In this article:

Core Award Activities
- Youth Participation
- Youth Community of Practice
- EQUIP3 Website

Associate Award Activities:
Haiti: Out of School Youth Livelihood Initiative

Education For All: Youth Challenge Grants
Jamaica
South Africa
Uganda

Cross-Sectoral Youth Project
Philippines: EQuALLS Phase 2 Program: Access to Education

West Bank/Gaza: Ruwwad Youth Volunteers for Community Assistance

EQUIP3 / Youth Trust is a USAID-funded mechanism created to improve the quality of education and learning opportunities for youth and young adults, with specific expertise in addressing livelihood preparation, youth assessment, and youth involvement. EQUIP3 / Youth Trust is comprised of the Education Development Center, Inc. and 12 partners, who are a cohesive group with diversified capacities and areas of expertise.

Core Award Activities

1. Youth Participation
Fostering positive and meaningful youth participation in development programming.

YAC members are working on a research paper on youth councils. Sam (Uganda) and Carrie (Kenya) are collecting information in the field through interviews. Anike Akridge, EQUIP3 intern, is currently working on case studies and Lisa Austin is working on a literature review.

2. Youth Community of Practice (YCOP)
Linking professionals and practitioners to help design more effective, sustainable youth programs, and promote youth participation.

During the month of April, the YCoP hosted an event at USAID titled Liberian Youth Leadership: Aspirations and Challenges in Post-Conflict Liberia. In addition, we received a question from Philip Nganga from Kenya about mentorship in Africa. The YCoP moderators sent out a few resources on mentoring in general, and encourage members to share any resources that they may have.

To join or nominate someone, please send the person’s name and e-mail address to Chuck Wattles at ewattle@edc.org, or Lisa Austin at laustin@edc.org

3. EQUIP3 Website and Publications

The latest publication from EQUIP3, the Youth Livelihoods Brief, has been added to the website under the Livelihoods and Workforce Development page of the leader award activities. Please visit http://www.equip123.net/docs/e3YouthLivelihoodsBrief.pdf to view this page.

This briefing note offers a quick overview of youth livelihood programming. Livelihood development is a foundational component of young people’s successful transition to adult roles in family and community life. It also drives broader positive impacts of a youth cohort on their country’s attainment of its core development goals and priorities.
Core Award Activities, continued

The absence of adequate livelihood development opportunities for youth can result in youth-driven drags on country development, such as crime, violence, poor health, extremism, and social and political instability.

In addition, the Ruwwad webpage has been updated to reflect the recently approved program description. View the page at http://www.equip123.net/webarticles/anmviewer.asp?a=424&z=37.

Associate Award Activities

Haitian: Out of School Youth Livelihood Initiative / IDEJEN

Providing education and livelihood preparation opportunities to out-of-school youth in Haiti, and research to inform the process.

Melanie Beauvy, Elizabeth Markovic and Ron Israel of the EDC Global Learning Group traveled to Haiti to work with the mission staff to identify ways to build a workforce development component into the IDEJEN project.

Three new staff members have been hired full time in the field: Jean Thomas Giraud as Deputy Chief of Party; Jean Robert Joseph as Monitoring and Evaluation Officer; and Judeline Dorisme as Secretary.

The new IDEJEN centers have been selected. A total of 42 youth centers will be in operation in May. They are all starting with a strong component in non formal basic education to be taught to 50 out-of-school youth per center, youth who never went to school or dropped out before completing 3rd grade. A vocational training component will then be added once the technical field have been selected based on the market demand within the communities of implementation. All the centers are run by Haitian Community Based Organizations (CBOs). IDEJEN is now operating in the following hot spot and rural areas: Port-au-Prince (Carrefour-Feuilles, Carrefour, Cite Soleil, Petit Place Cazeau, Nazon, Village Solidarite, Sarthe), Mirebalais, Jeremie, Cap Haitien, Gonaives, Saint Marc, Les Cayes, Miragoane, and Petit Goave.

Details on the activities to be undertaken by the centers can be found on the IDEJEN webpage: www.equip123.net/equip3/haiti.

April was also a month of training for the IDEJEN team who traveled to the new areas of implementation to provide financial training to the CBOs’ accountants and to train the new educators in non formal basic education on working with at risk youth in non formal settings. For more information on the non formal education facilitator curriculum, please visit http://www.equip123.net/docs/e3-NFEFacilitationGuide.pdf

The project saw the departure of Frantz Harold Seide who served for three years, since the inception in December 2003, as Program Officer, then Livelihood Specialist. Frantz has the opportunity to pursue his studies in the United States. The IDEJEN staff, the IDEJEN centers and especially the Youth Mappers will miss him greatly. He is currently helping the team identify a successor. We wish him success in his new endeavors.

For more information, please contact Melanie Beauvy, mbeauvy@edc.org.
EFA South Africa – Project Close-out Meeting in South Africa
In March, a project close-out meeting between City Year South Africa (CYSoA) and USAID/South Africa took place in order to look at main lessons learned gathered after the EFA South Africa project ended in September of 2006. Brenda Bell, EQUIP3/EDC’s Education Specialist, facilitated a session with Teboho Mahuma, CYSoA’s Executive Director, Christo Read, CYSoA’s Development Manager, Marcia Glenn, USAID Cognizant Technical Officer, and Wick Powers, USAID Education Development Officer, in Pretoria, South Africa. The discussion was wide-ranging and lessons learned during the implementation period were discussed in different contexts. The discussion addressed the nature of the adaptation of the City Year model in South Africa, its sustainability strategy, cost and reach of the program, and its high rates of exit opportunities (concrete job or education placements for youth). The learning component of the EFA Program as a multi-country initiative was noted as a mechanism to foster further thinking about processes and action. The role of EQUIP3 as a guiding partner was described as helpful in bridging operations and programming processes of CYSoA with those of USAID. Overall, the meeting provided an opportunity for all collaborating partners to adequately close the project cycle by reflecting on, sharing, and discussing lessons learned from different perspectives.

EFA Jamaica – A Comprehensive Project Close-out Strategy for the Last Quarter
In April, the EFA Jamaica project entered its last quarter of project implementation. With initial input from USAID/Jamaica, EQUIP3 and PACT (the implementing partner of the project in Jamaica) developed a Project Close-out Strategy to guide last quarter’s activities. The main goals of this strategy are to complete the project cycle, share lessons learned, increase visibility of the project, strengthen stakeholder partnerships, and explore potential funding partners for the future. The strategy goes beyond administrative and financial activities. It proposes activities at four levels: (i) at the project level; (ii) at the local and country level (Grants Pen / Jamaica); (iii) at USAID level (Jamaica country Mission and USAID/Washington); and (iv) at the level of the international youth development community. Emphasis is given to the identification, discussion, and dissemination of lessons learned as part of the broader EFA Youth Challenge Grant Initiative. Some of the planned activities have already started in April while May and June are expected to complete the project cycle.

EFA Uganda – Presentation about an “Asset” Approach to Monitoring and Evaluation
After a full one-year cycle of project implementation in Kumi and Lira, EFA Uganda has valuable lessons learned to share with the greater youth development community. In particular, the project can speak to its experience in adapting and carrying out an innovative approach to Monitoring and Evaluation (M&E). Throughout the project, EQUIP3 worked with TKL and provided targeted technical assistance to strengthen the M&E plan in Kumi and Lira districts. They built upon the Search Institute’s 40 development assets and positive youth development approach to design and implement an M&E plan that responds to the local context and nature of the program and is responsive to USAID country strategic framework. In order to share TKL’s experience, EQUIP3 and the Youth Community of Practice (YCoP) hosted two presentations, one at EDC in Boston (March 12th) and another at USAID in Washington (March 19th), titled Exploring an “Asset” Approach to Monitoring and Evaluation in a Youth Sports for Development Project. Trevor Dudley, TKL’s Country Director and Founder, and Karen Cassidy, Former Program Manager, presented the overall TKL program in Uganda and the experience of implementing this M&E approach in Kumi and Lira, under the EFA Uganda project. The audience included scholars, development practitioners from health, education, and other disciplines as well as representatives of development organizations and USAID. The presentations were well-received and they generated follow-up discussions that will help share and advance this particular approach.

For more information, please contact: Alejandra Bonifaz, Project Associate, at abonifaz@edc.org
During March and April, the Cross-Sectoral Youth project moved forward mainly at three fronts, finalizing the project design for CSY India, developing the scope of work of CSY Technical Team members, and carrying out a reproductive health consultation with CURE in India.

**CSY/CAP India Project ready to start**  
EDC/EQUIP3 and CURE continued working collaboratively on the CSY India project design. Drawing on targeted input from USAID/India, the design was finalized and the subgrant is expected to be issued in early May. As a way to transit smoothly into the CSY project, CURE facilitated a 2-day *lessons learned workshop* in Agra with project staff and youth participants. This workshop helped reflect about progress in the past year under the Cross-Cutting Agra Project (CAP) in a way that it informs overall direction and specific activities that will take place under the CSY project during the next year.

**Strengthening the Technical Team by Defining a Common Vision and Individual Roles**  
Building upon the technical workshop in January, the visit to India in February, and the project design of CSY India, April focused on bringing the various technical team members on board to define more clearly their individual roles within the CSY framework. Detailed scopes of work were jointly developed with Technical Team members in order to (i) foster public-private alliances in India and inform the broader CSY project about best practices around PPAs (International Youth Foundation); (ii) support reproductive health activities in India in a way that a final product contributes to other CSY country sites and beyond (EDC’s Health and Human Development Division); and (iii) explore possibilities of developing a self-assessment tool for country Missions to self-assess their current cross-sectoral collaboration and identify future steps. These scopes of work are expected to translate into official agreements with the different partners in the next month.

**Reproductive Health Consultation in India**  
Recognizing the short timeframe of the CSY project, reproductive health experts of the Technical Team built upon another opportunity to visit CSY India and consult with the implementing partner. Scott Pulizzi, Senior Project Director of the Health and Human Development Division at EDC, facilitated a meeting with CURE partners, Renu Khosla, Project Team Leader, and Shveta Mathur, Program Manager, in Delhi on April 23rd. The meeting helped shape the materials that will be developed in support of the CSY India and the broader CSY project. In light of the cross-sectoral nature of this project, the expectation is that these materials will bridge health and livelihoods approaches while strengthening current practices around life skills.

For more information, please contact: Alejandra Bonifaz, Project Associate, at abonifaz@edc.org.
EQuALLS Mainstreams Peace Education In Curriculum

EDC’s Education Quality and Access for Learning and Livelihood Skills (EQuALLS) Project is mainstreaming peace education in formal and non-formal education through Text2teach lessons for grades 5 and 6 students in the Autonomous Region in Muslim Mindanao (ARMM), and central and western Mindanao.

Peace concepts such as living in harmony with nature, respect for cultural diversity, finding inner peace, and the like will be delivered through the use of songs, storytelling, and other experiential activities. Audio-visual packages totalling 490 lessons are now being produced for use in 135 schools in Maguindanao, Cotabato, South Cotabato and Shariff Kabunsuan when school resumes in June.

The award-winning text2teach technology aims to provide quality education by providing educational videos and audio-visual modules to the underprivileged youth. To date, over 35,000 students, 720 teachers, and at least 8,000 out-of-school children and youth from the non-formal education programs in the ARMM have been reached by the program.

Text2teach is an initiative of SEAMEO-INNOTECH, a member of the Education and Livelihood Skills Alliance (ELSA) which is an implementing partner of EQuALLS. ARMM and surrounding regions are prone to armed conflict between government troops and Islamic separatist groups and rebels. The incidence of protracted family feud or rido is also common.

EQuALLS phase 2 is a USAID-funded project that is managed by EDC under a cooperative agreement.

For more information, please contact Nancy Devine, ndevine@edc.org.
West Bank/Gaza: Ruwwad Youth Volunteers for Community Assistance

Empowering youth in the West Bank and Gaza through community involvement in humanitarian services, in preparation for active, productive roles in the working world, civil society and family life.


Standing on the hill that overlooks the small West Bank village of Farkha, Khaled (age 24) makes a sweeping gesture with his hand: “You see all these trees?” He says, motioning to a large cluster of green in the distance. “We planted these trees ten years ago, and it gives me such pride to see how strong they’ve grown”. “Strong communities—like trees—don’t grow overnight,” he continues. “They need leaders who are dedicated, creative, and hardworking to make them bloom”. Adds his friend Yunus, age 18: “In other words, the communities need us: Ruwwad Youth Leaders”.

Over the course of two days, across seven villages in the Farkha area, this message was repeated again and again by the 100+ youth taking part in Ruwwad-supported Youth Leadership Days: Young people can—and already do—play lead roles in making their communities a better place. With funding support from the USAID West Bank/Gaza Mission, and through mentorship and logistical coaching from Ruwwad Youth Corps Specialists, the Farkha initiative gave young men and women the chance to demonstrate this leadership—through activities that showed how youth can create solutions, not problems, in their villages and towns.

From the planting of 100 new trees, to the renovation of the local private kindergarten, to an evening of traditional Palestinian song and dance, the two-day campaign aimed to “strengthen young people’s sense of social responsibility,” in the words of Ruwwad Youth Specialist Maher Awartani (age 24). “What’s important here is not just a new coat of paint on the kindergarten’s walls,” explained Awartani, “but the process of getting young people from 7 villages—all between the ages of 14 – 24—to work together and do something positive for the communities where they live”. “And more importantly,” he added, “the young people have created these initiatives entirely by themselves—with no adult help. This is the empowerment we promote in the Ruwwad program”.

Down at the local private kindergarten, Awartani’s point is made clear: The young women drawing Mickey Mouse on the freshly-painted walls, the young men re-surfacing the roof, and the small groups collecting garbage from the yard are all under 24 years of age. “We want to show the elders in our community that young people care about Farkha, and that we’re working to make this area a better place to live,” offers Salma, age 17, as she daubs black paint on the ears of a studious mouse.

Close by, another young woman—Dima, age 19—is praising the young members of her painting team for a job well done: “Remember,” she tells them, “this is the only kindergarten in the whole area—for Farkha, Deir Istya, Mazari’ An-Nubani, ‘Ammuriya, Kafir Ad-Dik, Yasuf, Salfit—all the seven villages. It used to look so gray and sad. Nobody wanted to come here and learn”. Then, pointing to the freshly-painted image of a young student on the building’s wall—with a caption that reads ‘I am a child. I have a right to learn’—she swells with pride: “Now, we as youth have made this kindergarten a better place”. Adds Karem, 14, from nearby Deir Istya: “Because we are young, we understand the needs of children and teenagers better than the adults. And because we are young, we are also the future of Farkha and the six villages that surround it. Thanks to Ruwwad, we now have the power to build this future. Come back in another ten years, and you will see how bright the kindergarten has become, how tall the trees are, and how much stronger we have grown.”

For more information, please contact: Chuck Wattles, cwattles@edc.org.