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Haitian Out-of-School Youth Livelihood Initiative (IDEJEN)

Economic Realities and Opportunities for Out-of- School Youth in Haiti

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Executive Summary

IDEJEN, a program funded by USAID under the EQUIP3 Leader with Associates cooperative agreement, aims to equip youth with education and training to improve their livelihood. IDEJEN focuses its efforts on 15-20 year old Haitian out-of-school youth, conducting field studies, non formal education, skills training and livelihood programming in six communities. The three communities that were initially selected for IDEJEN's pilot program in 2004 are Jeremie, an urban/semi-urban community in the South West; Mirebalais, a rural/semi-urban area in the Central Plateau; and Carrefour-Feuilles, an urban center in the capital city of Port-au-Prince. Within each of the initial communities, there are a total of 150 youth involved among 3 different youth centers. In October 2005, IDEJEN expanded its activities to include three new communities, all of which are located in urban areas in Port-au-Prince: Nazon; Village Solidarité (Villaj Solidarité); and Petit Place Cazeau (Ti plas kazo). In the new communities, approximately 50 youth are involved in one center in each community.

Youth mapping and rapid participatory appraisal techniques¹ have been used since the onset of IDEJEN's work to both engage youth in their communities and to inform program development. An initial youth mapping research activity was conducted in 2004. The results suggested that deeper qualitative research was necessary to support the development of IDEJEN's livelihood programming, entrepreneurship programming and the center's self-sustainability initiative. A second youth mapping activity was conducted in six communities in the winter of 2005/06. Its purpose was to use a combination of youth mapping and rapid participatory appraisal techniques to collect more in-depth information about the economic realities and opportunities for out-of-school youth. This report is dedicated to presenting the findings of that study.

Background

In December 2005, consultant Erin Barton-Chéry adapted a set of participatory rapid appraisal tools developed by EQUIP3 and trained youth mappers from six communities (the 3 initial IDEJEN regions— Jeremie, Mirebalais, Carrefour-Feuilles—and 3 new communities in Port-au-Prince: Village Solidarité, Nazon, and Petit Place Cazeau) to use the mapping tools. The youth also developed a comprehensive business checklist to use as a survey tool. The business checklist included all informal economic activities that report an income, as well as formal types of business. An observational survey was also developed to collect specific data on sample businesses of each type that could inform not only IDEJEN's livelihood development program but also the center's self-sustainability initiatives. Between December 26, 2005 and January 20, 2006, youth conducted the mapping/research exercise and compiled their results. The youth mapping activity engaged both in-school and out-of-school youth in small teams. In late January, Erin conducted a set of test focus groups and worked with the youth on the first stage of the data analysis. The remaining analysis, report on key findings and recommendations were prepared from this time through March and April 2006.

Findings

The findings correspond to the following key research questions.

Economic reality of youth

When asked what they do to earn a living, 15%- 22% of youth participants reported that they do not work and do not contribute financially to their homes. The majority, however, reported that they are actively working or have worked mostly in the informal sector, but their wages are barely enough for one person to satisfy his or her basic needs. The focus group findings reveal that youth are most often self-employed merchants. A smaller percentage are also involved in high-risk activities such as prostitution, stealing, and gambling as well as very physically demanding work like porting goods and pushing barrels.

¹ Youth participatory assessment tools have been adapted for the IDEJEN project by EQUIP3. These include tools from the Community YouthMapping strategy developed by AED, an EQUIP3 consortium member, as well as participatory rapid appraisal tools adapted and tested by EQUIP3 through different field research studies conducted in places such as Uganda and West Bank/Gaza.

Youth work with/for family and friends and most often get ideas, support, or monetary gifts or loans from family to help start their own small businesses. More than 10% of youth report that youth don't get any support to start their own businesses and have to take out loans and develop their own business ideas. Most youth businesses involve little long-term planning and the youth either work for someone else or completely independently. Youth primarily work to help their families. Youth also stated that they work to satisfy their own basic needs, live well, have something for the future, and help their children.

Haitian youth confront a number of challenges that prevent them from earning a living. The greatest challenges are that they don't go to school, can't find work and lack guidance and support. Youth expressed that they would like IDEJEN to play a role in helping to alleviate their situation. Youth participants stated that they would like IDEJEN to help them get jobs, offer (no/low-interest) loans to start their own small businesses, and provide more skill development and business training.

Requirements for success in business

The attributes, qualities, tasks and skills youth feel are important to be successful in business range from ideas, knowledge and understanding to money, love, and health. The youth value some of these attributes and abilities more than others. Overall, however, youth identified the following five qualities as most important to one's success in business: *thoughts and thinking, knowledge, ideas, good understanding and love.*

Youth ranked management skills and professional skills fairly low relative to other qualities/abilities. Marketing/spreading the word and communication skills were not listed as attributes required for success. However, youth appear to recognize the need for building good relationships with clients. Youth seem capable of independently accessing and developing most of the qualities/'attributes', but expressed that they need more discipline, education, professional training and mentorship in addition to funds and job opportunities.

Economic situation in regions where IDEJEN is working

Throughout all regions, small merchants make up the majority of the economy, accounting for as much as 80% of businesses. Lotto and boutiques comprise the majority of businesses in each of the surveyed regions. Rural areas (Jeremie and Mirebalais) have fairly balanced economies and contain more types of businesses because they have less access to products and services from other areas, as opposed to the communities in Port-au-Prince.

In addition to being the most numerous, lotto banks and boutiques are considered profitable in all zones, suggesting that these are viable economic opportunities. Cyber Cafés are considered successful only in some areas. Essential businesses and services such as welders, convenience stores, carpenters and pharmacies were also perceived to be successful.

Suitability of types of business for youth employment and business development

Youth made an effort to assess the level of risk associated with different economic activities. The following businesses are among those that they feel have little or no risk at all: church, morgue, bookstore, water company, beauty salon, and dry cleaner. According to the youth, some of the riskiest businesses are bakeries, convenience stores, and mechanic shops.

Nearly half of the businesses surveyed employ youth. Youth work in a variety of businesses ranging from pharmacies to mechanic shops to lotto booths. The observational survey reported that youth do not work in the following types of businesses: banks, money transfer services, water companies, cooperatives, morgue/funeral homes, pawn shops and gas stations. Few businesses have a majority of female employees, a greater number employ a combination of boys and girls and the majority of businesses employ mostly boys.

The results from the observational business survey suggest that youth would be well suited for the following businesses that employ youth with less than a secondary school education: lotto, bakery, boutique, 'chop soudi', convenience store, disco, dry cleaner, carpenter, pharmacy, garage/mechanic shop, beauty salon, water company, cooperative, tailor shop, public market, pawn shop, gas station, and photo studio

Youth observed the client base of a number of businesses. Almost 100% of businesses surveyed are patronized by all ages and all classes- rich and poor alike.

Youth participation in the economy

Youth have access to funding/allowances (mostly from family and friends or through loans or work) and are actively engaged as producers and consumers in their communities. They spend the most amount of money on food, and also regularly spend money on transportation. Half of the participants indicated that they purchase clothing, shoes or beauty products regularly, give money to friends and boy/girlfriends or play the lotto. None of the youth seemed to spend money on housing or expenses like telephone, electricity, or water.

Recommendations

Recommendations have been made with respect to each key research question. Below is a summary of key recommendations; the complete recommendations can be found in the core of the report.

- Continue using participatory rapid appraisal tools like the *Success Ranking Activity* and *Business Checklist Youth Mapping Exercise* not only to gather data but also as training tools to help youth identify the skills and abilities necessary to be successful in business, and evaluate opportunities for developing their own business concepts. Through dialogue and open-ended questioning in workshop or small group settings, encourage youth to explore non-financial reasons why they work, to identify their own skills and abilities, and discuss how to evaluate and mitigate the risk associated with certain types of economic activities.
- Consider youth requests for support from IDEJEN. Assist youth to get jobs, access education, obtain skills, and connect with business people in their communities. Strive to provide youth with start-up funds, tools and materials, and training to start a business.
- Provide youth with business/entrepreneurship training that provides them with basic business management skills, teaches them about marketing, advertising and client retention, and helps them develop their own personal and business budgeting skills. Consider complementing entrepreneurship training with other personal discovery, communication and leadership training programs.
- Assist youth in developing money management skills and introduce youth to savings and banking models.
- Develop a mentorship strategy that (a) helps youth deepen their understanding of the importance of accompaniment (b) connects them with mentors (c) allows them to learn from real-life case studies of people in their communities (d) engages the community in reestablishing a safety net for youth and (e) provides an opportunity for them to mentor others.
- Continue to investigate which business types are suitable for youth based on their age, education level and the risk involved; conduct more thorough investigation about the quantity of money that youth earn and spend and their spending behavior; and consult with local employment specialists about needs and opportunities for business development in each area.

Conclusion

The results of the youth mapping exercise demonstrate the value of using participatory rapid appraisal to research and inform program development. The results also highlight the potential of youth mapping activities to educate youth and engage them in their community. IDEJEN's programming has had a powerful life-changing effect on the young people who participate in it, and in turn, it is helping to transform the livelihood of entire communities across Haiti. It is the hope that the findings detailed in this report not only serve to inform ongoing livelihood development programming, but that they also function as a testimonial to the ability of IDEJEN to empower Haitian youth.

Background, Methodology & Tools

Background

Since IDEJEN began its work, youth mapping techniques have been used and community-based organizations selected to engage youth and to inform program development. Additional qualitative research conducted by staff and specialists in Haiti complements these youth mapping activities.

The initial assessment was divided in to three main activities:

1. *Research* on the out-of-school youth population between the ages of 15-20, specifically their critical needs and the economic, educational, health and other aspects of their lives.
2. An *inventory* of youth serving programs/organizations currently operating in the targeted communities that focus in some way on workforce development, life skills or income generation.
3. An *analysis of potential economic opportunities* for out-of-school youth, with a particular focus on the three targeted communities.

The first youth mapping activity organized in July-August 2004 provided a wide range of qualitative information for the first two activities. An interim assessment report prepared for IDEJEN and EQUIP3 detail the results and analysis from this activity, as well as additional desk study research and interviews compiled in 2004.

Results from the first youth mapping activity, as well as the first interim report from Marcia Greenberg, suggested that deeper qualitative research and a more specific investigation of types of local businesses, economic opportunities and self-employment of the targeted youth population was necessary to support the development of IDEJEN's livelihood programming, entrepreneurship programming and the center's self-sustainability initiative.

The second youth mapping activity, which was conducted in six communities (the 3 initial IDEJEN regions and the three new areas) in early 2006, provides more in-depth information, particularly in terms of economic realities and needs, for activity "a" and "c". This report, prepared by Erin Barton-Chéry, presents the analysis of the economic realities and opportunities for this youth population.

Research Objectives

Purpose-

Collect data using a combination of youth mapping techniques in order to determine the economic realities and opportunities for out-of-school youth. This data will inform IDEJEN’s programming for its youth livelihood initiative in Haiti.

Consultancy objectives-

Adapt a set of participatory rapid appraisal tools and train youth mappers from six communities (Jeremie, Mirebalais, Carrefour-Feuilles, Village Solidarité, Nazon, and Petit Place Cazeau) to use the mapping tools in order to collect data on the economic realities of and opportunities for Haitian out-of-school youth. Analyze and test this data and report back to EQUIP3 and IDEJEN with recommendations relating to the livelihood initiative.

Objectives and Research Questions-

The consultant, Erin Barton-Chéry, established the following set of objectives and key research questions related to the individual focus groups. The findings in this report respond to the key research questions in order to fulfill the objectives of the youth mapping exercise.

Objectives:	Specific Research questions:
<p>Find out more about the economic reality of youth- what they are doing; why how and where they get support. Better understand the challenges that youth face so IDEJEN can help them overcome these challenges by providing the necessary mentorship and facilitate access to learning opportunities and skill development. Find out specifically how youth are starting and running their businesses, and where they get the initial capital to do so.</p>	What economic activities are youth engaged in?
	What are the most common tasks/ jobs/ types of business that youth are involved in?
	What risks are associated with the economic activities they are involved in?
	How do they start and then run their businesses?
	Why do they work/ run businesses?
	According to youth, what are the best types of business?
	What challenges are youth faced with (in general, in business, finding work and education)?
<p>Determine what youth think it takes to be successful in business and why they value specific attributes over others. Determine which ones they are gaining access to and which ones they are unable to access or develop without support. Ultimately, this can help IDEJEN identify how far youth are "off the mark" in terms of their understanding of what it takes to be successful in business. This will enable IDEJEN to assist youth in a) identifying other attributes that are important to running a successful business and b) developing those that they feel they need and have difficulty accessing.</p>	How can IDEJEN improve their situation and provide training/ access to training?
	What attributes do youth think are important to be successful in business? What qualities, tasks and skills do youth perceive as important in running a business?
	Which common and accepted business skills and practices do OSY fail to identify or see as integral to business success?
	What attributes do youth value most and why do they believe that some are more important than others?
Which ones are they able to learn or develop? Which do they already possess?	

	Which ones do they need or want to develop?
<p>Gain an understanding of the economic situation in each of the regions where IDEJEN is working, including differences and similarities between them, so that IDEJEN can adapt its programs for each region. Explore business opportunities by assessing where there are needs that are not being met, gain an understanding of supply and demand, and determine which types of businesses are most successful and why. This will indicate to IDEJEN which types of business are potentially successful and which should be avoided. It will also demonstrate which types of businesses and/or which needs may require further study to determine their potential. Learn where youth are eligible to work so that IDEJEN can ensure that they are preparing youth for opportunities that they are actually qualified for.</p>	What is the breakdown of the economy in each area?
	How do the economic activities in the different regions compare?
	What business opportunities are there?
	Which businesses are most successful? Examine whether these work well and are profitable.
	Which types of business are high-risk?
	At which businesses are youth in IDEJEN centers suited to work? Examine: do they employ youth? What education is necessary? What is the risk factor?
	Which businesses/ economic activities should IDEJEN avoid?
	Who are the clientele of these businesses and how do we appeal to them?
<p>Understand how youth actually participate in the economy and in what ways they are already connected and engaged. This information will help IDEJEN to evaluate whether or not youth are just managing money poorly and/or if they truly have problems accessing money. The conclusions can help inform livelihood development programming, specifically with respect to budgeting, saving, etc.</p>	How and where do youth obtain money?
	Where do youth earn and spend money?
	How much money do they have?
	What happens to their money?
	What do they need to improve their standard of living - more money or better money management?

The Centers

The IDEJEN project focuses its efforts on 15-20 year-old out-of-school youth and runs field studies and programming in six communities.

The first three communities that have been involved since 2004 are:

- Jeremie: urban/semi-urban community in the South West
- Mirebalais: rural/semi-urban area in the Central Plateau
- Carrefour- Feuilles, Port-au-Prince: urban area in the capital city

Since October 2005, IDEJEN has been expanding its activities to include three new communities, all of which are located in urban areas of Port-au-Prince:

- Nazon
- Village Solidarité (Villaj Solidarité)
- Petit Place Cazeau (Ti plas kazo)

Within each of the initial communities there are a total of 150 youth involved with 3 different centers. In the new communities, approximately 50 youth are involved in one center in each community. For the most part, all centers existed prior to IDEJEN's program, but recognition, program support and funding from IDEJEN have made it possible for the centers to expand and regulate their programming and outreach. Although this report does not attempt to account for the uniqueness of each center and makes a causal link between youth's activities and the activities of the center, it is important to understand that each of the centers has a unique and specific focus in terms of the population it serves, the activities it hosts, and the community partnerships it has made.

The centers in each community are coordinated by a Field Agent who serves as a community liaison (*agent liaison*). The Field Agents were responsible for coordinating data collection on the ground. The Field Agent for Nazon is also responsible for Village Solidarité.

Below is a chart listing the centers in each community and how they have been coded for the purposes of data analysis.

Start Date	Community Code	Community	Center Code	Center
New Communities (started fall 2005)	A	Nazon, Port-au-Prince	A. I.	Gredev
	B	Village Solidarité, Port-au-Prince	B. I.	Aimer= Servir
	C	Petit Place Cazeau, Port-au-Prince	C. I.	Rocher d'Horeb
Original Three Communities (started 2004)	D	Carrefour-Feuilles, Port-au-Prince	D. I.	CIDE
			D. II.	CAD
			D. III.	OPEPED
	E	Mirebalais	E. I.	Mache Kano
			E. II.	Croix Rouge
			E. III.	OFPM
	F	Jeremie	F. I.	Kiro
			F. II.	Essais
			F. III.	AJEBJER

Tools, Timeline, Overall Methodology, Inventory, Coding

Tools

A selection of tools was used for the youth mapping activity. The four primary focus group tools were adapted from participatory rapid appraisal tools tested in different settings such as Uganda, Colombia and West Bank/ Gaza. Of the many tools available, the following four were used:

1. General Focus Group
2. Financial Matrix Focus Group (aka “Start-up Business Focus Group”)
3. Success Ranking Activity
4. Money Mobility Mapping.

(See Appendix A and B for the Creole translated activity guides. Please note that the final translations of the focus group guides are missing from Appendix A, but can be obtained from Frantz Seide, IDEJEN; and that Appendix B is not a formal or edited Creole translation but an attempt by consultant, Erin Barton-Chéry, who speaks Creole as a second language.)

It was determined that the combination of these tools would provide a variety of data and also reveal what youth perceive as priorities. The tools were paired to make facilitation easy and ensure that the data from each focus group is different. The General Focus Group was conducted along with the Success Ranking Activity, and the Money Mobility Mapping accompanied the Start-up Business Focus Group.

Erin Barton-Chéry introduced the tools and rationale for the selection of these tools by e-mail, and IDEJEN subsequently agreed that these would fulfill the objective of the mapping exercise. The consultant then developed research objectives and specific research questions that corresponded with the components of each youth mapping activity. **Appendix C- research question chart** shows the link between the objectives, research questions and components of the youth mapping activities, and it indicates which data corresponds to which research question.

In addition to the participatory rapid appraisal tools, a business checklist was developed to redo the survey count of businesses from the first youth mapping exercise.

The youth developed the business checklist through a facilitated exercise in which they created a comprehensive list of businesses that included all informal income-generating economic activities as well as the formal businesses included in the first youth mapping exercise. The raw checklist included more than 60 types of business, however, after those types that are risky for youth were removed from the list (prostitution, kidnapping, theft, drug dealing, and racketeering), the final list covered 51 types of business.

An observational survey was also developed to collect specific data on sample businesses of each type that could inform not only IDEJEN’s livelihood development program but also the center self-sustainability initiatives.

IDEJEN also commissioned Lesly Jules, Local Business Consultant, to develop a business questionnaire to identify potential business partners and mentors in the communities.

The final component of the youth mapping exercise was an interview form that IDEJEN created for every youth in the centers to complete. IDEJEN intended to gain specific ideas and plans for individual youth from the data from this exercise

Timeline

- Preparation & Adaptation- December 2005
- 3-day training for youth mappers in Haiti- December 2005
- Note taker Training and Data Analysis Planning- December 2005
- Youth Mapping Exercise- December 2005 & January 2006
- [Designed to span over 5 days total. 3 days dedicated to focus groups. 1 day dedicated to business checklist and observational survey. 1 day dedicated to meeting with business leaders.]
- Field Observation & Coaching- December 2005
- Central data collection at IDEJEN headquarters- January 2006
- Preliminary Data Analysis & Development of Test Focus Group- January 2006
- Coaching on Data Analysis for & Debriefing with Youth Mappers- January 2006
- Focus Group testing conducted by consultant, Erin Barton-Chéry- January 2006
- Cumulative Data Analysis- January/February 2006
- Detailed Reporting- March/April 2006

Methodology of Data Analysis (Overall)

Data was collected centrally at the IDEJEN office in Port-au-Prince and organized by one of the Field Agents, Isnel Pierreval. Next it was sent to Erin Barton-Chéry for preliminary analysis.

Erin Barton-Chéry prepared data analysis models, coded all the data, and then entered the raw data in Creole.

All possible responses to each question were collected from the feedback offered and then the responses to every question/center/community were reviewed for their frequency. If the response appeared at least once, it was weighted in the analysis as '1' or "+". If it did not appear, the response was given a value of "0".

Following the raw data entry charts and graphs were created to help make comparisons and analyze the data more effectively.

The final step before the reporting stage was to translate the core components from Haitian Creole to English. The analysis, subject headings and key themes or particular points have been translated in relative terms for an English speaking audience/reader.

Inventory & Coding

In total, more than 500 data forms were collected during the January 2006 youth mapping exercise. Within each data form, there are between 5 and 10 key areas/questions, which have no fewer than 5 and no more than 60 different possible answers. The chart shows the projected inventory of data collected, and the code assigned to each component. Only a few pieces of data were missing from the final collection.

Region	Component of Mapping					
	Compiled and reported in this document				Data was compiled separately by IDEJEN	
	#5- General Checklist	#5B- Detailed Observation Checklist	#1- General Focus Group #2- Success Ranking	#3- Start-up Focus Group #4- Money Mapping	Business Questionnaire	“Conversation with Youth” Questionnaire
F. Jeremie (3 centers)	1 for entire community	75 (25 types of business X 3 ex for ea.)	6 (one of ea #1 & #2 for each center)	6 (one for ea #3 & #4 for ea center)	25	150 (all youth among the 3 centers)
E. Mirebalais (3 centers)	1	75	6	3	25	150
D. Carrefour-Feuilles (3 centers)	1	75	6	3	25	150
C. Petit Place Cazeau (1 center)	1	0-25 (smaller team so not obligated to do this)	2	1	10-25	>50
B. Village Solidarité (1 center)	1	0-25	2	1	10-25	>50
A. Nazon (1 center)	1	0-25	2	1	10-25 (smaller team, therefore less work)	>50 (there is only one center and not a complete 50 youth yet)
TOTAL:	6	150-300	24	24	105-150	450-600

Coding of Total Data

The communities were coded by letter, the centers by Roman numeral, and the activities by #number. This coding is also indicated on the chart.

For example, the success ranking in Jeremie’s Kiro center is coded as: #2- FI
#2 (for success ranking) - F (for Jeremie) I (for Kiro).

Coding Each Specific Component

Within each specific component of the youth mapping exercise coding was used to organize and simplify collection. The responses were coded using numbers as follows: Activity. Question. Response.

For example, in the general focus group, the second question (What do you or other youth do to earn money?), and the first possible response (taxi), are coded as: 1.2.1:

#1 (for general guided focus group); 2 (for second question); 1 (for first possible response).

Data Analysis Methodology (Specific for each activity)

General Focus Group Methodology

Step 1: Entered the General Focus Group questions into **General Focus Group Spreadsheet (see Appendix D)**. All questions were included due to their importance and direct relevance to the study.

Step 2: All possible responses were entered and coded.

Step 3: Following the data entry, positive responses were totaled and scored and a percentage value was derived (score/ # of participating centers).

Step 4: A pie chart was developed for each response from all the regions combined to illustrate the frequency of the response as a percentage of the total. The following list of charts was created to display the results:

- Figure 1: What do you do?
- Figure 4: What do youth do?
- Figure 7: How do youth start businesses?
- Figure 9: How do youth businesses function?
- Figure 10: Why do youth do business?
- Figure 12: What is the best way to earn a living?
- Figure 13: What are the biggest problems, challenges that youth face / how can we ameliorate them?

Success Ranking Activity Methodology

Step 1: It was determined based on the activity questions which questions required formal charting and inclusion in the **Success Ranking Spreadsheet (see Appendix E)**.

- Responses to the following questions have not been formally recorded because this section of the focus group activity is only designed to open up the dialogue and have youth work through the process step by step.

2.1. *Le jen yo komanse biznis oswa yon aktivite ekonomik ki sa yo beswen fe ak tet? Ki sa yo dwe genyen nan tet yo?* When youth start a business/ economic activity, what mental preparation do they need? What do they need to know?

2.2. *Le jèn yo komanse biznis ou ale pou travay kisa yo fè? Ki sa yo dwe chache e fe ak men?*
...what do they need to do, where do they need to go, what do they need physically?

2.3. *Le jèn yo komanse bisnis, ki sa yo beswen nan kè yo? Ki sense yo dwe genyen? Ki sentiman?*
...what personal characteristics do they need?

- Question 2.4. “*Eske nou manke anyen?* Are we missing anything?” was intended follow up on the listing of the characteristics from question 2.1- 2.3. In most regions, this was understood as just a final opportunity to add to the list of attributes before the ranking began, but several regions interpreted the question to mean “What are youth missing or lacking in their communities?” Responses demonstrating this interpretation have been noted in the text of this report.
- The ranking of the attributes were entered.

- A paraphrased summary of the responses to questions 2.5. And 2.6. was noted in a separate line area. These questions were intended to provide information about the logic behind the youth's choices, and can only be used for qualitative information, because there are so few commonalities.
2.5. *Diskisyon depi yo fe aktivite.* Discussion while doing activity
2.6.i. *Poukisa nou panse premye 5 yo se plis inpotan pou sikse?* Why are the top 5 the most important?
2.6.ii. *Poukisa nou panse dernye 5 se mwans inpotan?* Why are the last 5 the least important?
- All possible responses to the final two questions: “7. How and where do youth access everything that they need? And 7.B. how can the IDEJEN project assist youth with finding these things?” were entered into the table. If the response was in the notes for the respective question, they were marked with a “I”.

Step 2: Following the data entry, all responses and rankings were turned into values that could be charted or graphed and then all the data was sorted and organized in order for charting.

- The attributes were weighted as values of the total number which appeared in the ranking. A whole number ‘1’ is the highest ranking, and everything else is a percentage.
- The responses to question 7 were also weighted.

See **Success Ranking Sorting Spreadsheet (Appendix E.II)**

Start-Up Business Focus Group Methodology

Step 1: Entered the Start-up Focus Group questions into the **Start-up Business Focus Group Spreadsheet (Appendix F)**. Key discussion notes were made at the bottom of the chart. A second spreadsheet was developed for the sources ranking, see **Start-up Business Focus Group Sources Ranking Spreadsheet (Appendix F.II)**.

Step 2: All possible responses were entered and coded in the Start-up Business Focus Group Chart.

Step 3: Following the data entry, positive responses from the spreadsheet were totaled and scored and then a % value was derived (score/ # of participating centers).

Step 4: The complete listing of sources was entered into the Sources Ranking spreadsheet and each source was weighted according to its ranking/ total number available for the ranking.

Step 5: A pie chart was developed for each response from all the regions combined to illustrate the frequency of the response as a percentage of the total. The following list of charts was created to display the results:

Money Mapping Methodology

The data collected from the Money Mobility Mapping Activity was impossible to chart in a logical format because all of the regions recorded the results differently. This data was simply reviewed and general conclusions were made to help inform the analysis and findings as they relate to Research Objective #4.

Business Checklist Methodology

Step 1: All the data from the original checklists was added together and the tallies of the number of businesses for each type were recorded in the **Business Checklist Spreadsheet (Appendix G)**.

Step 2: The data was sorted to rank the businesses for each area and show how many of each type exist. See **Business Checklist Sorted Spreadsheet (Appendix G.II)**.

Step 3: Pie charts for each region were created to demonstrate the distribution/division of economic activities. Where there were less than five or ten of a particular type of business existing in the economy, they were recorded in the main chart as “other” and then an accompanying bar graph was created to show the breakdown including all the business types that had only a few 1-10 businesses. See **Charts: Figure 17-22**.

Step 4: In order to compare how many of each type of business exist between the regions, bar graphs were developed by examining the data for each region and type of business. Because there were nearly 60 areas to cover, five separate bar graphs were needed to effectively display the findings. See **Charts: Figure 23A- 23E**.

Additional Notes

- The comparison data must be considered within the context of the size of each area, as well as the location (rural, sub-urban, and urban).
- By looking at the differences between the areas, it is possible to see where there may be business opportunities.

Business Details Methodology

- The detailed checklists for Jeremie never reached the consultant for final analysis; therefore, there is no data for Jeremie for this section of the mapping analysis.
- Youth mappers were not limited to choosing only one answer for the particular question area, and were instructed to leave a blank where they could not determine the answer after 3-5 minutes of observation. Therefore the percentages will not total 100% exactly in the question area, and some areas may be missing data.
- For each type of business, three separate businesses were observed and a detailed checklist was completed. This chart reveals the combined responses for that type of business in each area. I.e. In Nazon, youth mappers observed and completed a detailed observational survey of 3 Pharmacies, 3 Hair/ Beauty Salons, 3 Mechanic shops, 3 Photo Studios, 3 Convenience Stores. After comparing the responses from the 3 pharmacies- Immaculée, Notre dame de Rosaire, and Rahanite- percentages for the possible responses were collected and entered into the chart.
- One of the limitations of this exercise is that it was intended only for observation. Therefore the question about education was difficult for the youth mappers to have judged, and in some cases they appear to have

misjudged the education level of the employees. Nonetheless the results reveal what the youth mappers *think* is needed for a particular business.

- In a few cases, youth surveyed a business type that did not correspond with the list of business types i.e. Radio, Clinic. These are not included in the analysis, but they can be found in the hard copies if needed.
- The youth mappers were not instructed as to which businesses they were to observe. They were given the freedom to chose between 5 and 15 types of business, and then conduct detailed observation on three businesses of each type. It is notable that the youth mappers chose mostly successful and 'formal' businesses for their observation. Also interesting is that most zones chose similar businesses to survey, which has made it possible to do some comparison and cross-regional analysis, although the majority is focused on the individual centers.
- To respond to the research question - "Which businesses are the most successful?" - charts were developed displaying the 'success' of each type of business that had been listed by three or more regions. See **Figures 24A- 24E**.
- To respond to the research question- "Which types of business are the most risky?" - charts were developed displaying the perceived level of 'danger'. The totals for all businesses of a particular type were added together, calculated as a % of 100 and then graphed in a comparative bar graph. See **Figure 25**.
- To respond to the research question—"For which businesses are IDEJEN's targeted youth suited for employment?" --two charts were created. The first displays results of whether or not the businesses are known or observed to employ youth (see **Figures 26**). The second shows the gender breakdown of the employees (i.e. mostly male, a combination males and females, or mostly females) and what the level of education is required or thought to be necessary (see **Figures 27A & B**). These, in combination with the perceived risk analysis (**Figure 25**), constitute the types of businesses (from those surveyed) where IDEJEN youth would be suited to work.
 - **Figure 26** was developed by sorting the types of business according to whether or not they employ youth. If at least one region reported that youth were employed in that type of business, then the gender makeup data for that business type from all regions was combined and averaged to provide a total average percentage.
 - **Figure 27A & 27B** displays education requirements and was developed by eliminating all those businesses that do not employ youth and then adding the remainder percentages for all of the types of business and dividing by the number of contributing geographic areas to come up with totals. One of the key limitations for this particular section, as previously mentioned, is that all the data is based purely on the assumptions of the youth mappers, who were instructed not to interview but only to observe and make an assessment.
- No charts were necessary to help analyze the research question-- "Who are the clients?"—because the initial data clearly illustrated that the clientele of all the types of business surveyed range across all socio-economic classes and nearly all age groups. See hard data on 5.B. Business Details for specific information.

Findings, Analysis, Recommendations

Introduction & Uses for Data

The findings in this report provide valuable insight into the challenges and opportunities for out-of-school youth in six regions in Haiti. The youth mapping exercise was successful in reporting data that responds to the four key objectives and research questions identified in **Appendix C** and it has a practical application. The findings are organized in easy to read charts and graphs in order to make it more accessible for use in IDEJEN's programming.

The results come from six sources, each of which provides data corresponding to at least one or more of the research objectives.

GENERAL GUIDED FOCUS GROUP

The responses in the General Guided Focus Group provide data about the economic activities which the youth participants and other young people in their communities are involved in, how and why they work and start their own businesses, what challenges they face, and what IDEJEN can do to assist them.

SUCCESS RANKING

The findings from the Success Ranking Activity illustrate what youth think it takes to be successful in business, discussing why they value specific attributes over others, and revealing how they gain access and develop these attributes and how they would like IDEJEN to help them.

START-UP BUSINESS FOCUS GROUP

The information from the Start-up Business Focus Group further reveals where youth get or could get start-up capital for their small businesses. It also informs us about the types of economic activities that youth are involved in, thereby providing a point of comparison with the results from the General Focus Group.

MONEY MOBILITY MAPPING ACTIVITY

Although the data from the Money Mobility Mapping cannot be effectively charted, the informal results of the Money Mapping provide examples of how youth are engaged economically as consumers and producers, as well as where they get money from and what they do with it. This information gives IDEJEN a sense of what youth need in order to successfully manage their money.

BUSINESS CHECKLIST

The information from the Business Checklist gives an overview of the economy in each region, helps to illustrate the differences between the regions where IDEJEN is working, and ultimately reveal gaps between what services businesses in the economy provide and what is needed. This implies economic opportunities for IDEJEN youth and the centers.

BUSINESS SURVEY

The information from the Business Details Observational Survey is intended to help determine what economic opportunities exist for the targeted youth. It will reveal whether or not the youth would be eligible or suited to work in certain businesses based on their age, education level, gender, and associated risk. This information can also help IDEJEN identify which businesses are profitable and who the customers are for those types of business.

The remainder of this report presents the findings, interpreting them in relation to the key research questions. The analysis will be organized around the research questions rather than by focus group activity in order to adequately address these questions and present the results of the exercise.

Practical Use for this Data

One way that IDEJEN's livelihood initiative can benefit from this data is through integration of the data into the entrepreneurship training. A component of the entrepreneurship training- the Street Business Toolkit Training, offered by Street Kids International (SKI) - drew upon the data both for the development and design of the training program. The findings can also be used as tools within the training sessions in the centers.

I.e. Trainers that conduct the SBTk training are encouraged to provide the youth with access to the survey data and the breakdown of economic activities in their communities so that when they develop their business ideas they can determine the level of demand and competition in their area. The success ranking data and the information about suitable activities for youth will make trainers more aware of the perceptions and needs of youth. It can also enable youth to pursue business ideas that are appropriate for their age and education level.

Comprehensive Analysis & Interpretation of Findings

Findings and analysis with respect to the first objective:

Find out more about the economic situation of youth- what they do, and why, how and where they get support. Better understand the challenges youth face so IDEJEN can provide the mentorship they need and facilitate access to learning opportunities and skill development. Find out specifically how youth are starting and managing their businesses, and where they get the initial capital to do so.

What are the economic activities of youth? What are the most common tasks/ jobs/ types of business for youth?

Reference Figure 1- Figure 6 on the following pages.

Youth focus group participants were asked to share what economic activities they are personally involved in and what their peers do to earn a living. 15%- 22% of youth participants reported that they personally do nothing; they do not work and they do not contribute financially to their homes. The majority, however, reported that they are actively working or have worked (prior to joining the IDEJEN centers) and that other youth in their communities are also very active economically. Most of the types of business and work that youth do are in the informal sector, and the wages they earn are barely enough to satisfy the basic needs of one person. The focus group findings reveal that youth are most often self-employed as small merchants who sell a variety of goods.

The general guided focus group shows that approximately 8% of youth sell cooking spices, 11% baked goods, 11% candies, 10% bread, 10% laundry detergent, 3% water, and an additional 12% sell some type of general goods. Youth in IDEJEN centers also stated that they are artists (5%), work as taxi drivers (3%), carpenters (3%), masons (3%), work on public transportation and at bus stations (3%), or have jobs working for other people (3%) in domestic service, occasional piece work, and shops.

The youth responses from the start-up business focus group confirm the first set of findings with only slight variation. This focus group also reveals a few additional economic activities that IDEJEN youth are engaged in, namely: hairstyling and working as a “koutay” (a person that sells valuable information, often about houses available for rent, etc).

We can assume, based on the consistency of the data, that the information provided by the focus group participants is an accurate reflection of what youth in IDEJEN centers across Haiti are doing.

In addition to exploring what youth in IDEJEN centers are personally doing to earn a living, the participants were asked to share what they know about the activities of their peers. This is a strategic question that gives the youth the opportunity to discuss other types of work that they may do or that their friends do in an anonymous way. As anticipated, their responses were more varied and demonstrate that youth in the communities where IDEJEN is working are also involved in high-risk economic activities such as prostitution, stealing, and gambling as well as very physically demanding work like porting goods and pushing barrels. Between 20 and 35% of young people earn money by selling goods on the informal market.

Figure 1: What do you do to earn money?
Youth responses from *General Guided Focus Group*
 (Frequency of response from combined regions represented as a % of marketplace)

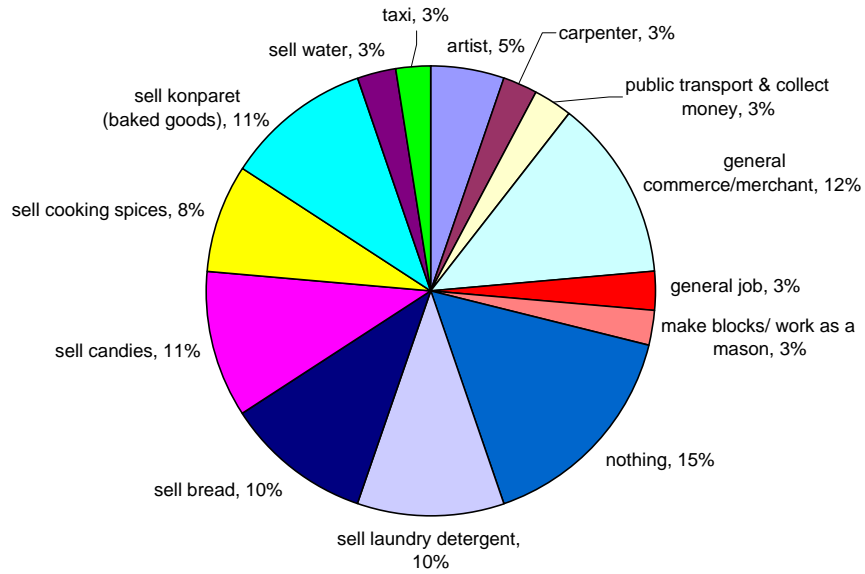


Figure 2: What do you do to earn money?
Youth responses from *Start-up Business Focus Group*
 (Frequency of response from combined regions represented as a % of marketplace)

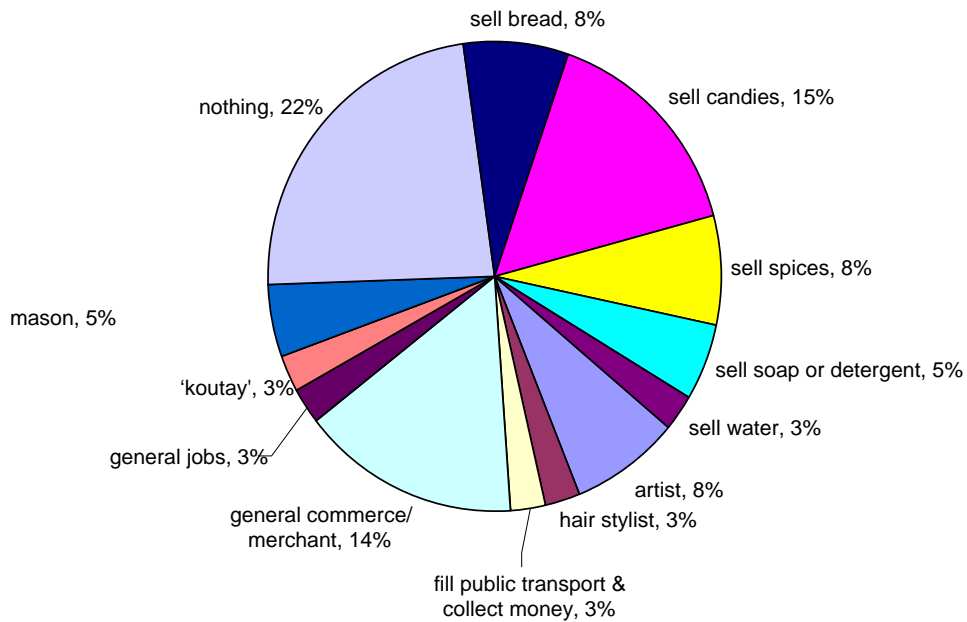


Figure 3: What do you do to earn money?
 (Frequency of response in General Guided Focus Group compared with frequency of response from Start-up Business Focus Group)

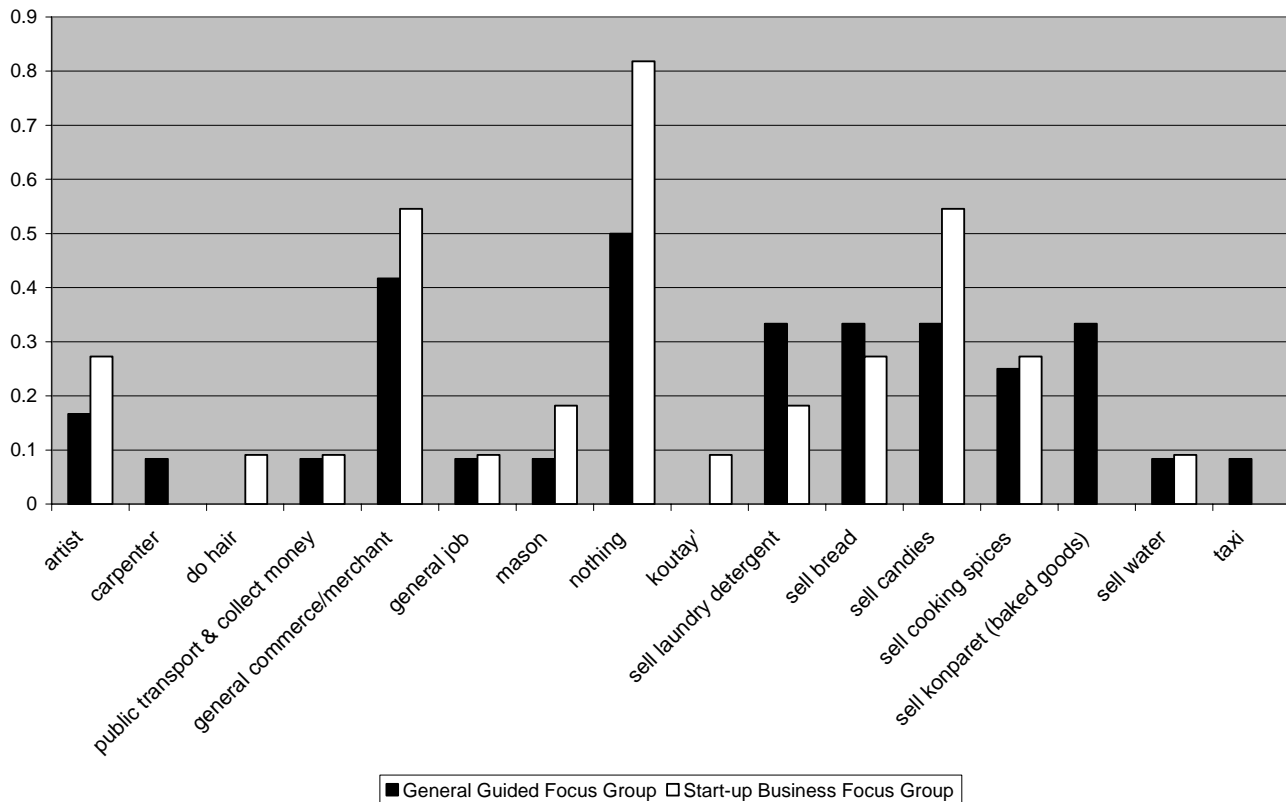


Figure 4: What do youth do to earn money?
Youth responses from General Guided Focus Group
 (Frequency of response from combined regions represented as a % of marketplace)

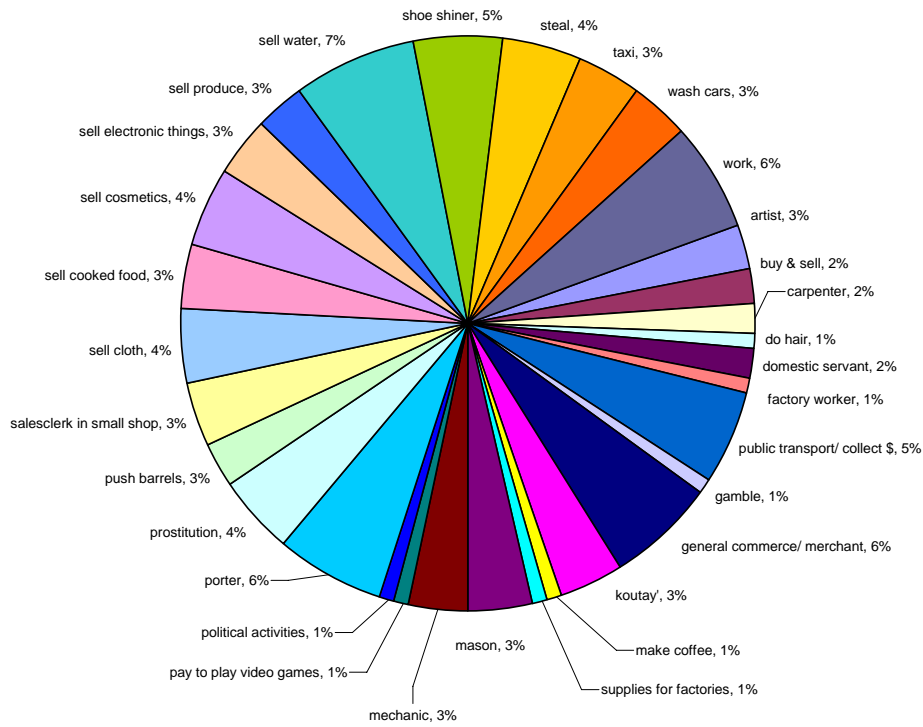


Figure 5: What do youth do to earn money?
Youth responses from Start-up Business Focus Group
 (Frequency of response from combined regions represented as a % of marketplace)

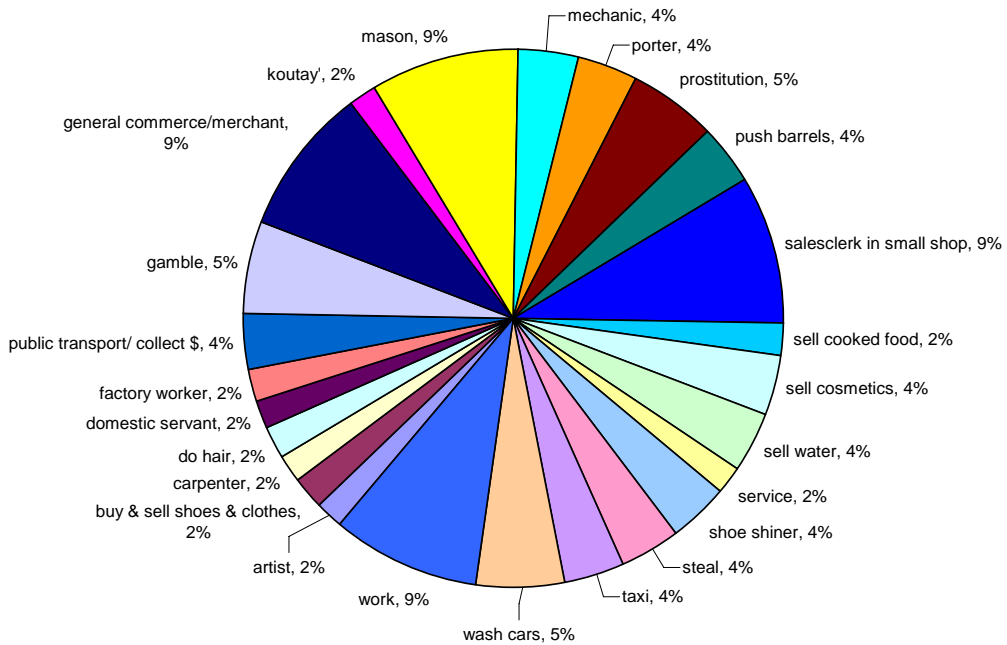
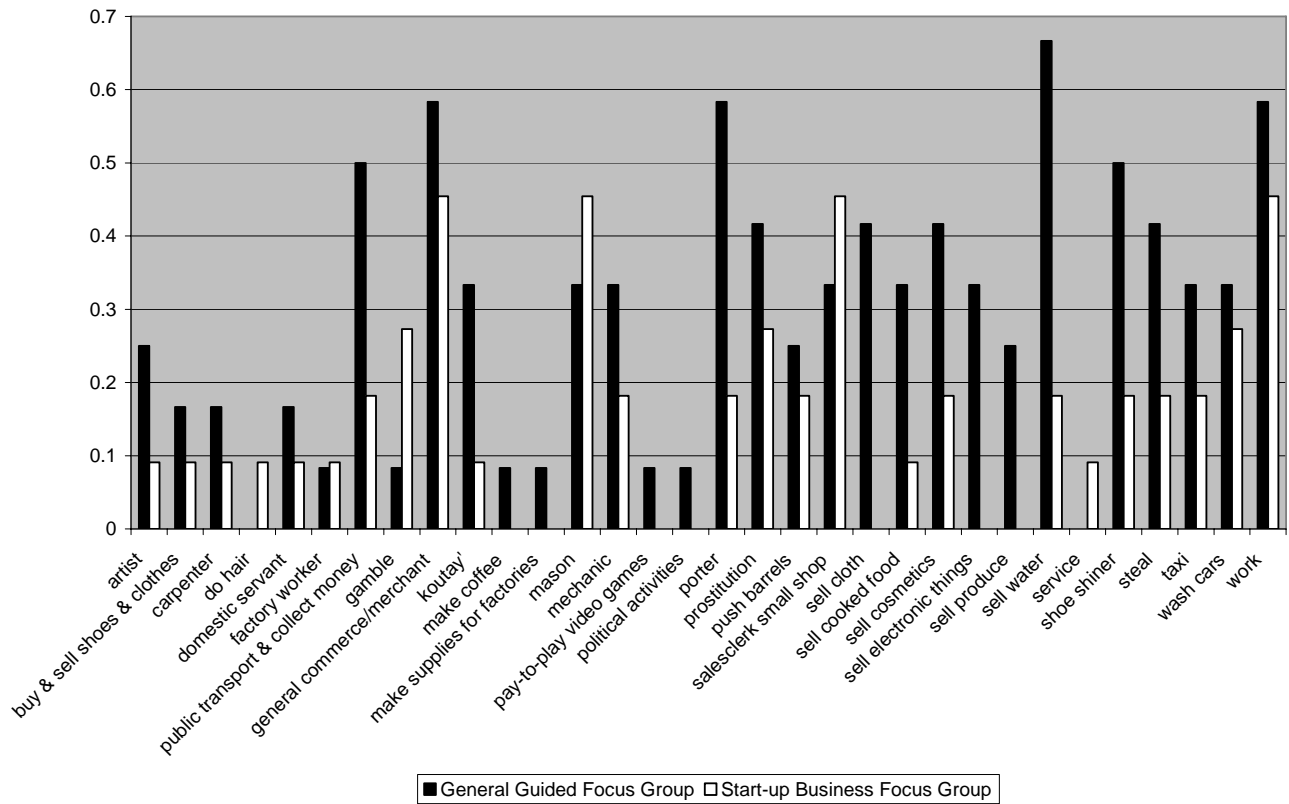


Figure 6: What do youth do to earn a living?
 (Frequency of response in General Guided Focus Group compared with frequency of response from Start-up Business Focus Group)



How do they start and run their business?

Reference Figure 7, Figure 8, and Figure 9 on the following pages.

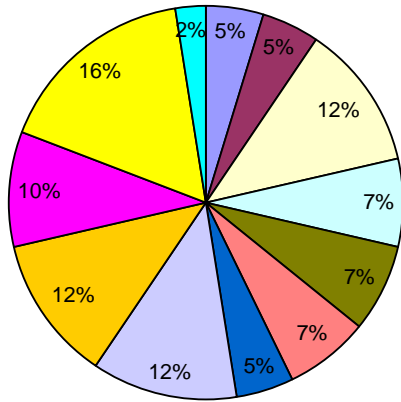
Youth get business ideas from people and from watching friends. 45% of focus group participants reported that youth do the same work that their parents do, which they learn through observation and by doing the tasks in their parents absence. Another 11% report that youth don't get any support to start their own businesses and have to take out loans and develop their own business ideas.

Youth start their businesses with gifts or loans that they receive (usually from family and friends) to purchase tools and goods to sell. Some youth may also take "ponya" loans or borrow from people at no/ low interest. The most common way that youth get start-up funding and experience is by working for other people first and then using their savings and skills to start their own businesses. Other youth also beg for money to start their businesses, sell personal belongings/ assets or gamble, and a small number resort to stealing (goods and/or money).

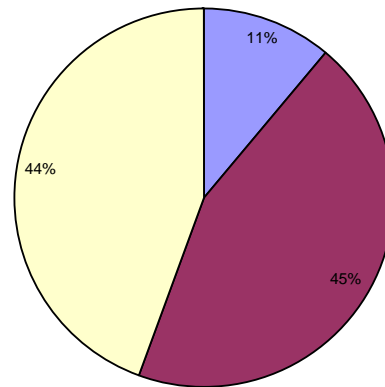
Most youth businesses involve little long-term planning and the youth either work for someone else or independently (or completely by themselves). They do not have employees or others who work for them, but may occasionally work with a friend or family member. The majority of businesses are informal street businesses that involve the youth setting up a table on the street, buying ice and beverages to sell, and/or buying in bulk and selling in small quantities.

Figure 7: How do youth start businesses? Where do they get start-up money and resources?
(Youth responses from General Guided Focus Group average across all regions)

Sources of Material & Financial Resources



Sources of Ideas



- beg/ ask
- borrow money
- borrow money/ materials
- buy & resell
- friends give them money
- idea comes from them
- look at what their friends do
- parents give money to start
- people give them ideas
- ponya'
- savings
- steal

- they don't get support
- what their families members do/work for them when not avail
- work for other people to get enough money

Figure 8: Sources of Start-up Resources for Haitian OSY Small Businesses
(Youth responses & ranking from Start-up Business Focus Group average across all regions)

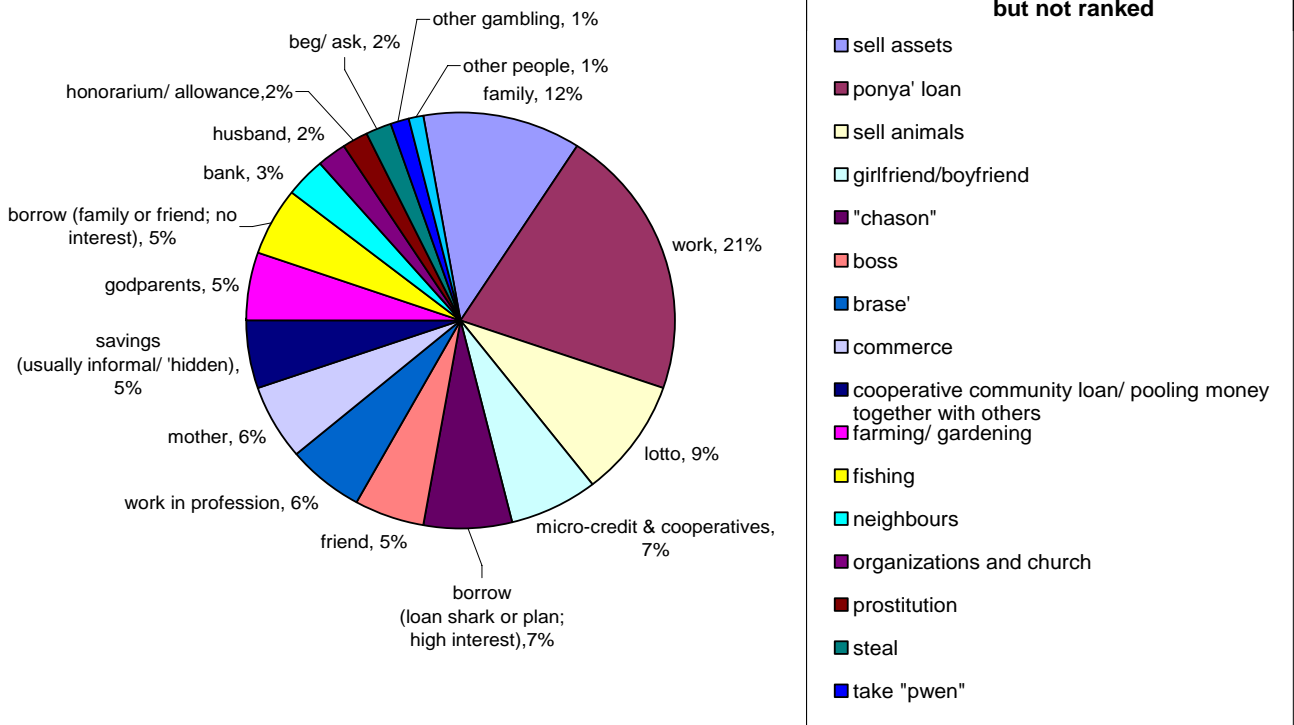
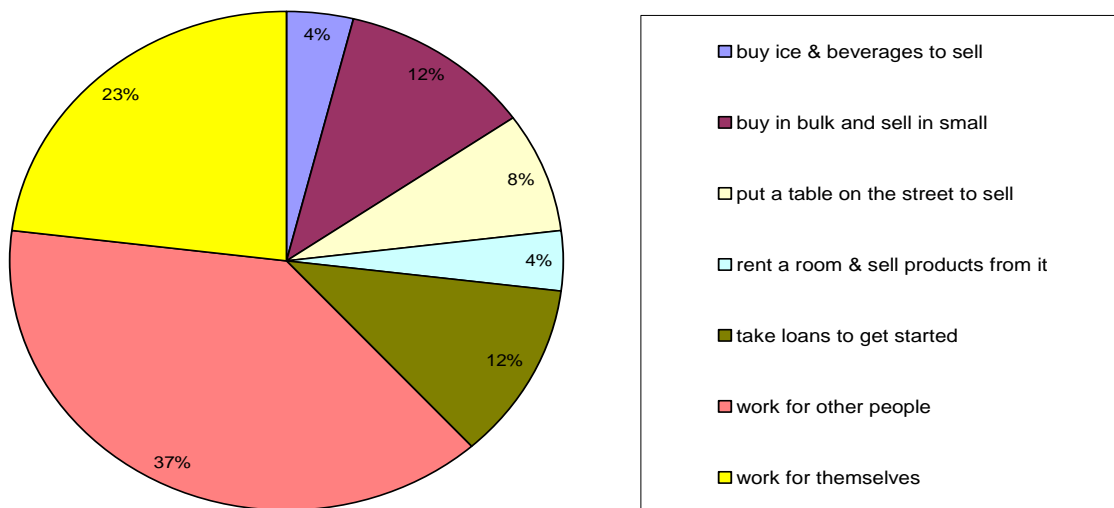


Figure 9: How do youth businesses function? How do youth run their businesses?
(Youth responses from General Guided Focus Group average across all regions)



Why do they work/ do business?

Reference Figure 10 and Figure 11 on the following page.

The primary reasons why youth work is to help their families. In addition to supporting their families, youth work in order to: satisfy their basic needs, help themselves, live well, have something for the future, and help their children.

Youth also help their families in a variety of other ways. Twenty percent of youth responded that they give their families money, either giving them their business profits and/or dividing their earnings with family members. Others pay their younger brothers' and sisters' school fees, borrow money on behalf of the family (and often accept the responsibility of loan repayment), arrange transportation (i.e. taxis to school, transport to and from market or hospital for elderly family, etc), and even steal to help their families.

A high number of youth reported that they are not able to help their families, but this response must be understood in a financial context. Many youth are not able to work and therefore feel that they are not able to help their family in a significant way. Youth in only a few regions reported that they help their families by caring for younger siblings and doing housework. We know, though, that the vast majority (if not all youth in the socio-economic group that IDEJEN serves) are responsible for some chores, caring for family members and other domestic tasks. The framing of the question, however, did not solicit this type of response and furthermore, youth do not necessarily recognize this as a contribution or help to the family because it is a regular and expected task in Haitian culture.

Recommendation: Encourage youth to examine non-financial reasons why they work. It is important to recognize that youth work in order to feel good about themselves, contribute positively to society, use their skills and talents, etc. Inspiring youth to ponder these questions will help them to see the value of work beyond money. This is important because if they perceive money as the only reason for working, then it is justifiable to engage in high risk or even illegal activities that bring in large sums of money. Youth need to be encouraged to seek work/ start businesses that are consistent with their inner values.

Figure 10: Why do youth do business?
 (Youth responses from General Guided Focus Group average across all regions)

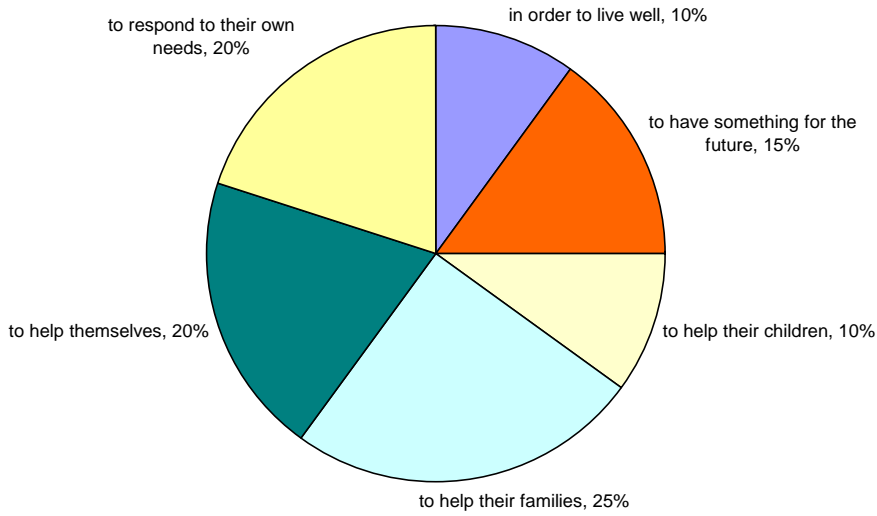
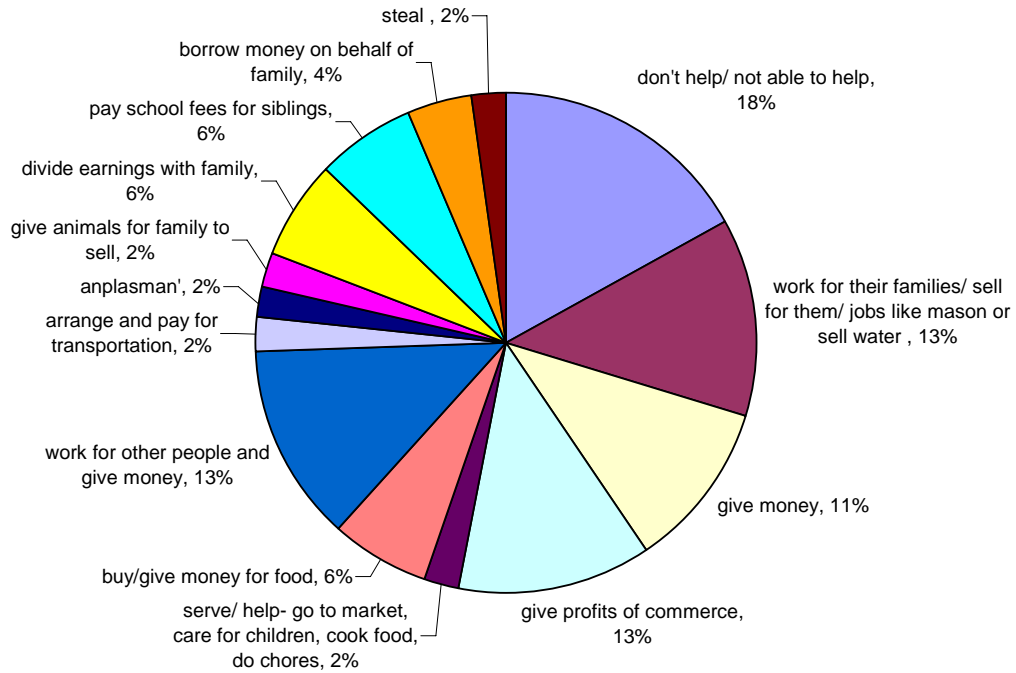


Figure 11: How do youth help/support their families?
 (Youth responses to Start-Up Business Focus Group average across all regions)

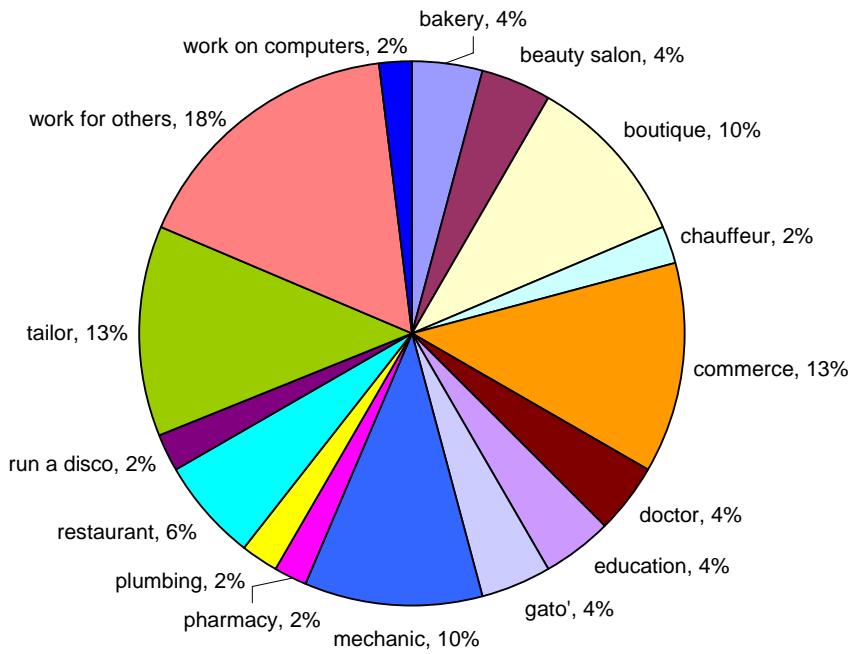


What, according to youth, are the best types of business?

Reference Figure 12 below.

Youth focus group participants feel that the five best ways to earn a living are to work for others (18%), be a tailor (13%), do commerce/be a merchant (13%), and work as a mechanic (10%). Interestingly, these correspond with many of the same economic activities in which they or other youth in their communities are already involved.

**Figure 12: What is the best way to earn a living?
(Youth responses from General Guided Focus Group average across all regions)**



What are the challenges for youth (in general, in business, finding work and education)? What can IDEJEN do to ameliorate situation and provide training/ access?

Reference Figure 13 on the following page and Figure 16 on page 36.

The greatest challenges that youth face are not attending school, not finding employment and lack of guidance and support. For many youth, the source of these problems is that they or their families lack the financial resources to pay for schooling or courses, professional courses or business training. Among the youth that were surveyed, most are unaware of or don't have access to alternative opportunities or community support networks.

The lack of available resources creates a competitive environment and nearly 5% of youth from different centers said that one of the greatest challenges they face is that they ('they' in this context can be interpreted as either 'youth' or 'Haitian people') don't put their heads together or cooperate. Youth also identified political and family instability as problems that prevent them from accessing education, and finding work or starting businesses.

Focus group responses reveal that in order to help improve their situations, youth needs to be inspired to cooperate and work together. They want to learn the value of discipline, and be provided with government assistance, more job opportunities and money to start businesses.

While one focus group was asked what IDEJEN can do to help youth, (see Figure 16) a separate focus group activity inquired about the problems that youth face (see Figure 13). It is not surprising that the things youth want from IDEJEN respond directly to many of the greatest challenges that exist in communities. Furthermore, the correlation between these two data sets serves to test and confirm the accuracy of the information. We can effectively determine that the information provided by the general focus group participants is representative of the reality of IDEJEN youth.

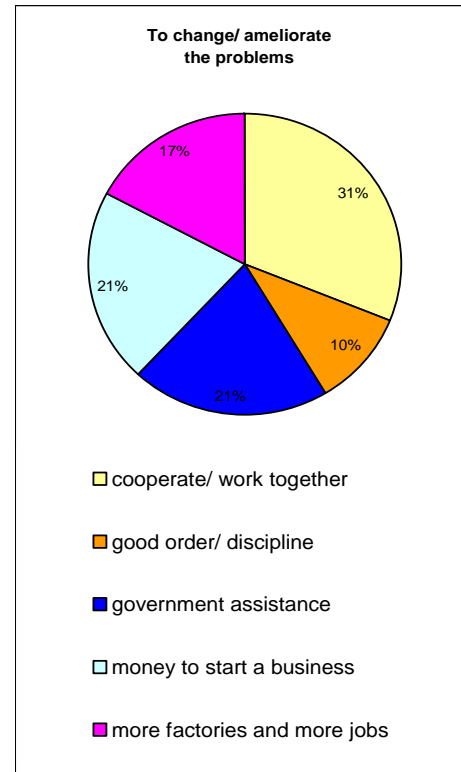
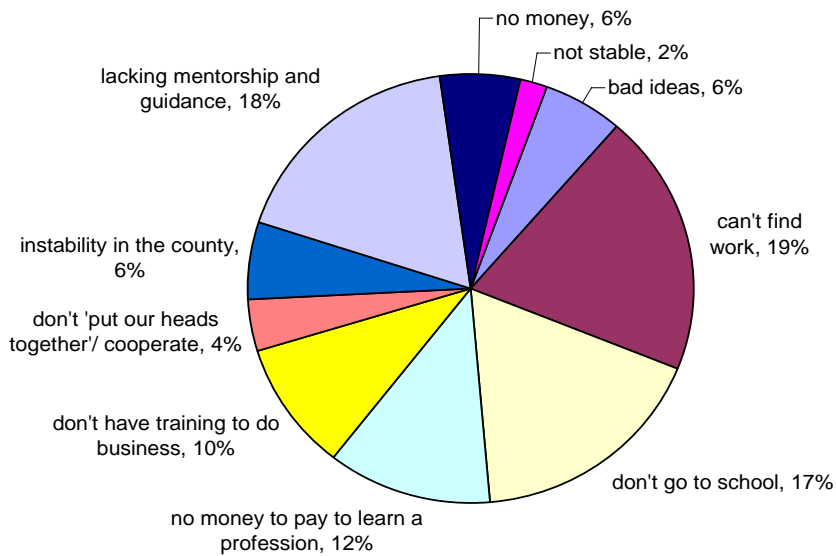
Youth expressed that IDEJEN does and can play an enormous role in helping to improve their situation. As identified in Figure 16, they proposed that IDEJEN do the following (listed according to frequency of the response):

- Help in job placement (14%)
- Lend money to start businesses (14%)
- Provide professional skill development/ training ("metye") (14%)
- Set-up mechanic shops (12%), set-up dry cleaning businesses (8%)
- Provide tools and materials to get started (10%)
- Offer training guidance and support (8%), especially training to start a business (4%)
- Access to education (8%)
- Add to/expand programs (6%)... offer a greater variety of professional training, make the program longer, accept more youth into centers
- Connect youth with people; help generate contacts (2%)

Recommendation: Consider youth requests for IDEJEN's support and action. Those things that IDEJEN is already doing that youth have identified as helpful should remain priorities for IDEJEN. IDEJEN may also evaluate whether or not it is possible to assist them in any of the following ways:

- Help in job placement
- Lend money to start businesses
- Provide professional skill development/training
- Set up shops and businesses with/for them
- Provide tools and materials to get started
- Offer training guidance and support, especially training to start a business
- Facilitate access to education
- Add to/expand programs
- Connect youth with people, share contacts

**Figure 13: What are the biggest problems/ challenges youth face in the community?
(Youth responses from General Guided Focus Group average across all regions)**



Findings and analysis with respect to the second objective:

Find out what youth think it takes to be successful in business and determine why they value one attribute over another. Determine what they have access to and what they need further support in order to access. This can ultimately help IDEJEN to identify how far youth are "off the mark" in terms of their understanding of what it takes to be successful in business. IDEJEN can then assist youth to a) identify other attributes that are important to running a successful business and b) develop those that they feel they need but are experiencing difficulty accessing.

What attributes do youth think are important to be successful in business/what do they understand as important qualities, tasks and skills to run a business?

Reference Figure 14A- C and Figure 15 below and on following page.

The list of ‘attributes’ compiled across the regions is extensive, as it lists over 70 unique qualities, tasks and skills which are important to be successful in business. The youth ranked the attributes in each of their centers; they were then weighted and made into a percentage for graphing. The ‘attributes’ range from ideas, knowledge and understanding, which all ranked over 6%; to money, love, patience, kindness and health which all ranked between 3 and 5%; to cleanliness, food and beauty which all ranked less than 1%. The detailed results of the ranking are displayed in the following charts.

Recommendation: IDEJEN should continue using participatory rapid appraisal tools like the Success Ranking Activity not only to gather data but also as a training tool to help youth identify the skills, traits and abilities necessary to be successful in business.

**Figure 14A:
PART 1-Success Ranking: What does it take to be successful in business?
(Youth responses from Success Ranking Activity average across all regions)**

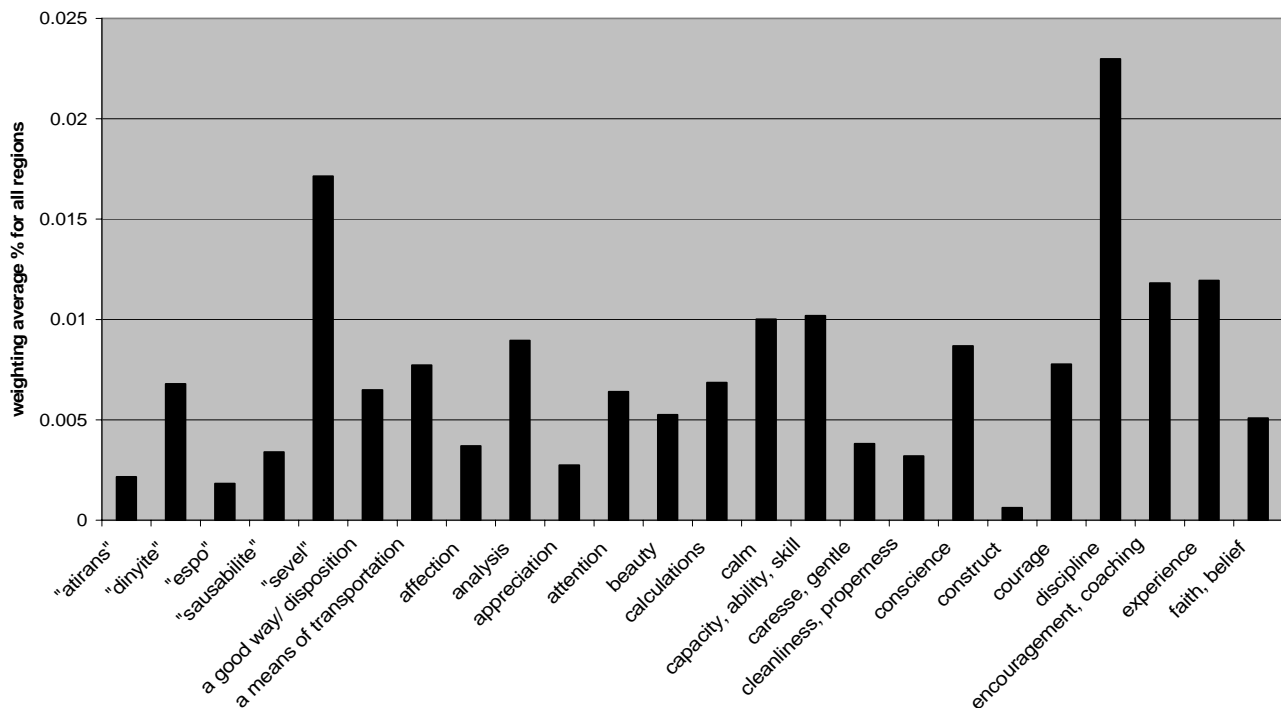


Figure 14B:
PART 2- Success Ranking: What does it take to be successful in business?
 (Youth responses from Success Ranking Activity average across regions)

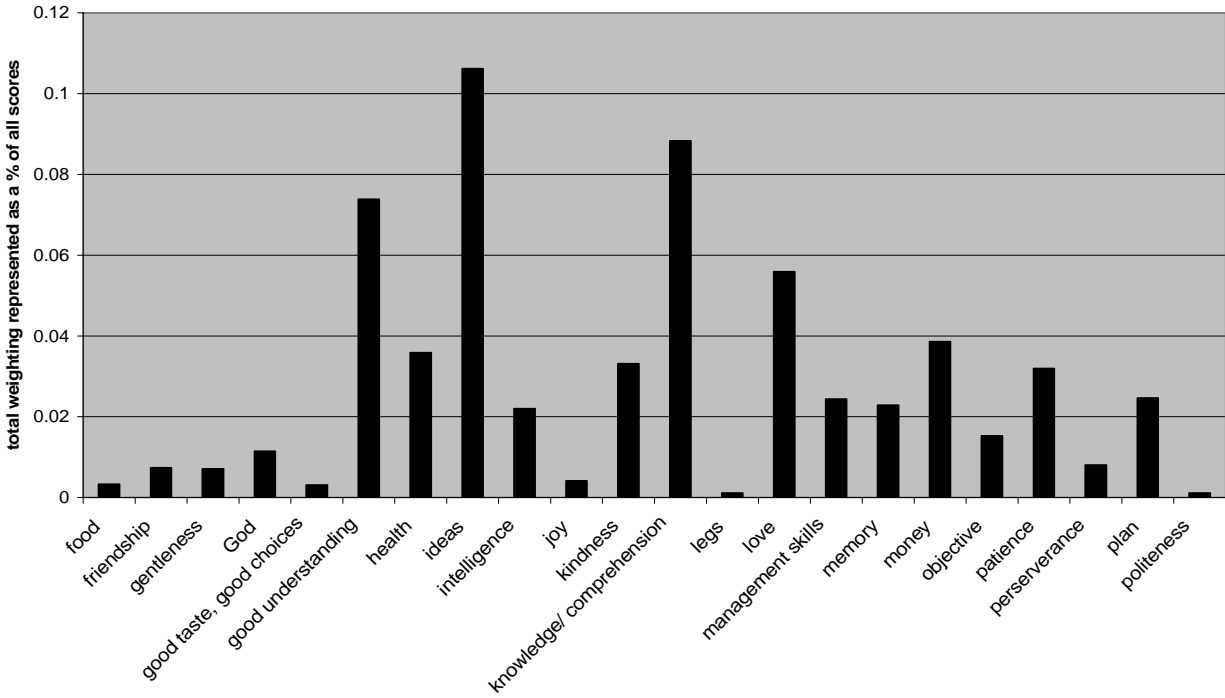
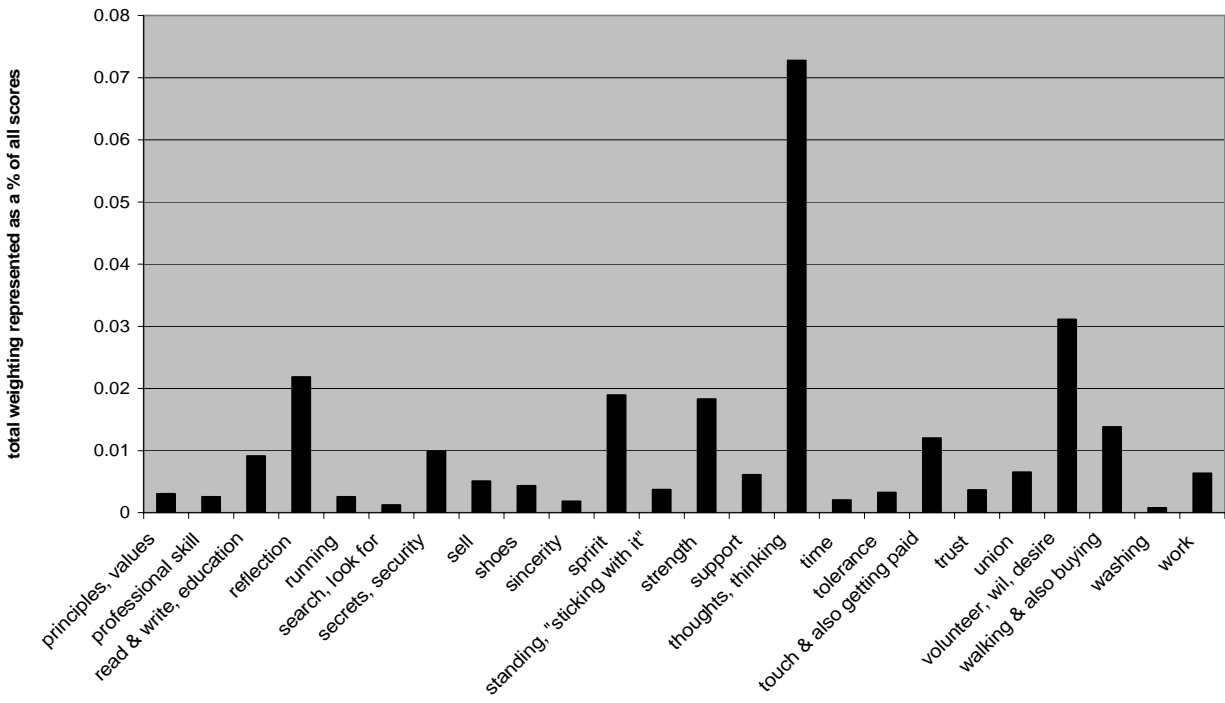
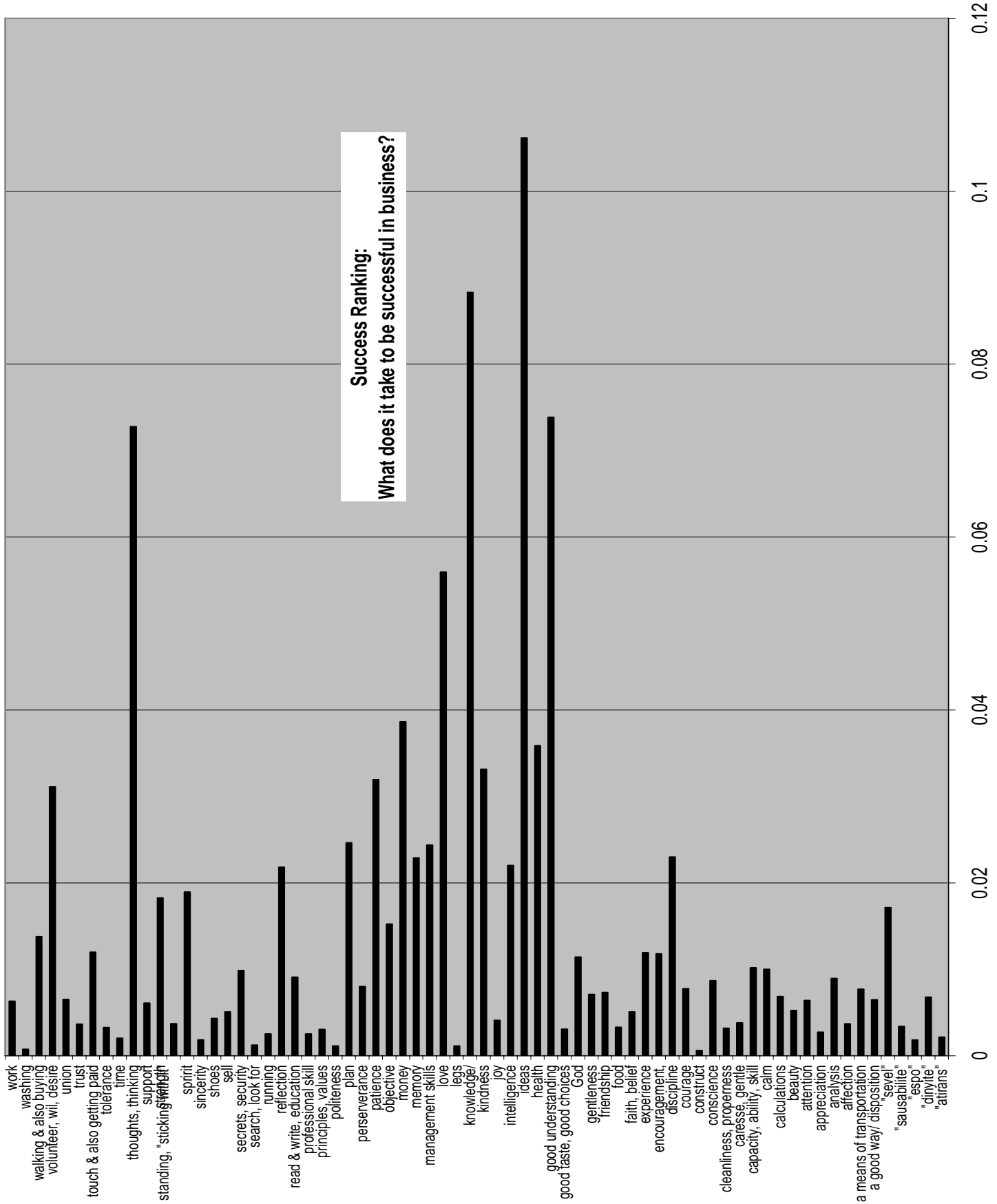


Figure 14C:
PART 3- Success Ranking: What does it take to be successful in business?
 (Youth responses from Success Ranking Activity average across all regions)





Which do they value most and why do they believe that some are more important than others?

The youth value some of the attributes/abilities more than others. During a discussion about the five most important attributes needed for business, youth in Nazon expressed the following:

- “Without understanding/comprehension you will never stick with anything and you will not be able to manage your money.”
- “Without ideas you cannot start a business, but if you have a good idea you can have a business. Ideas are the most important thing to have in the first place.”
- “If you have the things and money you need, you can start a business.”

Youth in Village Solidarité, Petit Place Cazeau and Carrefour-Feuilles felt similarly, stating that *knowledge/understanding* and *ideas* are the most important qualities one needs to be successful in business. “You need to have *understanding* because if you don't have it you will not be able to manage money,” expressed one youth participant in Village Solidarité. Youth in Carrefour-Feuilles also discussed the importance of *love*, as a quality that one needs to be successful in business because love for one's business keeps one motivated and love for one's clients makes a good salesperson.

In Mirebalais, the youth engaged in a lively discussion in which each of them advocated different attribute/ability as most important to one's success in business. In the final ranking there was consensus, though, and all agreed that knowledge is most important for success in business, and that *kindness*, *ideas* and *discipline* are also important.

Overall, youth identified the following five qualities as most important to one's success in business: *thoughts and thinking*, *knowledge*, *ideas*, *good understanding* and *love*.

The following quotes provide a sampling of individual youth responses to the question, “why are the top ranked attributes are most important?”:

- “The top 5 make sure that you have all the *ideas* and *knowledge* that you need to be successful.”
- “*Ideas* are what enable us to begin a business; *good understanding* and *knowledge* are what make it possible for us to continue and not make big mistakes; *love* is important to get clients and treat them well; *calculations* are what you do in business and these will prevent you from ruining it.”
- “You must *think* to have a business and you need a lot of *discipline* and *intelligence* so that you buy good merchandise that can sell quickly.”
- “If a person does not have a *memory* and *love*, he/she cannot do business.”
- “If you do not have a *plan* for your business it will break; you must be *nice* and *kind* to have clients and you must *think well* and have the *will* to make your business work.”
- “You must *think*, have *ideas* and *knowledge/understanding* and an *objective* is very important to keep you going. You must have *good comprehension* to be able to learn to control money.”
- “*Kindness* will permit you to speak well with the clients.”
- “*Thinking* and *ideas* are the most important because before you can begin a business you must do this. You also need *experience* to know how to do what you are doing. You need a lot of *patience* because running a business is not an easy thing and there are not quick results. “
- “*God* is always the most important element in our lives. After this you need *health* and *money* and *skill* to have a business.”

The youth also discussed why the last five that they chose were the least important. Overall, the youth identified *washing*, *searching*, *politeness*, *legs*, and *construct* as five of the least important traits/abilities. Youth explained that, even though they are important, they are less important than the others because “you can still do things and have a good business without them.” One participant explained that: “these things are important and have value but they follow the others. You can still have a business and be successful without these things but they will enhance your success.” Another participant expressed that her group ranked joy and happiness

among the least important traits because, “Business is a serious thing and that is why joy and happiness is last on our list.”

Other attributes which ranked lower than .05% include: ‘attirans’, ‘espo’, ‘sausabilite’, affection, appreciation, caresse/gentleness, cleanliness/properness, food, good taste/choices, joy, principles/values, professional skills, running, shoes, sincerity, standing/sticking with it, time, tolerance and trust .

Which qualities do OSY fail to identify or see integral to business success?

The youth took the Success Ranking Activity and subsequent discussions about what qualities/traits/attributes are important to success in business seriously and they were able to articulate the reasoning behind each of their choices. Their list was thorough and they captured key attributes needed for business. Although one cannot subjectively determine what is required for success in business, it is possible to identify a few key areas that the youth did not mention.

Youth understand the importance of knowledge, ideas and understanding but they ranked management skills and professional skills fairly low on the list relative to other qualities/abilities. Although health ranked highly, physical activities and nourishment (food) were hardly recognized. Because a great deal of the informal workforce that OSY are part of is dependent on physical labor, it is important that youth recognize that physical skill and ability are just as important as knowledge and understanding. Marketing/spreading the word and communication skills were not listed as an attribute required for success even though youth do appear to recognize the need to treat their clients well. Communication skills are proven to be integral to business success and in order for youth to advance their business they need to possess the skills to promote their products/ services through marketing.

Finally, the youth did not mention that mentorship, guidance, networks, contacts or other people are important elements for business success. This may not be as much an indication that they do not see this as important to success, but rather the result of the phrasing of the question. Nonetheless, studies have shown that youth need to be mentored as they begin their own businesses, and this factor is integral to business success.

Recommendation: Encourage youth to value practical work skills. Motivate them to understand that skill and ability are essential to success, often more so than knowledge or a high level of education, especially in their fields of work.

Recommendation: Demonstrate to youth the importance of marketing and customer retention to success in business, and help them develop marketing strategies and techniques for their own small businesses. Client retention, marketing and advertising need be key themes in any entrepreneurship training.

Recommendation: Help youth understand the importance of being mentored and ensure that they have access to mentors both in their centers and communities. Implement mentoring models that afford youth the opportunity to both be mentored and to mentor others, thereby reinforcing the importance of mentorship and guidance as essential to success in business.

Which are they able to access/learn/develop/already possess? Which do they need/are they missing/want to develop?

Reference Figure 16 on the following page.

Youth seem capable of independently accessing/developing most of the qualities/‘attributes’ that they have identified that they lack, including more discipline, education, professional training and mentorship in addition to funds and job opportunities.

They learn/access the things that they need to be successful from family and friends, and through their work experience. They also responded that they develop qualities and behavior to be successful in business at IDEJEN centers, and by seeking advice from others.

In the Success Ranking Activity Guide, there is a question “*Eske nou manke anyen? Are we missing anything?*” This question was intended to follow up on the characteristics list from question 2.1- 2.3. (i.e. are we missing anything from this list- should we add to it?). While most regions understood it in this context, a few regions interpreted the question to mean, “What are youth missing or lacking in their communities?” and an interesting discussion ensued. In Nazon, youth said that they are missing/lacking health, food, and activities. Youth in Nazon also said that they need training to “know how a business is supposed to run” and develop their own business skills. The need for this kind of training is further supported by their limited recognition of the importance of business planning and management skills. One of the most significant comments with respect to “what is missing” was made by a young person in Villaj Solidarité, who said “we, youth, lack support in our communities”. The fact that the youth interpreted the question as they did and seized the opportunity to share what is missing is significant in itself. It is apparent that youth are lacking a voice in their communities and need opportunities to share their challenges in a safe environment.

Recommendation: Provide youth with business/entrepreneurship training that incorporates basic business management skills.

Recommendation: Youth should be able to learn from real-life case studies of people in Haiti who are successful and run “good” (both well-managed and ethical) businesses. Preferably, these could be individuals from or near their own communities. They could be introduced to a variety of strong professionals—“success stories”—and practical mentors who could simply be merchants from the market who enjoy what they do, are good at it, and who (on most days) are earning enough to support themselves and their families.

Recommendation: Youth should be supported through mentorship, especially as they start their own small businesses. The majority of communities in which there are high populations of OSY suffer from a lack of mentors, a fear of or disinterest in youth and their activities and a lack of qualified volunteer role models. IDEJEN must take active steps to ensure that youth connect with a mentor, which may include establishing a network of available and interested mentors/role models and/or providing incentives and helping to explain to business people in the community the importance of mentoring. While the centers serve as perfect hubs for mentorship and youth networking, youth should also be encouraged to seek out mentors in their communities and to extend their network on their own.

Recommendation: IDEJEN should make an effort to engage the community as much and as often as possible to begin to (re)establish a safety net and interest in guiding youth.

Findings and analysis with respect to the third objective:

Gain an understanding of the economic situation in each of the regions where IDEJEN is working, including their differences and similarities, so that IDEJEN can ensure that its programs are adapted for each region. Explore business opportunities by assessing where there are needs that are not being filled, gaining an understanding of supply and demand, and determine which types of businesses are most successful and why. In such a way, it will provide an indication to IDEJEN as to which types of businesses have potential and which should be avoided, and it will demonstrate which types of businesses and/or which needs may require further in-depth study. Determine where youth are qualified to work so that IDEJEN can ensure that it is preparing youth for opportunities for which they are qualified.

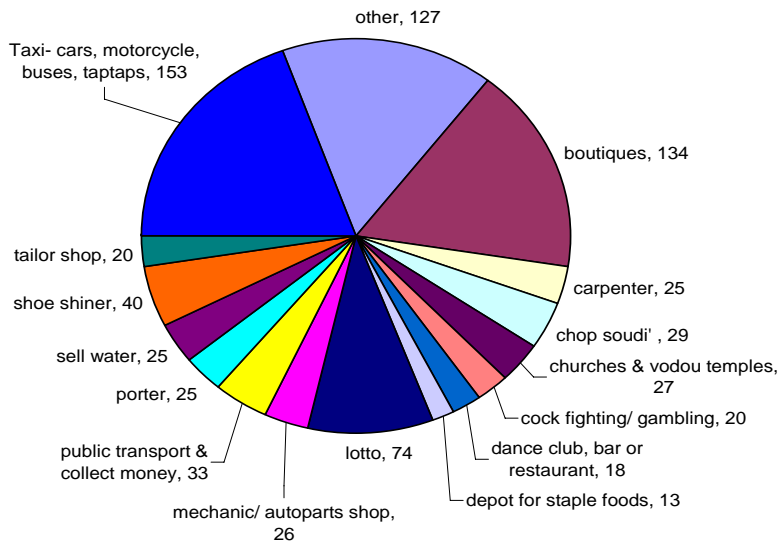
What is the breakdown of the economy in each area? How do the economic activities in the different regions compare?

Breakdown- Reference Figures 17- Figures 22 below and following pages. Comparison- Reference Figures 23A- D

The following charts provide a detailed breakdown of the economic activities in each area as reported in the youth mapping business checklist exercise. In most cases, small merchants were not accurately counted and therefore they are not represented in the charts. In all regions, though, small merchants make up the majority of the economy, accounting for as much as 80% of businesses.

In Nazon, lotto and boutiques are the most numerous types of business, accounting for about 30% of the economy. There is only one bakery, one bank and one cinema, but for the most part there is an equal breakdown of shops and services in the community. Because of Nazon's location in Port-au-Prince, the people in the community have access to shops and services that may be few in number or non-present in Nazon itself. Likewise in Village Solidarité, lotto and boutiques are the most numerous. Beauty salons and pharmacies are also among the most popular types of business in Village Solidarité. There is only one reported taxi/public transportation, but that could be because the youth understood it to be one route or one small station that passes through the Village. Because Village Solidarité is a small and very poor community that has been affected by political violence and demonstrations, there are fewer of each type of business than in some of the larger areas. It is also a reality that many people in Village Solidarité are mobile and shop in/use services located in other areas of Port-au-Prince. The economic breakdown of Petit Place Cazeau includes the number of small merchants. It is evident from the graph that small merchants account for the greatest part of the economy. Boutiques and lotto are also numerous. Unlike Village Solidarité, though, the survey reported that there are a large number of public transportation vehicles. This is likely due in part to a more accurate tally by the youth mappers, but also reflects the fact that distances within Petit Place Cazeau are greater than in Village Solidarité, which is located nearby major roads and intersections. Therefore, there is more need for public transportation within the community of Petit Place Cazeau than in either Nazon or Village Solidarité. There are very few cinemas, big stores or car washes in Petit Place Cazeau. Taxis, lotto and boutiques are also the most common types of business in Carrefour-Feuilles, which is another area of Port-au-Prince. Other popular businesses in Carrefour-Feuilles include: merchants, water sellers and shoe shiners. Mirebalais' economy in the central plateau, consists of a wide range of shops and services but there are only a few of many of the different types of businesses. There are more mechanic shops, churches/voodoo temples, and cock fighting arenas than in any of the urban regions. The youth mappers in Mirebalais reported that there is at least one of every type of business, with the exception of factories, transport services (i.e. travel agencies) and septic/hygiene services, which indicates that the economy is fairly balanced and also independent. Because of Mirebalais' rural location it is imperative that the area have all of the key businesses present. Similarly, Jeremie has at least one of every business type but because it is a larger and more populous city there is more of each business type than in Mirebalais. Masons, carpenters, porters, and other manual laborers make up a significant share of the economy in Jeremie, whereas there are fewer photo studios, dry cleaners and internet cafés than in other regions.

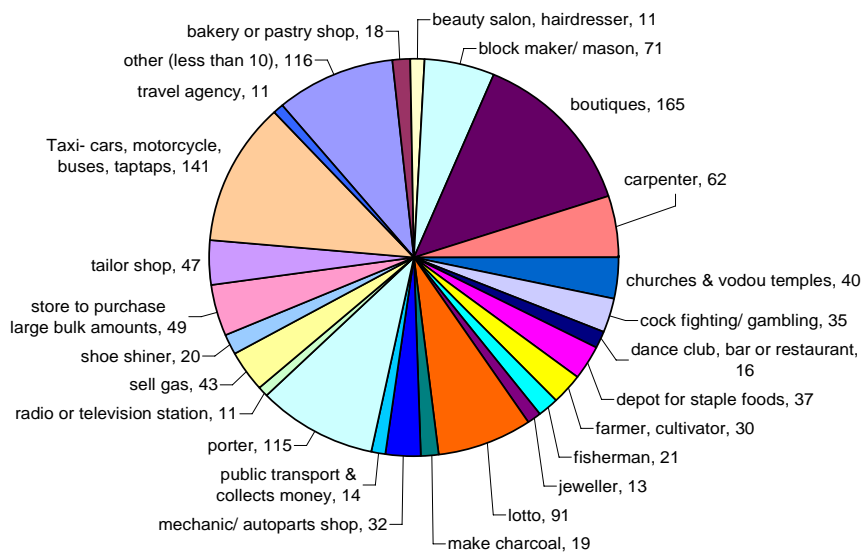
Mirebalais Economy
(not including small street merchants 'ti machan yo')



Breakdown of type which have less than 10 businesses



Jeremie Economy
(not including small street merchants 'ti machan yo')



Breakdown of types with less than 10 businesses

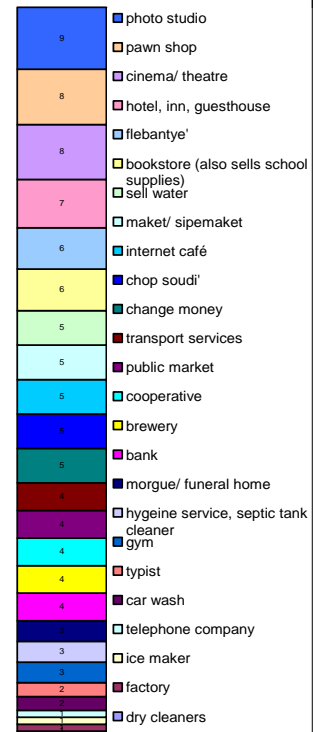
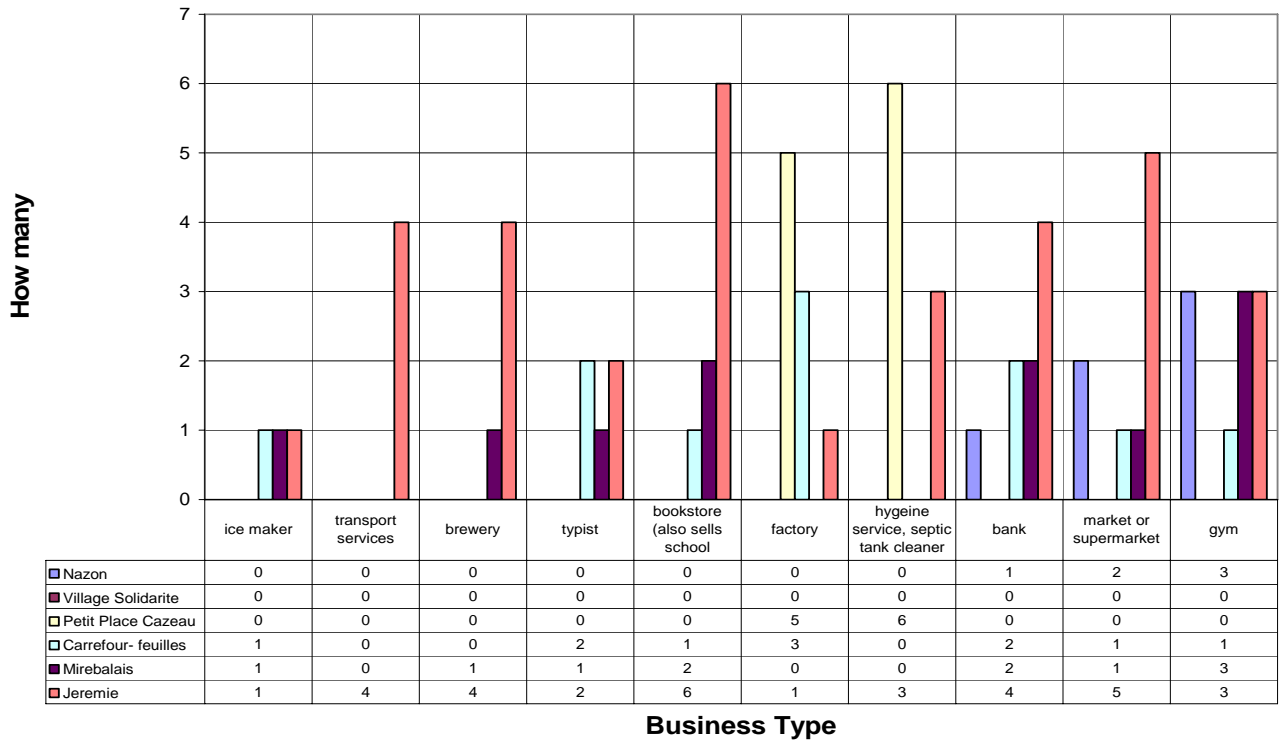
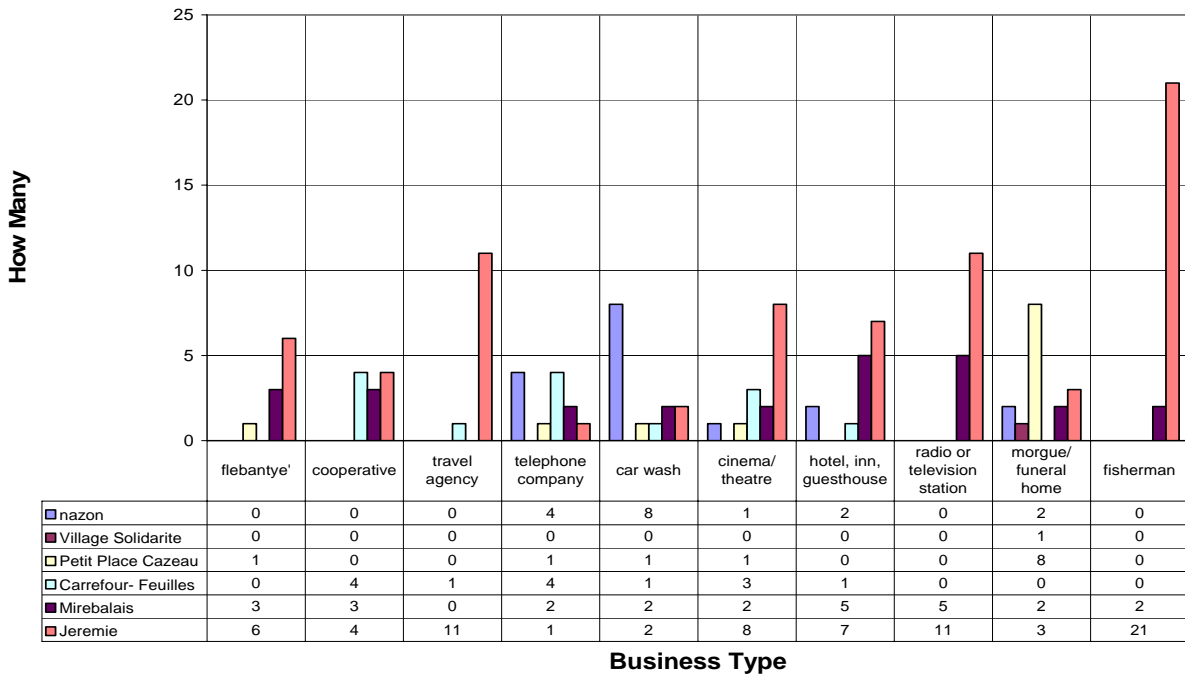


Figure 23 A-D

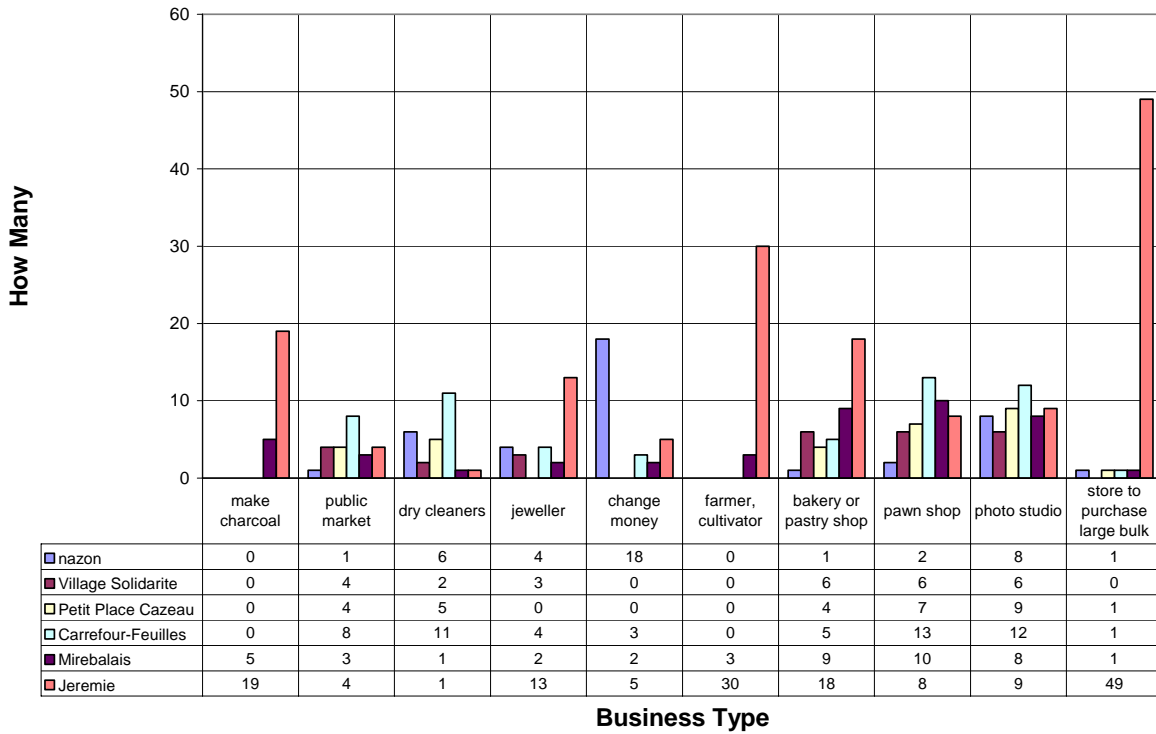
**5. Business Checklist-
Comparison of Business Types Findings (part 1)**



**5. Business Checklist
Comparison of Business Types Findings (Part 2)**



5. Business Checklist Comparison of Business Types Findings (Part 3)



5. Business Checklist Comparison of Business Types Findings (Part 4)

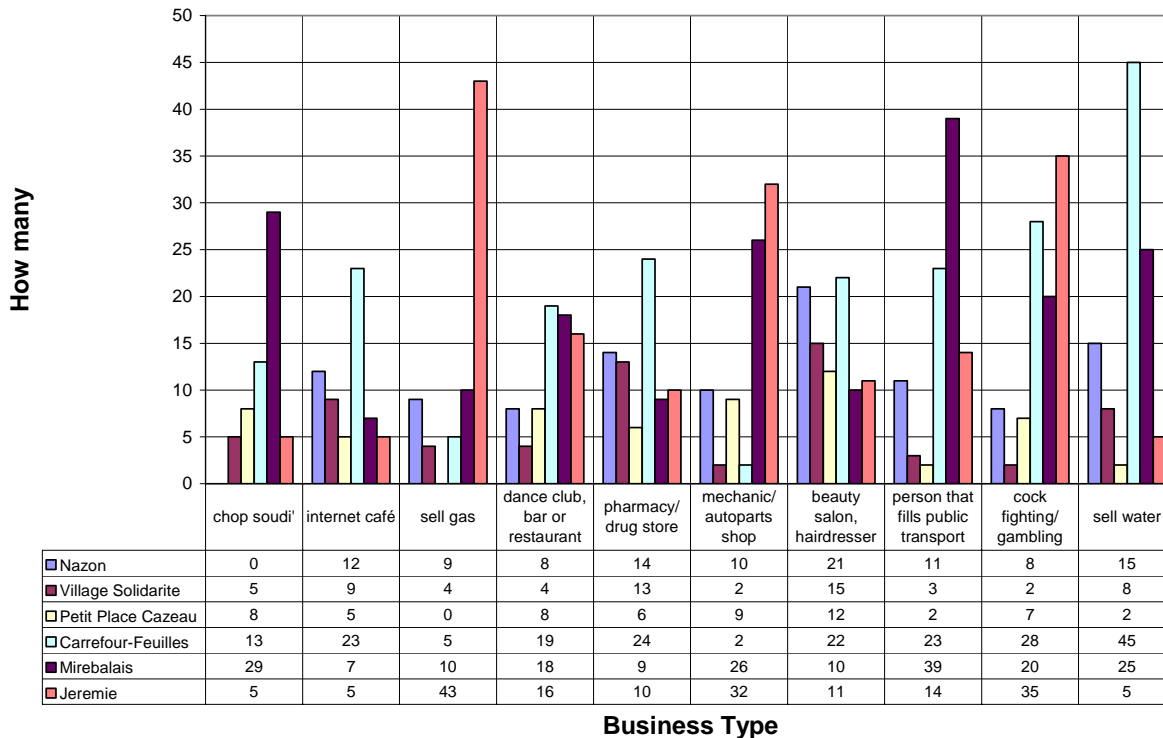


Figure 24B: Does the business run well?

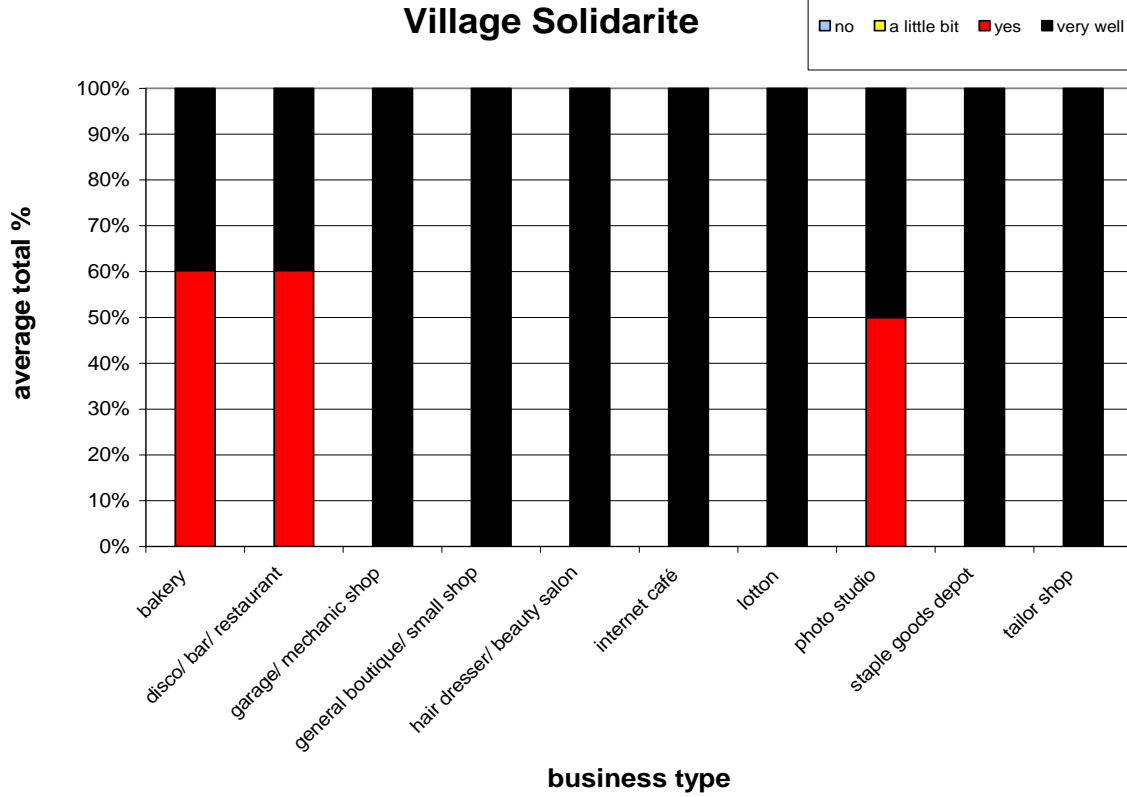


Figure 24C: Does the business run well?

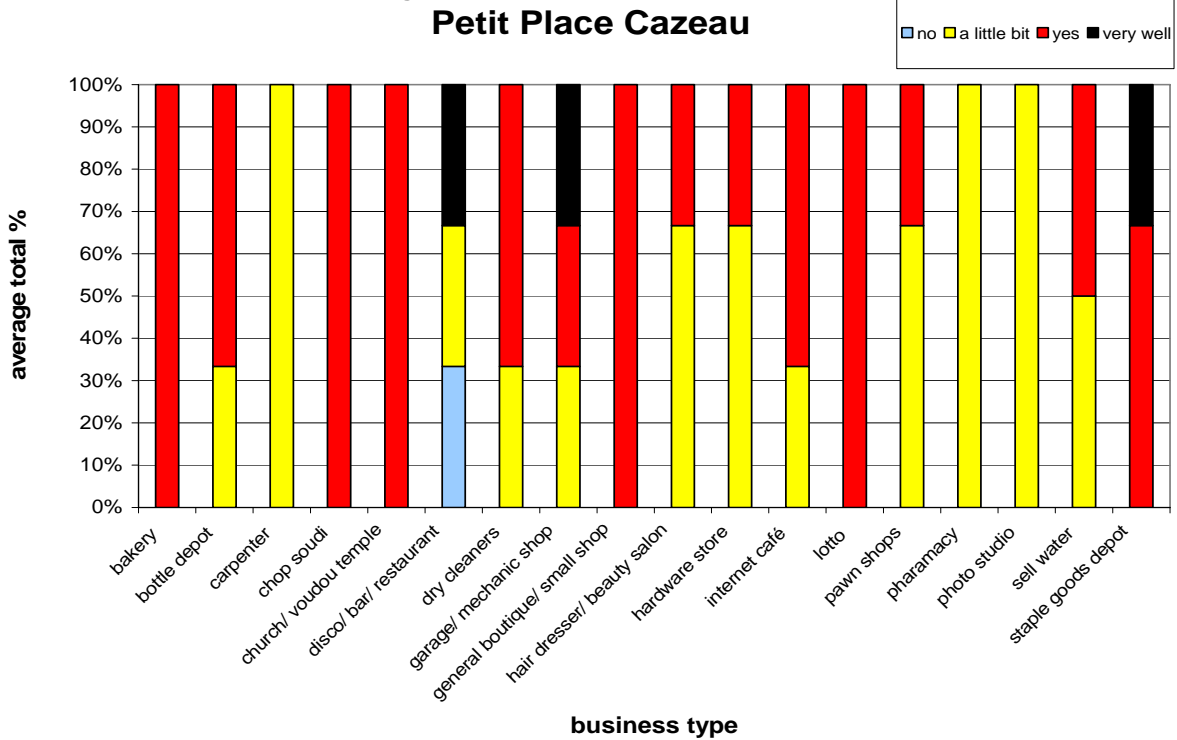


Figure 24D: Does the business run well?
Carrefour Feuilles

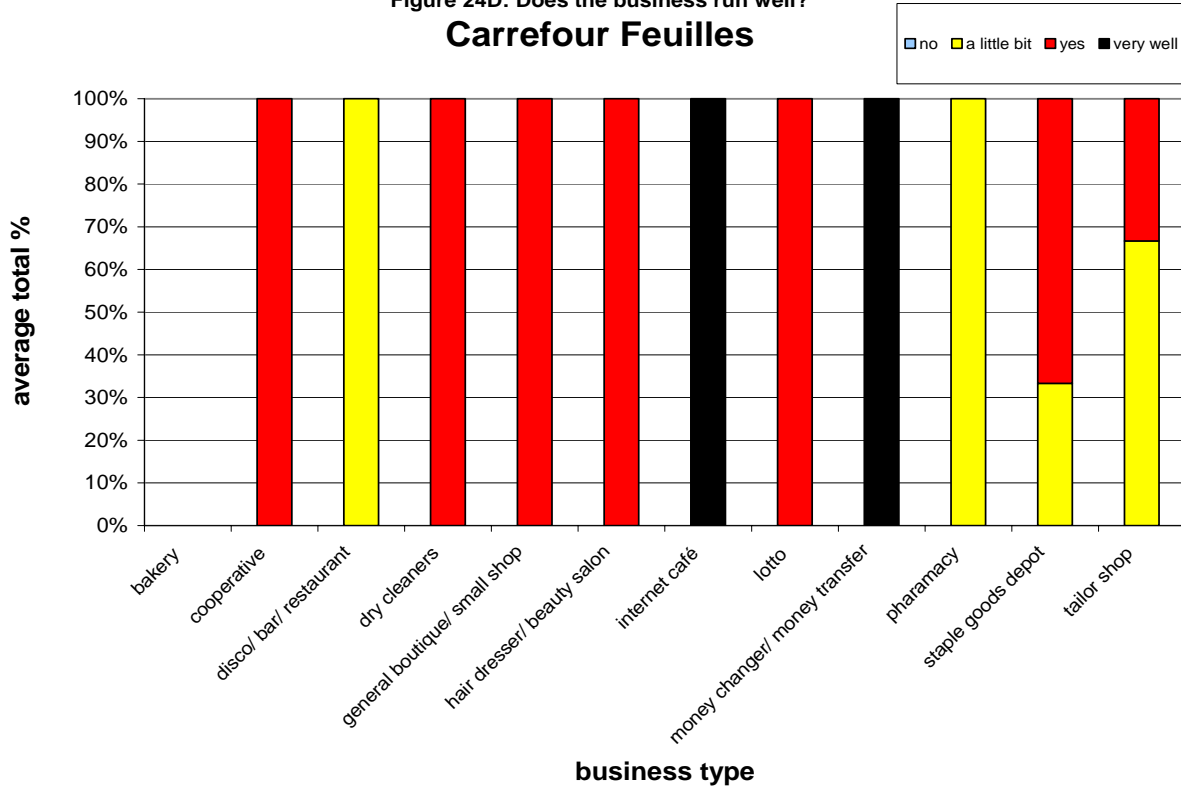
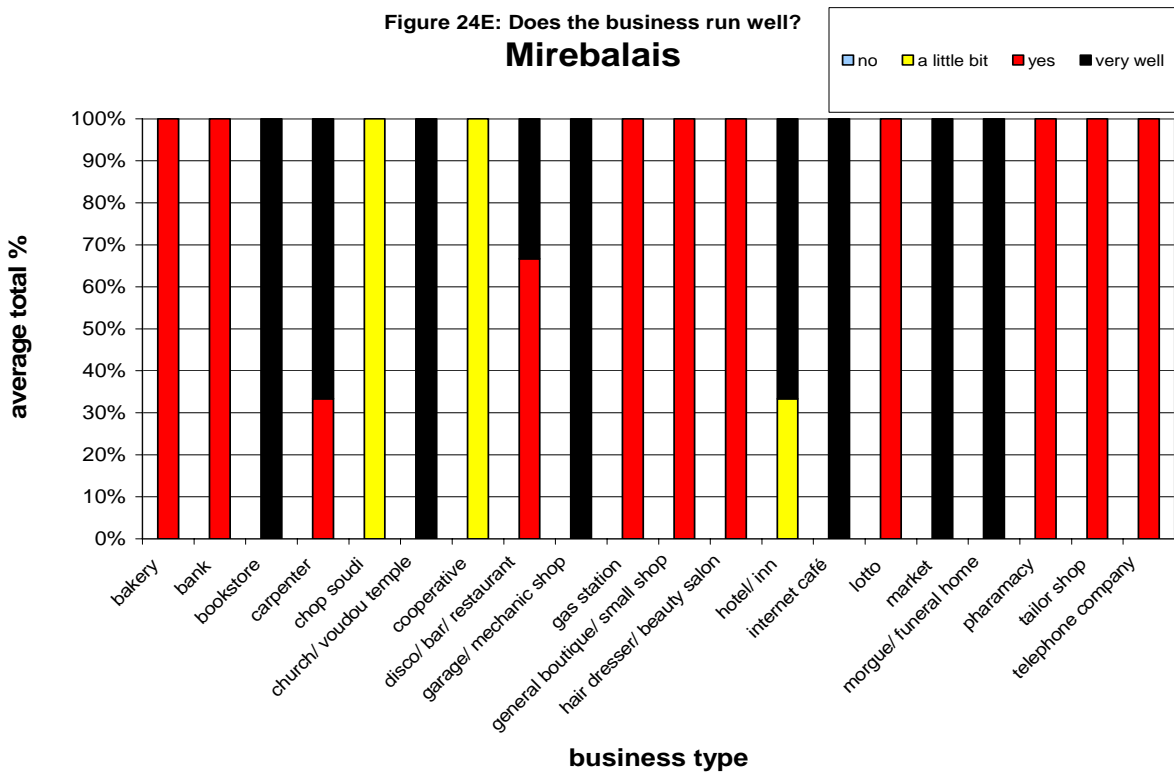


Figure 24E: Does the business run well?
Mirebalais



Which types of business have high risk associated with them?

Reference Figure 25 below

As part of their observational survey of businesses in their communities, youth made an effort to assess the level of risk associated with different economic activities. They ranked the activities based on whether they are considered to be very dangerous, dangerous, a little bit dangerous, or not dangerous at all. The results are displayed in Figure 25 below.

The results of the survey are based purely on youth observation and interpretation. Some results may seem fairly inconsistent due to the following: there was not a consistent sample number (in some cases the evaluation is based on only one region having observed the type of business, whereas in other cases up to five regions reported data about a type of business); the definition of ‘dangerous’ was interpreted differently in different regions. Some youth defined ‘dangerous’ as having the potential to cause injury or harm (i.e. mechanics since they work with tools and parts) and others considered theft and crime as potential dangers. Despite these limitations, the findings provide valuable insight into youth’s perceptions.

The businesses that they feel have little or no risk at all include:

- Gas station
- Pawn shop
- Church
- Hotel/Inn
- Morgue
- Public Market
- Bookstore
- Cooperative
- Telephone company
- Water business/ company
- Beauty salon
- Money transfer/ changer
- Carpenter
- Dry Cleaner
- Disco/Bar/Restaurant
- ‘Chop Soudi’
- Gambling
- Bank

The businesses with the highest degree of risk include:

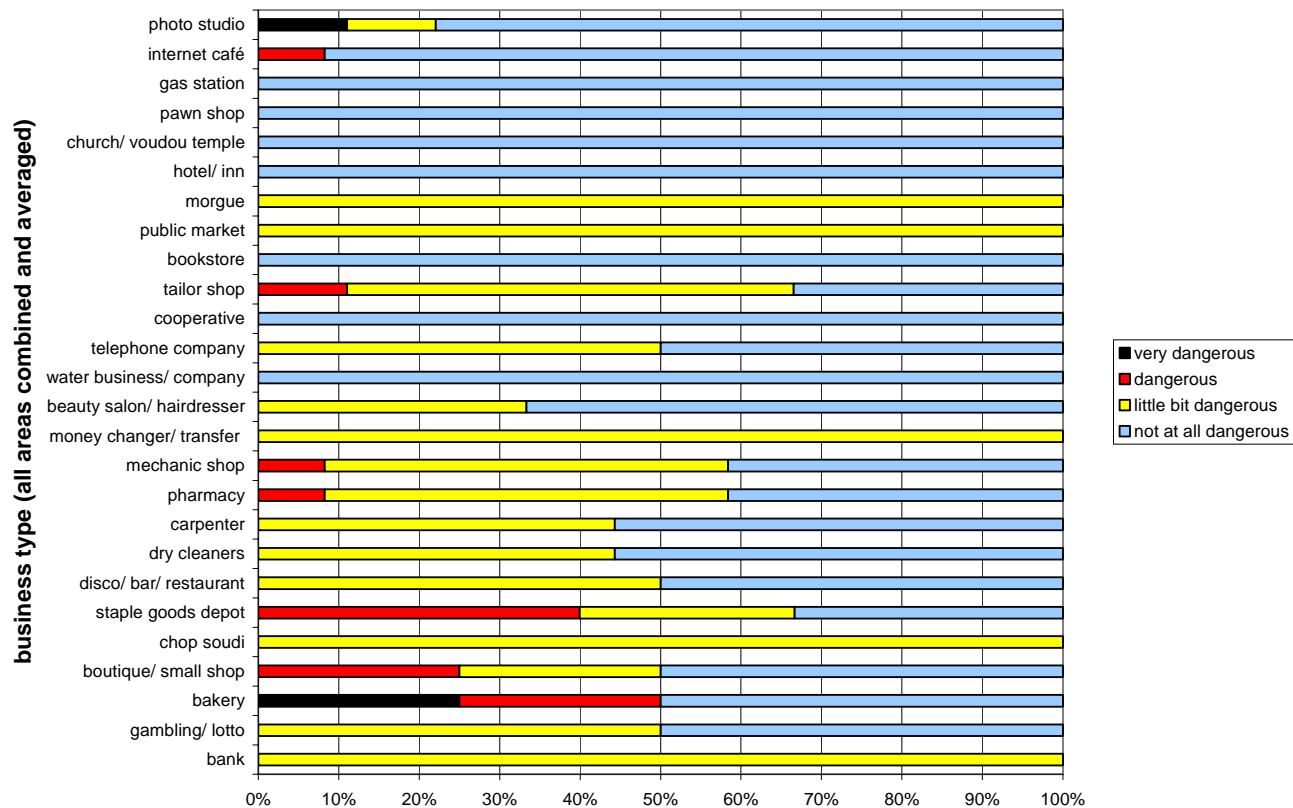
- Bakery
- Boutique
- Staple goods depot
- Pharmacy
- Mechanic shop
- Internet café
- Photo studio
- Tailor shop

Recommendation: IDEJEN could develop and use a model to help assess the risk associated with certain types of work/business and look at how to reduce the risk to make the activities safer for youth.

Recommendation: Invite youth to explore and evaluate for themselves the risk associated with certain types of activities through non-judgmental discussion. Youth can be trusted to understand that there are risks associated with certain business types and examine how to reduce the risk and/or consider alternative types of work/business. It is important that youth not be criticized or judged, and that the ‘moral argument’ is not the premise of risk assessment.

I.e. Prostitution is a *high risk* activity not a *bad* economic activity. The risks associated with prostitution are not that ‘one will go to hell for committing sin’, but real health risks like contracting disease and/or being abused. The ways to reduce the health risk are for prostitutes to use condoms, educate themselves about sexually transmitted diseases, visit the doctor regularly for HIV/AIDS tests, always ensure that someone knows where they are going, and explore alternative types of work which are less risky.

Figure 25: Is the business dangerous?
 Perceived level of danger or risk identified with the surveyed business types



Which businesses are youth in IDEJEN centers suited to work? Examine: do they employ youth? What education is necessary? What is the risk factor?

Reference Figure 25, Figure 26 and Figure 27

A number of findings must be considered together in order to respond to the research question: which businesses are appropriate for youth in IDEJEN centers to work in? First, it is important to know whether or not the businesses are known or observed to employ youth. Secondly, the gender divisions in these businesses are important for IDEJEN to take into consideration in order to either (a) ensure that youth, particularly girls, are being prepared for types of work where others of their gender are also working and/or (b) prepare to meet the challenges of breaking the ‘norm’ in terms of what is traditionally considered “men’s work” and “women’s work”. Thirdly, it is essential for youth in IDEJEN centers to have information regarding the implicit or explicit education requirements so that they can determine their own ‘eligibility’ for certain types of work. Finally, as it is one of IDEJEN’s goals to ensure the health and safety of young people, the perceived level of risk associated with each type of work is important to consider when looking at what businesses youth from IDEJEN centers are suited to work.

Nearly half of the businesses surveyed employ youth. This is significant because the majority of businesses that the youth mappers surveyed were more formal business types. If youth are eligible to be employed in approximately 50% of ‘formal’ businesses, then it is fair to say that they are eligible to work in at least 75% of informal and street businesses. Youth work in a variety of businesses ranging from pharmacies to mechanic shops to lotto booths. **Figure 26** shows the list of 17 businesses (from the list of 26 types surveyed) that employ youth.

The observational survey reported that youth do not work in the following types of businesses:

- Bank
- Money transfer service
- Water company
- Cooperatives
- Market (*Note: there was only one market surveyed overall. In most cases Haitian youth do work in the public market.)
- Morgue/funeral home
- Church/Voodoo temples
- Pawn shop
- Gas stations

This data would suggest that IDEJEN would need to carefully assess whether placements in these professions would be appropriate for OSY based on their age, education level and their acceptance by the community.

Figure 26 also represents the gender composition (whether the business employs mostly girls, a combination of boys and girls, or mostly boys) for the businesses that employ youth. Few businesses employ mostly girls, whereas a greater number employ a combination of boys and girls. The majority of businesses employ mostly boys. Tailor shops, carpenters, bakeries, mechanic shops, ‘chop soudi’ (welders), and bookstores almost exclusively employ males. While this exercise did not report that the majority of employees in any of the surveyed types of businesses are girls, this is likely due to the fact that they are mostly formal businesses. Most Haitian girls and women work in the informal sector as small merchants and also as housekeepers or domestic workers, teachers and in less visible positions like cooks.

Figure 27 shows the level of education required for each of the surveyed types of business. One of the key limitations of the information about education is that all the data is based purely on the assumptions of the youth mappers, who were instructed not to interview but only to observe and make an assessment.

Youth in IDEJEN centers have limited education consisting of either no education or some primary school. Their eligibility for certain types of work is limited due to their level of education. The following businesses employ youth with less than a secondary school education:

- Lotto
- Bakery
- Boutique

- ‘Chop Soudi’
 - Convenience Store
 - Disco
 - Dry Cleaners
 - Carpenter
- Pharmacy
 - Garage/ Mechanic Shop
 - Beauty Salon
 - Water Company
 - Cooperative
- Tailor Shop
 - Public Market
 - Pawn Shop
 - Gas Station
 - Photo Studio

After considering the combination of these factors, the following businesses (from the 25 that were surveyed) can be considered suitable business for youth in IDEJEN centers because they are low-risk activities, which are observed to employ youth with less than a completed secondary school education: lotto, ‘chop soudi’, disco, dry cleaners, carpenter (if supervised), garage/mechanic shop (if supervised), beauty salon, and the public market. It is likely that there are many other businesses suitable for youth employment, but this report is intended only to highlight the results of the youth mapping exercise.

IDEJEN may determine that some types of business are not consistent with its mission for livelihood development, and therefore discourage youth from starting/ working in such businesses. For example, youth are suited to work in/run lotto/gambling businesses based on their level of education/experience. Furthermore, youth believe that lotto businesses have low risk; (the level of danger/risk involved with this type of business is arguably higher than that which youth identified). Lotto/gambling, however, is recognized as being one of the contributing factors to poverty in urban slums in Haiti, and it is counter-productive to many of IDEJEN’s goals to instill a sense of financial responsibility in youth. For these reasons, IDEJEN may decide not to promote this as a business opportunity for youth.

Recommendation: IDEJEN should avoid placing youth or encouraging them to start/ work in businesses that are determined to require a level of formal education that far surpasses the basic level of education that they currently have. According to this research, that would mean that all those positions requiring completion of secondary school and higher would be discouraged.

Recommendation: Conduct studies similar to the Detailed Business Checklist to better understand which business types are suitable for them based on their age, education level and the risk involved.

Recommendation: IDEJEN should encourage some of the youth to work in/start the following types of businesses, which are deemed suitable based on required age, education and experience such as merchants in the public market, beauty salons, dry cleaners, and carpenters or mechanics (if supervised).

Figure 26: Breakdown by gender of businesses (from those chosen for survey) who employ youth



Figure 27A: What is the education requirement for business? (part 1)

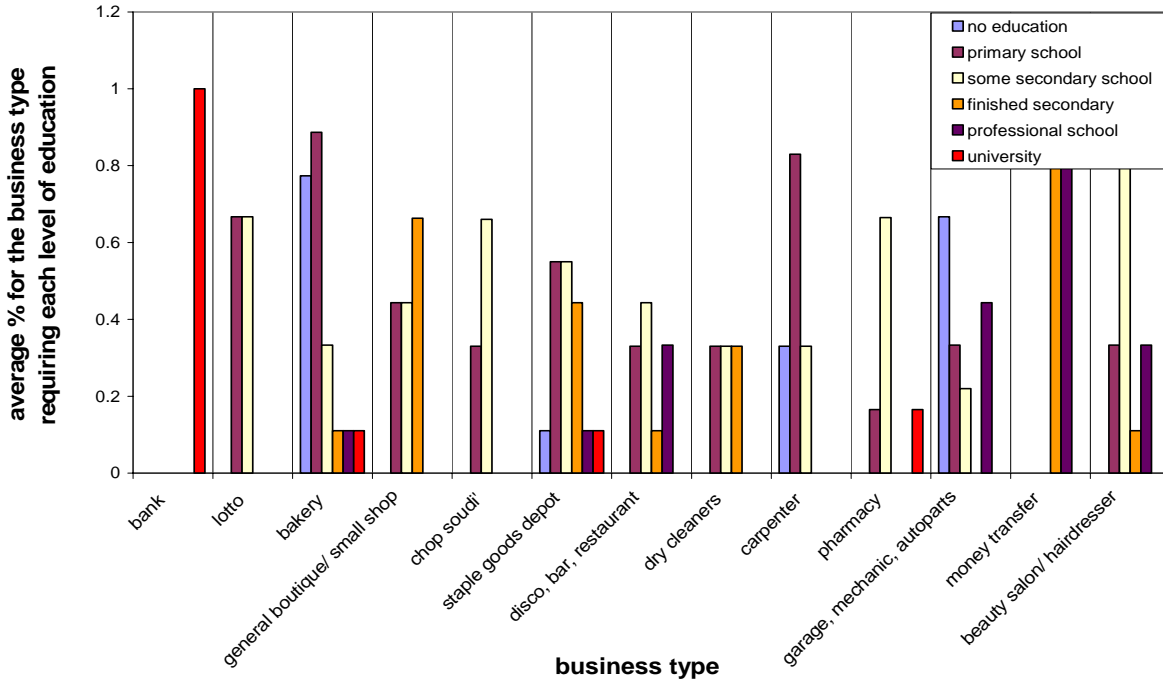
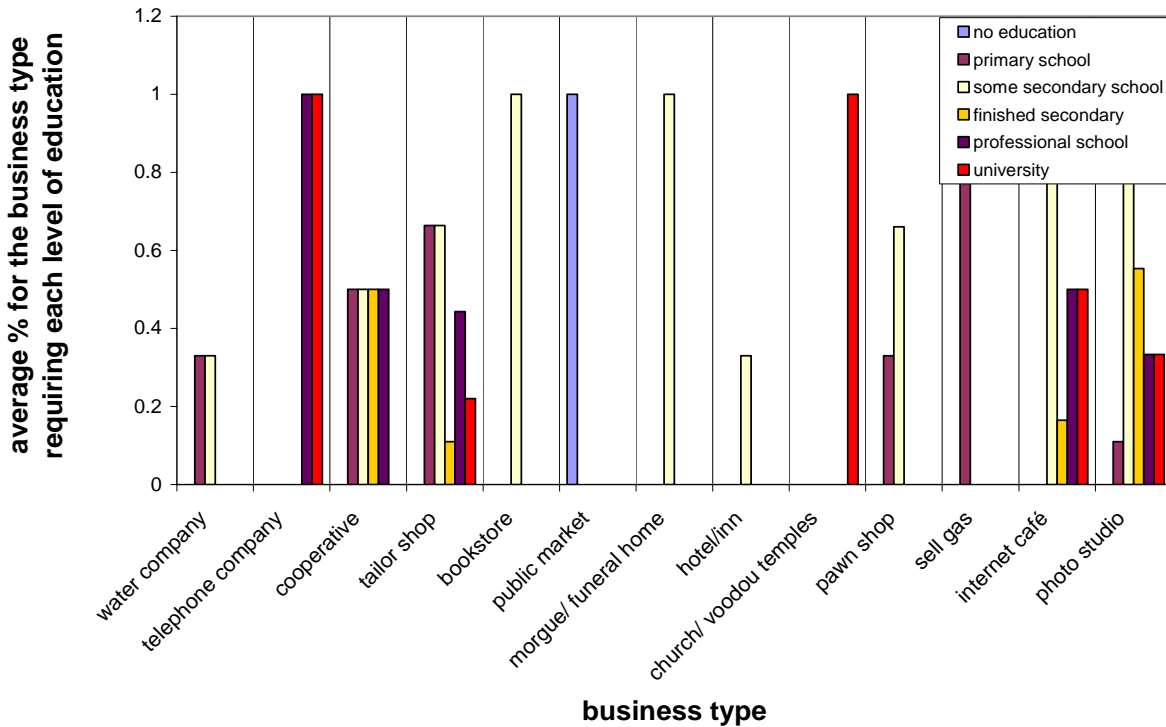


Figure 27B: What is the education requirement for business? (part 2)



Who are the clients and how do we appeal to them?

No charts were necessary to help analyze the research question *Who are the clients?* because the initial data clearly illustrated that all the business types surveyed served all socio-economic classes and nearly all age groups. Nearly 100% of businesses surveyed in all areas service all classes, rich and poor, alike. The majority of businesses service adults and youth, fewer service children or elderly. We can therefore determine that any business run by a youth in IDEJEN or by the center should be accessible and appeal to adults and youth of all socio-economic classes.

Findings and analysis with respect to the fourth objective:

Understand how youth participate in the economy and determine where youth are already engaged. This information will help IDEJEN to evaluate whether or not youth are just managing money poorly and/or if they truly have problems accessing money. The conclusions can help inform livelihood development programming, specifically with respect to budgeting, saving, etc.

How much money do they have? What is source of youth money?

Reference Figure 7 and Figure 8 (pages 24 and 25) & Money Mapping Hard Data.

The money mapping exercise did not provide concrete information about the amount of money that youth have/acquire on a regular basis. However, the findings do suggest that youth have access to some source of funding and are actively engaged as producers and consumers in their communities.

As previously illustrated, youth receive money from family and friends, loans, work and their economic activities, gambling, selling assets, etc (see Figures 7 and 8).

Where do youth earn and spend money? What happens to their money?

Reference Money Mapping Hard Data.

During an average day youth spend a significant amount of money on food. The majority of youth (who participated in the youth mapping exercise) report that they eat at least one meal/snack away from home each day, purchasing it either at a restaurant or from a cooked food vendor on the street. They also tend to pay at least one or two public transportation fares each day, especially those who live in Port-au-Prince and Jeremie. In Mirebalais, youth spend less on transportation because they are able to walk to most places.

Approximately half of the small sample group that participated in the money mapping also indicated that they purchase clothing, shoes or beauty products regularly. Several of the older teenage males said that they get and give money to friends and girlfriends and play the lotto. None of the youth demonstrated that they spend money on housing or expenses like telephone, electricity, or water. However, a number of the youth, especially the girls, stated that they purchase staple food (rice, beans, and oil) and cooking supplies almost daily.

At the end of the day, youth either return home with their money and save it for the next day, give the remainder to family, loan it to friends who they trust will pay them back, or purchase 'assets' (jewelry, clothing, shoes) that they can later turn into cash. None of the youth demonstrated that they save money in any formal capacity, but some have personal savings ('piggy banks'/'secret boxes') where they reserve funds.

The results of the money mapping activity appear to indicate that although most youth state that they are not able to provide for their basic needs, they don't always differentiate between needs and wants.

What do they need to live better- more money or better management?

Reference Money Mapping Hard Data.

In order to respond to the question “what do they need to improve their standard of living?”, it is necessary to consider how much money youth have and what they do with their money. It is difficult to determine what youth need as there are no clear or consistent findings. It appears that, in order to get an accurate picture of what youth need, individual assessments need to be conducted.

The following recommendations provide some general insight and suggestions about what support youth need to manage their money.

Overall

Recommendation: Youth receive training in order to help determine the difference between needs and wants.

Recommendation: IDEJEN conducts more thorough investigation into the quantity of money that youth earn and spend and their spending behavior. Such an investigation could be done through informal channels by having the youth experiment with the money mapping exercise. This information will help to determine how much more money youth need to earn and/or what training they need so that they can better manage their current earnings and identify opportunities for saving.

Recommendation: Although the information is limited, it suggests that youth need to develop money management skills just as much as they need to increase their earnings. Several examples in the money mapping exercise revealed that youth are able to earn or acquire a reasonable amount of money in a day yet save very little. Both personal and business financial planning and budgeting skills should be a cornerstone of entrepreneurship and future livelihood development programming.

Recommendation: Introduce youth to savings and banking models.

Recommendations

The recommendations embedded in the comprehensive analysis have been extracted and combined below for easy reference. Following those recommendations, a few others based on observations and discussions with the youth mappers are provided by the consultant.

- Encourage youth to explore non-financial reasons why they work. It is important to establish a sense among the youth that they work in order to feel good about themselves, contribute positively to society, use their skills and talents, etc. Inspiring youth to ponder these questions will help them to see the value of work beyond money. This is important because if the only reason to work is to earn money then high risk or even illegal lucrative activities seem justifiable. Youth need to be encouraged to seek work/start businesses that are consistent with their inner values.
- Consider the youth's requests for support from IDEJEN. The things that IDEJEN is already doing that received positive feedback should remain priorities for IDEJEN. Evaluate whether or not it is possible to assist youth in any of the following ways:
 - Help to get jobs
 - Lend money to start businesses
 - Provide professional skill development/ training
 - Set-up shops and businesses with/for them
 - Provide tools and materials to get started
 - Offer guidance and support
 - Training to start a business
 - Access to education
 - Add to/expand programs
 - Connect youth with people, share contacts
- Continue using participatory rapid appraisal tools like the *Success Ranking Activity* not only to gather data, but also as a training tool to help youth identify the skills and abilities necessary to be successful in business.
- Encourage youth to value practical work skills and abilities. They should be motivated to understand that skills and abilities are essential to success, often more so than knowledge or a high level of education, especially in their fields of work.
- Explain to youth the importance of marketing and customer retention to success in business and help them develop marketing strategies and techniques for their own small businesses. Client retention, marketing and advertising should be key themes in any entrepreneurship training.
- Help youth understand the importance of being mentored and ensure that they have access to mentors both in their centers and in the community. Implement mentoring models that give youth the opportunity to both be mentored and to mentor others, thereby reinforcing the importance of mentorship and guidance as essential to success in business.
- Provide youth with business/entrepreneurship training that provides them with basic business management skills.
- Offer youth real-life case studies of people in Haiti who are successful and run "good" (both well managed and ethical) businesses. Preferably, these could be individuals from/near their own communities. They could be introduced to a variety of strong professionals—"success stories"—and practical mentors who could simply be merchants from the market who are enjoying what they do, are good at it, and who (on most days) are earning enough to support themselves and their families.
- Support youth through mentorship, especially as they start their own small businesses. The majority of communities in which there are high populations of OSY suffer from a lack of mentors, a fear of or disinterest in youth and their activities, and a lack of qualified volunteer role models. IDEJEN must take active steps to ensure that youth connect with a mentor, which may include establishing a network of available and interested mentors/role models and/or providing incentives and helping to explain the

importance of mentoring youth to business people in the community, etc. While the centers serve as perfect hubs for mentorship and youth networking, youth should also be supported to seek out mentors in their communities, to extend their own network.

- Engage the community as much and as often as possible to (re)establish a safety net and interest in youth.
- Encourage all youth to conduct a business survey similar to the *Youth Mapping Business Checklist Exercise* at the outset of their own business planning so that they become aware of demand and competition for a range of goods and services in their own communities.
- Consult with a Haitian-based employment specialist and/or an economist about needs and opportunities for business development at higher levels in order to better assess the possibilities for business in each area.
- Develop or implement a model to help assess the risk associated with certain types of work/business and look at how to reduce risk to make economic activities safer for youth.
- Invite youth to explore and evaluate the risk associated with certain types of activities for themselves through non-judgmental conversation. The youth should be trusted to understand that there are risks associated with certain business types and look at how to reduce risk and/or consider alternative types of work/business. It is important that youth not be criticized or judged, and that the 'moral argument' is not the premise of risk assessment.
I.e. Prostitution is a high risk activity not a bad economic activity. The risks associated with prostitution are (not that 'one will go to hell for committing sin'), but real health risks like contracting disease. The ways to reduce the risk are for sex workers to use condoms, educate themselves about sexually transmitted infections, test regularly for HIV/AIDS, and explore alternative types of work which are less risky.
- Conduct studies similar to the *Detailed Business Checklist* to better understand which business types are suitable for them based on their age, education level and the risk involved.
- Encourage youth to work in/start businesses that are deemed suitable based on required age, education and experience such as the following: merchants in the public market, beauty salons, dry cleaners, and carpenters or mechanics (if supervised).
- Offer youth training in order to help them be able to determine the difference between needs and wants.
- Conduct more thorough investigation about the quantity of money that youth earn and spend, and their spending behavior. Such an investigation could be done through informal channels by having the youth experiment with the money mapping exercise. The information will help to determine how much more money youth need to earn and/or what training they require so that they can better manage their current earnings and identify opportunities to save.
- Assist youth in developing money management skills. Several examples in the money mapping exercise revealed that youth are able to earn or acquire a reasonable amount of money in a day but save very little. Both personal and business financial planning and budgeting skills should be a cornerstone of entrepreneurship and future livelihood development programming.
- Introduce youth to savings and banking models.

Additional Comment & Recommendations

- Youth expressed that the types of jobs that they are able to obtain are often looked down upon in society. Some even expressed that they would prefer not to work at all then to work certain jobs even if those jobs can provide them a reasonable income for fear of how they will be judged or seen in society.

Recommendation: Adults, community members and trainers who will work with youth to develop and prepare them as entrepreneurs or for work in the economy need to be well prepared and made aware that the greatest opportunities for youth are in the informal work-force and economy. Jobs in the informal economy must be considered valuable and desirable, and equal energy should be put into helping youth create business plans for informal businesses as for formal ones.

For example, many young women can be very successful as “ti machan yo”, little merchants, but this can easily be looked over as unimportant work. If provided with entrepreneurship training, taught how to save and manage their business, however, it is possible to earn a good living as a merchant. Furthermore it is realistic for an OSY to work as a merchant, and so they should be encouraged to pursue this type of business.

- During the co-creation of the Business Checklist with the youth mappers when youth were asked about what kinds of things young people in their communities are doing to earn a living, many responded that youth sell drugs, work as prostitutes, kidnap, steal, and ‘kill for money’. As we considered all economic activities to be forms of ‘business’ questions were raised about the *quality* of business versus the *quantity* of money it reports. Drug dealing and prostitution, in addition to the aforementioned activities, report a great deal more money to a young person than does selling cooked food on the street or working as a mechanic. The level of risk associated with the former activities, however, is much greater. The level of risk is often overlooked by youth when the sole purpose of working or engaging in business is in order to report the highest possible profit.

Recommendation: Youth need to receive some form of training or input that will help them to place the quality and ethics over the quantity of money that the economic activity produces. It would be wise that entrepreneurship training programs explain that success in business is as much about overcoming personal challenges, gaining respect in the community and for oneself, engaging in an activity that is consistent with one’s values, etc as they do on earning a profit.

- IDEJEN is encouraged to consider how life skills training, and harm reduction training can be integrated into the livelihood initiative. The youth mappers expressed that even though some youth in their communities are able to make a lot of money in a day they do not have the ability or know-how to save, and often earn money by engaging in high risk or harmful activities like prostitution, drug dealing, and gambling.
- Since the December 2005 youth mapping training, participants have been inquiring about leadership training for their community centers. They are interested specifically in teambuilding and development of communication skills. Seminars on personal discovery and confidence building are highly recommended for their ability to awaken the youth and the youth workers to their own skills and talents. Leadership training for youth of any age and background can be a very valuable investment, and is something that IDEJEN may want to consider as an element of the emerging livelihood curriculum. The organization, Leaders Today (www.leaderstoday.com), for example, has an excellent and very comprehensive program for hands-on, short workshop, participatory leadership training.
- Provide certificates for youth participants, youth mappers, educators and field agents who completed the mapping tools training, and other segments of the program, especially those segments which serve as ‘professional development’. This will be a nice addition to their CVs, help build their capacity and recognition as trained mappers and community actors.

Appendices

APPENDICES

Appendix A- Youth Mapping Activity Guide

Appendix B- Youth Mapping Training Handout with First Translation of Mapping Tools

Appendix C- Research Questions Chart

Appendix D- Spreadsheet Table 1- General Focus Group Data

Appendix E- Spreadsheet Table 2- Success Ranking Data

Appendix E.II- Spreadsheet Table 2- Success Ranking SORTING

Appendix F- Spreadsheet Table 3- Start-up Focus Group Data

Appendix F.II- Spreadsheet Table 3- Start-up Sources RANKING

Appendix G- Spreadsheet Table 5- Business Checklist

Appendix G.II- Spreadsheet Table 5- Business Checklist SORTED

Appendix H- Spreadsheet Table 5B- Business Details Observational Survey Findings

Appendix H.II- Spreadsheet Table 5B- Business Details SORTING

Appendix I- Comparison Chart- What do you do? What do youth do?