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**EQIP3 / 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. EQIP3 / 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. **Equip3 Presentations and Trainings**

American Youth Policy Forum (AYPF) hosted a presentation May 4, 2007 with EQIP3 and International Youth Foundation (IYF) on “Youth Programs in Developing Countries- How the US is Reaching an Important Population”. Presenters included Ron Israel (EDC), Clare Ignatowski (USAID), David James-Wilson (EDC), Cornelia Janke (EDC) and Peter Shiras (IYF).

The American Youth Policy Forum (AYPF), a nonprofit, nonpartisan professional development organization based in Washington, DC, provides learning opportunities for policymakers, practitioners, and researchers working on youth and education issues at the national, state, and local levels.

USAID Education Officers Training, May 18: EQIP3 co-hosted a session with the International Youth Foundation on At-Risk and Out-of-School Youth at the Education Officer Training held in Bethesda. Presenters included Paul Sully (EDC), Andrea Bosh (IYF), Melanie Beauvy (EDC) and Lin Lin Aung (IYF).

Paul Sully did a presentation at the 43rd annual meeting and youth forum of the Association for International Agriculture and Rural Development (AIARD) on June 4, 2007. His talk was on “Engaging Youth – the Case for Civic Service”. AIARD represents a cadre of professionals in both the United States and overseas, most of whom have had extensive front-line experience in various developing countries. AIARD is dedicated to helping prepare others to focus their skills to develop agriculture and the rural sector for mutual benefit of the United States and developing countries. The PowerPoint accompanying his presentation will be posted on their web site: www.aiard.org

2. **Youth Community of Practice (YCOP)**

Linking professionals and practitioners to help design more effective, sustainable youth programs, and promote youth participation.

To join or nominate someone, please send the person’s name and e-mail address to Chuck Wattles at cwattle@edc.org.
Among special events this month:

IDEJEN’s youth being trained and working in handicrafts were invited to the fair organized by Femmes en Démocratique during three days (May 4-6, 2007) at the Caribe Convention Center. The project was recognized and highlighted by the organizers. The youth had the opportunity to showcase and sell their products.

On the initiative of the CBOs’ managers, the youth from Cite Soleil and Delmas 6 centers participated to the Fair organized by Ministry of Agriculture and Social Affairs on May 1, 2007.

Frantz Harold Seide, IDEJEN Program Officer, and Rose Camille Vincent, IDEJEN youth mapper, were among the 12 most remarkable young leaders recognized by the Haitian International Youth Chamber. Rose Camille was recognized in the field of Political and Government Affairs, and Frantz Harold in the field of Progress and Personal Achievements. More information is available in French at http://www.jcihaiti.org/.

IDEJEN has been working with the Ministry of Education to identify which of its non formal education centers, the “Centres d’Education Familiale” would adapt the IDEJEN training program.

Planned events:

June:

• First visit from Karen Philips from the International Youth Foundation, to run a feasibility study for the creation of a Youth Leadership institute based on the model of Youth Action Net. (Week of June 4-8)

• Official launching ceremonies of the new Youth Centers (week of June 18-22) in Gonaïves, Cap-Haïtien, Petit-Goâve, les Cayes and Cité Soleil.

• Feasibility study by Youth Build on adapting a Youth Build model within the IDEJEN project (June 16-26).

• Roundtable on the State of Non Formal Education in Haiti (June 27-29)

July or August:

Study tour of Haitian Ministry of Education Officials in the Philippines to study its policy and action plan for non formal education.

For more information, please contact Melanie Beauvy, mbeauvy@edc.org.
EFA Jamaica – Young participants contributing back to their community
EFA Jamaica continues to carry out its project close-out strategy. As part of this strategy, a series of events have been planned for May, June, and July in order to share overall outcomes and lessons learned with the different stakeholders and reach out to new agencies and institutions that may be interested in supporting the project in the future.

As part of the Youth for Change Community Outreach component of the project, young participants organized themselves in working groups to plan and carry out two community-based events that model the skills that they strengthened during their participation in the EFA Jamaica project. Both events took place in May. The first event focused on increasing safety measures and positive behavior in the community. Participants mobilized youth and the broader community to paint pedestrian crossings in order to increase safety and positive behavior among children, youth, and adults. The second event focused on the musicology component of the EFA Jamaica project. Young participants organized an evening concert to showcase the achievements of the participants enrolled in musicology training during last year and to provide a positive entertainment option for children and youth in the community. Participants also gained private-sector support from a local business that provided refreshments for both events. This youth-conceived initiative was carried out successfully with a high turn around and engagement from the local community in Grants Pen.

EFA Uganda – Collecting lessons learned
EFA Uganda has reached the end-date of the project. Apart from financial and programmatic reporting, the month of May focused on collecting lessons learned from a participant perspective as well as from the implementing partner’s perspective. The expectation is to develop a lessons learned document that speaks about a specific area that provided a learning opportunity to the project during the EFA Initiative and that by sharing this experience, other similar initiatives can benefit from the learning.

EFA South Africa – Continues to be part of the EFA Sharing & Learning Discussions
Although the EFA South Africa project has officially ended in September of 2006, the implementing partner City Year / City Year South Africa continued to be engaged in the overall EFA Youth Challenge Grant Program through the EFA Sharing and Learning Discussions. This component brings together implementing partners from Jamaica, Uganda, and South Africa via conference call on a monthly basis to discuss challenges in the field and practical strategies. The conversation in May focused on sustainability, but with a focus on project close-out. It was a rich discussion and informative for various participants because the EFA South Africa had already gone through the close-out stage while EFA Uganda and EFA Jamaica were preparing for that.

A special guest joined this and the previous month’s EFA Sharing and Learning Discussion. Guerda Previlon, Chief of Party of the IDEJEN project in Haiti participated and contributed to the conversation bring a new perspective to the discussion. As a new member in this conversation, she brought new perspectives into the discussion that reflect the unique context of Haiti as well as the similarities in some of the challenges that the IDEJEN and EFA projects face in practical aspects of implementation.

For more information, please contact: Alejandra Bonifaz, Project Associate, at abonifaz@edc.org
The month of May marked key steps for the Cross-Sectoral Youth (CSY) Project in India.

**Becoming official: Agreement with CURE as the implementing partner of CSY India**
The CSY Project is proud to announce that the agreement to work collaboratively with CURE, as the implementing partner of CSY India, has become official. The result of a project design process that included USAID, CURE, and the CSY Technical Team was a detailed program description that will guide the implementation of activities in a 12-month period and it will do so in a cross-sectoral fashion.

**Mobilizing young men and women under CSY India**
CSY India is moving ahead by building upon last year’s work conducted in Agra by the implementing partner (CURE). Building upon a workshop in April that focused on lessons learned during the first year of implementation, in May, youth mobilization activities took place to better engage young men and women in the CSY project. Nearly 120 young women and 80 men were mobilized in all 5 settlements in Agra. Participants started to meet regularly to engage in skills-based activities such as garments sewing and henna application. These preliminary activities have already generated participants’ interest in further and other types of training, which are planned for upcoming months.

**Bridging health and livelihoods approaches in India**
Following on a reproductive health consultation conducted by the Health and Human Development Division at EDC in April, the CSY Technical Team started to work with the implementing partner CURE to develop materials that can help bridge health and livelihoods approaches while strengthening current practices around life skills. In upcoming months, further consultations will take place with USAID/India and USAID Washington in order to ensure that these materials are not only responsive to the field realities but also useful under USAID parameters.

For more information, please contact: Alejandra Bonifaz, Project Associate, at abonifaz@edc.org.

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**EQuALLS Phase 2 Program: Access to Education in the Philippines**
Partnering to strengthen and increase access to quality education and livelihood skills in selected areas of the Philippines, particularly those most affected by conflict and poverty.

**Flexible teaching system transforms public schools in the Philippines**
June is an exciting month in the Philippines as it is the time of the year when schools open their gates to new students for another stage of learning. It is also traditionally the time of year when public school administrators lament the dismal situation of the education system. But three elementary schools in Mindanao have long said goodbye to these school-opening woes.

Thanks to the electronically Enhanced Instructional Management by Parents, Community and Teachers (e-IMPACT) system, a technology devised by the Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH) and implemented by EQuALLS in the predominantly Muslim populated regions of Mindanao.

LEARNING FROM EACH OTHER. Grade 4 student Lemuel Ian Cua of Culianan Learning Center helps his classmate solve a mathematical problem on fractions. The Culianan Learning Center has been implementing the enhanced Instructional Management by Parents, Community and Teachers (e-IMPACT) system – a revolutionary, non-traditional, and flexible learning program supported by USAID’s Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) project that trains students to become peer group leaders while teachers facilitate a class of more than 80 students ranging from grades one to six.
e-IMPACT has helped solve perennial problems such as classroom shortage, low survival rate, and poor academic performance.

e-IMPACT combines traditional, teacher-based instruction, peer tutoring and self-paced learning as it strengthens the participation of parents and the community in improving quality and access to education. In the e-IMPACT system, teachers and administrators receive continuous training and on-site mentoring through the coordinated efforts of EDC’s partners in implementing the EQuALLS Project.

Teachers in e-IMPACT schools are known as instructional managers who facilitate classes and give advance lessons to students who teach their peers. There are no specific room assignments per grade level, such that some Grade 1’s share a room with Grade 3 and Grade 6 students. Lessons in a mini-class, composed of up to 15 pupils per grade level, are taught by a peer group leader. This strategy enables the teacher to handle as many as 100 learners in one classroom.

Culianan Learning Center in Zamboanga City, Western Mindanao was among the first three schools in the entire Philippines to adopt this system in the 1970s. Ms. Josefina Lacastesantos who was among the first batch of teachers trained to handle mini-classes in this teaching system revels at the progress her students are making.

“We found IMPACT to be very effective in improving our students’ academic performance especially when they go to high school. Our graduates always top their class once they are out there!” e-IMPACT also facilitated the flow of community support into Maasin Learning Center, the second school in Zamboanga City to adopt this flexible education system. The Filipino-Chinese Chamber of Commerce, a local civic organization, donated a two-classroom building last year which now helps the school serve more than 800 students a year.

These early accomplishments inspired EQuALLS to bring e-IMPACT for the first time in the Autonomous Region of Muslim Mindanao. At Baas Learning Center in the island-province of Basilan, developments close to miracles have been observed. Student drop out rate decreased from 20 to zero, and non-readers and slow-readers dwindled from 55 to 20. In fact, it was not until last school year that the 30-year old school won a seat in the regional speech communication contest.

“Under e-IMPACT, children are more interested to go to school because they are given a chance to actively participate in the learning process. My teachers are now telling me to anticipate higher enrollment this school year,” Saudi Dalu enthused. EQuALLS2 assists more than 800 schools in 3 regions in Mindanao, Philippines where children’s access to education is hindered by poverty and conflict.
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.

Ruwwad Youth Leaders Share Hopes, Challenges facing Young Palestinians with USAID West Bank/Gaza Deputy Mission Director
Ruwwad Event Report – May 17, Bethlehem Governorate

“Support us with confidence, give us opportunities, and trust us--as youth--to do good work. Then, with your help, we will be able to achieve unbelievable and sustainable results”. This was the message shared by Ruwwad Youth Corps leaders with USAID West Bank/Gaza Deputy Mission Director David Harden, during a USAID visit to the Hope School in Beit Jala, Bethlehem Governorate on May 17, 2007. Over the course of a lively half-hour discussion, eight young Palestinians from the Ruwwad project acted as “ambassadors” for Palestinian youth as a whole—communicating the aspirations, challenges, and realities facing youth in the West Bank and Gaza to an engaged audience of USAID Mission staff.

Responding to questions on how the people of the West Bank and Gaza can create a better future for the region, Ruwwad youth leader Ala’a Taqatqah, age 24, said “There will be no real development economically, socially or culturally if the power of youth is neglected”. Lynda Abu al-Halawah, age 24, from Hebron agreed: “Youth are marginalized in this country,” she affirmed as Deputy Director Harden nodded in acknowledgement. But Lynda was quick to note that USAID’s Ruwwad project is an exception to this rule: “One of the projects that does things differently in the West Bank and Gaza is [the USAID Mission’s] Ruwwad project--and I really mean it, because I have felt respected, valued, and supported as a young woman from the first moment I was involved in the Ruwwad Youth Corps [a nation-wide forum of active young leaders]”.

Expressing her gratitude to Deputy Director Harden, Sara Tabash from Bethlehem, age 23, summed up the thoughts of the group: “Ruwwad is the only project I know in the West Bank that really helps us build our skills and abilities, and makes us feel that our voices are heard. I hope that USAID continues its support for us through Ruwwad—so that we as youth can continue to build a better future for the West Bank and Gaza”. A young Ruwwad leader from Bethlehem shares his thoughts while peers look on.

As he wrapped up the discussion, Deputy Director Harden thanked the youth warmly, and expressed how moved he was by their energy and enthusiasm—despite the challenging conditions around them. “You have shown us that youth in the West Bank and Gaza know how to create change, and how to get things done. We clearly don’t need to wait around for adults to take the lead and solve problems: You are doing that already, and you are inspiring us through these efforts”.

For more information, please contact: Chuck Wattles, cwattles@edc.org.
Staff Changes:
Lisa Austin is no longer working with EDC. She is pursuing new opportunities with Peace Corps in the Kyrgyz Republic, as organizational and community development specialist. Good luck Lisa!

Anike Akridge concluded her internship with EQUIP3 on May 30. She will continue to work with us remotely to finalize the case studies she developed for the Youth Council Research.

Equip3 would like to introduce Emily Stiles and Sabrina Cintron, our two summer interns who are providing research assistance for Washington GLG/EQUIP3 project activities. They will be with us through early-August. Emily can be contacted at: glgtemp2@edc.org [phone x 3786] and Sabrina at: glgtemp@edc.org [phone x 3785]. For a little background on each of them, their bios are listed below:

• **Emily Stiles** is a junior at Georgetown University studying International Politics and International Development. On campus, she is involved in activities related to human rights, particularly human trafficking and loves playing flute or saxophone. She has experience working with youth in the capacity of a camp counselor for special needs children and as a piano and flute teacher. She has also conducted consumer mediation as an intern for the New York State Office of the Attorney General. Emily will be spending the fall semester studying abroad in Dakar, Senegal.

• **Sabrina Cintron** attended the International Baccalaureate School in Bartow, FL, where she received both her IB Diploma and high school diploma in 2004. She will be a senior this fall at Agnes Scott College, a small liberal arts women’s college in Decatur, GA. Sabrina devote time as part of the executive board for several extracurricular organizations: Colonnade Club- a student-led alumnae relations group; Scottie Programming Board- a student-led organization in charge of all speakers, movies, and other forms of entertainment on campus; and the Class of 2008 Student Body, of which she is the vice president. She is also involved in Latinas Unidas- a Hispanic-awareness organization, Publius- a pre-law interest group, as well as with the formation of the future Caribbean Student Association at Agnes Scott College. She graduates in May 2008 with her bachelor’s degree in Political Science and Spanish. Sabrina plans to attend law school in the pursuit of a dual degree in Law and International Affairs.