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## ANNEX 1: Methodology

### Annex 1.1 Work Plan

Assessment Tasks/Activities	Weeks							
	1	2	3	4	5	6	7	8
<b>1.0 Planning Activities</b>								
1.1 Review EDC background documents and templates								
1.2 Review key in-country program documents from different sectors suggested by USAID and assessment team								
1.3 Conduct team orientation and planning session								
1.4 Conduct youth outreach and logistics planning session								
1.5 Update work schedule								
1.6 Prioritize research questions by sector								
1.7 Establish prioritization criteria for contacts, and expand and prioritize meeting list								
1.8 Arrange for interviews, focus groups, observational visits								
1.9 Revise interview, focus group and observation protocols								
1.10 Submit work plan, research questions, meeting list with contact information, and branding plan to USAID for review and finalization								
1.11 Complete logistic arrangements								
1.12 Conduct kick-off meeting with USAID								
1.13 Conduct team mid-point planning sessions								
<b>2.0 Data and Information collection</b>								
2.1 Identify indicators and data sources for youth cohort profile								
2.2 Compile national-level data for youth cohort profile								
2.3 Compile target-area data for youth cohort profile (if possible)								
2.4 Conduct interviews with key Dominican government stakeholders in different ministries								

2.5 Conduct interviews and observational visits to USAID youth implementing partner institutions and other youth-serving organizations								
2.6 Conduct interviews and observational visits with key private-sector organizations								
2.7 Conduct interviews and observational visits with key youth-serving education, training, civic participation, and health providers								
2.8 Conduct interviews with other donors and observational visits of their youth programs								
2.9 Conduct focus groups with at-risk youth								
2.10 Conduct interviews with USAID mission staff representing different sectors								
<b>3.0 Analysis</b>								
3.1 Develop quantitative profile of youth cohort								
3.2 Develop qualitative profile of youth cohort								
3.3 Identify sector-specific and cross-sector indicators that can be used to measure impact of youth programs								
3.4 Develop analysis of the reach and effectiveness of youth programs, sponsored by USAID, other donors, government agencies and the private sector								
3.5 Develop analysis of capacity of Dominican youth-serving organizations								
3.6 Develop analysis of private-sector workforce needs								
3.7 Develop analysis of government policy related to youth								
3.8 Develop recommendations for USAID intervention options								
<b>4.0 Report preparation and presentation activities</b>								
4.1 Complete out-briefing presentation draft								
4.2 Finalize out-briefing presentation								
4.3 Make out-briefing presentation to USAID								
4.4 Complete final report draft								
4.5 Exchange final report drafts for review and feedback with USAID								
4.6 Submit final assessment report								
4.7 Submit final contact list								

## Annex 1.2 Research Questions

The team’s research was guided by four overarching questions, as well as key questions for each sector. These questions are listed below.

### **General Questions**

1. What is the size and nature of the at-risk youth population?
  - a. Sector indicators: employment rate, education and health indicators, voting rate
  - b. Most pressing needs, aspirations, challenges and risks
  - c. Differences by demographic/geographic characteristics (gender, age, nationality)
2. What is the current supply of policies, programs, and opportunities to meet the needs of youth?
  - a. USAID-supported youth-serving programming
  - b. Other donor programming
  - c. Government policies, structures and services
  - d. Other (e.g., networks, churches)
3. How effectively does the “supply side” meet the needs of youth?
  - a. What is the gap between youths’ needs and aspirations and their opportunities?
  - b. According to the available evidence base, which programs and policies are most effective in addressing this gap and enabling youth to succeed?
    - i. What indicators are used to measure the programs’ effectiveness?
    - ii. What are the programs’ characteristics?
    - iii. How do they ensure access to those most in need?
  - c. How do youth perceive the accessibility, relevance and quality of the policies and programs directed toward them?
4. What are the opportunities/implications for potential and future USAID interventions?
  - a. Which indicators can USAID monitor to track the success and well-being of youth?
  - b. Which investments offer the highest potential for impact?
    - i. Which of USAID’s current programming should continue, if any? Which elements of this programming should be adjusted, if any (e.g., youth targeting or recruitment, program design, etc.)?
    - ii. What new programming should be considered?
    - iii. How can USAID most effectively work with different types of stakeholders (e.g., government, NGOs)?

### ***A. Economic Opportunities***

1. What economic activities are at-risk youth engaged in?
2. What opportunities do at-risk or unemployed youth want to pursue?
3. What challenges and opportunities do youth experience with regard to different types of employment:
  - a. Formal
  - b. Informal / self-employed / microenterprise
4. What competencies (industry-specific, languages, “soft skills”) are required for youth to access these opportunities?
5. What are the main youth employability (e.g., skill training, internship, microcredit) programs? Most effective programs? Characteristics of these? Youth perceptions?

### ***B. Education***

1. What are the main causes (i.e., in-school and out-of-school factors) of non-enrollment and dropout at the primary and secondary levels?
2. What factors would motivate or enable youth to stay in school and complete secondary education?
3. What are the main programs to help at-risk students to re-enter school and/or complete secondary education and obtain the knowledge and skills necessary to succeed? Most effective programs? Characteristics of these? Youth perceptions?

### ***C. Democracy and Governance Questions***

1. How do youth view their roles and responsibilities as citizens and community members?
2. What opportunities exist for youth to have a voice and participate actively as citizens and community members? How do youth perceive them?
3. How can government institutions and NGOs promote participation among youth?

#### ***D. Health***

1. What are the main health issues or risks for at-risk youth?
  - a. What are the major two health issues for each of the three age groups?
  - b. How do they affect what youth expect to accomplish?
2. What needs to be done to prevent these major health issues? To recognize them early and intervene? To treat them?
3. What are the major policies and programs that provide promotion, prevention, and treatment services to at-risk youth, both within the health care system and outside of it? Most effective policies and programs? Characteristics of these? Youth perceptions?

### Annex 1.3 Interview Organization List

- Academy for Educational Development
- *Acción Callejera*
- *Acción para la Educación Básica/EDUCA* (Action for Basic Education)
- *Alianza* ONG (NGO Alliance)
- *Centro de Apoyo Aquelarre* (CEAPA)
- *Caminante*
- Catholic Relief Services
- *Centro Bonó*
- *Colectiva Mujer y Salud* (Women and Health Collective)
- Counterpart International
- DevTech Systems
- District Attorney's Office of the National District, Santo Domingo
- Dominican Federation of Municipalities (FEDOMU in Spanish)
- Dominican Republic Education and Mentoring (DREAM) Project
- Dominican Sustainable Tourism Alliance (DSTA)
- Dominican Sustainable Tourism Alliance Tourism cluster, Puerto Plata
- Friedrich Ebert Foundation
- Foundation for Institutionalization and Justice (FINJUS)
- *Hay Poder en Aprender* (There is Power in Learning)
- *Instituto Nacional de Formación Técnica Profesional* (INFOTEP)\*
- *Instituto Dominicano de Desarrollo Integral* (IDDI)
- *Integración Juvenil*
- Inter-American Development Bank
- International Office for Migration (IOM)
- *Instituto Tecnológico de Santo Domingo* (INTEC), Center for Governance and Social Management (CEGES)
- Junior Achievement *Dominicana* (JADOM)
- Japan International Cooperation Agency (JICA)
- Ministry of Education, Department of Adult Education\*
- Ministry of Education, Department of Community Participation
- Ministry of Education, Department of Secondary Education
- Ministry of Education, Department of Technical-Professional Education
- Ministry of Labor, National Employment Service
- Ministry of Labor, Youth and Employment Program\*
- Ministry of Youth
- Ministry of Public Health, National Program of Integrated Attention to Youth (PRONAISA in Spanish)

- National Council for Children and Adolescents (CONANI in Spanish)
- National District Attorney's Office
- National Office of Integrated Attention to Youth in Conflict with the Law
- *Participación Ciudadana* (Citizen Participation)
- Pan-American Health Organization
- Peace Corps
- Population Services International (PSI)
- Presidential Council on AIDS (COPRESIDA in Spanish)
- *Red de Jóvenes Guachupita* (Guachupita Youth Network)
- *Red Nacional de Jóvenes* (National Youth Network)
- Research Center for the Improvement of Animal Production (CIMPA in Spanish)
- Save the Children
- Spanish International Cooperation Agency for Development (AECID in Spanish)
- United Nations Development Program (UNDP) / International Labor Organization (ILO)\*\*
- United Nations Children's Fund (UNICEF)
- *Universidad Iberoamericana* (UNIBE), Center for Research and Social Studies
- *Universidad Instituto Superior de Agricultura* (ISA)
- United States Agency for International Development/Dominican Republic (USAID/DR)
- USAID Rural Economic Diversification (RED)
- World Vision

\*Representative of Youth Development Project financed by the World Bank

\*\*Current representative of UNDP, formerly of ILO

## 1.4 Key Informant Interview Protocols

### 1.4.1 Key Informant Interview Protocol: YOUTH-SERVING ORGANIZATIONS

**Tool introduction:** This is a guide for semi-structured interview designed to:

- Understand youth assets and factors of vulnerability from stakeholders
- Explore programs undertaken by youth-serving organizations

**PROFILE – What are youth like when they come in?** (Probe for differences by gender and age)

- What segment of the youth population do you work with? (age, in school, out of school, (un)employed, at risk, region, etc)
- In your experience, what are the biggest challenges youth face?
- What strengths do these youth have when they join the program?
- Do you have any studies or data you can give me that provide more detail about the youth population you serve?

**PROCESS – What does the intervention look like? What does it offer? How does the intervention take place? How can it be improved and/or replicated?**

- What is the goal of the program? What skills/assets does the program develop as a support structure?
- What are the key components to this program?
- How do you reach out to youth and how do you keep them involved?
- At the end of the program, what kind of follow-up does the program have with participants?
- What are the primary challenges in working with youth?
- What are other challenges you have faced implementing the program? How can the program be improved?
- What are the key success factors for this program?
- If this program were to be replicated in other communities, which elements would be essential? Which elements, if any, could be eliminated? What changes would you make?
- What do you feel are the key gaps in services provided to youth?

**OUTCOMES – What happens as a result? (Probe for differences by gender and age)**

How do you measure the effectiveness of your program? What do the results show?

- What indicators do you use to measure the impact of this program?
- What has been the impact on youths' access to services and opportunities (*by sector*)?
- What has been the impact on youths' success or quality of life (*by sector*)?
- Do you have impact evaluations or monitoring data for your programs that you can share with us?

## Annex 1.4.2 Key Informant Interview Protocol: DONOR ORGANIZATIONS

**Tool introduction:** This is a guide for semi-structured interview designed to:

- Understand donor perceptions and priorities in youth programming
- Explore programs undertaken by donor organizations

### **PROFILE – What are the characteristics of youth in the DR? (Probe for differences by gender and age)**

- How would you characterize youth in the DR?
- What are the biggest challenges these youth face? What are youths' strengths?

### **PROGRAMS – What programs are in place to address youths' needs? How are they carried out? How effectively do they meet youths' needs? How can they be improved and/or replicated?**

How could you describe donor investment in youth in the DR?

- What are the programs do you feel are most successful in meeting the needs of youth? (by sector)
- What do you feel are the key gaps in services provided to youth?
- Are you aware of any trends in government policy making in regards to youth?

What are your funding priorities in the area of at-risk youth?

- What segment of the youth population do you work with? (age, in school, out of school, (un)employed, at risk, region, etc)
- Do you have any studies or data you can give me that provide more detail about the youth population you serve?
- What is the goal of your programming? What skills/assets does it develop?
- What are the key components to the programs you fund?
- What are the primary challenges of working with youth?
- What are other challenges the program(s) has encountered? How can the program(s) be improved?
- What are the key success factors for this program?
- If the program(s) were to be replicated in other communities, which elements would be essential? Which if any would you eliminate? What changes would you make?

### **OUTCOMES – What happens as a result? (Probe for differences by gender and age)**

- What indicators do you use to measure the impact of your programs?
- What has been the impact on youths' access to services and opportunities (*by sector*)?
- What has been the impact on youths' success or quality of life (*by sector*)?
- Do you have impact evaluations or monitoring data for your programs that you can share with us?

*Annex 1.4.3 Key Informant Interview Protocol: OTHER STAKEHOLDERS (i.e., government, private sector, church)*

**Tool introduction:** This is a guide for semi-structured interview designed to:

- Understand youth assets and factors of vulnerability from stakeholders
- Explore programs undertaken by other stakeholders and their perceptions of youth

**PROFILE – What are the characteristics of youth in the DR?** (Probe for differences by gender and age)

- How would you characterize youth in this country, from the perspective of your sector?
- What do you feel are the primary challenges youth face today?
- What strengths do youth have?

**POLICY/PROGRAMS – What programs/policies are in place to address youths’ needs? How are they carried out? How can they be improved and/or replicated?**

What [private sector / church] sponsored programs targeted at youth do you know about?

- What do you feel are the key gaps in services provided to youth?
- What is the best way to encourage more [private sector/church] involvement in youth programming?

What are your funding/programming priorities in the area of youth?

- What segment of the youth population do you work with (age, in school, out of school, (un)employed, at risk, region, etc.)?
- What is the goal of your program(s)? What skills/assets are developed?
- What are the key components to the program(s) you fund?
- What are the primary challenges of working with youth?
- What are other challenges the program(s) has encountered? How can the program(s) be improved?
- What are the key success factors for the program(s)?
- If the program(s) were to be replicated in other communities, which elements would be essential? Which, if any, would you eliminate? What changes would you make?

**OUTCOMES – What happens as a result? (Probe for differences by gender and age)**

- What indicators do you use to measure the impact of your program(s)?
- What has been the impact on youths’ access to services and opportunities (*by sector*)?
- What has been the impact on youths’ success or quality of life (*by sector*)?
- How can this program be improved?

Annex 1.5 Youth Focus Group Distribution Table

	In Programs			Not in Programs			Haitian Youth			Total
	10-13 (I)	14-17 (II)	18-24 (III)	10-13 (I)	14-17 (II)	18-24 (III)	10-13 (I)	14-17 (II)	18-24 (III)	
<b>Santo Domingo</b>	-Hay Poder en Aprender (1) -Caminante (1)	-Hay Poder en Aprender (1) -Caminante (1)	-Casa Abierta (1) -Tú, Mujer (1)	-Villas Agrícolas (1)	-Villas Agrícolas (1)	-Villas Agrícolas (1)	-Los Frailes (1) -Batey San Luis (1)	-Batey San Luis (2)	-Batey Palamara (1)	14
<b>Santiago</b>	-Acción Callejera (1) -Fundelosa (1)	-Acción Callejera (2) -Fundelosa (1)	-Fundelosa (1) -Profamilia (2)							8
<b>Puerto Plata/ Cabarete</b>	Dream Project (2) Integración Juvenil (1)	- Liceo José Dubeau (Cepros)(1) - CEPROSH (1) -IDDI Playa Oeste (1)	Pastoral Juvenil (1)	Playa Oeste (1) Esc. Hogar Luisa Ortea (2)		Liceo José Dubeau (1) Ministerio de la Juventud (1)				12
<b>Cotuí</b>	IDDI (1)	IDDI (1)	IDDI (1)							3
<b>Batey</b>	Save the children (1)	Save the children (1)	Save the children (1)							3
<b>Total</b>	9	10	8	4	1	3	2	2	1	<b>40</b>

## GUÍA DE DISCUSIÓN DE GRUPOS FOCALES

**Identifica las Necesidades, Desafíos, y Oportunidades que tienen los jóvenes involucrados en programas, los que no y los jóvenes haitianos en la República Dominicana, en los Municipios de Santo Domingo, Santiago, y Puerto Plata, año 2010.**

### **Introducción:**

Saludos.....**Agradecemos** a cada uno de los integrantes de este grupo por haber aceptado participar en esta reunión.

Mi nombre es...\_\_\_\_\_mi compañero/a es\_\_\_\_\_quien se encargará de apoyarnos tomando las notas de nuestras conversaciones. Nosotros / as pertenecemos a \_\_\_\_\_y buscamos apoyar para mejorar cada vez mas la participación de los jóvenes en el Municipio de \_\_\_\_\_.

**Mi papel en esta reunión** es el de conversar con ustedes para comprender algunas cosas que tienen que ver con la vida de los y las jóvenes en la comunidad y sobre las necesidades, los desafíos y las oportunidades de la población joven. En este diálogo vamos a aprender todos. Ustedes de nosotros y nosotros de ustedes.

Como queremos aprender de ustedes, no nos queremos perder ni un detalle. Por eso les **quiero pedir permiso para usar una grabadora** para grabar directamente.

### **Las reglas para este diálogo van a ser las siguientes:**

- Todos y todas pueden hablar, pero antes de hacerlo, por favor, **levanten las manos** para que cada participante comprenda lo que quiere decir su compañero o compañera.
- Que **hablen solamente del tema** del que se esté hablando.
- Todo el mundo es importante. **No hay opiniones mejores que otras**. Cada cual debe **respetar las opiniones** de los demás, aunque no esté de acuerdo. Todo lo que ustedes digan es correcto, no hay respuestas malas, todas son buenas.

*Luego de la introducción, se presenta la Guía de Preguntas, sin que se lea, y se inicia el proceso de toma de notas y de grabación.*

**Muchas Gracias.**



PATRONES DE ANÁLISIS	PREGUNTAS
<p><b>ASPECTOS RELACIONADOS A LA PERCEPCION CONCEPTUAL QUE SUBYACE EN LOS Y LAS JOVENES SOBRE LAS NECESIDADES, LOS DESAFIOS Y LAS OPORTUNIDADES DE SU GRUPO POBLACIONAL</b></p>	<ol style="list-style-type: none"> <li>1. Siempre las personas hablan de necesidades, según la idea de ustedes ¿Qué es una necesidad? ¿Cuáles necesidades tienen los y las jóvenes de tu comunidad?</li> <li>2. ¿Cuáles son las necesidades de las muchachas y cuáles son las necesidades de los muchachos?</li> <li>3. Las personas siempre hacemos muchas cosas y cada quien ocupa su tiempo en algo en especial, según lo vivido por ustedes ¿En qué cosas ocupan más su tiempo los y las jóvenes de su comunidad?</li> <li>4. ¿Cuáles son las aspiraciones tuyas y de los y las jóvenes de tu comunidad? Cual apoyo tienen (personas, programas o lugares) para lograr esas aspiraciones?</li> <li>5. ¿Cuáles dificultades enfrentan ustedes para lograrlas?</li> <li>6. Si tuvieras el poder y los recursos para hacer programas o proyectos (fundación o institución) para los jóvenes de tu comunidad, ¿cuál o cuáles programas o proyectos harías?</li> </ol>
<p><b>ASPECTOS RELACIONADOS A LOS PROGRAMAS EN LOS QUE PARTICIPAN LOS Y LAS JOVENES</b></p> <p><b>NOTA: <u>sólo programas</u></b></p>	<p><b>- SÓLO PERSONAS QUE PARTICIPAN EN PROGRAMAS -</b></p> <ol style="list-style-type: none"> <li>7. ¿Cómo entraste al proyecto o programa y quién y cómo te reclutó? (reclutamiento, voluntario)</li> <li>8. ¿Qué beneficios sacas del programa o proyecto? ¿Cuáles beneficios esperas lograr después que termine el programa o proyecto?</li> <li>9. Para ustedes, ¿cuáles son los aspectos del proyecto que les parecen más importantes?</li> <li>10. ¿Cuáles aspectos del proyecto creen que son menos importantes?</li> <li>11. ¿Cómo ustedes que participan en el proyecto ven a los otros jóvenes que no participan en el proyecto?</li> <li>11.A ¿Cómo ustedes creen que los jóvenes que no participan los ven a ustedes que participan en el proyecto?</li> </ol>

<p><b>ASPECTOS RELACIONADOS A LAS NECESIDADES, DESAFIOS Y OPORTUNIDADES DE PARTICIPACION EN LA POBLACION JOVEN</b></p> <p>Hay que repensar estas preguntas en base a:  <b>VER:</b> percibir, entender  <b>ROLES:</b> actuación, tareas  <b>RESP:</b> deber, obligatoriedad  <b>CIUDADANO:</b> Nacional de un país  <b>COMUNIDAD:</b> Lugar donde vive  <b>OPORTUNIDAD:</b> Posibilidad, chance</p>	<p>12. ¿Cómo ven los jóvenes su papel y responsabilidades como ciudadanos y miembros de la comunidad?</p> <p>13. ¿Cuáles posibilidades existen para que los jóvenes tengan una voz y participen activamente como ciudadanos y miembros de la comunidad? ¿Cómo ustedes ven estas oportunidades?</p> <p>13.A ¿Conocen ustedes alguna forma de participación juvenil en su comunidad?</p>
<p><b>ASPECTOS RELACIONADOS A LAS NECESIDADES, DESAFIOS Y OPORTUNIDADES DE EDUCACION DE LOS Y LAS JOVENES</b></p>	<p>14. Una cosa importante para los y las jóvenes es tener una buena educación, según lo vivido por ustedes, ¿creen que los demás jóvenes de esta comunidad, están recibiendo la educación que necesitan? ¿Qué faltaría?</p> <p>15. ¿Cuándo los jóvenes de tu comunidad dejan la escuela, en qué curso lo dejan, y por qué?</p> <p>16. ¿Conocen programas o grupos de apoyo que ayuden a los jóvenes a mantenerse o a volver a la escuela? Si los conocen, ¿cuáles funcionan bien, y por qué? ¿Cuáles funcionan mal, y por qué?</p> <p>17. ¿Cuáles actividades fuera de la escuela, piensan ustedes que para los jóvenes son importantes para tener una mejor preparación en la vida?</p>
<p><b>ASPECTOS RELACIONADOS A LAS NECESIDADES, DESAFIOS Y OPORTUNIDADES ECONOMICAS DE LOS Y LAS JOVENES</b></p>	<p>18. Muchas veces los y las jóvenes tienen la necesidad de trabajar, ya sea en el sector formal, informal o en la familia. ¿A qué tipo de trabajos están los y las jóvenes dedicados? ¿Cuándo se trata de trabajos familiares, reciben algún tipo de beneficio económico?</p> <p>19. ¿Cuáles oportunidades tienen los y las jóvenes para conseguir empleo (formal, informal)?</p> <p>20. En un mundo ideal, ¿cómo sería el empleo que quisieran tener?</p>

	<p>21. En ese mismo mundo ideal, ¿Qué necesitarían para conseguir ese tipo de empleo?</p> <p>22. ¿Conocen programas, proyectos, o políticas (entrenamiento, pasantías, micro-crédito) que promuevan el empleo para los y las jóvenes? Si conocen, ¿cuáles funcionan bien, y por qué? ¿Cuáles mal, y por qué?</p>
<p><b>ASPECTOS RELACIONADOS LAS NECESIDADES, DESAFIOS Y OPORTUNIDADES DE SALUD DE LOS Y LAS JOVENES.</b></p>	<p>23. Los seres humanos necesitan cuidar su salud. Según lo vivido en sus comunidades ¿Cuáles son los temas de salud que más pueden afectar a los jóvenes? ¿Tienen los y las jóvenes que ustedes conocen necesidades de salud?</p> <p>24. Conocen programas (de prevención o de atención) que fomentan la buena salud para los y las jóvenes en particular? Si los conocen, cuales funcionan bien, y por que? Cuales mal, y por que?</p> <p>25. Conocen programas o políticas que promuevan el cuidado de la salud para evitar accidentes y la violencia entre los y las jóvenes? Si los conocen, ¿cuáles funcionan bien?, y, ¿por qué? ¿Cuáles mal, y por qué?</p> <p>26. Si tuvieran el poder y los recursos para cambiar las cosas, cuáles cosas cambiarías (quitar y agregar) a los servicios de salud que conocen?</p>

Muchas gracias!

## Annex 1.7 Focus Group Demographic Survey

### Hoja Informativa de Participantes de los Grupos Focales

1. ¿Cuántos años tiene? \_\_\_\_\_
2. Género:  Mujer  Hombre
2. Estado Civil:  soltero(a)  Casado(a)  Otro (explica): \_\_\_\_\_
3. ¿Cuántos hijos tiene?  Ninguno  1  2  3  4 o mas
4. ¿Asistes actualmente a la escuela o universidad?  Si  No
5. ¿Hasta qué nivel o curso has llegado en tu educación?  
 Primaria  Graduado de Secundaria  
 Graduado de Primaria  Universidad  
 Secundaria  Graduado de Universidad
6. ¿Actualmente trabaja para tener un ingreso?  
 No  Si Que tipo de trabajo \_\_\_\_\_ ¿Cuántas horas por semana? \_\_\_\_\_
7. ¿Qué actividades (no pagadas) haces regularmente?  
Describe 3 actividades y menciona cuanto tiempo pasa en cada uno  
1. \_\_\_\_\_ (\_\_\_\_ horas por semana)  
2. \_\_\_\_\_ (\_\_\_\_ horas por semana)  
3. \_\_\_\_\_ (\_\_\_\_ horas por semana)
8. ¿Cuántos adultos, adolescentes y niños viven en tu casa? (indicar el numero de cada uno)  
Adultos \_\_\_\_\_ Adolescentes \_\_\_\_\_ Niños \_\_\_\_\_
9. ¿Cuál es el último año de educación logrado por tus padres (tutores)?  

<b>Madre o Tutor:</b>	<b>Padre o Tutor:</b>
<input type="checkbox"/> No sabe leer y escribir	<input type="checkbox"/> No sabe leer y escribir
<input type="checkbox"/> Primaria	<input type="checkbox"/> Primaria
<input type="checkbox"/> Algo de primaria	<input type="checkbox"/> Algo de primaria
<input type="checkbox"/> Graduado de primaria	<input type="checkbox"/> Graduado de primaria
<input type="checkbox"/> Secundaria	<input type="checkbox"/> Secundaria
<input type="checkbox"/> Graduado de Secundaria	<input type="checkbox"/> Graduado de Secundaria
<input type="checkbox"/> Universitaria	<input type="checkbox"/> Universitaria
<input type="checkbox"/> Graduado de Universidad	<input type="checkbox"/> Graduado de Universidad
10. ¿Cuál es el trabajo actual de tus padres?  
Madre: \_\_\_\_\_  
Padre: \_\_\_\_\_  
Tutor (con quien vivas): \_\_\_\_\_

## ANNEX 2: Youth Policy Framework

General Youth Policies	
Legislation	Obligations
Decree-Law 2981 - 1985	Creates the Department of Youth Development to establish policies to promote the integral development of youth as well as the planning, programming and implementation of specific projects that promote youth and coordination. Also coordinates the different youth programs implemented by the various government and private organizations both national and international.
Law 14-1994, Modified by Law 136-2003. Code for the Protection of Children & Adolescents	Its main purpose is to guarantee that all children and adolescents exercise and enjoy fully their fundamental rights. The Code defines and provides comprehensive protection of these rights by regulating the role and relationship of the State, society, families and individuals with children from birth to age 18. The State and society must develop and implement policies, plans, programs and protective measures to eradicate child labor, especially those defined as the worst forms of child labor.
Decree 59-95, October 3 <sup>rd</sup>	Contains the implementation regulations for the Children and Adolescents Protection Code contained in Law 14-94 of 4/22/94. Establishes the fundamental rights of children and youth regarding evidence of parentage, adoption, education, recreation, protection at work, mistreatment and abuse, nutrition, disabilities, institutions involved, justice, among other matters relating to children and youth.
General Youth Law 49-2000	This law lays the foundation for the development of the National Youth Policy, with the objective of establishing the legal, political and institutional framework to guide the actions of government and society in general towards the definition and implementation of policies to achieve the satisfaction of needs and expectations of youth in the DR, as well as effective youth participation in the decision-making processes "(Article 1). Title III of the Act defines Sectoral Youth Policy, as well as the government's commitment to promote basic lines of action for and with and Dominican youth through the various levels of national life, in six areas: (i) education, (ii) health, (iii) culture, (iv) sports and recreation, (v) participation, and (vi) employment and job training. The law also provides the legal basis for the Secretary of Youth to be financed with 1% of the national budget. The central principle is to achieve increased youth participation in all areas and promote the education of this growing demographic.
Ibero-American Convention on the Rights of Youth, October 2005, in Barcelona, Spain. Ratified by the Dominican Republic.	The convention was signed by 18 Latin American countries, including the Dominican Republic, and includes 44 articles which set out the rights of youth in areas such as health, sexuality, work, education, culture, participation and others. Recognizes young people as subjects with rights, strategic development actors, and people who are able to responsibly exercise their rights and freedoms. Promotes respect for youth and their fulfillment in justice, peace, solidarity and respect for human rights.
Legislation Pertaining to Youth and Education <sup>1</sup>	
Law 66-97 General Law on Education	This law guarantees the right of all inhabitants of the country to education. Defines education as a permanent and inalienable right of human beings. Each person has the right to comprehensive education that will enable the development of his or her own individuality and the realization of a socially useful activity without any discrimination based on race, sex, creed, economic and social position or any other kind. This is the framework law that guides the actions of the SEE.
Law 116/80 and Regulation No. 1894 from August 31, 1980	Creates INFOTEP as an autonomous, non-profit organization with its own assets, responsible for governing the system of training, improvement, specialization and retraining of workers. It is oriented to prepare laborers to meet national production needs national, with the following objectives: 1) To organize and govern a National Technical and Vocational Training system to guide the full human resource development and increased productivity of companies, 2) promote social advancement of workers, through their integral training.
Law 139-01 on Higher Education, Science and Technology	Sets operation guidelines and mechanisms that ensure the quality and relevance of services offered by institutions in the higher education and public research institutions. The system is composed of institutions that have the following function(s): higher education; development and incorporation of knowledge and technology; technology knowledge transfer; educational promotion

<sup>1</sup> PREJAL, 2009. *Informe Trabajo Decente y Juventud: Propuesta de Lineamientos para el Plan de Acción Empleo Juvenil en República Dominicana*, versión de borrador 28 septiembre 2009.

and financing; and regulation, control and supervision. Generates opportunities for research, as well as insertion and maintenance of young people in education tertiary education o opportunities to study abroad.

### Legislation Pertaining to Youth Employment<sup>2</sup>

Legislation	Obligations
Decree-Law 16-92. Work code	This code regulates the rights and obligations of employers and employees and provides the means to reconcile their respective interests. It defines the employment contract as one for which a person is obliged, through a remuneration, to provide a personal service to another under their direct supervision or delegate. Provides that every person is free to pursue any profession or trade, industry or business permitted by law. Nobody can prevent anyone from working or force others to work against their will. Regulates labor relations, individual and collective, established between workers and employers or their professional organizations, as well as rights and obligations.
Decree 258-93, January 10. Regulations for enforcing the work code	Approves the regulations for implementing the Labor Code and defines terms established in the law.
Decree 59-95, October 3 <sup>rd</sup>	Contains the implementation regulations for the Children and Adolescents Protection Code contained in Law 14-94 of 4/22/94. Establishes the fundamental rights of children and youth regarding evidence of parentage, adoption, education, recreational, <b>protection at work</b> , mistreatment and abuse, nutrition, disabilities, institutions involved, justice, among other matters relating to children and youth.
Resolution 23-99	Ratified Convention No. 138 regarding the minimum work age, adopted by the General Conference of the International Labour Organization, June 6 1973. <b>Established age 14 as the minimum age for employment.</b>
Resolution No. 52/2004. Regarding dangerous and unhealthy jobs people under age 18.	<b>Determines hazardous and unhealthy work prohibited for all people under age 18.</b> It also indicates a shortlist of dangerous and unhealthy jobs which may only be performed by 16 to 18 year olds when they are indispensable for the development of a learning contract or professional training and on the condition that their safety and health protection is ensured. The work must be performed under the supervision and control of a person belonging to the training institution or business in the case of an apprenticeship or internship.
Resolution 145-00, December 22nd	Ratifies Convention No. 122 concerning Employment Policy, adopted by the General Conference of the International Labour Organization, June 9 1964, Forty-Eighth Meeting, held in Geneva, Switzerland.
Resolution 24-99	Ratifies Convention No. 144 concerning the promotion of tripartite consultations, adopted by the General Conference of the International Labour Organization, June 21, 1976, Geneva, Switzerland.
Resolution of the Ministry of Labor No. 20-95	Defines the <b>apprenticeship</b> contract as that by which one party undertakes to provide personal services to another in order to receive, in addition to the agreed remuneration, a complete systematic and professional training. Learning is aimed at young men and women. Prohibits apprenticeships for youth who have not completed fourteen (14) years of age and those who have completed more than twenty-two (22) years of age. The employer can only hire apprentices for skills training in trades approved by the Ministry of Labour. The apprenticeship contract must first be registered with INFOTEP for a technical evaluation and then sent to the Ministry of Labour for approval and registration.

### Legislation Pertaining to Youth and Health

General Health Law, No. 42-01, which substitutes law No.4471 of the year 1956.	This law has 5 books which defines the functions of the national health system: Book 1, deals with how organizations should operate and which organizations must be involved in the national health system; as well as those that make up the National Health Council; book 2, establishes the health actions directed towards specific issues based on promotion, prevention and health care; book 3, deals with human resources and the quality of the health services; book 4, deals with everything related to the sanitary control of products and services in the Dominican Republic; book 5, establishes the disposal of human tissue, organs and human cadavers; and book 6, describes the roles of the health authorities, their responsibilities and procedural measures in order to guarantee the observance of this
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<sup>2</sup> PREJAL, 2009. *Informe Trabajo Decente y Juventud: Propuesta de Lineamientos para el Plan de Acción Empleo Juvenil en República Dominicana*, versión de borrador 28 septiembre 2009.

	<p>law. The first book denotes the following: the State oversees the comprehensive childhood and adolescent development, adolescent pregnancies, addiction to tobacco, alcoholism, and drug abuse through special units and programs that will be established, and render the appropriate health service for each case.</p>
<p><b>Law on Social Security System, No.87-01, May 9, 2001.</b></p>	<p>The Social Security Law incorporates the health system's financing mechanisms, in which the health insurances are included (contributions, subsidies, and subsidy-contributive), as well as work accident insurance. It also includes the creation and regulation of a pension fund. Its structure consists of 5 books: book 1, addresses the characteristics of the Dominican Social Security; book 2, regulates the procedures for the old age, people with physical disabilities, and survival insurance; book 3, regulates the functioning of the family health plan; and book 4, regulates labor risk insurance.</p>
<p><b>Ten-year Health Plan 2007-2015</b></p>	<p>The ten-year health plan is a tool for planning and for the development of the national health system, and seeks to assume and give consistency to the national health's goals in accordance with the National Health Law (No. 42-01) and the Social Security Law (No. 87-01). This plan includes actions directed towards young and adolescent health.</p>
<p><b>National Strategic Plan for Comprehensive Adolescent Health (2010-2015)</b></p>	<p>The Health Ministry, through the National Adolescent Comprehensive Care Program (PRONAISA), recently concluded the creation of a National Strategic Plan for Comprehensive Adolescent Health (2010-2015), which includes the actions and objectives for prevention and health services delivery for the youth and adolescent populations.</p>
<p><b>SESPAS, National Policies for Comprehensive Adolescent Care</b></p>	<p>In this document, the Ministry of Public Health and PRONAISA established the criteria or norms to consider in regards to preventive health and services provided to adolescents in the Dominican Republic.</p>

## ANNEX 3: Education Programs

Program	Implementing Organization / Funder	Target Population	Description	Positive Features	Limitations
<b>USAID-FUNDED</b>					
DREAM Guzman Ariza Summer School & Camp	The DREAM Project	150 youth ages 10-12 100 adolescents aged 13 & 18	<ul style="list-style-type: none"> <li>• Reading, writing, English &amp; math</li> <li>• Camp activities like swimming, art, sports, music and dance</li> <li>• Employability skills and internships</li> <li>• Health education</li> </ul>	<ul style="list-style-type: none"> <li>• Use of volunteers</li> <li>• Public/private partnerships</li> <li>• Pre &amp; Post learning assessments</li> </ul>	
Young Stars At-Risk Program	The DREAM Project / USAID & other donors	100 at Dream Center & 50 students at Caraballo	<ul style="list-style-type: none"> <li>• Reading and Library Literacy</li> <li>• Writing through Art</li> <li>• Computers and English</li> <li>• Leadership</li> <li>• Health education</li> </ul>	<ul style="list-style-type: none"> <li>• Use of volunteers</li> <li>• Public/private partnerships</li> <li>• Pre &amp; Post learning assessments</li> </ul>	
<i>Hay Poder en Aprender</i>	<i>Hay Poder en Aprender</i> Foundation/ USAID and Pedro Martinez & Brothers Foundation	Ages 4 to 16/17 225 youth at the center Targets risk factors such as single-parent households	<ul style="list-style-type: none"> <li>• Preschool for 4-7-year-olds</li> <li>• Tutoring/reinforcement in math, reading</li> <li>• Computer room</li> <li>• Music; sports; cooking classes; crafts</li> <li>• Spirituality and values development</li> <li>• <i>Espacios para Crecer</i> program</li> <li>• Leadership camp for girls and youth camp</li> <li>• Microcredit for mothers</li> <li>• Health education (planned for summer)</li> </ul>	<ul style="list-style-type: none"> <li>• Individualized support</li> <li>• Motivating activities</li> <li>• Safe space</li> <li>• In 2010, all 8<sup>th</sup> graders passed National Exams and ~95% enrolled in secondary</li> <li>• Increases parent involvement and support when see children succeeding</li> <li>• Close collaboration with school</li> <li>• Support and trust of community</li> <li>• Innovative funding model (MLB-DDA) leverages USAID resources</li> </ul>	<ul style="list-style-type: none"> <li>• Limited services once girls become pregnant (asked to leave program)</li> <li>• Replicability if lack major figure/donor (i.e., Pedro Martinez)</li> <li>• Limited capacity – demand exceeds supply</li> </ul>

Program	Implementing Organization / Funder	Target Population	Description	Positive Features	Limitations
<b>USAID-FUNDED</b>					
<i>Consortio NINA (2005-2008) and Aprendiendo Juntos (2008-2010)</i>	Catholic Relief Services & 5 Local Partners / USAID	Targets street and out-of-school youth ages 6 to 18 Served average of ~1,130 youth annually from 5/2008 to 5/2010	<ul style="list-style-type: none"> <li>• Outreach/first contact, diagnostic, intervention, and follow-up</li> <li>• Individualized life plans</li> <li>• Academic support through homework help and computer-based learning system for math and reading</li> <li>• Psychological counseling</li> <li>• Life skills promotion and health assistance</li> <li>• Vocational training</li> <li>• Camps</li> <li>• Recreational activities</li> </ul>	<ul style="list-style-type: none"> <li>• 2008-2010: 181 youth reintegrated into formal school and 1,708 integrated into alternative education</li> <li>• Holistic approach to transform most difficult cases</li> <li>• Systematized approach to intervention across local partners</li> <li>• Formal system of referrals from police and district attorney to two local partners (<i>Acción Callejera</i> and <i>Caminante</i>)</li> <li>• Capacity-building for local partners in project planning and monitoring</li> <li>• Two partners above fulfilled criteria to manage USAID funds directly</li> </ul>	<ul style="list-style-type: none"> <li>• Reproductive and sexual health does not include discussion of condoms</li> <li>• Challenge in reaching youth located further from centers</li> </ul>
<b>OTHER DONOR-FUNDED</b>					
<i>Muchachos y Muchachas con Don Bosco</i>	<i>Muchachos y Muchachas con Don Bosco</i>	Targets most vulnerable youth Currently serves 2,000 youth	<ul style="list-style-type: none"> <li>• 11 centers in Santo Domingo and interior of country</li> <li>• Academic, employment, health, and legal support, and housing</li> <li>• Sports, arts, and recreation</li> </ul>	<ul style="list-style-type: none"> <li>• Holistic approach</li> <li>• Strong reputation in serving most vulnerable youth</li> </ul>	

Program	Implementing Organization / Funder	Target Population	Description	Positive Features	Limitations
<b>OTHER DONOR-FUNDED</b>					
<i>Espacios para Crecer (see also Espacios para Emprender under Economic Opportunities)</i>	DevTech Systems with EDUCA, INTEC, Entrena, SEE and Consortium of Implementing Organizations / US Department of Labor	Children ages 6 to 13 involved in or at risk for child labor In 2003-2007 served 5,574 children For 2008-2011, target is 7,500	<ul style="list-style-type: none"> <li>• 3 hours daily programming over 15 months</li> <li>• Academic support (focusing on math, reading, and writing)</li> <li>• Quantum Learning (QL) pedagogical and classroom management methodology</li> <li>• Recreation (physical education, music, theater, art, and literature)</li> <li>• Life skills</li> </ul>	<ul style="list-style-type: none"> <li>• Widely viewed as successful model for reducing child labor</li> <li>• Evaluation sample showed higher secondary enrollment and graduation than national average</li> <li>• Low-cost model using trained volunteers and community spaces or schools</li> <li>• QL highly motivational to children and teachers</li> <li>• QL's engagement of multiple intelligences</li> <li>• SEE provides supervisory personnel &amp; funding for food</li> </ul>	<ul style="list-style-type: none"> <li>• Daily programming does not permit outside opportunities</li> <li>• Perception that higher target with less funding per child affects quality</li> <li>• Large number of implementing organizations poses management challenges</li> </ul>
<i>Fe y Alegría</i>	<i>Fe y Alegría</i> / SEE, AECID, businesses and other donors	Targets marginalized children and youth. In 2009, 35,000 children in 40 schools, with 3 more planned.	<ul style="list-style-type: none"> <li>• Formal and alternative education from initial to technical-professional secondary education</li> <li>• "Semi-official" school model, in which SEE pays teacher and administrative salaries, and FyA conducts teacher training and school support</li> <li>• Business sponsorships of schools</li> <li>• Personalized support to students with learning difficulties in reading, writing and mathematics</li> <li>• Family and community participation</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusive and holistic education that seeks to impact marginalized communities</li> <li>• Longer school hours than traditional public schools</li> <li>• Successful public-private partnership model</li> </ul>	

Program	Implementing Organization / Funder	Target Population	Description	Positive Features	Limitations
<b>GOVERNMENT FUNDED / IMPLEMENTED</b>					
<i>Accelerated Bachillerato</i>	Ministry of Education, Department of Secondary Education	Targets youth aged 16+ in first 2 years of secondary Served 18,000-24,000 youth annually	<ul style="list-style-type: none"> <li>Accelerated program enables overage youth to complete 4 years of secondary education in two years</li> <li>Extended learning time through 5 hours of weekly instruction and weekend tutoring</li> <li>Provision of teacher training and materials</li> <li>Provision of materials to students</li> </ul>	<ul style="list-style-type: none"> <li>High coverage – 100% of school with high proportions of these students</li> <li>Overage students complete studies in half the time with same results as those who complete in 4 years</li> <li>Reduced system overage from 55% in 2000 to 24% in 2009</li> <li>Reduces supply constraints by accelerating progression through the system</li> </ul>	<ul style="list-style-type: none"> <li>Two-year long, intensive program may not fit needs of all overage youth</li> </ul>
<i>Habilitación de Verano</i>	Ministry of Education	Targets youth with deficiencies in 8 <sup>th</sup> grade but sufficient grades to progress to secondary	<ul style="list-style-type: none"> <li>5 weeks of reinforcement for students progressing from 8<sup>th</sup> grade to 1<sup>st</sup> year of secondary</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation shows students in program do same or better than those who do not participate</li> <li>Reduces repetition, which serves to reduce overage</li> </ul>	<ul style="list-style-type: none"> <li>Does not serve lowest-performing students</li> </ul>
Leveling Program	Ministry of Education	Target youth 2+ years overage who have been promoted from 2 <sup>nd</sup> grade of 1 <sup>st</sup> cycle of secondary to the 1 <sup>st</sup> grade of 2 <sup>nd</sup> cycle,	<ul style="list-style-type: none"> <li>Enables participants to complete 2<sup>nd</sup> cycle in 1 year, conditional on qualifications and required effort</li> </ul>	<ul style="list-style-type: none"> <li>Aims to reduce overage</li> </ul>	

Program	Implementing Organization / Funder	Target Population	Description	Positive Features	Limitations
<b>GOVERNMENT FUNDED / IMPLEMENTED</b>					
Adult Basic Education (EBA)	Ministry of Education, Department of Adult Education	Targets youth (14+) and adults, 87,100 students in 2008-09	<ul style="list-style-type: none"> <li>• Free basic education classes three days/week</li> <li>• Completion leads to 8<sup>th</sup> grade equivalency</li> </ul>	<ul style="list-style-type: none"> <li>• Provides “second-chance” opportunity for drop-outs to complete basic education</li> <li>• Enables youth to study while working or attending to other responsibilities</li> <li>• Improved infrastructure (e.g., inverters) has increased coverage</li> </ul>	<ul style="list-style-type: none"> <li>• Limited coverage relative to need</li> <li>• Turnover at Ministry of Education has posed challenges to improvement efforts</li> </ul>
Adult Secondary Education (PREPARA) and Accelerated PREPARA	Ministry of Education, Department of Adult Education	PREPARA: Targets older youth (21+) and adults, 38,700 students in 2008-09. Accelerated PREPARA: Targets older youth (22+) and adults with 80% in 8 <sup>th</sup> grade-leaving exam, 3,600 students in 2008-09	<ul style="list-style-type: none"> <li>• Low-fee secondary education classes</li> <li>• PREPARA: 4 years, nights or weekends</li> <li>• Accelerated PREPARA: 2 years, nights or weekends</li> <li>• Completion leads to secondary degree equivalency</li> </ul>	<ul style="list-style-type: none"> <li>• Provides “second-chance” opportunity for drop-outs to complete secondary education</li> <li>• Enables youth to study while working or attending to other responsibilities</li> <li>• Accelerated PREPARA enables youth to complete degree in 2 years instead of 4</li> </ul>	<ul style="list-style-type: none"> <li>• Limited coverage relative to need</li> <li>• Turnover at Ministry of Education has posed challenges to improvement efforts</li> </ul>

## ANNEX 4: Youth Employment Programs

Program	Implementing Organization / Funder	Target Population	Description	Positive Features	Limitations
<b>USAID-FUNDED</b>					
Training, Mentoring, and Job Placement for Disadvantaged Youth for the Tourism Sector (La Romana – Bayahibe)	Counterpart International	At-risk youth, including from local orphanage Age 17 to 25 for technical training & internships; and 7-15 for other courses; Est. 500 beneficiaries	<ul style="list-style-type: none"> <li>• Technical/vocational training</li> <li>• Internships</li> <li>• English, computers, and Life skills courses</li> </ul>	<ul style="list-style-type: none"> <li>• Partners with INFOTEP</li> <li>• Innovates to link different courses into packages</li> </ul>	<ul style="list-style-type: none"> <li>• Difficult to guarantee internships</li> <li>• Counterpart Int'l has little influence with INFOTEP</li> <li>• Demand is greater than supply</li> <li>• No entrepreneurship</li> <li>• No post training credit</li> <li>• Limited resources for participant transportation</li> </ul>
<i>Reinserción Escolar y Fomento a la Incorporación Productiva</i> (Cotui)	IDDI with INFOTEP and Entrena	Ages 13 to 21; dropouts or at-risk; 240 participants	<ul style="list-style-type: none"> <li>• Accelerated Learning,</li> <li>• Espacios para Emprender</li> <li>• Technical training,</li> <li>• Life skills, Sexual &amp; Reproductive health classes</li> <li>• Job search skills (interviewing techniques, CV development, etc.)</li> <li>• Micro-credit</li> </ul>	<ul style="list-style-type: none"> <li>• Partners with INFOTEP and Entrena</li> <li>• Post training credit option through IDDI's micro-credit dept.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of sustainability, when IDDI leaves program ends</li> </ul>
<i>A Ganar / Vencer</i>	Partners of the Americas/ MIF (IDB) and USADI	Ages 16-24 Economically disadvantaged In and out of school youth	<ul style="list-style-type: none"> <li>• Sports based Employability Training</li> <li>• Technical Training</li> <li>• Practical Experience</li> <li>• Follow on (link to Employment)</li> <li>• Mentorship and service learning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses sports as hook to engage youth</li> </ul>	<ul style="list-style-type: none"> <li>• New program in DR, so known positive features and limitations are limited</li> </ul>

Program	Implementing Organization / Funder	Target Population	Description	Positive Features	Limitations
<b>OTHER DONOR FUNDED</b>					
<i>Espacios para Emprender</i>	DevTech with EDUCA, INTEC, Entrena, and SEE	Ages 14 to 17; Target: 2,500 youth	<ul style="list-style-type: none"> <li>Life &amp; Leadership Skills (180 hours);</li> <li>Vocational Job-Entry Skills (180 hours);</li> <li>Financial &amp; Basic Managerial Skills (90 hours)</li> </ul>	<ul style="list-style-type: none"> <li>Offers youth knowledge of trades, which focus groups indicate they value</li> </ul>	<ul style="list-style-type: none"> <li>Not all youth have completed 8th grade or have identity document (which are INFOTEP requirements)</li> <li>Facilitators need specific skills to work with adolescents and teach technical content</li> <li>No post training grant or credit options</li> <li>Length of program seen as less attractive to older youth</li> </ul>
Junior Achievement programs	Junior Achievement Dominicana (JADOM)	K-12 & Univ. Reach 12,000 students a year	<ul style="list-style-type: none"> <li>Entrepreneurship</li> <li>Work readiness skills</li> <li>Financial Literacy</li> </ul>	<ul style="list-style-type: none"> <li>Strong link with the private sector</li> <li>Uses private sector volunteers</li> <li>Works in smaller towns &amp; rural areas with World Vision and Plan Int'l</li> <li>Range of programs for all ages</li> </ul>	<ul style="list-style-type: none"> <li>No post training grant or credit options</li> </ul>
FORJ A (Rural)	CIMPA	Rural youth ages 16 to 30; 80 youth this year	<ul style="list-style-type: none"> <li>Technical training;</li> <li>Internship at rural farms</li> <li>basic literacy skills; life skills;</li> </ul>	<ul style="list-style-type: none"> <li>1 year accompaniment program</li> <li>Collaborates with INFOTEP</li> <li>Encourages youth to stay in the rural areas</li> </ul>	<ul style="list-style-type: none"> <li>Lacks an entrepreneurship component (which can be added)</li> <li>Expensive because of intensive accompaniment component</li> <li>Works best with small groups</li> <li>Only youth with access to land can participate</li> </ul>
Rural Entrepreneurship Program	CIMPA	Rural youth ages 16 to 30	<ul style="list-style-type: none"> <li>Entrepreneurship,</li> <li>life skills, basic literacy skills,</li> <li>technical skills</li> </ul>	<ul style="list-style-type: none"> <li>Shows youth resources &amp; opportunities within their communities</li> <li>Post training credit provided by PROMIPYME</li> <li>Collaborates with INFOTEP</li> </ul>	<ul style="list-style-type: none"> <li>More expensive program due to intensive accompaniment</li> </ul>

Program	Implementing Organization / Funder	Target Population	Description	Positive Features	Limitations
<b>GOVERNMENT IMPLEMENTED PROGRAMS</b>					
<b>Youth and Employment (Juventud y Empleo): Nationwide, primarily Urban areas</b>					
Phase 1	SET (IDB funding)	Age 16 to 29, with identity card; Not studying or working; Not a high school graduate Low income  Have reached 40,000 since 2002	<ul style="list-style-type: none"> <li>Vocational training (150 hours)</li> <li>Life skills (75 hours)</li> <li>Apprenticeship (240 hours)</li> </ul>	<ul style="list-style-type: none"> <li>Provides daily stipend of USD\$2 to cover transportation</li> <li>Gives youth first work experience</li> <li>Extensive reach</li> </ul>	<ul style="list-style-type: none"> <li>ID requirement limits participation</li> <li>Concentrated in urban areas, limited rural participation</li> <li>Weak alliance with the private sector</li> <li>Not responding to private sector needs</li> <li>Only a program, does not include public policies that promote private sector participation</li> </ul>
Phase 2	SET & INFOTEP SEE (World Bank funding)		Same as above plus:		
<i>Proyecto de Desarrollo Juvenil</i>			<ul style="list-style-type: none"> <li>“second chance” education;</li> </ul>		
<i>QUISQUEYA Joven</i>			<ul style="list-style-type: none"> <li>Entrepreneurship training</li> </ul>		
<b>National Employment Service (part of SET):</b>					
Provincial Employment Offices (9 around the country)	SET	Vulnerable youth and populations Workshops for ages 16 to 20	<ul style="list-style-type: none"> <li>Information, mediation, and orientation for businesses and job seekers;</li> <li>Occupational guidance workshops</li> <li>job fairs</li> </ul>	<ul style="list-style-type: none"> <li>Some collaboration with INFOTEP (in Santiago)</li> </ul>	<ul style="list-style-type: none"> <li>Perception that public services are not good</li> </ul>
Job bank (www.empleateya.com)	SET	To date: 58,000 candidates, 1,700 companies registered, and 18,000 vacancies	<ul style="list-style-type: none"> <li>Employment services</li> </ul>	<ul style="list-style-type: none"> <li>Uses technology to connect employers with potential employees</li> </ul>	<ul style="list-style-type: none"> <li>Perception that public services are not good</li> <li>Cannot track who is placed through website</li> </ul>
<i>Escuela Taller</i> (Santo Domingo)	SET	80 to 90 low income, at risk youth (20% with disabilities)	<ul style="list-style-type: none"> <li>Technical training</li> </ul>		<ul style="list-style-type: none"> <li>Limited reach</li> </ul>

## Annex 5. Economic and Youth Employment Statistics

### Youth Employment by Activity, Age, Geography, and Gender, 2008

Activity	Ages 10 - 14					Ages 15 - 19					Ages 20 - 24				
	Total	Urban	Rural	Women	Men	Total	Urban	Rural	Women	Men	Total	Urban	Rural	Women	Men
Agriculture	29.0%	18.1%	37.4%	2.0%	36.8%	14.3%	5.1%	33.3%	1.2%	19.5%	10.2%	3.0%	27.1%	2.1%	15.3%
Mining and Quarrying	-	-	-	-	-	0.1%	0.1%	0.3%	-	0.2%	0.6%	0.6%	0.4%	0.1%	0.9%
Manufacturing	23.1%	23.3%	23.0%	26.1%	22.3%	17.3%	18.9%	14.0%	10.0%	20.3%	15.0%	16.3%	12.0%	12.2%	16.7%
Electricity, gas and waterworks	-	-	-	-	-	0.6%	0.8%	-	1.6%	0.2%	0.5%	0.6%	-	0.7%	0.3%
Construction	3.2%	2.7%	3.6%	-	4.1%	5.0%	4.9%	5.1%	1.3%	6.5%	6.2%	6.1%	6.5%	0.8%	9.6%
Wholesale & Retail Trade	25.6%	31.4%	21.2%	27.2%	25.2%	31.8%	34.6%	26.0%	29.8%	32.5%	22.4%	24.4%	17.7%	20.2%	23.7%
Hotels, Bars & Restaurants	6.1%	11.5%	2.0%	12.6%	4.3%	5.8%	6.9%	3.8%	12.2%	3.3%	5.8%	5.8%	5.7%	7.1%	5.0%
Transportation & Communication	-	-	-	-	-	5.3%	5.8%	4.2%	3.4%	6.1%	6.3%	6.4%	6.0%	1.5%	9.3%
Financial & Insurance Establishments	-	-	-	-	-	1.6%	2.2%	0.4%	4.2%	0.5%	3.1%	4.1%	0.9%	5.3%	1.7%
Public Administration & Defense	-	-	-	-	-	1.2%	1.4%	0.7%	0.9%	1.3%	4.4%	5.1%	2.6%	3.6%	4.8%
Other Services	9.6%	11.3%	8.4%	17.6%	7.3%	14.5%	16.8%	9.8%	28.1%	9.1%	20.5%	22.9%	14.9%	34.7%	11.8%
Domestic Labor	3.2%	1.6%	4.5%	14.5%	-	2.4%	2.4%	2.4%	7.2%	0.5%	5.1%	4.7%	6.2%	11.8%	1.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Central Bank, National Labor Force Survey database, 2<sup>nd</sup> semester 2008

Other Services includes: Real Estate; Machinery, equipment and personal & household effects rental; Computer and related activities; other business activities; education; activities related to human health; Waste & Sanitation, Association activities; leisure, sports & cultural activities, other service activities.

### Youth Unemployment by Age, Gender, and Geography, selected years

	Total					Urban			Rural			Women					Men				
	1996	2001	2004	2006	2008	2004	2006	2008	2004	2006	2008	1996	2001	2004	2006	2008	1996	2001	2004	2006	2008
Age 10 - 14	37.6%	9.0%	21.0%	2.5%	8.1%	22.4%	2.9%	6.6%	19.0%	1.9%	9.2%	53.3%	15.0%	37.6%	3.8%	10.7%	33.2%	7.8%	15.8%	2.0%	7.3%
Age 15 - 19	39.4%	30.9%	43.5%	30.7%	29.7%	45.6%	33.6%	31.3%	39.2%	25.4%	26.2%	56.1%	47.1%	62.3%	48.1%	47.7%	29.1%	21.7%	32.1%	20.4%	19.5%
Age 20 - 24	23.1%	25.3%	29.7%	30.2%	24.4%	30.6%	31.4%	26.1%	27.8%	27.7%	20.0%	36.4%	39.6%	44.7%	42.5%	36.9%	15.0%	15.6%	19.5%	21.1%	15.1%

Source: Central Bank, National Labor Force Survey database

### Percentage Change in Gross Domestic Product, 1995 - 2009, constant prices

1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
5.5	7.1	8.0	7.0	6.7	5.7	1.8	5.8	-0.3	1.3	9.3	10.7	8.5	5.3	3.5

Source: International Monetary Fund, World Economic Outlook Database, April 2010

## ANNEX 6: Youth & Employment Program (Empleo y Juventud)

The Youth and Employment Program focuses on improving the employability<sup>3</sup> of poor at-risk youth through: i) life and technical skills training combined with private sector internships through the Youth Employment Program (*Programa Juventud y Empleo* (PJE)) managed by the Secretary of Labor, and ii) “Second Chance” educational programs that offer night classes toward obtaining a primary or secondary school diploma, provided by the Secretary of Education (SEE).

The Youth and Employment Program (PJE) was established in 2001 through an IDB loan and is implemented by the Secretary of Labor, in close coordination with the National Institute for Professional Technical Training (INFOTEP). It is a holistic labor market insertion program which builds on the experience with similar programs in Chile (*ChileJoven*), Colombia (*Jóvenes en Acción*), and Peru (*PeruJoven*). Its approach combines (i) work/skills training which is designed to prepare participants for internships based on employer demand, (ii) internships in private sector firms, and (iii) life skills training, all designed to improve young people’s employability through a first time employment experience. Local private sector training institutions (*Institutos de Capacitación* - ICAPs) identify internships in the private sector and then design training courses to fit the needs of the firms. The program’s targeted population is young people ages 16-29 that neither work nor study. The initial impact evaluation has provided valuable insights into program impact and operations and shows that women and younger participants (ages 16-19) in particular have benefited from the program, improving their employment opportunities and wages. It also shows that the program has had less impact in rural areas than in urban areas, which points to the need to adjust it to different circumstances and make it more flexible and innovative.

Alternative formal education programs were established by the Secretary of Education in the late 90s. They offer primary (*Educación Básica de Adultos* – EBA) and secondary (PREPARA) equivalency courses that allow overage drop-outs to obtain their 8th and 12th grade diplomas through night classes. Originally intended to address the large stock of illiterate youth and secondary school dropouts, these programs currently respond to the results of employer surveys which underscore the demand for candidates with secondary diplomas (“*bachillerato*”), as well as those who have a minimum set of life and workplace skills. The majority of beneficiaries of these programs (130,000/year) tend to be young, having dropped out of school to either support their parents or their own children. They generally come from marginal areas, are too old to re-enroll in the formal education system, and often have to work or look after their children during the day. This night school approach offers them a “second chance” at completing their formal

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<sup>3</sup> Defining employability: Improving the employability of young people means to improve the knowledge, skills and behavior that will serve them as they transition to the labor market. The employability skills which employers seek in entry-level positions include basic (e.g. reading, communication, writing), and higher-order skills (e.g. decision-making, problem-solving, learning). The behaviors and traits that employers seek (also known as affective skills) are those associated with dependability, positive attitude, self-confidence, motivation, adaptability, and punctuality, to name a few. Rather than preparing youth for one specific job, these competencies cut horizontally across all industries (in both the formal and informal sectors), and vertically, for many types of positions (Sherer and Eadie 1987). As such, they are lifelong skills that will serve them at the different stages of their employment trajectories.

education. Current pass rates on national exams indicate that the quality of both programs is high, particularly given the disadvantaged target population.

***Key performance indicators for the project include:***

1. At least 50% of PJE graduates are employed or self-employed six months after program completion.
2. PJE graduates earn on average 10% more than the control group.
3. At least 80% of additional students of EBA and PREPARA obtain their basic or secondary degrees.
4. At least 60% of PJE beneficiaries and 70% of EBA and PREPARA come from the priority areas I and II as identified in the DR Poverty Map
5. At least 50% of program beneficiaries are women.
6. At least 20 % of participants of PJE are registered in EBA or PREPARA one year after program completion.
7. Indicators to measure important externalities - such as the reduction of risk-taking behaviors, increase in self-esteem, and building social.<sup>4</sup>

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<sup>4</sup> World Bank. Youth and Employment Project Information Document. Available at:  
<http://web.worldbank.org/external/projects/main?menuPK=228424&pagePK=64283627&piPK=73230&theSitePK=40941&Projectid=P096605>

## ANNEX 7: Youth Health Programs

Program	Implementing Organization / Funder	Target Population	Description	Positive Features	Limitations
<b>USAID-FUNDED</b>					
<i>Habilidades para la Vida</i> (Life Skills)	Academy for Educational Development & Tulane University / USAID & PEPFAR	High-risk populations: youth groups; gay, trans, and men who have sex with men; sex workers; bateys; and low-income women.  77,244 youth grades 1-10 reached in 2009-10 school year in east and on Haitian Border	<ul style="list-style-type: none"> <li>• Increased HIV/AIDS prevention efforts in the most affected populations and youth groups</li> <li>• Life skills</li> <li>• Strengthen comprehension of people living with HIV</li> <li>• Promotion of health services and referrals</li> <li>• Support and strengthen clinical services of the DR government Eliminate traditional methods and introduce innovative youth-friendly activities</li> </ul>	<ul style="list-style-type: none"> <li>• Creates a supportive link between Youth Friendly Health Services, the Associations of Parents and Friends in schools, and programs for HIV prevention and care</li> <li>• Encourages youth visibility and participation</li> <li>• Increases voluntary counseling and testing (VCT)</li> <li>• Increases programs and services to orphans and vulnerable children</li> <li>• Supports institutional strengthening of NGOs</li> <li>• Initial feedback within schools has been positive</li> <li>• Pre/post testing reveals evidence that both teachers and students have a greater understanding of HIV risks</li> </ul>	<ul style="list-style-type: none"> <li>• School-based programming may not reach the most vulnerable youth</li> <li>• Turnover at Ministry of Education has posed implementation challenges</li> </ul>
Youth HIV/STI Prevention	Population Services International & local NGO partners/ USAID (new in 2010)	Batey and other high-risk, including out-of-school youth	<ul style="list-style-type: none"> <li>• Peer-to-peer communication</li> <li>• Workshops</li> <li>• Theatre groups</li> <li>• Condom social marketing</li> </ul>	<ul style="list-style-type: none"> <li>• Builds on success of prior programming, which reached more than 20,000 youth</li> <li>• Study of 13-24-year-olds from 2004 to 2008 showed:                             <ul style="list-style-type: none"> <li>○ Increased condom use with last regular partner: 34% to 41%</li> <li>○ Increased condom use with last casual partner: 77% to 82%</li> <li>○ Decreased belief that suggesting condom use indicates distrust in partner: 32% to 23%</li> </ul> </li> </ul>	

Program	Implementing Organization / Funder	Target Population	Description	Positive Features	Limitations
<b>OTHER DONOR-FUNDED</b>					
<i>Muchachos/as Nuevos/as por Mi Barrio Vivo</i>	<i>Centro de Orientación e Investigación Integral (COIN) /COPRESIDA</i>	Youth	<ul style="list-style-type: none"> <li>• Peer-to-peer program</li> <li>• Aimed at reduction of high risk behaviors including high risk sexual practices</li> <li>• Leadership building</li> </ul>	<ul style="list-style-type: none"> <li>• Youth lead</li> <li>• Partnership between the <i>Fundacion Red de Jovenes Unidos de Guachupita</i> and community-based organizations.</li> <li>• Strong community-based foundation</li> <li>• Capacity to establish working partnerships within the community to leverage resources</li> </ul>	
Youth in the Real World (YurWorld)	<i>Centro de Orientación e Investigación Integral (COIN) /ONUSIDA / Agencia de Cooperación Técnica Alemana (GTZ)</i>	Marginalized youth Gay, Bi, Trans, Men having sex with Men (MSM) Gang members Substance Users	<ul style="list-style-type: none"> <li>• Risk-reduction for marginalized youth</li> <li>• Life skills, leadership building and advocacy components</li> </ul>	<ul style="list-style-type: none"> <li>• Empowerment of marginalized youth</li> <li>• Recognized by the Pan Caribbean Partnership Against HIV/AIDS-PANCAP as best practice for replication</li> <li>• Capacity to involve and engage youth in needs assessment processes (empowering and culturally competent approach)</li> </ul>	
<i>Escojo mi Vida</i>	Peace Corps/DR	Youth ages 12-24	<ul style="list-style-type: none"> <li>• 6-8 week training of youth peer educators</li> <li>• Curriculum focuses on decision making, STI/HIV/AIDS, family planning methods, values, &amp; self-esteem.</li> <li>• Peer educators develop and implement community health outreach initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase knowledge of STI/HIV transmission</li> <li>• Utilize peer education model to increase community outreach</li> <li>• Discuss and promote importance of values and self-esteem</li> <li>• Upon graduation, peer educators train a new group of peer educators.</li> </ul>	

Program	Implementing Organization / Funder	Target Population	Description	Positive Features	Limitations
<b>OTHER DONOR-FUNDED</b>					
Community Program of Sexual and Reproductive Health with Adolescents and Youth	<i>Profamilia</i>	In- school youth  96,300 youth benefitted by information education and initiatives 850 volunteer peers	<ul style="list-style-type: none"> <li>• Sex Education Curriculum (revised) aimed at change in behavior</li> <li>• Promotion of health services and referrals</li> <li>• Political action</li> <li>• Services to out-of-school youth</li> <li>• Youth leadership (peer-to-peer focus)</li> <li>• Conflict resolution committees to address in-school violence.</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteer component</li> <li>• Peer-led</li> <li>• Structured curriculum</li> <li>• Youth-centered approach</li> <li>• Efforts to reach the out-of-school youth</li> <li>• Addressing violence from a community mobilization perspective</li> </ul>	
<i>Aquelarre</i>	<i>Centro de Apoyo Aquelarre (CEAPA)</i>	5-10 participants per week in legal or psychological counseling  Migrant women	<ul style="list-style-type: none"> <li>• Legal (1 legal counsel); Psychological counseling (3 Psychologists)</li> <li>• Group counseling</li> <li>• Capacity building activities with community leaders, health professionals</li> <li>• Creating awareness about violent male behavior.</li> <li>• Gender- focused</li> </ul>	<ul style="list-style-type: none"> <li>• Major player in building strategic alliances with other organizations at the national and international levels</li> </ul>	
Sports and Cultural Exchanges	<i>Red de Acción Para una Vida sin Violencia (REDAVI)/Plan International AU</i>	3,000 Haitian and Dominican youth participated	<ul style="list-style-type: none"> <li>• Sport and cultural exchanges to promoting fellowship and reduction in prejudice.</li> </ul>	<ul style="list-style-type: none"> <li>• Activities attractive to youth</li> <li>• Youth-centered</li> <li>• Embraces and promotes diversity and teaches how to deal with differences.</li> <li>• Addresses a current and relevant issue of immigration</li> </ul>	<ul style="list-style-type: none"> <li>• Short-termed</li> <li>• Sustainability</li> </ul>

Program	Implementing Organization / Funder	Target Population	Description	Positive Features	Limitations
<b>OTHER DONOR-FUNDED</b>					
Learn Without Fear Campaign	<i>Red de Acción Para una Vida sin Violencia (REDAVI)/Plan International AU</i>	Targets students with behavior problems, low school achievement, and risk of drop-out. 5,000 students in 60 schools served since April 2009	<ul style="list-style-type: none"> <li>• Campaign to prevent school-based corporal punishment, sexual violence, and bullying</li> <li>• Camps providing training to youth in prevention of school-based abuse and violence</li> <li>• Empowerment of children and youth</li> <li>• Awareness and life skills</li> <li>• Promotes inclusion and non-discrimination of Haitian children and youth</li> </ul>	<ul style="list-style-type: none"> <li>• Grassroots child-centered community mobilization initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Sustainability</li> </ul>
<b>GOVERNMENT IMPLEMENTED</b>					
National Integrated Health Care Program for Adolescents (PRONAISA)	Ministry of Public Health and Social Assistance	10-29-year-old youth	<ul style="list-style-type: none"> <li>• The main focus of PRONAISA is to address the health needs of youth with emphasis on the promotion of friendly and healthy spaces for youth. The 1,180 Primary Care Units offer: OB-GYN, family planning, prenatal and puerperal care, vaccinations, and others</li> </ul>	<ul style="list-style-type: none"> <li>• Youth -friendly services</li> <li>• Comprehensive approach to physical health-care services.</li> <li>• All services provided in same location.</li> <li>• Strong emphasis on wellness and prevention</li> <li>• Includes surveillance function</li> <li>• Strong presence across the country</li> </ul>	<ul style="list-style-type: none"> <li>• Apparent focus on physical medicine only</li> </ul>
<i>Mi Barrio Joven</i>	Ministry of Youth	Youth	<ul style="list-style-type: none"> <li>• Reduction of violence among youth</li> <li>• Promotion of healthy lifestyles</li> <li>• Prevention alternatives braided into cultural expressions within communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of youth in education or employment along with other services provided.</li> <li>• Cultural competent/ responsive, braided into the cultural fabric of clients and community</li> </ul>	

Program	Implementing Organization / Funder	Target Population	Description	Positive Features	Limitations
<b>GOVERNMENT IMPLEMENTED</b>					
Individual Counseling	Ministry of Women Provincial (OPMs) and Municipal Offices (OMMs)	Women, victims of violence; children, adolescents and men experiencing domestic violence. 1,064 participants served Jan-March 2010 (934 women, 130 men) General public	<ul style="list-style-type: none"> <li>• Legal and Psychological Counseling</li> <li>• Education and information dissemination through the Abigail Mejia Documentation Center</li> <li>• Media advocacy: "Mujer Conoce tus Derechos" weekly radio program on several stations, TV spots</li> <li>• Community mobilization</li> <li>• Capacity building and support to local organizations</li> <li>• Promote political participation of women</li> </ul>	<ul style="list-style-type: none"> <li>• Broad scope of action including men as target population.</li> <li>• Services are geographically accessible at the local and provincial level.</li> <li>• Quarterly collection of process data collected on services rendered, and posted for review.</li> <li>• Capacity of the organization to disseminate information</li> <li>• Ongoing partnership established with the media (radio station)</li> <li>• Focused workshops on topics related to their area of expertise an influence.</li> <li>• Workshops focused on quality of care and on the health system.</li> </ul>	

## ANNEX 8: Youth Civic Participation Programs

Program	Implementing Organization / Funds	Target Population	Description	Positive Features	Limitations
<b>USAID-FUNDED</b>					
Training and Management Policies	INTEC/Citizenship Participation /UNIBE/USAID	Young adults Ages 18 – 45. Goal is to train 3,000 youth by the year 2010.	<ul style="list-style-type: none"> <li>Objective 1: improve democracy, perform different practices from current political affairs</li> <li>Objective 2: Cooperate in strengthening political parties through the training of youth members.</li> <li>Training in: democracy, values, culture, institutionalization of democracy, and tools for political management.</li> <li>Presently, 37% of youth are females</li> </ul>	<ul style="list-style-type: none"> <li>Academic training for youth involved in political parties and NGOs.</li> </ul>	<ul style="list-style-type: none"> <li>Youth need IDs to be in the program.</li> <li>Includes coverage for people up to 45 years of age.</li> <li>The program is not directed at the younger population.</li> </ul>
<b>OTHER DONOR-FUNDED</b>					
Social Protection Investment Project, Component 1: Provision of National Identity Documents	World Bank	Dominicans without identity documents. Aims to reach 50,000 children under age 16 by 2012	<ul style="list-style-type: none"> <li>Objective: to improve the coverage, targeting and effectiveness of the DRs social protection programs, through the provision of legal identity documents to poor Dominicans</li> <li>Provide 400,000 identity documents to poor Dominicans</li> </ul>	<ul style="list-style-type: none"> <li>Provides the most needy with identity documents that allows them to access healthcare, education, and economic services.</li> </ul>	
	Central Electoral Board/ UNDP	Children under age 16 enrolled in public schools	<ul style="list-style-type: none"> <li>Objective is to provide birth certificates to children identified in the 2006 SEE school census as lacking documents.</li> </ul>	<ul style="list-style-type: none"> <li>17,000 children and youth have been issued birth certificates</li> </ul>	<ul style="list-style-type: none"> <li>Works through schools so does not reach children who are out of school</li> </ul>
<i>Centro Bono</i>	Jesuit Services	Dominicans and Dominicans of Haitian decent who do not have birth certificates	<ul style="list-style-type: none"> <li>Support to people of Haitian decent born in the Dominican Republic in the process of obtaining birth certificates, as well as support to Dominicans with late birth declaration processing.</li> </ul>	<ul style="list-style-type: none"> <li>Serves about 1,200 people a year</li> </ul>	<ul style="list-style-type: none"> <li>Only available in the Santo Domingo and National District</li> </ul>

Program	Implementing Organization / Funds	Target Population	Description	Positive Features	Limitations
<b>OTHER DONOR-FUNDED</b>					
Civil Action for Justice and transparency	FINJUS	Networks and Community Organizations	<ul style="list-style-type: none"> <li>Offers training to network members and to community-based organizations on justice, rights and responsibilities, and reform processes.</li> </ul>	<ul style="list-style-type: none"> <li>Linked to existing projects and trained to build members' competences in political participation.</li> </ul>	<ul style="list-style-type: none"> <li>Does not have a special segment for young people.</li> </ul>
Training in social and political leadership	Friedrich Ebert Foundation	Young people, ages 18-35	<ul style="list-style-type: none"> <li>Equip young NGO members, labor unions, Haitians, etc. with political and social analysis tools with the aim to acquire the capacity to implement political participation and promote new and different political leaderships.</li> </ul>	<ul style="list-style-type: none"> <li>Not purely an academic program, includes activities especially designed for young people.</li> </ul>	<ul style="list-style-type: none"> <li>It only has space for 30 youngsters per year.</li> </ul>
Child Friendly Municipalities	UNICEF/World Vision	Youth population up to age 18	<ul style="list-style-type: none"> <li>Integrates boys, girls and adolescents (BGA) in a political participation process at the municipal level, so that BGA becomes part of the application of public policies in the population.</li> </ul>	<ul style="list-style-type: none"> <li>The Youth Councils promote civic participation and generates social mobilization around political participation to awaken the interest of the youth regarding the collective good.</li> </ul>	<ul style="list-style-type: none"> <li>Presently, the youth councils reflect the traditional political actions (frauds, corruption and political clientelism), which obstructs the purpose of the program.</li> </ul>
Youth Political participation	National Youth Network	Young adults ages 18-35	<ul style="list-style-type: none"> <li>Integrates the youth in member organizations in a participatory process in the municipality, which encourages them to be youth leaders in their communities.</li> </ul>	<ul style="list-style-type: none"> <li>Today, 5 young people from the National Network run the youth departments in their municipalities.</li> </ul>	<ul style="list-style-type: none"> <li>The economic resources are limited, which prevents a broader scope of their actions.</li> </ul>
Social rehabilitation for young adults at risk	Guachupita United Youth Network	Young adults ages 13-35, members of juvenile gangs	<ul style="list-style-type: none"> <li>Reintegrate youth who belong to gangs in relevant social and political activities, through training and community work.</li> </ul>	<ul style="list-style-type: none"> <li>40 youth gang members have been trained as peer educators on HIV/AIDS</li> </ul>	<ul style="list-style-type: none"> <li>The United Youth Network lacks the resources to support their actions.</li> </ul>

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- General Law on Education (66-97)

- General Law on Health (42-01)
- General Youth Law (49-00)
- Law on Municipalities and National District (176-07)
- National Public Policy for the Development of Dominican Youth (2008-2015)
- Organic and Functional Regulation of Ministry of Labor (Decree 774-01)
- Organic Law on the National Institute for Technical-Professional Training (INFOTEP) (Law 116-80)
- Policy Guidelines on the Integrated Protection of Street Children and Adolescents in the Dominican Republic (2007-2012)

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