EQUIP3 / Youth Trust strives to improve the quality of education, learning and livelihood opportunities for youth and young adults in developing countries throughout the world. With support from USAID, the Education Development Center, Inc. and several partners, form a cohesive group with diversified capacities and expertise in the areas of livelihood preparation, literacy and workforce development, youth assessment, and youth involvement.

Director’s Corner
About this Newsletter
The purpose of this quarterly publication is to keep our staff, partners, and funders informed of EQUIP3 activities. You will find here a rich overview of activities taken on by the various projects.

We are in the process of assessing how useful this newsletter is to our readers. In the near future we will be sending you an online survey to elicit your feedback.

On a Personal Note
I’m delighted to have the opportunity to work with and learn from such a talented, diverse and committed group of professionals in the field of international youth development. Each member of our team brings a unique perspective and set of skills and experience. As we continue to take on new projects in various parts of the world, I have been impressed by our ability to effectively reach out to out-of-school youth despite their challenging circumstances. As we all know, the number of these youth is staggering and only continues to grow. World conflicts are demonstrating each day the volatile potential of youth disenfranchised by lack of opportunities. Yet awareness on the part of donors is growing, with more countries looking to us for our expertise in youth livelihood development, workforce development, and democracy building. This summer we will continue to field test our approach to cross-sectoral youth assessments and youth livelihoods in three different continents. We will continue to present our expertise at conferences and seminars, which is integral to building our reputation as a global leader in youth issues.

Many thanks to all of you for your hard work and support as we provide opportunities for out-of-school youth worldwide.

Kind regards,

Barry Stern
EQUIP3 Project Director

Table of Contents
EQUIP3-Wide and Core Award Updates 2
Haiti: IDEJEN Project Updates 7
West Bank/Gaza: Ruwwad Project Updates 10
E&E Social Legacy Program Updates 16
Philippines: EQuALLS2 Project Updates 18
East Timor: JOBS Opportunity Project 19
India & Morocco: Cross-Sectoral Youth Project 19
Dominican Republic: Tourism, Workforce and Youth Development Project 21
Staff Changes

Tracey Hatcher moved on from the DC office in December. She has taken a new position as an office manager at a DC law firm.

Nancy Meaker has replaced Tracey as the new Senior Administrative Assistant in DC. She joined EDC after having spent the summer in Afghanistan with Save the Children creating Adolescent Reproductive Health Curriculum. Nancy has experience in education in India and Bangladesh and has spent time in a number of other countries as a volunteer, student and traveler. She holds her MA in International Education from George Washington University where she specialized in nonformal education and South Asia and her BA from McGill University in International Development and Modern Languages. In addition to her work at EDC, she is in her third year of training at the Barbara Brennan School of Healing in Florida.

Tim Haskell joined GLG in the late fall as a Program Coordinator. Prior to joining EDC, Tim worked for a small NGO in Niger improving access to secondary school by opening a dormitory for students. Tim also served as a Peace Corps volunteer in Niger focusing on rural development. Projects during his service ranged from improving irrigation for gardening and rice farming to training local health care workers. Tim was also a team leader with AmeriCorps’ National Civilian Community Corps, where he led a team of youth volunteers on a variety of community service projects in the western region of the US. He holds a M.A. in Sustainable International Development from Brandeis University's Heller School for Social Policy and Management, and a B.S. in Ecology and Evolution from the University of California at Santa Barbara.

Sarah Hay left EDC in April after two years of dedicated work to pursue a freelance opportunity.

Jill Ruchala has joined the DC office as an intern through mid-Summer. Jill primarily works on YCoP. She is working toward her M.A. in International Education at George Washington University, specializing in nonformal education in Latin America. She holds a BA from Yale University in Literature, and spent her between-academia years teaching in Prague, freelancing and volunteering with youth programs in New York City, and working in education in rural Oaxaca, Mexico.

N. Bajaj Chugani has recently joined the EDC EQUIP3 team assisting Gustavo Payan with the corruption in education component of the E&E Social Legacy Project. She is also working to expand the reach of the international development networking website, GlobalUR.com. She has recently completed a masters in International Educational Development from Kobe University in Japan. She has experience working with the Ministry of Education in Yemen analyzing issues of educational access in rural, isolated villages and identifying solutions involving community participation.

Melanie Beauvy posted to Haiti
Melanie Beauvy completed her move to Haiti in February 2008. She transitioned from her role as IDEJEN Project Director to become the new International Technical Advisor, and will focus on reinforcing the workforce development / livelihood accompaniment component of the project. Cornelia Janke is the new IDEJEN Project Director.

Maria Fernanda “Nandina” Lopez-Jacoiste joined the EDC EQUIP3 team as an Intern to work on the Tourism Workforce and Youth
Development Assessment in the Dominican Republic. Since February, she has been instrumental in the design and translation of surveys and data analysis. She is finishing her M.A. in International Educational Development at Boston University, where she is a Graduate Student Assistant and co-designer of a course on Refugees, Human Rights and Education. Her previous studies were in law and international business, holding a B.A. in European Community Law from the Universidad San Pablo CEU in Madrid and a M.A. in International Trade from the Universidad Carlos III de Madrid. Maria Fernanda is originally from Spain, with Cuban descendent, and has lived in Canada, France, Hong Kong, Istanbul, and Spain. She is fluent in Spanish, English, and French, and has moderate knowledge of German and Russian. 

Tonya Smith works on the GlobalUR website as a marketing intern. She has worked on the GlobalUR project since October and is responsible for populating and marketing the website for international development professionals. She just graduated from Bentley College with a degree in Marketing and a minor in International Studies. She will be working at EDC for the next month before she leaves to backpack Europe for the summer.

**Conferences**

**Comparative and International Education Society (CIES) - NYC**

In March, EQUIP3 staff presented two panels at this year’s CIES conference. This year’s theme was “Gaining Educational Equity Around the World.” John Comings chaired a panel titled “NFE School Equivalence and Workforce Readiness Certification Programs for Adults and Out-of-School Youth”. Ron Israel chaired a panel title “What’s Up with International Youth Programs?” with Barry Stern, Cornelia Janke, Nancy Devine and David James-Wilson presenting on the following topics:

- Literacy and Numeracy Instruction as Part Of an Integrated Skills and Training Package in Haiti and Afghanistan
- Alternative Learning Systems in Mindanao: The EQuALLS2 Experience
- Balancing Education and Work – An Integrated Youth Livelihood Development Approach

Attendance was light at the second panel, most likely due to fact that it was scheduled for early morning on the last day of the conference (a lesson for coming years!). Nonetheless, a lively discussion regarding international youth programs occurred.

**Making Cents Youth Microenterprise Conference**

In April, EQUIP3 submitted five proposals for sessions at this conference, which will be held September 15-16 in Washington, DC. The conference organizers liked several elements from each proposal, and asked EQUIP3 to combine the proposed sessions into one 2-hour breakout around the theme of Market-Driven Approaches. The revised session is called “Graduating Youth to Microenterprise: Integrated, Cross-sectoral Youth Livelihoods Development Strategies.” It will include a discussion of the upcoming Youth Livelihoods Development Program Guide, an inter-active session with the audience using the Youth Livelihoods Mapping tool, and a case study example of starting youth businesses in Haiti. We hope to bring a youth from Haiti to speak about his experiences starting a microenterprise with the support of the IDEJEN project.

**Program Guides**

EQUIP3 is in the process of producing a number of program guides to address the current knowledge gap among development planners pertaining to policies and programs for out-of-school youth. These guides will help users establish objectives, identify target groups,
create programs and policies, certify unit costs and measure the effectiveness of programs.

**Literacy Program Development Guide**  
*Description:* This Guide identifies key issues that should be considered when organizing literacy programs for out-of-school youth and provides a step-by-step process for program design, implementation, and evaluation. The Guide describes how successful projects have integrated the learning of reading, writing, and math skills with the learning of the skills and knowledge related areas such as health, employment, entrepreneurship, or civic engagement for out-of-school youth.

*Status:* Under review. To be published soon.

**Livelihoods Development Guide**  
*Description:* This Guide responds to the interest on the part of USAID and development practitioners worldwide for a common language to describe youth livelihood programs. It provides a practical set of suggestions and reference materials to improve youth livelihood development practices and to expand programming in this increasingly important area. Youth livelihoods programs must engage and support youth, most of whom are already economically active and focused on the immediate needs of their households, and who desire more sustainable and socially constructive livelihood pathways.

*Status:* Final draft approved. To be published soon.

**Cross Sectoral Youth Assessment Guide**  
*Description:* This Guide will help Missions carefully organize and obtain broad support for their assessments and subsequent programming. It will help them approach the issue of youth programming across sectors (e.g. economic growth, education, health, democracy & governance, agriculture) in order to obtain a higher return on investment. Especially intended for use by assessment specialists and USAID Mission staff, the Guide provides a conceptual framework, instruments, and tools for designing and implementing youth assessments in developing countries.

*Status:* To be field tested in several countries this summer.

**Guide for Cost Analysis and Cost Effectiveness of Youth Programs**  
*Description:* This Guide establishes a common set of operational terms and a methodology across EQUIP3 Youth Programs for determining and analyzing costs, and it provides a framework for assessing cost-effectiveness. It provides the basis for estimating the resources required to design, implement and expand youth education and training programs. Guidelines are provided to differentiate the cost of developing new programs from the costs of replicating and expanding them.

*Status:* Currently being field tested in Haiti and West Bank/Gaza.

**Website Overhaul**  
With EQUIP3 entering its sixth year and becoming a major player in the field of international youth development, we believe our ability to communicate with the field would improve if we were to make our portion of the [www.equip123.net](http://www.equip123.net) website clearer and easier to use. Thus, we are updating both the content of the website and the navigation tools. Pages will be reorganized and rewritten in order to create consistency and clarity. We are limited in the amount of design changes we can make in the current format, but we do have sufficient leeway to make improvements. We will make greater use of pictures, borrowing many of them from professional photographs taken at our projects.

Ann Hershkowitz and Nancy Meaker will be heading up this effort with the help of Sarah Johnson, a former intern in both the DC office and Haiti office, who we have hired as a consultant. A professional copy editor will review key pages.
Your input and suggestions are welcome as we endeavor to strike a balance between the detailed information that is appropriate for our primary audience, USAID missions, and more general information for a broader audience.

We will be working diligently on this project over the next two months. Expect to hear from us! In addition to content input, we will occasionally have EQUIP3-wide conference calls regarding the direction of the site. We aim to have the site fully updated by mid-July.

Youth Community of Practice
The Youth Community of Practice (YCoP) global listserv links professionals and practitioners at USAID and its partner organizations to effectively share youth development ideas, information and best practices in order to design more effective, sustainable youth programs, and better integrate youth participation in USAID development projects. Below you will find summaries of YCoP issues since the last edition of this newsletter. YCoP links can be found on our website at: [http://www.equip123.net/webarticles/anmviewer.asp?a=364&z=32](http://www.equip123.net/webarticles/anmviewer.asp?a=364&z=32).

Links 16: Nov 21, 2007: This issue features Youth and Health articles on youth-friendly pharmacies and youth involvement in Ethiopia’s HIV/AIDS Program, as well as in global organizations such as Youth for Health and the Global Youth Coalition on HIV/AIDS. This issue also has links to a HIV/AIDS Institutional Planning tool and to an article on the United Nation’s Population Fund’s holistic approach to the abandonment of female genital cutting.

Links 17: December 6, 2007: Assortment of Issues

Links 18: December 20, 2007: Youth Assessments
This issue features information about: youth assessments in Angola, the U.N. International Drug Control Program training kit for conducting a needs assessment, the World Bank’s Early Childhood Development Child Needs Assessment Toolkit, and the International Literacy Institute’s literacy assessment for out-of-school youth and adults.

Links 19: January 17, 2008: Youth and Conflict
Included are the following: descriptions of the Youth for Change and Conflict Resolution and Never Again Rwanda projects, a New York Times article by Ismael Beah, a research paper on children and armed conflict in Sri Lanka, a collection of young voices from conflict zones, and a link to the audio interview, Children at War.

Links 20: January 31, 2008: Education and Refugee Youth
Topics include: night commuting, the United Nation’s High Commission for Refugees’ (UNHCR) Best Interest Determination (BID) for unaccompanied children, the role of education as part of humanitarian response, an examination of the educational offerings in Western Tanzania refugee camps and an International Network for Education and Emergencies (INEE) report on economic activity of returning youth in Liberia.

Links 21: February 21, 2008: Youth and Microfinance
This Links includes: research initiatives in Microfinance, Youth and Conflict, a Central Uganda Case study, a Case Study on the West Bank’s Youth-Serving Organizations, and links to the Children’s Development Bank and USAID/Haiti microcredit program information.

Links 22: March 13, 2008: Celebrating Young Women
On March 8th, people around the world celebrated International Women’s Day (IWD). IWD was first officially declared by the
International Socialist Congress in Copenhagen in 1911 to commemorate 15,000 women working in New York City’s needle trade industry who took to the streets to demand better pay, shorter workdays and improved working conditions. This issue of Links celebrates International Women’s Day by focusing on projects and programs for young women worldwide.

Links 23: March 27, 2008: Education on the Move
Oxfam estimates that “there are between 25 million and 40 million children of school age living in nomadic or pastoralist households, of whom only between ten per cent and 50 per cent attend school.” These numbers are even more daunting given the difficulty traditional education programs have had in reaching this group. However, many organizations work with these communities on educational interventions designed to address their unique needs. This issue of YCoP Links highlights several projects working with this population, and offers a website, literature review and briefing paper as resources for more information on pastoralist, nomadic and migrant children and youth.

Links 24: April 10, 2008: Service Learning
This form of experiential education integrates meaningful community service with academic instruction and reflection. It is meant to both enrich the learning experience and address community issues. This YCoP Links highlights events, projects and resources that explore the intersections—between formal and nonformal learning, youth and adults, schools and communities—that comprise the service learning field.

Links 25: April 24, 2008: Disaster Risk Reduction and Response
Disasters - including flooding, drought, earthquakes and other hazards - disproportionately affect the poor. According to the International Federation of Red Cross and Red Crescent Societies, more than 90 per cent of deaths related to disasters occur in developing nations. Youth can play an important role in mitigating the risks of disasters as well as actively participating in emergency relief, reconstruction and rehabilitation of communities when disasters strike. In this issue of YCoP Links we take a look at how youth are—and how they should be—included in Disaster Risk Reduction and Disaster Response.

Links 26: May 8, 2008: Youth Advocacy
This Links includes a survey of resources for issues pertinent to youth advocacy, including youth rights, exploitation, youth voice in education, marketing campaigns, gender equality and youth affected by armed conflict. Also, we take a look at those who advocate for youth, especially when the advocates are youth themselves.

Lessons Learned
Afghanistan Lessons Learned. In March 2007, Cornelia Janke, the Lead Researcher for Afghanistan, and Sarah Hay completed the final report for the Afghanistan Literacy and Community Empowerment Program (LCEP). It will be re-released shortly as a lessons learned document in the area of literacy in the next quarter.

Lessons Learned from the Haiti IDEJEN Pilot Phase: During this quarter, EQUIP3 Intern Sarah Johnson worked with Melanie Beauvy to complete and deepen the lessons learned document. This document is under review and will be finalized in the next quarter.

EFA Lessons Learned. Lessons Learned documents are under development for each of the EFA recipient countries: South Africa, Uganda and Jamaica. During this quarter, Cornelia Janke and Alejandra Bonifaz reviewed the draft Lessons Learned document from South Africa and discussed ways of deepening
the analysis. Also, Alejandra worked with EFA partner agencies in Uganda and Jamaica to developed Lessons Learned documents for each. Drafts are scheduled for review and finalization in the next quarter.

Applied Research

Afghanistan Applied Research. In October 2007 EDC learned that it would no longer have an ongoing presence in Afghanistan. Given the core award’s limited resources for applied research, continued research work there is no longer feasible. In November EQUIP3 senior management decided not to move forward with Afghanistan Applied Research.

Haiti Applied Research. Cornelia Janke has been serving as Lead Researcher for Haiti, with field work being completed by youth specialist Erin Barton, and with technical guidance given both by John Comings and by Marc Sommers. John Comings submitted the first Interim Report on Haiti Applied Research in November 2007, based on the data. The second round of data collection took place in February 2008, with tallied results to be submitted in early May. John Comings will develop the analysis for the second round of data by the end of May.

Philippines Applied Research. John Comings, in collaboration with colleague and noted literacy specialist Cristine Smith at the University of Massachusetts/Amherst, is conducting a comparative case study of the Alternative Learning Systems model, contrasting it with other large scale adult education programs in the region. During this quarter, John Comings continued work begun in September. A first formal draft of the study was released internally in early January 2008. The final draft was submitted for review in early April and will be finalized in the next quarter.

Laura Bush visits IDEJEN

Energy soared in GREDEVE - Delmas6, one of IDEJEN’s Youth Training Centers, as 25 IDEJEN students and teachers awaited First Lady Laura Bush’s visit on March 13th.

Guerda Previlon welcomed the First Lady, who visited two classrooms where she saw first-hand how the project addresses the educational and employment needs of out-of-school youth, providing young people with new opportunities for economic and social participation.

“Educating its young people is one of the best things a country can do to ensure its continued development,” said Bush.

In her 35 minute visit, Bush met with graduates of the program who have learned a marketable trade, receiving training in such areas as decorative arts, ceramics/pottery, small appliance repair, and sewing. She was particularly impressed that young women are learning trades more traditionally pursued in Haiti by teenage boys, including construction and auto mechanics.
Bush said she was glad to learn that many graduates who have landed jobs will finish their education. “A lot of them are using part of their pay from their new jobs to continue in school,” said Bush. “And I think that's really important for students to realize they need to keep going, to study more, and really to complete school,” she said.

Local Labor Market Study
Improving knowledge about the youth labor market and youth-serving Community-Based Organizations is critical for IDEJEN to succeed. To help inform youth about innovative and profitable business opportunities (such as value-added, environmentally sustainable products and services) and help them assess the viability of their business ideas, IDEJEN initiated a new partnership with EcoVentures International (EVI). EVI recently conducted and submitted the findings of a preliminary market analysis (from desk studies and interviews with experts in the field) on potential market and business opportunities for youth within the environmental sector. As a next step, local consultants will be sent into three (3) target communities (Central Plateau, Nippes and Artibonite) to meet with private sector and community leaders and begin identifying other potential market and related technical training opportunities. This activity will continue throughout the coming months. The findings will orientate the choice of technical fields to be learned by IDEJEN youth.

Graduation ceremonies in Mirebalais and Jérémie
Music, speeches, short plays, joyful tears, gifts and many, many smiles: all were part of the February 2008 graduation ceremonies in Mirebalais and Jérémie. The ceremonies, held on February 14th-15th for the October 2006-October 2007 cohort, recognized 200 youth in Jérémie and 221 youth in Mirebalais, who received their diplomas in nonformal basic education and technical training. They received certifications from the National Institute of Vocational Training for their new skills in Agriculture, Auto Mechanics, Bakery, Carpentry, Cooking Services, Health, Handicrafts, Hospitality, Plumbing and Sewing.

The events were attended by local authorities and representatives from USAID. In Jérémie, directors from the National Institute of Vocational Training and Ministry of Youth and Sports were present along with the USAID Mission Director, Paul Tuebner; the USAID Education Section Manager, Wick Powers; and IDEJEN Project Director, Cornelia Janke. In Mirebalais, representatives from the National Institute of Vocational Training and Ministry of Youth and Sports were present along with the
National Director for Education, the CTO from USAID Hervé Jean-Charles, and Cornelia Janke from EDC.

Partnerships with Other Organizations to Reinforce Job and Small Business Development
IDEJEN is partnering with many organizations to help link youth with employment and personal development opportunities. Following are a few of the other organizations with whom IDEJEN is exploring new and continuing partnerships:

Graduating Youth to Microfinance: IDEJEN is working in close collaboration with the USAID-funded project, Haiti MSME, on linking the youth graduates to microfinance opportunities. Through this collaboration, IDEJEN is currently working with two major microfinance institutions in Haiti: FONKOZE and SOGESOL. With FONKOZE, IDEJEN is piloting a comprehensive program including nonformal basic education, vocational training, entrepreneurship training and coaching and a new credit product targeted to this youth population. With SOGESOL, IDEJEN is exploring ways to graduate youth to the mainstream microfinance products they offer.

International Organization for Migration (IOM): IOM helps to stabilize volatile neighborhoods in six urban centers across Haiti by generating short-term employment including rehabilitating roads and improving sanitation and hygiene at primary public schools. In Cité Soleil, IDEJEN initiated a partnership with IOM to provide practical learning experiences to the youth in the field of construction. Twenty-eight youth took part in this one-month activity. In January 2008, the project concluded with the construction of two bus stops. IOM is in discussions with IDEJEN for another project in Cité Soleil, as well as in Cap Haitien, Saint Marc, and Petit Goave.

YouthBuild: IDEJEN is working with YouthBuild to initiate construction-related activities and trainings in a number of IDEJEN centers. YouthBuild and IDEJEN began to review the National Institute of Vocational Training’s curricula for construction and set up a plan of action for adaptation and improvement. A YouthBuild representative also visited three sites in Cité Soleil, Petit Goave, and Saint Marc to assess feasibility and to develop a workplan for increasing the capacity of these centers to become construction services providers to their communities, while also hiring IDEJEN-trained youth.

International Youth Foundation (IYF): IDEJEN continued pursuing its work in the creation of a Youth Leadership Institute with the International Youth Foundation (IYF). IYF and IDEJEN have already selected the local implementing partners who will work with the Ministry of Youth. Two of the local partners include: the IDEO (Institute of Personal and Organizational Development), leader of the Youth Action Network (YAN) consortium, and VDH (Volunteers for the Development of Haiti). IYF visited Haiti from January 21-26 to meet with the two local NGOs selected for the implementation of a Youth Leadership Institute in Haiti. Mrs. Karen Philips had the opportunity to meet with the Minister of Youth, Sports and Civic Action to discuss its support for this activity, for which a work plan is already in place.
First Person: We Are Youth; Support Our Ambitions!

By Arouba Hamayel, Ruwwad Youth Volunteer

Palestinian youth are mature, creative and eager to develop themselves. They have great ideas and are hungry for chances to turn these dreams into reality. But they can’t achieve their goals alone; they often need resources and coaching. Ruwwad’s youth-led projects are an important first step in this direction: By giving youth mentoring and support to create activities that meet local needs, the projects help Ruwwad youth gain a sense of self-confidence and give them the chance to put their teamwork and organizational skills into practice—often for the first time in their lives. Even if this experience is a “first”, it’s still important: It shows that in a society dominated by adults, young people can create change in their communities if they’re just given the right opportunities, skills and resources. Youth represent a large and important segment of the Palestinian population. We are a force that cannot, and should not, be ignored. Society must realize the potential of youth and work with us to achieve our dreams. If young people are given opportunities, there’s no limit to what we can achieve. If youth are ignored, there’s no limit to the loss our generation will feel.

Building Bridges: Ruwwad Youth Ambassadors Share Hopes, Dreams During U.S. Visit

“If anyone can bridge the gaps between Americans and Palestinians, it’s us: youth leaders”. These words, delivered by Ruwwad Youth Ambassador Suad Soboh in Boston, were a fitting conclusion to a momentous trip for six Ruwwad youth. Coming at the end of a two-week tour where the team presented a “Made in Palestine” youth leadership model to American audiences, US government officials and university faculty at Harvard and Tufts, Soboh’s statement captured the essence of the entire youth exchange, an event aptly called “Palestinian Youth Voices Heard”.

A Visit to the U.S. State Department gave youth a rare chance to share their stories with key decision-makers.

For most of the young men and women in the diverse Ruwwad group, the trip marked their first time outside the West Bank, their first time on a plane, and their first time using a passport. But these challenges didn’t intimidate the youth; they inspired them. By the end of their trip, Ruwwad’s youth ambassadors had succeeded in sharing their message of positive youth leadership with thousands of Americans and international youth leaders—leveraging their unique status as youth to build ties with U.S. decision-makers and young peers.

One of the trip’s highlights was a visit to Washington, DC, where the youth helped build momentum for the U.S.-Palestinian Partnership—a new initiative launched by the U.S. Government and private sector partners to grow the Palestinian economy and create youth leadership opportunities. Addressing USAID Administrator Henrietta Fore and senior staff at the Aspen Institute and Case Foundation, the Ruwwad Youth Ambassadors gave a frank—and often heart-wrenching—account of the challenges they had faced growing up amid
violence, and how they had parlayed their tough childhoods into young adult leadership success. This main message—that Palestinian youth can and do act as positive leaders—was also at the forefront of the group’s presentation to the 19th annual National Youth Leadership Conference in Minneapolis, Minnesota. The team’s final stop was Boston, where they spoke at Harvard and Tufts universities and pitched in for a day of active volunteering with local non-profit CityYear.

At each stop, the youth focused on presenting the perspectives of young Palestinians—but also on learning from U.S. hosts. Amani Samara, a 21-year-old group member from the Jenin refugee camp, found it tough at first to open up and share her story with others. “When I was 15 years old,” she explains, “I woke up to the destruction of Jenin refugee camp. My neighborhood was turned to rubble after the fighting. At that moment I became determined to rebuild what had been destroyed. I wrote a story about the Jenin refugee camp, which attracted praise from a British teacher. He and I then worked together to train other camp children in the art of story telling, through a theater program”. Amani continues: “When American audiences listened to my story, they broke down in tears. At first I didn’t know how I should respond. But I felt comfortable once I realized that they really recognized our humanity as Palestinians, and they understood that we are just like them: humans who want peace, freedom and a normal life.”

For Mohammad Kilany, age 25 and also from Jenin, the experience of traveling to the United States was like a dream. “I will never forget the amazement in the eyes of the people that we spoke to: Their sympathy for our situation, and their strong expressions of admiration for our presentations. These are bonds between Palestinians and Americans that cannot be broken now.”

Kilany was also excited about the prospect of U.S. support for the projects that each youth ambassador is working on. “Each of us wants to achieve specific things in our communities,” he explains. “I have been working at a software company that developed a system which uses text messages (SMS) to link youth across the West Bank. This is crucial in a region where military checkpoints make it hard to travel. Now I want to scale this up and use it for elections and for ‘job matching’: Have people vote by SMS from their phones, or get information about jobs...not just here, but all over the world. This will help make elections more fair and safe, and it will help reduce unemployment. Now that U.S. contacts know about my project, I hope they can contribute to help me make this a reality.”

Judging from the reactions of listeners at the Aspen Institute, the Case Foundation, and other tour stops, there’s a good chance that the group’s ideas will find backers: USAID’s Henrietta Fore was quick to seize on the idea of a training program for new engineers proposed by Kilany’s colleague Yazan Nabulsi. The 21 year-old Nablus engineer was asked to send more information and sketch out a detailed training plan.

According to Soboh, the 20-year-old ambassador from Ramallah, the group’s visit was a greater success than anyone had anticipated—especially for the young women in the group. “There was a lot of pressure, because we had to represent our people in a...
way that Americans could understand. And in general, women in Palestine are not usually given strong public speaking roles. In the end, though, we impressed both our audience and ourselves with the strength of our presentation and the effect it had on others.” 26 year-old Linda Abu Halaweh, from the southern city of Hebron, echoed Soboh’s thoughts: At first, she faced strong resistance from her community about the prospect of going to the U.S. unaccompanied. But this only made her more determined to go—and so she was overwhelmed with joy when her family finally agreed and she boarded the plane with the others. “The struggle I went through, as a woman, to get here made the trip all the more meaningful,” she told new friends at a lunch event at Harvard’s Kennedy School of Government.

As the group prepared to return home, Ahmed Ameer, a 24-year-old ambassador from the Tulkarem region, reflected on the success of the journey—and the importance of the cultural exchange that took place between the Palestinians and the Americans they met. “We ‘see’ them, and they ‘see’ us, but all of this ‘seeing’ happens through TV, where only the most stereotypical images of each group are portrayed. Are all Americans like Sylvester Stallone or Angelina Jolie? Of course not. By the same token, most Palestinians are not wearing bandannas and firing machine guns in the air either. Now our American friends know much more about us, and we have learned so much about them too. I can’t tell you how much my own perspectives have changed after this trip.”

For all of the young ambassadors, it was clear that “Our Voices Heard” opened their eyes to new opportunities, new ideas and new points of view. They came away from the experience with fresh plans and new contacts across the U.S., as well as a sense of accomplishment at having successfully represented Palestine to what many see as an unwelcoming post-9/11 America. Most importantly, Amani, Mohamed, Suad, Yazan, Linda and Ahmed returned to the West Bank with a new sense of responsibility toward their country, and a new-found drive to create positive change that will improve the lives of their generation and the generations to come.

**Ruwwad and Local Colleges Partner on Media Training**

TV journalism students at Bethlehem’s Dar al-Kalima College spend much of their time feeling like they’re caught in the lens of international media outlets, rather than doing what they’d like to do: Capture new stories from behind the camera. Still, these ambitious young leaders haven’t given up their dreams of future media careers, especially now that Dar al-Kalima is partnering with Ruwwad to give new graduates the chance to intern in the Ruwwad Media Center and work at local news outlets. The joint project, set to start in June 2008, is part of a larger Ruwwad strategy to turn local journalism grads into Youth Media Specialists—through four-month training courses that combine youth leadership lessons with paid hands-on “learning by doing.”

Raja Hamad, a Dar al-Kalima student who attended a Ruwwad Media Center orientation session in Bethlehem this month, was enthusiastic about the opportunities offered at the Media Center. “What we heard today [from Ruwwad staff] was excellent. This isn’t just a training course; there are a lot of those out there. This is a chance to really get your foot in the door with local media networks. That increases my chance of finding full-time work.” Other graduating TV journalists shared Hamad’s excitement, after meeting with Ruwwad representatives and learning about the project’s approach to youth leadership and social change through the Media Center. “In a tough job market, we believe that this blend of practical training and leadership experience will give these students an edge in the working world,” explained Ruwwad Chief of Party Hisham Jabi. “TV journalism demands technical skills, but it also requires leadership, teamwork, and good
communication. This is what we want to offer the Dar al-Kalima students—and this is what we offer to any young person who wants to join us”.

**Planting the Seeds of Leadership: Ruwwad Helps the Palestinian Ministry of Youth and Sport Launch New Resource Centers**

It’s no secret that Palestinian youth are eager to give back to their communities. But many aspiring young leaders have a tough time finding chances to build their skills and put them into action. As of this month, though, that situation is changing—thanks to a pioneering new partnership between US-funded projects like Ruwwad, the US private sector, local Palestinian organizations, and the Palestinian Ministry of Youth and Sport. In early March this consortium began working to set up four new Professional Development Resource Centers for youth in the West Bank.

![Image](image-url) Computer labs are one of many features planned for the Ministry of Youth and Sport’s new Resource Centers.

Offering job counseling, leadership training, computer facilities and recreation programs, the centers are poised to become hubs for regional youth leadership development. They’ll also serve as a much-needed outlet for fun and recreation in areas with few after-school options for local youth. The initiative was launched officially last month, with the signing of an agreement between USAID and the Palestinian Ministry of Youth and Sport.

Ruwwad is excited to be one of several USAID partners invited to help launch the initiative.

Local partnerships are the cornerstone of the Resource Center initiative: Although funding support is provided by the US, the Centers themselves will be overseen by the Ministry of Youth, and will take shape within four well-established youth clubs that are already leaders in the field of youth development: The Jabal al-Nar Club in Nablus, the Beita Club in the nearby town of Beita, the Al-Bireh Youth Organization in the Ramallah area, and the Palestinian Child Club in Hebron.

Local NGOs and youth forums will also play a lead role in the Resource Center roll-out. “Ruwwad is just one member of a very diverse team,” explained Ruwwad Program Manager Husam Qaradeh, who is working with partners across the West Bank to make the initiative a success. “The Ministry of Youth is working closely with grassroots organizations and youth clubs in each of the regions where the centers will be launched. As a team, we want to learn from the expertise of others around us, and have local partners lead key parts of the programming at each Center.”

A planned youth counseling service, for example, would be delivered together with a local Palestinian youth counseling agency. Young ‘club members’ at each center will ideally be linked with area businesses and non-profit employers after getting leadership training on-site, for four- to six-month internships. “The idea is that the Resource Centers will become focal points for local youth, giving them the tools they need to succeed in life, and planting the seeds of long-term leadership development,” Qaradeh added.

**Photo Exhibit Shows West Bank Through the Eyes of Youth**

In North America, it’s never been easier for young people to become photographers: Just pick up a camera-phone, point, and shoot. But in the West Bank, most young Palestinians have
never taken a single photo, let alone owned a camera. In January, Ruwwad worked with the USAID West Bank/Gaza Mission and Palestinian firm Sky Media to change this reality—giving 30 marginalized youth a two-week photo training course, and the chance to show their work at a special exhibit in Ramallah.

Over the span of two weeks, youth from Hebron, Jenin, and the Nablus-area town of Beita learned how to use digital cameras and photo-editing software. Armed with these new skills, the young photographers proceeded to document daily life in their homes, gardens, at local markets and prominent cultural sites. The resulting images of the West Bank were poignant, professional, and often surprising—because they captured Palestinian life from a new perspective: that of youth. Twelve year old Iyad Mohammad Said, one of 150 school children to visit the exhibit, noticed this difference: “Usually we don’t see photos that show us aspects of young people’s lives, like music lessons or school friends. But this exhibit is so amazing, because you can tell that these scenes were all photographed ‘through the eyes of youth’.”

Said’s opinions were crucial—not just because he was a young visitor, but also because he and his classmates were serving as “Youth Judges” for the day: Each visiting student filled out a ballot, identifying their favorite photo and explaining why they chose it. The photo with the most votes would get a special mention in the national newspaper, and its photographer would take home a new digital camera as a prize.

But for most of the young photographers, the chance to show their work in public was reward enough. “Through the exhibit, hundreds of people were able to see the pictures I took in my village” said participant Kholoud Awaidah, from Beita. “This has given me new confidence in myself and my work. I’ve never traveled outside of my community before. But coming to Ramallah and displaying my pictures has changed my life, really and truly. Now I see that this could be a career path for me.”

The professional media photographers documenting the event were optimistic about the group’s prospects: “They are much more advanced than I was at their age,” noted the cameraman for the al-Arabiya international news network, the main alternative to al-Jazeera in the Arab World. “If they keep up their work, they’ll find lots of jobs open to them.” The next step? Taking the young talent global: Plans are now being made for follow-up exhibits across the region, and in the United States.

A Closer Look: The “Watan” Theater Project -Tackling Tough Social Issues on Stage

Every parent knows that it’s hard to have certain discussions with their children. Topics like bullying and peer pressure can make most teens squirm, and leave mothers and fathers fumbling for words. But in the Northern West Bank, Ruwwad Youth Leaders have found a creative solution to this problem: Throughout the month of February, they’re putting “taboo” topics like parent-child fights, gender equity, and basic conflict resolution on stage—in a ground-breaking theater project called “Watan”, or nation. The idea is simple: Get families across the country to start talking about social problems, by presenting the issues
in a humorous, relaxed setting. And as the month of performances comes to a close, with over 20 shows reaching more than 3,000 spectators, it’s clear that “Watan” has become a success—not just as a vehicle for change, but as a unique example of youth-led theater.

“This project is the first of its kind in the North,” explains Yusuf al-Haj Qassem, one of the Ruwwad youth leaders in charge of the troupe. “We used to have some plays put on by groups from outside, like Jerusalem or Ramallah, but this is the first time that young people from the Tulkarem area have come together to stage an educational play for kids”.

Palestinian theater has a long and rich history, and is respected throughout the region as a platform for creating social change. But the industry has faced financial hardship from the beginning, meaning that educational productions—and plays by lesser-known ensembles—have been few and far between. As an unknown group with a focus on learning-through-acting, the Tulkarem youth had better odds of winning the lottery than getting local support for their work.

That’s where Ruwwad stepped in. “We knew we couldn’t fund the shows with our own money,” admits troupe member Ihab Kataneh. “We are a group of young students. But this is what makes Ruwwad so incredible: We approached Ruwwad as a group with no reputation whatsoever. And yet we were very organized and we had a clear plan. When they agreed to fund our work, we were amazed. Here is a project that truly recognizes hard work, and makes an effort to help young people!”

With the Ruwwad grant, Kataneh and Qassem launched a theater training program for 18 area youth, led by well-known actress Moneera Zreiq. Nine of the youth were selected to take part in the final series of performances, delivered to audiences of 500 across the North. For this small corps of young actors, the experience was life-changing: “I had difficulty convincing my parents to let me be in a theater group with young men”, offers actress Farida al-Shin as an example. “But I didn’t give up; in the end they agreed, and I almost couldn’t believe it. And after I stood on stage for the first time, I realized that I wasn’t dreaming. Now I only hope that our troupe can stay alive beyond this round of shows. Acting has become my passion”.

Farida’s energy is infectious: At one Tulkarem performance, a crowd of girls rushed up to her after the show, thanking her for showing them that young women can be actors too. Messan, age 8, wasn’t afraid to address Farida directly: “Now that my sister and I have seen the play, I really want to play the role of Dabdoub, your character, and she wants to play the role of the bird in the forest. We never thought that girls could be on the stage”.

Actors in traditional dress engage the audience

Ruwwad actors paint faces before a Watan theater performance in Tulkarem
Creating possibilities out of tough situations is a thread that runs throughout the “Watan” project: “We want to show children that young people can be important—whether you’re a young woman or man,” concludes Qassem. “And we also want to tell families that they are able to discuss sensitive topics at home, without being afraid.” The play’s scenes make this much clear: A bird in the forest talks about domestic violence with the creatures around her. At first, she’s embarrassed to bring up the subject. But after being coaxed by her fellow animals, she begins to talk about problems she’s encountered in her household. As the bird grows more confident, the children in the audience crane their necks in anticipation, hanging on her every word. When the curtain falls and the lights come up, the hall is abuzz with new conversations.

Kataneh admits that “one month of performances is just the tip of the iceberg; we really need more time to get these messages across to parents and children.” But the impact has been far reaching, even within a short span of time: “My daughter came up to me and said ‘Mom, we should talk about these things more often’,” offered one mother, as she escorted her children homeward after the show. “This is a great sign, because normally she’s so quiet. I think we’re going to go home and have a nice long conversation about what we saw today”.

Eastern Europe: E&E SOCIAL LEGACY PROGRAM UPDATES

The E&E Social Legacy Program (SLP) is designed to strengthen the social sector by creating new partnerships for social change between the public, private and NGO sectors. SLP effectively combines research and advocacy within and across countries. EQUIP3 is implementing the program in collaboration with USAID Europe and Eurasia Social Transition Team, Office of Democracy, Governance and Social Transition (EE/DGST/EE).

SLP has three components:
- Workforce Development & Labor Markets;
- Fighting Corruption in Education and;
- Social Services for Vulnerable, Disabled Groups.

SLP’s Workforce Development component aims to strengthen local institutional capacity to promote productivity and competitiveness in key economic sectors of Kosovo and Montenegro. In Kosovo, EDC is partnering with the University of Pristina to improve pedagogical skills and curricula in the Faculty of Agriculture, and to develop a model for practical training to enable the adoption of market-driven quality assurance standards of key agricultural export products.

By building the capacity of core faculty from the University of Pristina, EDC expects to improve the skills of students in the College of Agriculture which will help them compete in the international market.

The post training test showed significant improvement in faculty knowledge and understanding of HACCP.
In April 2008, EQUIP3 consultants trained a core group of Agriculture faculty to teach HACCP\(^1\) standards and how firms could comply with these standards for key agricultural products. The post-training test revealed a significant improvement of their knowledge and understanding of HACCP. As a result, the Agriculture Faculty now has the capacity to train an adequate supply of technicians capable of implementing HACCP quality assurance standards in Kosovo firms. These accomplishments will inspire further quality assurance standards training for the same Faculty staff on International Standards Organization (ISO) in May and GlobalGap in June of 2008.

\(^1\)“HACCP, or the Hazard Analysis Critical Control Point system, is a process control system that identifies where hazards might occur in the food production process and puts into place stringent actions to take to prevent the hazards from occurring. By strictly monitoring and controlling each step of the process, there is less chance for hazards to occur.” Source: International HACCP Alliance (http://haccpalliance.org/alliance/haccpqa.html)
EQUIP3’s Associate Award EQuALLS2—Education Quality and Access for Learning and Livelihood Skills Phase 2—has made headlines with leading newspapers and media outlets in the Philippines and the South East Asia region. This recent press has highlighted the program’s outstanding Global Development Alliance (GDA) strategy that has yielded significant investment from local and international private organizations toward improving educational opportunities for children and youth in conflict-affected Mindanao in the Southern Philippines.

The two 2008 EQuALLS2 GDA success stories presented here illustrate how well-conceived and managed public-private partnerships can have an immediate impact on the ground, at the community level.

In April, USAID-funded EQuALLS2—represented by U.S. Ambassador to the Philippines H.E. Kristie A. Kenney—and Petron Foundation, the philanthropic arm of the largest oil company in the Philippines, signed a historic multi-million partnership. Through a 1:1 matching partnership, Petron and USAID, through the EQuALLS2 project, each pledged $1.25 million for a total of $2.5 million to contribute to increasing access and quality to education in Mindanao.

The 3-year agreement aims to help alleviate classroom shortages and improve access to basic education in conflict-affected areas of Mindanao through classroom construction, rehabilitation, and refurbishment as well as implementation of activities such as support to community mobilization for education, technical support on-site, and school evaluation.

Moreover, last February, EQuALLS2 received the visit of Lisa Chiles, USAID’s Deputy Assistant Administrator for Asia and the Near East (DAA/ANE). Ms. Chiles led a turnover of books to reinforce teaching English, science and math in five public elementary schools in Midsayap, North Cotabato in Mindanao. These books were a few hundred of the approximately 400,000 books already donated in 2008 by Brother’s Brother Foundation (BBF), a US-based and Award winning foundation whose mission is to “promote international health and education through the efficient and effective distribution and provision of donated medical, educational, agricultural and other resources.”

The total books scheduled to be donated to EQuALLS2 over the next four years have a market value of $74 million, turning this into a multi-million partnership that reaches thousands of schools in Mindanao. EQuALLS2 is developing effective strategies with the
Philippine Department of Education and school principals and teachers to ensure appropriate distribution and utilization of these books at the classroom level. For example, in April 2008, EQuALLS2 donated more than 3,000 books to support the Department of Education’s summer reading mediation programs in public elementary schools across Mindanao. EQuALLS2 also assisted these schools in the construction of reading kiosks where reading mediation activities are held.

EQuALLS2 will continue to identify and develop strategic GDA partnerships aimed at leveraging USAID dollars to mobilize and strengthen long term private sector investment in education in the under-served regions of conflict-affected Mindanao. This also contributes to USAID GDA’s mandate of serving as “a catalyst to mobilize the ideas, efforts, and resources of the public sector, corporate America and non-governmental organizations in support of shared objectives.”

USAID Deputy Assistant Administrator for Asia and the Near East Lisa Chiles (left) and USAID/Philippines Deputy Mission Director Elzadia Washington (third from left) enjoy time with pupils and parents during a reading camp session at Flauta Elementary School in Midsayap, North Cotabato

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**East Timor: JOBS Opportunity Project**

The Youth Have Opportunities for Work in East Timor (JOBS Opportunity Project) was officially approved and launched during this period, with final approval of the project design given in late December. The project hired its senior administrator, Marie de Villa in mid-December. The Chief of Party, Brenda Barrett, started work in early January. Both Barrett and de Villa traveled to EDC for orientation and training during the first week in January. In February, Curriculum Specialist Brenda Bell traveled to Timor to start work on curriculum design. Bell overlapped with Home Office Project Manager Cornelia Janke, and Work Opportunity Training Specialist Phil Matero in early March.

During this period, the focus was on startup: by April eight out of ten key local staff positions had been filled. The project plans to launch its first youth cohorts in July in the Baucau District. During the May-July period, plans include the finalization of the Monitoring and Evaluation plan; a technical visit from EcoVentures International, a partner that brings expertise in developing informal sector entrepreneurship opportunities for youth; and a technical visit from Youth Build, the project partner for youth livelihood training.

**India and Morocco: Cross-Sectoral Youth Project**

EQUIP3’s Associate Award “Cross-Sectoral Youth” (CSY) Project is a multi-country initiative that aims to foster collaboration across sectors (health, democracy & governance, education, environment and economic growth) in order to meet the holistic needs of youth in developing...
countries and advance USAID objectives. Two CSY country sites are in Morocco and India. CSY Morocco began with a cross-sectoral youth assessment in 2007 which tested a program scenario and provided recommendations for future cross-sectoral youth programming.

CSY India consists of a 12-month project in Agra that, in partnership with a local organization (CURE), is deepening and expanding a previous cross-cutting youth and family livelihood development project. CSY India is designed around a Heritage Walk in Agra, behind the famous Taj Mahal, which is a potential tourist destination and presents the opportunity for increased livelihoods and youth development.

This update illustrates the power of youth engagement when it comes to stakeholder buy-in and sustainability. It focuses on CSY India which is in the critical stage of preparing for close-out and facing the challenge of sustainability.

Youth successfully reaching local and national stakeholders Youth and community engagement took different forms in the CSY India Project, from street plays and traditional celebrations around the Heritage Walk to the use of local media. A second issue of a youth-led community newsletter, called Prayas, was published and a youth radio program was pilot tested for narrowcasting in five communities. Between 200-250 youth participated in the celebration of the Holi Festival and Hindi Theatre Day creating a common cause and building leadership skills. Following this, the District Magistrate invited young women from the project to perform street plays about women’s empowerment, child education, and reproductive and child health in neighboring communities reaching about 15,000 people.

Youth went beyond mere participation and took matters into their own hands. They conceptualized and carried out the following initiatives:

- A “Back to School Program” (BTSP) where a small number of young women receive training and teach literacy to more than 60 illiterate and out-of-school youth in their communities. This youth-led initiative reaches a broader population than the project originally planned.

- A debate for greater civic engagement - on Women’s Day and the International Youth Day, youth debated their role in community development and called for collective action to eradicate negative social traditions and preserve historical monuments and heritage treasures. As a result, 14 youth were invited to participate in a nation-wide HIV/AIDS prevention campaign organized by the Ministry of Health, and in a one-day fair (Yuva Shakti Mela) at the University of Delhi to share their achievements with university students.
Stakeholders moving from passive to active partners Results of youth engagement efforts started to show as stakeholders make commitments to building upon the project:

- The Municipality asked for bids for the construction of a toilet complex in the route of the Heritage Walk, following youth-led awareness campaigns on toilet use and construction.
- Jan Shikshan Sansthan (JSS), an arm of the Ministry of Human Resources and Development, committed to establishing vocational training centers in two of the CSY communities after consultations with 70 project participants.
- Nehru Yuva Kendra Sagathan (NYKS), an arm of the Ministry of Sports and Youth Affairs, agreed to incorporate the CSY agenda in their annual plan and encouraged youth groups to register under the Sanskritik Yuva Samuha to participate in their activities.
- The CAP Foundation, which is supported by USAID/India in a neighboring community, agreed to open up their training and employability skills development centers for CSY unemployed youth in the city. Training will include hospitality, IT enabled services, and sales and management.
- In collaboration with the HDFC Bank, 23 families enrolled in a Family Health Insurance scheme of Parivar Suraksha Bima (PSB).

CSY India’s strategy to engage youth, not only as participants but as ‘doers’, helped build a solid platform for stakeholder collaboration, paving the way to increased sustainability.

Dominican Republic: Tourism Workforce and Youth Development Project

The Tourism Workforce and Youth Development Project is intended to help countries make greater use of the human resource capacity of its labor force, particularly its young people, to support the growth of their tourism sector. This project will develop a Guide on How to Conduct a Tourism Workforce and Youth Development Assessment.

Three easy-to-use survey tools were developed and are being refined to help countries implement a youth and tourism workforce assessment that helps (i) define the job opportunities and career pathways for youth in the tourism sector; and (ii) identify the barriers that constrain youth from accessing relevant skills and jobs in tourism. The surveys include:

1. A tourism industry workforce and youth development survey—to gauge industry views about opportunities and barriers with particular emphasis on youth.
2. An education and training provider survey—to assess the ability of education and training providers in preparing youth for tourism careers.
3. A youth survey—to assess the attitudes and experience of youth toward working in tourism.

Pilot Assessment in the Dominican Republic

All three surveys, and other instruments, were pilot-tested in Puerto Plata, in the north of the Dominican Republic, during two weeks in February 2008. In-country work was led by
EQUIP3/EDC in close collaboration with George Washington University / Dominican Sustainable Tourism Alliance (DSTA) and Instituto Dominicano de Desarrollo Integral (IDDI).

More than 500 people participated, including youth, private sector stakeholders, and education/training providers. Data collection instruments included the three surveys mentioned above, a Developmental Asset Profile (DAP) developed by the Search Institute, and youth focus groups.

Preliminary findings showed that:

- Youth perceive tourism as a viable career and have ambitious aspirations in the tourism industry.
- Out-of-school/low income youth, more than in-school youth, express ambitious goals: becoming receptionists, tour guides, or working in gift shops.
- “Soft” skills (communication, employability skills, social skills, customer service) were identified as the most needed skills for youth to succeed in tourism. For example, 66% of youth identified “employability skills” and 60% of youth identified “communication” as somewhat or very important.
- The main barriers to accessing jobs in tourism were “low salaries” and “lack of foreign language knowledge”, followed by “lack of connections” and “overly specialized training”.
- There is a relatively positive attitude towards out-of-school youth. 73% of businesses and 77% of training providers are interested in providing (or learning more about) internship opportunities for out-of-school youth.

One immediate outcome of this pilot assessment was a large-scale administration of one of the surveys by DSTA, who modified the private sector survey for administration to approximately 400 businesses.

Another outcome that emerged from preliminary findings was the creation of two working groups formed at the local and national level, following two workshops conducted in each city to share and generate dialogue around preliminary findings.

Further data analysis will be forthcoming in an Assessment Report along with an Assessment Guide.