
- Facilitating multi-sectoral synergy and linkages to address youth livelihoods and HIV/AIDS is the most sustainable approach to developing vibrant local economies.

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<sup>30</sup> It should be stated that, although the desk study revealed a growing demand and shrinking supply of affordable health care services for those affected by HIV/AIDS and others, the desk study itself does not constitute sufficient basis upon which to build the proposed initiative in a given country. We therefore recommend that before the proposed initiative is undertaken, a market analysis of the home based care sector—particularly with regard to the appropriateness of this sector for youth livelihood generation—should be undertaken.



## ***Main Activities***

The project objectives will be met through two main and related activities: a) training and small business development support for at-risk youth (and young women in particular) in the area of home based care delivery and b) capacity building for municipal level service providers and policy makers in the areas of HIV/AIDS-related service delivery and at-risk youth programming. The proposed activities would have duration of 3-5 years and would target 1-3 municipalities per country, and at least 500 young entrepreneurs per municipality.

### ***Activity A: Home Based Care Delivery Training and Small Business Development Support for At-Risk Youth***

This activity will result in a corps of trained home based care providers who own their own small business and contract with government, the private sector and NGOs charge clients a nominal fee for service. These providers will be primarily young at-risk women living in the urban areas in which they work.

For this activity, we will identify a group of ‘training organizations’ and ‘contract organizations’. ‘Training Organizations’ include quality home based care delivery and micro-enterprise development NGOs; ‘Contract Organizations’ include government, NGOs and private sector groups who have a need for home based care providers and who are willing and able to pay for these services.

‘Training Organizations’ and their role: We will work with these groups to develop a hybrid training curriculum that offers targeted young women and men hands-on, learner-focused training in the specifics of home based care delivery as well as best practices in community enterprise development through solidarity groups. Training will include emphasis in basic numeracy, literacy and job readiness skills. It will include classroom and workshop-based instruction as well as apprenticeship/ internship components. Upon completion of the formal training period, targeted participants will shift from being trainees to young entrepreneurs who receive home based care service delivery contracts from government, NGOs and/or the private sector. The core set of job-readiness skills gained during this program will be transferable to other employment sectors to increase the employment ability of targeted youth.

‘Contract Organizations’ and their role: These organizations will be those who currently have responsibility for, but are unable to reach (due to cost or low capacity) populations of HIV/AIDS-afflicted individuals needing home based care. We will link contract organizations with trained young entrepreneurs, providing an accompanied approach in which youth are able to grow their business by offering affordable rates and still receive support and training.

The proposed activities will include, but will not be limited to:

- Training youth in job and business skills that are transferable to various sectors in areas such as how to set up a home base care enterprise;
- Developing entrepreneurship skills and support structure for accessing business development support, mentoring and credit;
- Linking selected youth to financial services, assisting youth in integrating community economic enterprise activities into existing HIV services related to care, treatment and support;
- Providing complementary non-formal community based education programs for older orphans and vulnerable children of people living with AIDS (PLWA) to enhance their employability and basic education needs;
- Facilitating access to technical and vocational skills training for orphans and vulnerable children (OVC) through improved market driven curriculum and training,
- Engaging private sector in developing opportunities for internships and apprenticeships.

**Activity B:** *Capacity Building for Municipal Level Service Providers and Policy-makers*

This activity will result in a cohort of municipal leaders from the government, private and NGO sector who are effectively responding to the livelihood generation and HIV/AIDS related needs of their constituencies.

The recent desk study revealed that municipal level governments lack both the internal capacity and the overall leverage with national government, service providers and international donors to effectively plan, coordinate and address the HIV/AIDS and livelihood development needs of their constituencies. Drawing upon data from the desk study, municipalities can design policy guidelines to support youth employment and the provision of HIV/AIDS service delivery. Such guidelines will improve existing municipal policies and practices and set the stage for policy changes that could improve economic opportunities while addressing HIV/AIDS constituent health needs.

### **III. EXPECTED RESULTS**

1. Increased number of youth livelihoods opportunities available to youth
2. Acquisition of transferable skills for employment across sectors
3. Increased access to quality HIV/AIDS health services
4. Increased knowledge about HIV and risky behaviors
5. Expanded social support networks
6. Improved municipal level involvement and coordination in HIV/AIDS service delivery

#### IV. SERVICE EMPLOYMENT MODEL

Through this program, EQUIP3 is bringing together proven effective practices in youth development. This Service Employment Model to address health sector needs could potentially be replicated in other employment sectors. For such a model to be successful it would need to have the following essential components:

- *Relevant work* – In order to open opportunities for youth to engage in relevant work and create better livelihoods in a sustainable way, strengthening specific and technical skills is important but not sufficient. While some sectors fade away and others emerge, youth need transferable skills to adapt to such changes effectively.
- *Youth Participation & social support network* – This model recognizes that youth involvement is essential to maximize the impact of the program and proposes a participatory approach that creates a platform for youth to participate and develop ownership. Genuine youth participation will also generate a social support network for participants, increasing their sense of belonging and giving them a safety net as they create better livelihoods.
- *Entry, process, & exit* – The proposed model will consist of practical training combined with necessary support services (e.g. counseling) for youth to learn transferable and health care-specific skills. The process will be systematic but flexible in order to allow various entry points throughout the program. Efforts will be made to connect this process with existing in-country health care certification institutions. The exit strategy of the model is embedded throughout the process as participants engage in practicum in existing health care institutions. At the end of this practical program, participants will have the necessary skills and business acumen to continue work in the health sector, move to another sector, or start a new business. The exit strategy will open concrete opportunities for participants to improve their livelihoods, facilitating the placement of youth in existing health care providers, giving them a small grant to start or improve a business, or facilitating their placement in continued education institutions.

#### EQUIP3 Contacts:

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## ANNEX J

### 1. USAID- Displaced Orphans and Child’s Fund

#### **PSYCHOSOCIAL PROGRAMMING GUIDING PRINCIPLES**<sup>31</sup>

Natural disasters and complex emergencies can have a variety of psychosocial<sup>32</sup> and mental health consequences for survivors. Children in the midst or aftermath of such events are living in environments that may be characterized by displacement, massive destruction and threat to life; prolonged social and financial disruption and resource loss; separation from families or caregivers; and exploitation and abuse by others. These experiences may increase the vulnerability of children to negative outcomes. Consequently the coping resources of individuals, families and communities may be taxed and require formal interventions to mitigate the negative consequences.

#### **Guiding Principles**

The following principles will guide DCOF decisions about psychosocial programming for children, their families and communities.

- **Expect normal recovery.** Distress, grief, physical and emotional arousal, and physical ailments are examples of common reactions to traumatic events and critical incidents. These are appropriate reactions to extreme events and dissipate over time in most people whose survival is assured and there are opportunities to rebuild the social and economic dimensions of the lives.
- **Meet basic needs.** Psychosocial well-being and the mitigation of distress is dependent on some degree of fulfillment of biological and material needs, such as food, water, shelter, and safety.
- **Restore and foster functioning.** The overarching goal of interventions should be to foster and/or restore the functioning of children so they reach appropriate growth and developmental milestones and resume their roles within the family and community.
- **Honor the culture.** Many dimensions of psychosocial well-being are informed by culture and most communities have existing ways to deal with loss, promote solidarity, create purpose and meaning out of events, and promote healing. Our programs should be culturally grounded.

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<sup>31</sup> These Guiding Principles are informed by the World Health Organization “Mental Health in Emergencies: Mental and Social Aspects of Health of Populations Exposed to Extreme Stressors” (WHO/MSD/MER/03.01) found at: [http://w3.whosea.org/LinkFiles/List\\_of\\_Guidelines\\_for\\_Health\\_Emergency\\_Mental\\_Emergencies.pdf](http://w3.whosea.org/LinkFiles/List_of_Guidelines_for_Health_Emergency_Mental_Emergencies.pdf) and the Interagency Working Group “Psychosocial Care and Protection of Tsunami Affected Children: Guiding Principles.” The IWG is composed of the International Rescue Committee (IRC), Save the Children UK (SCUK), the United Nations Children’s Fund (UNICEF) and the United Nations High Commissioner for Refugees (UNHCR).

<sup>32</sup> The term “psychosocial” reflects an understanding that people have psychological and social responses to events. It acknowledges that the environmental, familial, community and cultural context are necessary to understand the consequences of events and interventions that may be useful. The term psychosocial is commonly used in disaster mental health because it addresses active determinant health factors such as agency, ability and self-determination and not merely the absence of disease and infirmity.

- Focus on wellness, local capacities, strengths, and resilience. Support to children after disasters or in the midst of conflict cannot be adequately conceptualized through an emphasis on trauma or mental illness, which are considered extreme forms of impairment. Effective psychosocial assistance often occurs not through the provision of clinical therapy by outsiders but via support from others in the community. We should identify how the capacity of communities and social networks can provide psychosocial support. In particular, we should analyze how families, peers, traditional helpers, schools, and other community mechanisms can be supported to enhance coping and recovery.
- Promote community solidarity and efficacy. Connection with others and a belief in the ability and power of a community to effect change are important to psychosocial recovery after traumatic events.
- Sequence interventions. Psychosocial and public mental health interventions should be matched to the stages of emergency relief and rehabilitation. For example, the major psychosocial goals in the immediate aftermath of an incident include survival and establishing communication and connection with family/significant others. In the short-term response phase, the focus is on resuming daily activities performed before the event and reducing fears, extreme worries, paralyzing shock and denial. Interventions should be designed and selected to attain those differing objectives.

There is a lack of evidence about which psychosocial interventions are the most effective for children affected by disasters or armed conflict. The following recommendations are based on experience, consensus among practitioners, and the principle of “do no harm.” As the evidence based expands, these recommendations may be revised.

### **Recommended Psychosocial Activities in the Acute Phase of a Disaster or Complex Emergency**

- Integrate psychosocial approaches into the delivery of mainstream humanitarian assistance (e.g., shelter, food, wat/san) in ways that foster recovery and well-being.
- Emergency tracing and reunification of separated children and youth; prevention of future family separation. Family connection, protection and support meet crucial developmental and psychosocial needs of survivors.
- Structured activities for children and youth that foster normalcy and stability. Examples of these activities are:
  - emergency education since education-related activities play an important role in helping children resume a routine;
  - social activities offer the opportunity to establish connection with others;
  - creative expressive activities like art, theater and music can provide an outlet to make meaning of distressing or traumatic events;
  - recreational activities like sports may provided needed physical activity, reduce stress and the opportunity to increase confidence and self-efficacy.
- Psychological first aid activities (e.g., crisis intervention, peer support, emotional and practical support for the bereaved;) can protect survivors from further harm, reduce physiological and emotional arousal and mobilize support for those who are most distressed. ***Such activities should be socially and culturally grounded,*** may include traditional helpers

and spiritual/religious practices, and be designed to reach large numbers of affected people, including vulnerable or “invisible” populations (e.g., children of marginalized ethnic/religious groups or lower castes, children with physical and mental disabilities).

- Activities that provide opportunities to foster solidarity, re-build social/community networks, and cultivate survivor-to-survivor support are often effective.
- Stress management and psychosocial support for emergency responders and humanitarian aid workers. Natural disasters and complex emergencies can place humanitarian aid workers and emergency responders at particular risk for negative psychosocial consequences. They are survivors in their own right and inattention to the accumulated stress of aid workers and responders jeopardizes both the well-being of individuals and the strength of USAID-funded programs as stress can compromise the judgment and productivity of implementers. Attention must be paid to both national and international staff.

### **Recommended Psychosocial Activities in the Post-Acute Phase**

- Continue the relevant interventions begun in the acute phase
- Organize outreach and education for community members on availability or choices of psychosocial support and/or mental health care. The public should be educated on the difference between mental illness/psychological disorder and normal psychological distress after an event of this nature. This should be done in a way to avoid suggestions of wide-scale presence of psychopathology and avoiding jargon that carry stigma.
- Train and supervise community health workers, teachers, and others with frequent contact with many members of the community in basic/para-professional psychosocial knowledge and skills.
- In the initial emergency response, we do not currently have good tools that distinguish between psychosocial needs that can be immediately addressed and persisting problems that may require additional support or resources. Therefore, assessments determining prevalence rates and more formal mental health interventions should be delayed until this phase.

### **Activities to Be Avoided**

- The establishment of centers or institutions for separated/unaccompanied children and youth. Instead, emergency tracing and reunification should be the first line of defense with community-based solutions developed for those that cannot be traced.
- It is inappropriate to assume that separated children and youth are orphans or that confirmed orphans are without family care. Extended family members are the first line of child-care support, and adoption is a last resort, save institutionalization.
- Wholesale importation of Western therapeutic models or mental health professionals may not be culturally appropriate and is not a sustainable response to improving the psychosocial well-being of children affected by disasters or armed conflict.
- Programs that do not properly train or supervise their service providers. Those working with more distressed populations or delivering more complicated interventions require greater degrees of training and supervision. But all providers should be given appropriate levels of preparation and oversight.

## ANNEX J

### 2) Discussion of Psychosocial Trauma in Sierra Leone, 2001

USAID/ Displaced Orphans and Children Fund: Prepared by Lynne Cripe

#### **The Nature of Psychosocial Trauma**

Psychosocial trauma is a disruption of an individual's ability to connect appropriately with his or her social environment, including the family. It is a misconception to see war-related trauma as a psychological condition within individual children that is treated by helping them to overcome their individual distress. It is fundamentally psychosocial; psychological and social factors are integral aspects of its causes and its healing.

Psychosocial trauma involves a disconnection between the way children have understood the world to be and the way they have experienced it. The way the world is no longer fits with the way it is supposed to be. Psychosocial distress is caused by experiences that are fundamentally inconsistent with how the child has come to expect the world, especially the family environment, and his or her place in it to be. War shreds the basic human connections that give life meaning.

The expectations children have from adults are of particular importance. War-related trauma may disrupt their ability to connect with other people. For the overwhelming majority, family reunification and community reintegration are both a goal and the process of recovery.

The psychosocial impacts of armed conflict appear to be greatest when a child's experience undermines his or her social connections and integration, the way the child sees and understands his or her primary relationships within the family and to others and gives these meaning. While one child may experience armed conflict without serious, long-term effects, the same experiences may be devastating to another child. The extent to which a child sees himself as protected and guided by adults with whom he has close attachments, the less likely that the experience will cause lasting psychological harm. This means that children separated from their families are particularly vulnerable and that surrogate family care and family reunification for them are especially important. Children forced to commit atrocities against their own family or other children (a tactic used by the RUF) face the dual risks of rejection by their community and the sense that they have severed their basic social attachments.

The nature of war trauma for children was succinctly described by Anna Freud and Dorothy Burlingham in their book *War and Children* based on research during the Second World War:

The war acquires comparatively little significance for children so long as it only threatens their lives, disturbs their material comfort or cuts their food rations. It becomes enormously

Significant the moment it breaks up family life and uproots the first emotional attachments of the child within the family group.<sup>33</sup>

### **Addressing Psychosocial Trauma**

Responding effectively to psychosocial distress requires responses that are appropriate to the nature of the problems being addressed, the context in which they are being addressed, and the culture and belief systems of the people concerned.

Because the effects are both psychological and social, interventions must address the relationship of the individual to his or her social environment. It is not just a matter of treating traumatized individuals through counseling or other interventions. For children who have been abducted or otherwise separated from their families by armed conflict, family and community reintegration is not only a fundamental goal; it is also central to the process of alleviating their distress. Former abductees cannot be “healed” and sent home. The family and the community need to be part of the process of healing because they are part of the wound. Counseling may be part of a process of recovery, but is not sufficient.

Increasing awareness of children’s inherent needs and rights not only helps develop a basis to improve the protection of children in the future, it also help create a more supportive environment in which war-affected children can recover and develop in healthy ways.

### **Evolution of Psychosocial Interventions**

The ways that psychosocial issues are addressed, or not addressed, is determined in part by how they are understood, so developing a clearer understanding of the nature of the problems being addressed is fundamental to increasing the coverage and effectiveness of psychosocial interventions in Sierra Leone. In the 1980s when an increasing number of national and international bodies began to respond to what have come to be called psychosocial issues, they mainly sought to apply a psychological framework and approach. This lead to attention to individual psychological trauma and relied largely on culturally adapted counseling as a primary intervention. Much of the methodology used and research on which these activities were based had been derived from experience in developed countries with helping individuals recover from the effects of a specific traumatic event. The diagnosis of post traumatic stress disorder evolved out of psychotherapeutic work in the United States with veterans of the war in Vietnam in the 1970's and 80's. These frameworks for understanding and addressing psychosocial distress and disturbance have often been applied by relief agencies in conflict situations in the developing world with varying degrees of success.

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<sup>33</sup>. New York: Medical War Books, 1943, p. 67, as quoted in Everett Ressler, Joanne Marie Tortorici and Alex Marcelino, *Children in War: A Guide to the Provision of Services: A study for UNICEF*, New York, 1993, p. 181.



Over time, however, the limitations and inadequacies of such a trauma-focused, individually-oriented framework and approach increasingly has been recognized by organizations addressing the needs of children in conflict situations. The practical impossibility of providing individual or even group counseling to thousands of people in a situation of conflict and displacement became increasingly evident. Experience has also shown that counseling provided by a specialist external to the community is not always acceptable or effective. Approaches used by Western therapists to help individuals recover from a particularly traumatic event may not be relevant in a context where exposure to violence is ongoing, not just a single event. Concomitantly, there is evidence that lay practitioners and peers can effectively offer support and assistance to people experiencing distress or in crisis.

In addition, there has been increasing recognition that helping the large majority of children affected by armed conflict to recover has more to do with helping them to get back on track in meeting their developmental needs than does treating their trauma. Adult coping and behavior generally is built on the foundation of having mastered developmental tasks at successive stages during childhood. Armed conflict plays havoc with children's opportunities to meet these developmental needs, so establishing such opportunities must be a fundamental priority in programming that is intended to benefit children.

Western agencies have also come to recognize the fundamental role that belief systems play in recovery from psychosocial distress because they affect how we give meaning to our experiences and affect our ability to relate to our social environment. The power of belief systems has been underscored by the effectiveness of traditional healing has shown in a number of situations of conflict and displacement in resolving what relief agencies understood as psychological trauma. We have cited examples in Sierra Leone where various cleansing rituals that families or communities carry out when former abductee children return home have apparently improved their acceptance by their families and communities and helped the children, themselves, feel more acceptable. Likewise, formal religious beliefs, institutions, and leaders can play an important part in the recovery of people who share the same beliefs.

Organizations addressing the needs and promoting recovery of former child soldiers and other children in situations of conflict and displacement have broadened their understanding of psychosocial distress. There has been a shift away from a focus on treating trauma towards community-based efforts to protect children and promote their well-being and development. Organizations have given increasing attention to:

- the essential roles of the family and community,
- the significance of child development,
- the need to normalize daily life,
- the importance of play,
- the value of structured activities and education,
- the potential effectiveness of traditional healing,
- the differences in resilience among children depending upon their experiences prior to exposure to violence, and
- the influence of child rights advocacy.

No organization has come up with all the answers to the most effective ways to address psychosocial distress in conflict situations, but members of the International Save the Children Alliance have made a major contribution with their elegantly concise, “Promoting Psychosocial Well-Being Among Children Affected by Armed Conflict and Displacement.” Organizations working in Sierra Leone may find the guidance it provides useful. Other recent publications that have reflected practical approaches and the importance of such issues include:

- *Helping Children in Difficult Circumstances: A Teacher's Manual* (Save the Children, 1991)
- *Children in War: A Guide to the Provision of Services* (UNICEF, 1993)
- *Refugee Children: Guidelines on Protection and Care* (UNHCR, 1994)
- *Children: The Invisible Soldiers* (Rädda Barnen, 1996)
- *Restoring Playfulness: Different Approaches to Assisting Children Who Are Psychologically Affected by War or Displacement* (Rädda Barnen, 1996).
- *Communicating with Children: Helping Children in Distress* (Save the Children, 2000)
- *Action for the Rights of the Child: Foundations: Working with Children* (UNHCR & International Save the Children Alliance, 2001)

Organizations working with separated children in Sierra Leone on psychosocial issues are accumulating significant experiences from which organizations working in other situations could benefit. While much has been done and learned, no expert, organization, or group of organizations has yet come up with all the answers for how best to meet the needs children profoundly affected by armed conflict. Each new situation has unique aspects, raises new challenges, and brings new insights. It is vitally important that organizations working in Sierra Leone benefit fully from what others have learned and contribute their own lessons to the growing body of knowledge.

### **A Note about Severe Distress**

In a conflict environment, a small number of children may find their coping strategies overwhelmed and develop severe reactions that meet Western diagnostic criteria for psychiatric disorders such as post-traumatic stress disorder, depression, somatoform disorder, or even psychosis. There is vigorous debate about the degree to which these constructs can be applied in a non-Western context. Without getting caught up in the nuances of the debate, it is important to recognize that some children may experience more extreme reactions that do not respond to the community-based interventions discussed above. In these circumstances, it may be appropriate to develop more specialized and individual interventions, which may include psychopharmacology, to address their suffering and restore the flow of development.

## ANNEX K

### USAID MECHANISMS FOR YOUTH PROGRAMMING

**EQUIP3/ Youth Trust** ([www.equip123.net](http://www.equip123.net)) is a global Leader With Associates, sponsored by EGAT/Education, designed to prepare and engage out-of-school children, youth and young adults for their roles in the world of work, civil society and family life. EQUIP3 provides leadership and learning opportunities for youth by strengthening youth-serving organizations, including non-governmental organizations, government agencies, private businesses, and education and training providers. Education Development Center is the Lead agency for a consortium of twelve youth-serving international NGOs, including Academy for Educational Development, and International Youth Foundation. Current projects are in Haiti, West Bank/Gaza, Afghanistan, South Africa, Jamaica, and Uganda.

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**Alliance for African Youth Employment GDA** is a cooperative agreement sponsored by EGAT/PR/Urban Programs, focusing on employment, job training, career counseling, life skills development, and HIV education for urban youth (14-29 years old) in Africa. International Youth Foundation with the Lions Clubs International Foundation, Nokia, and USAID are partners in the Alliance. Programs are currently running in South Africa, Malawi, Mozambique, and Rwanda.

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**Global Workforce in Transition (GWIT) IQC** ([www.gwit.us](http://www.gwit.us)) focuses on workforce development systems that support economic growth and poverty reduction and increase countries' competitiveness in the global marketplace. Youth employment and education more relevant to economic needs are two focal areas for GWIT. GWIT is currently offering short-term services such as workforce assessments, program design and evaluation, and pilot projects. Task orders contracted by January 10, 2007 may run until July 10, 2007.

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**Assistance to Basic Education (ABE/BE) IQC.** This IQC sponsored by EGAT/ED provides a wide-range of assistance to formal and non-formal education programming, including adult literacy, life skills development and vocational training for out-of-school youth. Prime contractors for the ABE-Basic Education component are Educational Development Center, Creative Associates International, Inc., and American Institutes for Research.

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## ANNEX L YOUTH HEALTH: CHALLENGES AND INTERVENTIONS

