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.

New Feature: East Timor (see page 2 for details)

Core Award Activities

Youth Community of Practice (YCOP)

The following YCoP links were released this period:
- Assortment of Current Youth Issues in Development #11
- Youth Social Entrepreneurs #12
- Youth Micro- Enterprise #13

They can be accessed at:
http://www.equip123.net/webarticles/anmviewer.asp?a=364&z=32

EQ Review

EQUIP3 is looking for contributors to the next issue of the EQ Review, a bimonthly newsletter.

The EQ Review highlights education projects around various topic areas. Each issue has a theme and begins with an article discussing the theme. Following the introductory article, there are 3-4 project articles discussing USAID-funded projects that deal with the theme. The December issue of the EQ Review is about Youth Service Learning.

The articles usually run around 300-400 words and we can include a project website and/or a link to a longer article at the end. The deadline for draft submissions is Nov 5, 2007. For examples of previous issues, you can visit:
http://www.equip123.net/webarticles/anmviewer.asp?a=322&z=7

Please contact Tracey Hatcher at thatcher@edc.org as soon as possible if you are interested in submitting an article.

EQUIP3 Website

Updates this period included:
- YCoP Links http://www.equip123.net/webarticles/anmviewer.asp?a=364&z=32
- Newsletters http://www.equip123.net/webarticles/anmviewer.asp?a=352&z=39
- A new page on Literacy Programs for Out-of-School Youth has been added.
  http://www.equip123.net/webarticles/anmviewer.asp?a=545&z=38

Under Associate Awards Activities:
- The Haiti page has been updated.
  http://www.equip123.net/webarticles/anmviewer.asp?a=308&z=37
East Timor – Youth Have Opportunities for Work

**JOBS Program**

**New Feature**

Over a period of three years, JOBS will provide 2,500 minimally-educated rural men and women, ages 18-30, with a 12-month workforce preparation program that combines off-the-job instruction with on-the-job training. Elements of this program include literacy/language learning, employability and life-skills training, entrepreneurship training, and vocational skill building. The program will combine formal instruction with on-the-job training in some of the country’s most rural areas. As part of this training, participants will have the opportunity to gain real work experience and practice and apply what they learn through formal instruction. Trained counselors will work with each participant to identify their development goals. These counselors will mentor the participants to ensure the integration of the formal instruction and on-the-job training components of the program. At the end of the program, counselors will assist participants in taking the next step in their development, e.g., return to formal schooling, enter the workforce, or start their own business. Priority sectors for on-the-job training include the improvement of secondary roads and the improvement of productive infrastructure.

Prior to initiating the program, EQUIP3 will engage in a three week assessment and program design mission. The purpose of the field mission is to contextualize and fine-tune the JOBS program parameters—not to duplicate the numerous existing assessments of Timor Leste’s general country, youth and employment situation. To gather data, the team will use an approach that combines primary and secondary source review; key informant interviews; focus group sessions; and institutional capacity assessments/site visits. Assessment/Design team members include two current EDC staff members (Jerry Boardman, proposed Team Leader and Brenda Bell, proposed Instructional Design Specialist); a senior staff member from Youth Build International (Phil Matero, proposed On-the-Job Training Specialist); an international Workforce Development Institutions Specialist with extensive East Timor experience (Richard Curtain); and a local Youth Specialist from East Timor (Fernando da Costa). This mission will take place between 27 September and 19 October, 2007. The objectives of this mission are designed to assure that the JOBS program:

1. Identifies the essential characteristics of JOBS’ target groups—rural, minimally educated youth ages 18-30 on the one hand, and local formal, public and informal sector employers on the other—to make sure that the program attracts, meets the needs of, and provides follow-on gateways for, these two primary target groups;

2. Identifies local public and private sector institutions that have the capacity to support JOBS activities and sustain—or expand upon—key JOBS outcomes after 2010;

3. Is based on appropriate instructional and implementation methodologies for both formal instruction and on-the-job training;

4. Has a design that is vetted key stakeholders.

For more information, please contact Cornelia Janke, cjanke@edc.org.
Training of Technical Educators

IDEJEN, with support from the Haitian National Institute for Vocational Training, held several trainings for the non-formal educators in vocational training in August. Trainings were held in Cayes from August 1-2; Gonaives from August 6-7; and Cap-Haitien from Aug 16-17.

Youth Training

Mid-term Evaluations in Non Formal Basic Education were conducted for CBOs located in Port-au-Prince and Mirebalais. In addition, an evaluation visit was held for a new CBO in Miragoane. Finally, IDEJEN participated in a workshop with a Ministry of Education consultant on mid-term evaluation criteria.

IDEJEN project extension:

EQUIP3 was invited by USAID to submit an application for the expansion of the IDEJEN project to serve an additional 10,000 youth until September 2010. The application is currently under review.

New IDEJEN CTO and Education Officer in USAID Haiti:

Grace Lang, Former Education Officer and CTO of the IDEJEN project returned to Washington in August. IDEJEN has a new CTO: Hervé Jean-Charles, hjean-charles@usaid.gov and new Education Officer: Wick Powers, rpowers@usaid.gov.

New IDEJEN website:

The Content Management System for the IDEJEN website in French has been finalized. Although some contents, such as pictures and descriptions of the new IDEJEN centers, are being updated, the website now hosts all relevant information on the program in French. This website also links to the EQUIP3 website for information in English. For French speakers, please visit http://idejen.edc.org. English speakers can continue access information and resources in English produced by the project at http://www.equip123.net/webarticles/anmviewer.asp?a=37.

For more information, please contact Melanie Beauvy, mbeauvy@edc.org.
Associate Award Activities Cont’d

Cross-Sectoral Youth Project

Advancing cross-sectoral youth programming among USAID bureaus and field missions.

Since June of 2007 Morocco joined India in this multi-country initiative that aims to promote cross-sectoral youth programming while working closely with USAID and local implementing partners. Although part of the same initiative, India and Morocco participate differently by carrying out different activities and providing a certain set of lessons learned that represent different stages of a project cycle, namely assessment and implementation.

On one hand, Morocco participated in a cross-sectoral youth assessment to test the scenario of Support to Dar Chebabs and gather recommendations for future USAID programming to successfully address marginalized youth a risk of disaffection in urban and peri-urban areas of Morocco. On the other hand, India is implementing a one-year program geared to improve livelihoods opportunities of young men and women through cross-sectoral activities related to tourism in 5 slum communities in Agra, behind the Taj Mahal.

CSY Morocco – Discussing the Main Elements of an Inductive and Youth-focused Approach to Data Collection

As part of a follow-up to the assessment that took place in Morocco, in September, a discussion session was organized with USAID officials in Washington to share and discuss the youth-centered and inductive approach that was used during this assessment.

The assessment took place in urban and peri-urban areas in Rabat, Casablanca, and Sale. One set of data was gathered through meetings, roundtables, and direct interviews with government officials, youth experts, academia, international donor agencies, and local non-government organizations.

Another set of data was collected through 15 youth focus groups that were facilitated by two local youth experts with guidance from an international youth specialist. Both sets of data were collected with an inductive and market-driven approach that allowed uncovering the perceptions of key actors, especially those of youth.

The strong emphasis on this inductive and youth-focused approach proved to be engaging and effective in gathering data with certain depth that is often not possible through other more conventional interviews or consultations. Thus, a discussion session was organized with USAID Washington to share and discuss this approach. Part of the conversation centered on the importance of: (i) offering youth a scenario or question that has a clear focus but also allows for flexibility in their responses; (ii) allowing for discussion and exchange among youth during focus groups, as it is through dialogue that the deepest thoughts emerge; (iii) engaging and, if necessary, training local staff.
Cross-Sectoral Youth Project

CSY India – Moving Along with Assessment and Implementation

CSY India is moving along with the implementation of its 12-month project in Agra, building upon the previous phase of the Cross-Cutting Agra Project (CAP).

Conducting a Holistic Baseline Study - A Baseline Study was conducted in an effort to track progress and youth impact during this phase of the project. In order to have a holistic approach, the study built upon the 40 Developmental Assets tool developed and tested by the Search Institute. Once the existing tool was adapted for the local context and local language and field staff underwent the necessary training for data collection, the survey was administered to 65 young men and 134 young women. The purpose was to:

• Assess current levels of development assets among young participants (12-24 years old) from low-income communities where the CSY/CAP project is present;
• Profile asset patterns in youth and identify asset strengths and weaknesses;
• Identify and prioritize areas of intervention for asset building; and
• Set the baseline for post project impact measurement.

Data is being analyzed and main results will be shared in forthcoming issues.

Updates from the Field – Various activities took place during August and September ranging from youth training to community development. Following are two examples:

Civic engagement through community development – Through a community development initiative, young boys facilitated a process to make physical improvements to the Heritage Walk, which is the core of the tourism aspect of this project. They identified and prioritized areas that needed improvement, calculated the resources needed, mobilized the local community to contribute, and started some physical improvements. In this process, young men worked closely with professional engineers, who served as mentors and advisors, and local community members, who highly value this type of improvement given the precarious circumstances that they live in. Young men are also planning to reach out to parallel initiatives and resources in the area to advance their community work.

Awareness raising about substance abuse – One of their main activities during the past month focused on awareness raising. Young women prepared and performed a play about substance abuse. They targeted an audience that included youth, adults, and children living in the 5 communities where the project works. The play was performed during a holiday, which increased visibility of the project and helped increase local recognition for the work of young women.

For more information, please contact: Alejandra Bonifaz, Project Associate, at abonifaz@edc.org.
As this multi-country initiative comes to an end, the EFA South Africa and EFA Uganda have already closed out and EFA Jamaica is in the process of doing that. As a way to collect lessons learned across the project and as part of its project close out strategy, EFA Jamaica organized the following two main events in the last two months of project implementation. Lessons learned are being compiled from these events and will be shared with USAID and the greater youth development community.

Youth Panel: Lessons Learned and Best Practices (June, 2007)
A Lessons Learned and Best Practices panel discussion took place in order to share youth perspectives with other youth, government officials, community members, families, and other youth stakeholders. The event was a success as youth took leadership in organizing it and carrying it forward, applying the skills that they learned during the project. Discussions generated honest comments and constructive feedback for future efforts to replicate this initiative.

One of the main points raised by youth was the essential role that the human aspect plays in such a project. Youth spoke highly of project leaders and explained that one of the main differences between this project and many others that have worked in Grants Pen in the past was the level of personal care and commitment of project staff.

Youth also spoke about the importance of not only continuing this initiative but also bringing a similar positive experience to younger populations through mentoring activities, which young participants have already started with their own initiative.

Graduation Ceremony (July 2007)
Young men gathered with their families and friends to celebrate their accomplishments in a Graduation Ceremony that was well attended by Grants Pen community leaders, families, USAID representatives, and project staff. The ceremony spoke for the great accomplishments of young men, who succeeded to improve not only their basic skills (literacy and numeracy), but also their inter-personal and job-related skills. Project staff, who spent 12 months with these young men on a daily or weekly basis spoke about their great potential and their accomplishments in taking the first steps towards reaching their goals. Guest speakers highlighted the value of giving these young men the opportunity to succeed and emphasized the difference this made in their lives. As the key note speaker and project participant said, “My dream was to become a lawyer. Last week I started as an apprentice in a law firm. This project is making my dream come true.”

During the ceremony, young men performed music shows demonstrating some of the music skills that they refined and a set of role plays to deliver positive youth messages, life skills, and conflict management strategies.
What is next for these young men? Some participants have started full-time jobs in supermarkets, as a result of successful apprenticeships during the project. Others will continue technical education. And others will embark on their own businesses following detailed business plans that they designed during the project and that philanthropists agreed to support through private donations.

The Graduation Ceremony was a culminating event for the EFA Jamaica project that celebrated young men accomplishments in a short, but life-changing, period of 12 months.

For more information, please contact: Alejandra Bonifaz, Project Associate, at abonifaz@edc.org.
The EQuALLS Project Takes Off in the Philippines

Last August, EDC President, Dr. Luther Luedtke had the opportunity to visit the Philippines to see how the Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) Project is gaining the support of local government leaders in Mindanao. Dr. Luedtke was impressed to witness firsthand the enthusiastic support given by the local government officials to the EQuALLS project. He and USAID Senior Education official Dr. Thomas Kral were able to lead the groundbreaking ceremony for a community learning center in Malapatan town, Sarangani Province. The significant wave of positive feedback and support from the community came as no surprise, considering the noteworthy goals the project has to construct and refurbish community learning centers for 100,000 out-of-school children and youth (OSCY). The

Youth Stories

The EQuALLS project has targeted a wide variety of youth, whose experiences bring to light the importance of implementing an Alternative Learning System (ALS) for out-of-school youth who have been denied educational opportunities due to poverty, conflict, and early marriage. Twenty-two year old Juvylene Almoroto understands the story all too well. As a young mother, having dropped out of high school on her fourth year, she now thinks that the program is her only chance to gain a high school diploma. Sadly, other young women her age echo the same scenario in their own lives, but are now taking a stand as they embrace the opportunity to get back on track and learn relevant life skills.

Additionally, the EQuALLS project has extended itself towards youth such as fifteen-year-old Alibai Alim, whose life has been marked by a quest for survival. Scarred and embattled by violent and persistent clan wars, children such as Alibai must often flee and hide in order to be spared from stray bullets. Although this relentless exodus has been a primary barrier for children’s access to schooling, economic constraints also weigh heavily upon most parents, who simply cannot afford to send children like Alibai to school. The dismal situation has however shown the potential for hope and change, as was witnessed by Alibai in June 2007. Through the Alternative Learning System (ALS) program of the EQuALLS project, Alibai, and other children like her, was finally able to return to school and begin the process of not only learning, but healing.

Taking Care of the Whole Child

William Potter, chief of party of the EQuALLS project, revealed that Save the Children (STC) is implementing EQuALLS’ ALS program which, apart from steering children towards economically productive activities, is helping them find inner peace and be peace makers themselves, amidst an environment of continual turmoil and violence. Children such as Alibai have been granted the opportunity to engage in an innovative program of STC, called PeaceSpace workshops. These creative workshops provide a venue for war-affected children to participate in community development and peace building measures through the arts. As a part of the program, children facilitators, such as Alibai, are able to spend their spare time in the community conducting story telling and reading sessions, while enabling other youth to creatively express their ideas and opinions.
Through this safe network of communal support, children are able to seek a long-awaited path to inner peace and healing.

As the severely disadvantaged youth of the Mindanao region of the Philippines are engaged in this combination of integrative programs through both EQuALLS and PeaceSpace, their futures indeed look much brighter, as do the pathways to sustainable peace in the Mindanao region.

**EQuALLS Phase 2 Program: Access to Education in the Philippines**

Education interrupted: Juvylene Almoroto dropped out of school due to early marriage and poverty. Now she’s back on an alternative education track through EQuALLS’ Alternative Learning System.
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.

Youth Solve Local Challenges Through Entrepreneurial Contest

Success Story: The Ruwwad Youth Initiatives Competition
July 2007 – West Bank

“Most young people around the world don’t know anything about (Palestinian heritage), so how can we tell our own kids about it?” Diana Alzeer, a 19 year-old student at Bir Zeit University, makes a compelling case for Turath, a Palestinian cultural heritage DVD she hopes to produce with a group of friends. “If we, as youth, don’t know about our traditions,” she says, “they will die along with our elders, and the folklore of the Palestinian people will be lost”. Later, the crowd jumps up in applause and cheers as the judges inform Diana and her group that they have won. Welcome to the Ruwwad Youth Initiatives Competition: the “American Idol” of community development.

Youth from across the West Bank participated in a three day training that would mark their entry into the Ruwwad Youth Corps (RYC). Unique in the West Bank and Gaza, the RYC is a nationwide, USAID-supported youth leadership program that’s committed to the principle that “young men and women, if given support and skills, can solve many of the problems facing the Palestinian people”. Says Diana: “The Ruwwad leadership training was the first time I felt I could make a difference, and actually felt I knew how to do it”.

What was the key to Turath’s success? Passion and conviction. “To hear an elderly woman singing the wedding songs of her youth, and actually see the words and music; to see the traditional dress of men and women and hear the meanings of the symbols, pictures and design—this is what you’ll get, for the first time ever,” Alzeer explained to the panel. “We want to show the reality, the richness and beauty of our culture to the world,” explained group member Ibrahim Tannira. “We want people to see us positively, not in simplistic, negative ways.” The DVD compilation should be completed by Fall 2007. At that time, it will be presented locally and internationally to youth groups, universities, and other audiences.

The team will take away more than just the accomplishment of producing a professional-quality DVD. “They know how to present themselves now, how to speak in front of a crowd, and how to get others to share their vision and passion,” reflects Ruwwad Youth Coordinator Deema al-Tibi, “and this is the Ruwwad mission: Give youth specific skills and training—because they already have so much to offer—and this ‘added value’ will empower them to make a difference in the places where they live”.

For more information, please contact: Sarah Hay, shay@edc.org.
Administrative Updates

Staff Changes:

The following staff changes happened over this period:

EQUIP3 would like to introduce Barry Stern the new Project Director for EQUIP3. Barry can be contacted at: bstern@edc.org.

**Barry E. Stern, Ph.D.** Dr. Stern is principal of a consulting firm that specializes in high school transformation, workforce development and industry-education partnerships. His clients have included agencies in several states and U.S. foreign aid missions. Previously, he was Director of Planning and Research at Macomb Community College, Director of Policy and Planning for the Michigan Department of Career Development, and U.S. Deputy Assistant Secretary of Education, where he administered the $1.4 billion federal program in career-technical and adult education. His career has also spanned school and hospital administration, administration of employment-training programs, high school and college teaching, and policy research and evaluation for the U.S. Secretaries of Labor and Education. The Governor of California appointed Dr. Stern to the State Job Training Coordinating Council. He has 70 published articles and editorials on technological education, school-to-work transition, school reform, worker retraining, skill and performance standards, educational and career information systems, and adult education and literacy. His Ph.D. is from Stanford University in Education and International Development.

We would also like to welcome **Alicia Fairfield** and **Sarah Johnson** our new fall interns. Alicia and Sarah will be providing research assistance for EQUIP3 project activities. Alicia will be with us through early-December and Sarah will be with us until June 2008. Alicia can be contacted at: afairfield@edc.org [phone x 3786] and Sarah at: sjohnson@edc.org [phone x 3785]. For a little background on each of them, their bios are listed below:

**Alicia Fairfield** is currently pursuing her master's of arts in International Education from George Washington University. Alicia completed her undergraduate degree in English at Indiana University. She studied abroad in both Spain and England and later worked as the Course Manager for London Southbank University's International Business Program. After having spent two years in her hometown of Indianapolis working in the corporate world, Alicia packed her bags and traveled the South Pacific and Asia for ten months. She spent the majority of her time in Beijing teaching English to children in unlicensed migrant schools.

**Sarah Johnson** was born and raised in Oakland, CA. She attended Brigham Young University for her undergraduate work in International Studies with an emphasis in African Studies. Before pursuing her graduate work, she spent two years in Portugal as a missionary, taught English in Russia, and most recently worked in an HIV/AIDS awareness and prevention program for the youth in Mozambique. Sarah is currently pursuing her Masters in Sustainable International Development at Brandeis University and is interested in issues pertaining to educational policy and youth development.

Events:

EQUIP3 team members from EDC and Chiefs of Party from Associate Award projects were present at the Global Learning Group retreat, held September 11-14th in Beverly and Newton, MA.

**Youth Micro-Enterprise Conference** was held September 10-11, 2007 in Washington, D.C. Cornelia Janke, Melanie Beauvy and Natasha Cassinath from Street Kids International presented on lessons learned from EQUIP3 Associate Awards in Afghanistan and Haiti.