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## Final Assessment of IDEJEN's Pilot Phase



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Assessment on Out-of-School Youth in Haiti  
Haitian Out-of-School Youth Livelihood Initiative  
Strategic Objective 11  
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## **EXECUTIVE SUMMARY**

IDEJEN, a program funded by USAID under the EQUIP3 Leaders with Associates cooperative agreement, aims to equip youth with education and training to improve their livelihood. During its pilot phase, IDEJEN focused its efforts on 15-20 year old Haitian out-of-school youth and conducted 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: Jérémie – urban/semi-urban community in the South West; Mirebalais – rural/semi-urban in the Central Plateau; and Carrefour-Feuilles – urban in the capital city of Port-au-Prince. In October 2005, IDEJEN expanded its activities to include three new communities, all of which are located in urban areas of Port-au-Prince: Nazon; Village Solidarité (Villaj Solidarité); and Petit Place Cazeau (Ti plas kazo).

IDEJEN carried out this pilot phase research to better understand how to help out-of-school youth connect with educational and livelihood opportunities and contribute to their communities. While these issues are of importance to the IDEJEN program as it broadens the scope of its activities, the information generated can also be used by current or prospective organizations/policy-makers in the zones of the pilot implementation or elsewhere in Haiti. The data, while qualitative, can also inform the development agenda concerning both in and out-of-school youth in Haiti, particularly as it pertains to educational and livelihood development. More detailed assessment reports per community are also available.

### **Educational and social reality of out-of-school youth**

The research surfaced important information regarding out-of-school youth in the targeted communities. Being out-of-school led to many challenges: not only were these youth barely literate (if literate at all), but most were also excluded from the social life of their communities. These issues in turn affected their work prospects. While the assessments affirmed the importance of support for literacy, they also emphasized other barriers that would have to be addressed in order to ensure that the youth were fully prepared to participate in the social and economic life of their communities. From these results, IDEJEN created a holistic program aimed at facilitating the social and economic integration of out-of school youth. The program included non formal training in basic education (literacy and numeracy), life skills, technical skills and entrepreneurship skills, followed by a period of “incubation” referred to as “livelihood accompaniment.” Complementary activities related to health awareness and community reintegration had to be fully incorporated into the program to ensure the retention and success of participating youth.

### **Building the Capacity of Youth Serving Organizations**

Beyond these programmatic areas above, IDEJEN learned many lessons related to capacity building and the importance of establishing productive relationships with government representatives, community leaders and families. To combat systematic exclusion, youth serving organizations play a crucial role in offering opportunities for out-of-school youth to build developmental assets and convert potential assets into productive assets. Addressing these two

issues is done through training, practical experience in work as well as social and civic arenas, and guidance that recognizes and cultivates talents in order to facilitate young people's (re)-entry into formal education or connection to employment. However, most youth serving organizations' abilities are impeded by the external environment, a lack of internal capacity and resources and difficulties with inter-organizational cooperation and coordination. Hence, in order to support out-of-school youth with livelihood and educational opportunities, investments are necessary in youth serving organizations, particularly for capacity building training.

### **Economic reality of out-of-school youth**

The majority of out-of-school youth interviewed reported that they are actively working or have worked. They participate primarily in the informal sector for wages that are barely sufficient for one person to satisfy his or her basic needs. Youth are most often self-employed as small merchants, but a smaller percentage are also involved in high-risk activities such as prostitution, stealing and gambling as well as physically demanding work like porting goods and pushing barrels. Youth often work with or for family and friends and can get ideas, support, and gifts or loans of money from family to help start their own small businesses. The majority of youth businesses involve little long-term planning.

Haitian youth confront a number of challenges that prevent them from improving their livelihood. The greatest obstacles are a lack of adequate education, cannot find work and lack guidance and support. Youth expressed the opinion that IDEJEN can play a role in improving their situation. Youth participants stated most frequently that they would like IDEJEN to help them get jobs, offer (no/low-interest) loans to start their own small businesses, provide more technical skill development and business training and help them set up shops or provide start-up tools.

### **Economic situation in regions where IDEJEN is working**

From an observational survey, small merchants make up the majority of the economy in all regions, accounting for as many as 80% of businesses. Lotto booths and boutiques comprise the majority of businesses in each of the surveyed regions. Rural areas (Jérémie and Mirebalais) have more balanced economies that contain more business types because they have less access to products and services from other regions compared to the urban communities in Port-au-Prince.

Nearly half of the businesses surveyed employ youth. Youth work in a variety of businesses ranging from pharmacies and mechanic shops to lotto booths. The observational survey showed that youth do not work in banks, money transferring, water companies, cooperatives, morgue/funeral homes, pawn shops and gas stations. Additionally, few businesses employ a majority of girls, a greater number employ a combination of boys and girls and most businesses employ primarily boys.

### **Recommendations**

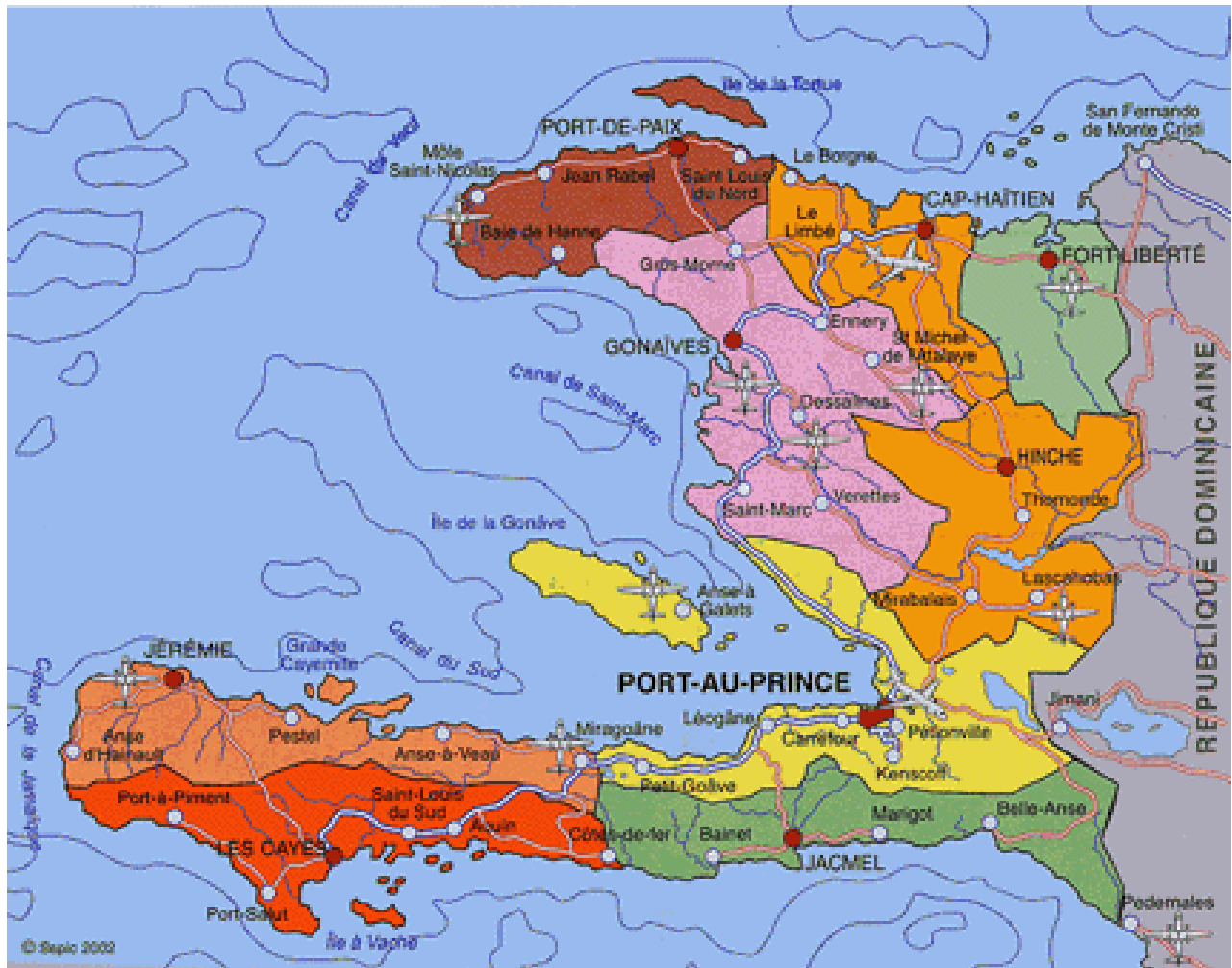
Each detailed assessment highlights a set of specific recommendations concerning education, social reintegration and economic opportunities for out-of-school youth, as well as the capacity

of youth serving organizations. The training program for the youth, depending on the regions, had to be designed in a manner flexible enough to allow working youth or *restaveks* (youth in domesticity) to attend the classes. Regular health check-ups and the provision of one hot meal a day were also necessary in light of the health conditions of most of the out-of-school youth surveyed.

IDEJEN learned that it was crucial to develop an accompaniment strategy that (a) connects youth with mentors; (b) allows them to learn from real-life case studies of people in their communities; (c) engages the community to reestablish a safety net for youth; and (d) provides an opportunity for them to mentor others.

Further recommendations include the necessity of assisting youth in developing money management skills and introducing youth to savings and banking models. The field research and activities also revealed the importance of continuing to investigate which business types are suitable for youth based on their age, education level and the risk involved. Consulting with local employment specialists about high-level needs and opportunities for business development in each area is also considered key.

## MAP OF HAITI:



IDEJEN areas of interventions during the pilot phase included:

- Jérémie
- Mirebalais
- Port-au-Prince (Carrefour-Feuilles, Nazon; Village Solidarité (Villaj Solidarité); and Petit Place Cazeau (Ti plas kazo)).

## **I. INTRODUCTION**

### **1.1 Socio-Economic and Political Context**

After years of economic crises, the Haitian economy is just starting to show signs of recovery. Between 1961 and 2000, the real per-capita GDP fell by an average of 1 percent per year, resulting in an overall decline of 45 percent for the period. While remittances increased between 1994 and 2000, as did external aid, the political crisis in 1997 again set back economic recovery, weakening private sector confidence and investment. The period 2000-2004 also had negative real GDP growth (-1.2 percent on average), high inflation and large fiscal and external deficits, despite remittances from the Haitian diaspora that had increased from US \$108 million in 1995 to US\$930 million in 2004.

Political turmoil and severe floods in 2004 again shocked the economy, but GDP growth was positive in FY2005 (1.8%) and expected to increase (to 2.5%) in FY2006. However, GDP per capita remains at a low US\$450<sup>1</sup> with 66% of the rural population living below the poverty line. Further, there is high income inequality with the poorest 20% accounting for only 1.5% of national incomes and the wealthiest 20% accounting for 68%.<sup>2</sup>

The impact of poverty on human development is considerable. Haiti ranks 153<sup>rd</sup> out of 177 countries on the Human Development Index: less than 50% of the population has access to clean drinking water,<sup>3</sup> life expectancy is 52 years, 47% of the population is illiterate, 97% of the land is deforested, and the incidence of HIV/AIDS is 5.6% (the second highest outside of Sub-Saharan Africa).

Political instability, like economic instability, has been continuous with over a dozen government turnovers since 1986, the year that marks the end of the nearly three-decade-long Duvalier dictatorship. While the country has stabilized since democratic elections in February 2006, inadequate infrastructure, a history of political instability and violence, an inefficient bureaucracy and poor access to and quality of education comprise the principal challenges to inclusive and sustained growth.

In addition, security continues to be precarious with prevalent crime and violence in the capital. Accordingly, the mandate of the United Nations Stabilization Mission in Haiti (MINUSTAH) was extended to March 2007. Security, as well as economic and political stability, depends on many factors, including institutional and financial resources for disarmament and reintegration, police reform and restructuring, judicial system reform, basic services and economic opportunities.<sup>4</sup>

Haitian youth currently live in this environment of insecurity and instability, and have scarce resources and opportunities for education and employment. The large and growing cohort of out-of-school youth is particularly affected.

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<sup>1</sup> World Bank Indicators: World Bank Atlas methodology (2005)

<sup>2</sup> USAID, "Haiti Strategy Statement FY 2007-2009," July 5, 2006.

<sup>3</sup> Ibid.

<sup>4</sup> World Bank, "Haiti Country Brief," Website; accessed November 2006.

## **1.2 IDEJEN and Assessments**

USAID interests to support the economic as well as educational needs of out-of-school youth resulted in the October launch of the EQUIP3/Youth Trust “Haitian Out-of-School Youth Livelihood Initiative: IDEJEN” was launched in October 2003 with support from USAID. The project was designed to better understand the situation of out-of-school youth, aged 15-20, and the approaches to education and livelihood preparation that can be offered to this target group.

During its pilot phase, activities included:

1. Strengthening organizations that work to prepare youth for livelihoods through technical and financial support and capacity building training in programmatic and operational management.
2. Increasing the level of basic education and technical skills of out-of-school youth between the ages of 15 and 20 years through: Non Formal Basic Education (NFBE, mainly literacy and mathematics); life skills training; technical training; and entrepreneurship training.
3. Using monitoring, evaluations and assessments to apply lessons learned from starter activities to a long-term strategy for improving the economic status and livelihood opportunities of out-of-school youth.
4. Involving youth in conducting each phase of the project, including the needs assessment, design, implementation, monitoring and evaluation.

The research and assessment elements are best captured by activities 3 and 4 above. Research consisted of (1) an ongoing outcome assessment of internal aspects of program operations and performance through extensive monitoring and evaluation and (2) assessment of the context within which IDEJEN operates. This paper concerns the latter.

### ***Scope***

EQUIP3 carried out this research in order to better understand how to help out-of-school youth connect with educational and livelihood opportunities and contribute to their communities. While these issues are of importance to the IDEJEN program as it launches the extension phase, the information generated by the research can also be used by current or prospective organizations/policy-makers in the three zones of the pilot implementation or elsewhere in Haiti. The qualitative data can also inform the development agenda concerning both in and out-of-school youth in Haiti, particularly as it pertains to educational and livelihood development.

### ***The ‘Pilot Phase’s Final Assessment’ Document***

This document presents a summary of key assessment findings about the conditions where IDEJEN is operating and offers insight into the context within which education and livelihood opportunities are lacking, sought for and offered to out-of-school youth. Specifically, the assessments covered three main activities:

- Research on the economic, educational, health and other characteristics of the out-of-school youth population between the ages of 15-20, identifying their crucial needs along with their existing assets and skills.

- An inventory of youth serving programs/organizations operating in the targeted communities with some workforce development, life skills or income generation focus.
- An analysis of potential economic opportunities for out-of-school youth to earn a livelihood in the country, especially in their communities.

During the pilot phase, October 2003 – September 2006, the research consisted of at least six assessments from which the project built and improved the components of its programmatic strategy. Corresponding with activity 4, above, many of the assessments reviewed here embraced a highly participative approach to youth engagement with youth serving as the principal researchers. For example, two of the assessments employed youth mapping, a process where youth act as researchers and use youth participative tools to gain information from community members and hard-to-reach youth.

This document draws on these assessments (and other supplemental documents and resources) to present an overview of the study areas and methodologies, a summary of assessment findings in the three areas above, and a summary of lessons learned to inform future action. The detailed independent reports can also be requested at the IDEJEN office. **While this report summarizes some general trends, it is also recommended to look into more detailed findings for each community. The situation of out-of-school youth can vary significantly from one region to another, especially as it relates to family situation and income generating activities.**

### **1.3 Sustainable Livelihood Development**

The concept of Accompanied Livelihood Development (ALD)<sup>5</sup>, a step-by-step approach to livelihood development, is a progressive process beginning in childhood, continuing throughout adolescence and extending into young adulthood. Families, peers and communities can provide youth with a range of opportunities, supports and services to develop assets and capabilities and explore how they will best find rewarding work. These opportunities, when accompanied by community support and services like transport, enable youth to cultivate and develop the full range of livelihood assets (human, social, financial, physical), livelihood capabilities (innovation, creativity, positive risk taking) and livelihood activities (employment, self employment) required to achieve a sustainable livelihood.

The following sections include findings from the project that are corroborated by academic and field research.

#### ***Sustainable Livelihood Development and Implications for Out-of-School Youth***

##### **Non Formal Education**

Absent the formal scholastic options, non formal education can address basic education needs. Non formal education consists mainly of community-based activities outside the formal education systems, aimed at developing literacy, numeracy and life skills of young people. It can

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<sup>5</sup> David James-Wilson, “Building a New Generation of Leaders in the West Bank and Gaza: Findings and Potential Interventions,” submitted to USAID West Bank/Gaza Mission. EQUIP3/Youth Trust. August 2005.

also expand opportunities for participation in social activities that allow young people to express their views, gain organizational skills and engage in healthy, socially constructive activities in preparation for a productive civic life.

The value of non formal education depends on a variety of factors including: the effectiveness of teaching methods; the availability of qualified educators; opportunities for youth participation; the provision of safe, secure and accessible spaces; and the quality of infrastructure, facilities and services.

Educational trainings can be very beneficial in promoting livelihood development and facilitating the transition to the labor market for out-of-school youth who have not completed primary education. The following can go a long way to providing flexible entry points for more marginalized youth to gain access to jobs: courses to make students employable that are tied to vocational training and market-driven opportunities at the national and community level; opportunities for developing livelihood capabilities such as entrepreneurship, innovation, creativity and positive risk taking; and alternative school completion certification.

#### Entry to Employment/Self Employment and Regular Employment

The transition to work is a function of educational preparation and human assets such as responsibility, supportive networks, and interpersonal and cultural competence.<sup>6</sup> It is also positively influenced by social capital, that is, community involvement. Successful employment thus depends on acquiring a full range of capabilities and assets through formal or non-formal education and practical skills learned from previous work. While the labor supply must demonstrate employability and technical skills, the economy determines labor demand: The availability of formal jobs and self-employment opportunities that enable youth to transition to work is closely connected to the region's economic conditions. Unfortunately, in times of economic distress, youth often suffer disproportionately.

For out-of-school youth, the accompaniment phase, consisting of internships, job placements, self-employment mentorship and small business development, can be instrumental in creating economic opportunities and increasing youths' employability. For youth who pursue self-employment options by establishing their own small businesses, the provision of technical training, micro-finance products, service-learning and business development is vital. Out-of-school youth need both "hard" skills (reading, numeracy, language, trade skills, etc.) and "soft" skills (life skills like teamwork, planning, health information and social skills) to improve their competitiveness in the job market. Accordingly, IDEJEN developed a holistic approach to skills training, including non formal basic education, life skills, technical training, entrepreneurship training and livelihood accompaniment as part of an 18 month program for participating youth.

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6 Search Institute, "The 40 Developmental Assets for Adolescents," 2000. Available online at <http://www.search-institute.org/assets/>

## II. THE ASSESSMENTS

This report summarizes the findings of four assessments: 1) an interim assessment to summarize three previously conducted assessments; 2) a study of economic opportunities for the Centers; 3) a review of the economic realities and opportunities for out-of-school youth; and 4) a review of youth services in the new 2005 areas of intervention. The assessments reviewed conditions in the areas where twelve IDEJEN Centers operate:

- Jérémie, a semi-urban community with 3 centers
- Mirebalais, a rural community with 3 centers
- Carrefour-Feuilles, an urban community of Port-au-Prince with 3 centers
- Nazon, an urban community of Port-au-Prince with 1 center
- Petit Place Cazeau, an urban community of Port-au-Prince with 1 center
- Village Solidarité, an urban community of Port-au-Prince with 1 center

**A detailed report was created for each community on the situation of youth, since the situation of out-of-school youth can vary greatly, especially between urban slum areas of Port-au-Prince and areas like Jérémie or Mirebalais.**

Specifics are detailed below in table 1.

Table 1: Summary of Assessments and Key Elements

<i>Key elements</i>	Methodology			Information Generated
	Goal	Methods/Tools	Location	
<i>The Assessments</i>				
<p><i>Interim Assessment: Consolidation of Three Completed Studies December 2005 Ann Hershkowitz:</i></p> <p>1) Community Youth Mapping (CYM), Summer, 2004. 206 youth questionnaires 203 community leaders questionnaires 24 focus group reports</p> <p>2) Desk study on Youth Serving Organizations, Weaver Destin.</p> <p>3) Economic Opportunities, Marcia Greenberg.</p>	<p>All three components:</p> <p>1) Field research regarding the economic and social status of out-school youth</p> <p>2) Review of Youth Serving Organizations and specific services</p> <p>3) Survey of economic opportunities</p>	<p>1) CYM by 45 young people</p> <p>2) Inventory of organizations by author</p> <p>3) Background reading, other IDEJEN research interviews with government officials, NGO representatives and community members</p>	<ul style="list-style-type: none"> <li>• Jérémie</li> <li>• Mirebalais</li> <li>• Carrefour-Feuilles</li> </ul>	<p>1) Social and economic status of out-of-school youth</p> <p>2) Services available to out-of-school youth</p> <p>3) Economic opportunities for out-of-school youth</p>

<i>Key elements</i>	<b>Methodology</b>			<b>Information Generated</b>
	<b>Goal</b>	<b>Methods/Tools</b>	<b>Location</b>	
<b>The Assessments</b>				
<i>Rapid Study on Economic Opportunities for the Centers</i> <b>January 2006</b> <b>Lesly Jules</b>	Institutional Re-enforcement: spotting opportunities for income generating activities (IGA) to ensure the centers' sustainability	Observation during site visit (to Center) and to environment (to gauge economic activities), interviews with Center's administrative and teaching staff	<ul style="list-style-type: none"> <li>• Jérémie</li> <li>• Mirebalais</li> <li>• Carrefour-Feuilles</li> </ul>	1) Economic and infrastructural characteristics of the three communities 2) Profile of the benefiting centers and income-generating activities 3) Economic opportunities and requirements for Centers to harness them
<i>Review of Economic Realities and Opportunities for Out-of-School Youth</i> <b>July 2006</b> <b>Erin Barton</b>	1) Find out more about economic reality of youth  2) Determine what youth think constitutes success in business and why they value specific attributes over others  3) Understand economic situation in each IDEJEN region  4) Understand how youth actually participate in the economy and are engaged	Rapid Participatory Appraisal Tools: 1) a. General focus group and success-ranking activity (n=24), b. General checklist (n=6), c. financial matrix focus group & money mobility mapping (n=24) 2) Comprehensive business checklist (n= 105-150) 3) Observational survey to collect data on sample businesses of each type (n=150-300) 4) Interview form for IDEJEN youth (450-600)	<ul style="list-style-type: none"> <li>• Jérémie</li> <li>• Mirebalais</li> <li>• Carrefour-Feuilles</li> <li>• Nazon</li> <li>• Petite Place Cazeau</li> <li>• Village Solidarité</li> </ul>	1) Economic reality of youth 2) Requirements for success in business 3) Economic situation in regions where IDEJEN is working 4) Sustainability of types of business for youth employment and business development 5) Youth participation in the economy
<i>Review of Youth Services</i> <b>August 2006</b> <b>Guerda Prévilon, Weaver Destin, Paul Bréa</b>	To better understand social and economic reality of new zones of intervention, as it pertains to social and institutional characteristics, youth characteristics, and economic opportunities for youth	1) 3 questionnaires directed at: a. 65 youth b. 97 community leaders c. 98 entrepreneurs  2) Checklist on youth services from basic services to community services (education, health, leisure, economic activities)  3) Focus group guide for youth	<ul style="list-style-type: none"> <li>• Nazon</li> <li>• Petite Place Cazeau</li> <li>• Village Solidarité</li> </ul>	1) The communities': a. Socio-demographics b. Available services c. Leader profiles d. Business profiles e. IDEJEN center profile and degree of integration in community  2) Youth: a. Breakdown by community b. Socio-demographic and scholastic characteristics c. Family situation and needs d. Livelihood situation  3) Perspectives of: a. Out-of-school youth b. Community leaders

## **2.1 Research Methodology**

The methodological approaches of the assessments varied. They included: project document reviews and research in external data sources, site visits at youth serving organizations and the IDEJEN centers, and discussions with both youth and adults. While the approaches were diverse, so were the sample sizes; focus groups consisted of up to 12 individuals while questionnaires could reach a distribution of over 500 youth.

The methods and tools employed were mostly participative of youth and the community, reflecting an essential feature of the assessment methodologies to approach out-of-school youth directly, as well as the adults who work with them, and involve them in the data collection process. Rapid Participatory Appraisal Tools included success-ranking activities, money mobility mapping, comprehensive business checklists, interview forms, observational surveys, questionnaires and checklists. In addition, assessments consisted of participatory workshops, focus groups and individual interviews with youth, community entrepreneurs, leaders and youth workers.

Interviews and focus groups examined the reality of out-of-school youth and their peers regarding economic and recreational activities, the reasons behind out-of-school youth behavior and the youth's perceptions of their own needs and challenges surrounding educational and livelihood opportunities. They also exposed youth's knowledge and perceptions of existing educational and employment opportunities, simultaneously affording youth the opportunity for free expression. Discussions were also held with adults concerning economic opportunities for out-of-school youth, which offered comparative data. The results were valuable, despite the drawbacks inherent in interviewing. Specifically, interviews could be time-consuming, demanding of skill in their delivery and analysis, potentially uncomfortable and intrusive and reliant on trust between interviewer and interviewee. One way the project facilitated trust and reduced potential discomfort was to deploy youth data collectors, particularly out-of-school youth paired with in-school youth.

## **2.2 Community Youth Mapping (CYM)**

To capture localized data on the youth perspective, a participatory Community Youth Mapping<sup>7</sup> strategy was employed. Local youth, between the ages of 15 and 20, were nominated by the 'Conseil Consultatif Local' to conduct the mapping activities. An application form was submitted and signed for each candidate by the nominating institutions. The project team then selected the best candidates based on their profile, educational level (to ensure a mix between in-school and out-of-school youth), gender and involvement in community affairs. Achieving the target of 50% representation by out-of-school youth proved challenging since most of the youth nominated by the local Community Based Organizations (CBOs) were in-school and well-educated. IDEJEN consequently asked the youth nominees to recommend out-of-school youth in order to reach a balance in education levels.

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<sup>7</sup> CYM is an approach that has been developed by EQUIP3 consortium member, AED, and adapted to Haiti with the use of additional economic participatory rapid appraisal tools developed by EQUIP3.

Once selected, youth mappers underwent a rigorous five day training and used several tools to carry out the mapping and ranking exercises for obtaining information. These tools help youth not only gather data but also identify the skills and abilities necessary to be successful in business and evaluate opportunities for developing their own business concepts. This has led to three start-up projects initiated by youth mappers and hosted by the CBOs: two cyber-centers and one socio-cultural center. The CYM process also actively engages youth in their communities as agents of information.

### **III. FINDINGS: SOCIAL AND ECONOMIC STATUS OF OUT-OF-SCHOOL YOUTH**

#### **3.1 Socio-Demographic Profile of Out-of-School Youth**

##### ***Population***

Haiti's population of 8.4 million is expected to increase by 50% in twenty years to 12.8 million.<sup>8</sup> Twenty percent of the population is aged 15–24; this translates into 1.6 million Haitians, with an additional 38% between 0-14 years old.<sup>9</sup> The cohorts of children (0-14) are larger than youth (15-24), indicating that the numbers of youth will increase in the decade to come. While such a demographic trend can present challenges, the trend can also be seen as an opportunity to yield a 'demographic dividend:' declining fertility rates and a low dependency ratio can lead to productivity leaps if the oversized working-age population is productive.

Among the youth population, an increasing percent are not tied to formal schooling. More than 50% of the population aged 15-20 is estimated to constitute out-of-school youth.<sup>10</sup>

##### ***Education: Limited Scholastic Opportunities***

Over half (59%) of those under 24 of schooling age did not have access to education in 2001-2002,<sup>11</sup> and school attendance in Haiti is low in general. Less than 35% of first graders complete primary school.<sup>12</sup> Additionally, nearly 40% of boys and slightly fewer girls aged 12 attend primary school, and despite primary school formally ending at that age, more than a quarter continue to attend at age 14 due to delays, interruptions and repetition. A smaller proportion of 12-14 year olds are enrolled in secondary school and as young people progress through their teens, enrollment declines. Overall, secondary school attendance is 13.8%, having fallen slightly from 1990 figures. However, from age 12, the cumulative percentage employed steadily increases, rising sharply after the age of 15-16, particularly for boys.<sup>13</sup>

Across communities in the impoverished areas of Port-au-Prince, 19% of out-of-school youth who participated in the Community Youth Mapping in Petite Place Cazeau reported that they had access at some point in their life to educational activities, while only 15% did in Village Solidarité and 12% in Nazon. Professional training is similarly scant.<sup>14</sup> Further, according to officials, the number of years spent in the formal education system is not synonymous with the amount of knowledge and skills acquired or quality instruction.<sup>15</sup>

During the 2004 youth mapping in Jérémie, Mirebalais and Carrefour-Feuilles, youth perspectives on education were summarized as follows:

- Most youth dropped out because their families were unable to afford school fees
- Most youth were helping their families meet living expenses

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<sup>8</sup> USAID Haiti Strategy Statement FY 2007-2009. July 5, 2006

<sup>9</sup> Justesen and Verner, Factors Impacting Youth Development in Haiti, World Bank, December 2006.

<sup>10</sup> USAID Haiti Strategy Statement FY 2007-2009. July 5, 2006

<sup>11</sup> Hershkowitz

<sup>12</sup> USAID Haiti Strategy Statement FY 2007-2009. July 5, 2006

<sup>13</sup> Ibid.

<sup>14</sup> Prévilon, Guerda, Weaver Destin and Paul Bréa. Review of Youth Services. August 2006.

<sup>15</sup> Hershkowitz, Referencing Greenberg.

- Most youth wanted to return to school
- Most youth felt that being unable to read, write, or speak French (they commonly spoke Creole) kept them from attaining higher earning opportunities
- Most youth were interested in gaining skills in: sewing, mechanics, carpentry, metal sculpting, or cooking to earn a living
- All wanted to help their families, communities, and country.

The primary barrier to school attendance is financial. Economic barriers include high tuition, expensive school supplies, pregnancies and a lack of public schools.<sup>16</sup> This correlates with the recent World Bank report by Justesen and Verner, stating: “the main reason for youth not attending school is that the cost of schooling is too high.”<sup>17</sup> Another barrier to education cited is the lack of cooperation among peers and between youth and adults to seize and share resources.<sup>18</sup> Political and familial instability also impede access to education and livelihood opportunities.

### ***Security***

More than 45% of out-of-school youth interviewed during the 2004 CYM felt unsafe in their community. Rape was considered a threat to security; 12% of the girls interviewed in Carrefour-Feuilles stated that they had been raped.<sup>19</sup> This corresponds with national statistics, where more than 70% of the female population has reportedly experienced some form of violence, 37% of which is sexual in nature.<sup>20</sup>

### ***Health and Nutrition***

Health problems are extensive, according to community leaders and youth. IDEJEN program administrators revealed that most of the participating youth suffered from some type of illness, such as an STD, skin problems, or nutritional deficiency. The public health sector and NGO reports confirm this as common among Haitian youth. Meanwhile, the economic situation impedes access to health services, health centers lack informational structures for youth and there are no medical personnel with youth training.

Because the study revealed that HIV/AIDS is prevalent yet stigmatized (UNAIDS estimates that 180,000 people aged 15 and up are living with AIDS)<sup>21</sup>, the IDEJEN project also included a component that addresses the disease. It is impossible to talk about life skills and the ability to make a living, address youth development, or even to engage the private sector in discussing their labor needs without considering the impact of AIDS and incorporating efforts to manage and prevent the disease.

### ***Family Life***

According to the 2004 CYM, 41% of the out-of-school youth surveyed live with only one parent, 25% with both, 28% with someone other than a parent and 5% alone. In addition, families tend to be strained socio-economically: 49% of families of more than five children have at least one

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<sup>16</sup> Hershkowitz, referencing the Community Youth Mapping report.

<sup>17</sup> Justesen and Verner, Factors Impacting Youth Development in Haiti, World Bank, December 2006.

<sup>18</sup> Barton. 5% of Center youth cited this as one of the greatest challenges.

<sup>19</sup> Hershkowitz, referencing the Community Youth Mapping report.

<sup>20</sup> State Department. Haiti and Human Rights.

<sup>21</sup> UNAIDS, “Haiti,” available from <http://www.unaids.org/en/Regions/Countries/Countries/haiti.asp>.

parent who is not a salaried worker.<sup>22</sup> As a result, youth may be forced to look for work to provide supplemental income. Often they serve as domestic helpers, and as such must perform chores to ‘pay’ their rent. However, the Barton report, which further examined economic coping mechanisms for out-of-school youth, indicated that youth’s easiest access to financial capital is through funding/allowances (from family and friends, loans, or work) and few seemed to spend money on housing or expenses like telephones, electricity and water.

### ***Social Exclusion***

Out-of-school youth, disconnected from institutions and their community, are often excluded from meaningful social activities. Some youth reported that they are seen as troublemakers. Access to recreation and structured activities is limited, leading to the use of drugs and alcohol according to community leaders and out-of-school youth. Second to ‘sports,’ ‘none’ was the most frequent response from youth asked about their recreational activities, followed by ‘gambling.’

## **3.2 Economic Status of Out-of-School Youth**

While finances are the greatest barrier to school attendance and professional courses/training,<sup>23</sup> lack of education is considered a great barrier to participation in the economy. Many youth seem to be locked into this exclusionary cycle.

During the first Community Youth Mapping in 2004, of the 206 youth interviewed, 36.9 % reported that they engaged in no economic activities. In Carrefour-Feuilles, the figure was as high as 84.5%. These statistics demonstrate the importance of determining how young people define “economic activities,” since it is unlikely that they do not participate in any money-making endeavors. Nevertheless, the responses indicated that the young people have not been participating in what they consider to be established income-generating strategies.

The issue was specifically addressed in a youth mapping that focused on economic opportunities. Youth focus group participants were asked to share what economic activities they are personally involved in and what they know other youth 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 very economically active. Most of the work and businesses that youth are involved in are part of the informal sector, and 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 as small merchants who sell a variety of goods.<sup>24</sup> Information generated through guided focus groups revealed that youth sales are of: general goods (12%), baked goods and candies (11%), bread and laundry detergent (10%), cooking spices (8%) and water (3%).

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<sup>22</sup> Hershkowitz, referencing the Community Youth Mapping report.

<sup>23</sup> Barton.

<sup>24</sup> Barton.

IDEJEN youth also perform informal work as artists, taxi drivers, carpenters, masons, public transportation/bus station workers, helpers for other people, and to a lesser extent, they work in domestic service, shops and piecemeal jobs.<sup>25</sup> It is important to note that in the urban areas of Port-au-Prince, a higher percentage of youth claim to not engage in economic activities. In Mirebalais and Jérémie, after ‘all kinds’ of work, the most commonly stated economic activity was manual labor or informal jobs. Agriculture/fishing and commerce were also very frequent responses in Mirebalais and quite frequent in Jérémie.<sup>26</sup> In Nazon, Petite Place Cazeau and Village Solidarité, those that do work tend to perform domestic service. Other less frequent jobs include “petit commerce”, crafts, shoe repair, sewing, carpentry and plumbing/electrics.<sup>27</sup> When asked about professional aspirations, most youth did not have a response. The most popular trade named was mechanics, followed by crafts (tailoring, shoes, etc.) and then services (plumbing, electricity). These findings were verified by the youth responses from the start-up business focus group, which additionally exposed hairdressing and working as a “koutay” (a person that gives information, often about houses available for rent) as economic activities of IDEJEN youth.

In addition to exploring what youth in IDEJEN centers were personally doing to earn a living, the youth mapping activities asked participants to report what other youth in their areas do to earn a living. This is a strategic question that affords youth the opportunity to discuss other types of work that they or their friends do in an anonymous way. As anticipated, their responses were more varied and demonstrate that youth in the communities where IDEJEN is operating are also involved in high-risk economic activities such as prostitution, stealing and gambling as well as physically demanding work like porting goods and pushing barrels. Between 20% and 35% of young people earn money by selling goods in the informal marketplace.<sup>28</sup>

An indicator of the kind of work youth were involved in was the type of work their parents did: 45% of focus group participants reported doing the same work as their parents.<sup>29</sup> Youth often work with or for family and friends and can get ideas, support, and gifts or loans of money from family to help start their own small businesses. More than 10% of youth report that they do not get any support to start their own businesses and must take loans and develop their own business ideas. They claimed to get their ideas from other people and watching friends and their parents. Ventures tend to be small in scale, with no extra employees, and little long-term planning.<sup>30</sup>

### ***Motivation for working***

Youth stated that they work mainly to help their families, but also to satisfy their own needs, improve their living conditions, have something for the future, and help their children.<sup>31</sup>

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<sup>25</sup> Ibid.

<sup>26</sup> Hershkowitz, referencing the Community Youth Mapping report.

<sup>27</sup> Prévilon, Destin, Bréa.

<sup>28</sup> Barton.

<sup>29</sup> Ibid.

<sup>30</sup> Ibid.

<sup>31</sup> Ibid.

### **3.3 Out-of-School Youth Perspectives on Challenges and Desires**

Out-of-school youth lack the opportunities, supports and services needed to secure sustainable livelihoods. The greatest challenges faced by youth wanting to participate in economic activities are the lack of education, lack of jobs and lack of guidance and support. In the three new centers in Port-au-Prince, youth expressed the following needs and issues (in order of importance): education (50%), health (21%), employment (14%), food (10%), problems in general and housing. Youth expressed the desire for assistance from IDEJEN in securing jobs, accessing no/low-interest loans, assistance in starting their own small businesses, business training and skill development.<sup>32</sup>

Questionnaires, focus group discussions and individual interviews with youth from the CYM 2004 indicate that youth want to:<sup>33</sup>

- Go back to school
- Learn job skills
- Have a job
- Have access to health centers and health information
- Have access to professional schools with canteens
- Generate income to help their families
- Have a secure environment.

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<sup>32</sup> Barton.

<sup>33</sup> IDEJEN Annual Report 2005

## **IV. FINDINGS: YOUTH SERVING ORGANIZATIONS**

### **4.1 Target Area Resources**

Several civil society organizations exist to serve younger populations, striving to fulfill their needs unmet in the midst of political and economic instability. The focus on children<sup>34</sup> leaves a dearth of social services, infrastructure and recreational options for out-of-school youth.

Despite the existence of schools (primary, secondary, high, professional private and professional public), out-of-school youth do not benefit from them, just as illiterate or barely-literate people are unlikely to benefit from the presence of libraries. When youth services are offered, communities tend not to know about them, suggesting a lack of community mobilization and outreach.<sup>35</sup> In addition, few organizations specialize in economic development or socio-economic integration for out-of-school youth. The other weakness from the perspective of educational and livelihood development is that the approach of NGOs and CBOs is neither holistic regarding youth needs, nor focused specifically on the out-of-school youth population.

Discussions with leaders at the three new sites of Nazon, Petite Place Cazeau and Village Solidarité revealed that only 12% of leaders in these communities expressed having direct interaction with youth and of those, over half work with fewer than 25 youth. The interactions that did occur between leaders and youth were through socio-cultural and socio-economic activities.<sup>36</sup>

**For a comprehensive list of local resources “mapped” in each of the IDEJEN areas, see Appendix A.**

### **4.2 The IDEJEN Centers**

The Community Based Organizations (CBOs) hosting the IDEJEN Centers were chosen based on their experience working with youth, instructional expertise, appropriate space, and community recognition. While previously in existence, IDEJEN support allows the CBOs to expand and regulate their programs and outreach. For example, according to data from Petite Place Cazeau, Village Solidarité and Nazon, the CBOs are poorly integrated. This was reflected by the lack of awareness of the CBOs’ activities by over 65% of entrepreneurs.<sup>37</sup> IDEJEN has consequently been active in reaching out to mobilize the community through special events, media campaigns, community activities, community involvement and advisory committees. Currently, each IDEJEN Center has an average of six staff, including a director, an administrator, two basic education instructors and two technical instructors.<sup>38</sup>

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<sup>34</sup> A list created by the ILO’s International Program to End Child Labor (IPEC) and the Ministry of Social Affairs and Labor (Ministère des Affaires Sociales et du Travail: MAST) included 254 organizations working with and for children in nine of the country’s departments. Among the 254 organizations listed, 70% work on formal education and literacy, 70% on health issues and 30% on promoting children rights. Hershkowitz, p.9.

<sup>35</sup> Hershkowitz, referencing Destin.

<sup>36</sup> Prévilon, Destin, Bréa.

<sup>37</sup> Ibid.

<sup>38</sup> Jules.

Table 2: Youth Services, Civil Society and Economic Conditions in IDEJEN areas

<b>Organizations</b>  <b>Location &amp; Population</b> <sup>39</sup>	<b>Organizations</b> <sup>40</sup>	<b>General Characteristics</b> <sup>41</sup>	<b>Economic activities</b> <sup>42</sup>
<b>Jérémie</b> (27,000 inhabitants in Grand'Anse Department of 604,000 inhabitants)	30 NGOs: 7 NGOs working with youth, covering health information dissemination, education and recreation. 0 youth recreational centers.	Links between land, water and air transport, but accessibility is difficult due to poor roads (13-hour minimum drive to the capital), risky waters and costly air travel.	Agriculture (greatest vegetative coverage in Haiti); Business (agricultural products); Crafts; Breeding. Production of "comparette" sweet, which has notoriety but is not widespread in the country's supermarkets.
<b>Mirebalais'</b> four rural communities (90,000 inhabitants (2004) in Central Department of 565,000)	23 NGOS: 12 involved in development and agriculture, including 2 in health, 1 in education and 7 in cultural activities (religious and community groups). 4 youth recreational centers.	Near capital. Principal economic activities are trade, agriculture and "petits métiers."	Agriculture; Small commerce (stores, food warehouses, construction material stores); Crafts. Weak telecommunication system - lines are strong but spotty. 24h/day electricity, but industry is nearly nonexistent. Undeveloped service sector.
<b>Carrefour-Feuilles</b> (in Port-au-Prince: 703,000 inhabitants)	12 NGOs focused on health, education and recreation. The NGOs that focus on the creation of economic opportunities for youth target homeless children and offer literacy programs, schooling and apprenticeship in 'petits métiers.' UNDP also runs a disarmament project that funds youth's business plans in exchange for their weapons.	Fifth commune of Port-au-Prince. Has undergone rapid and disorganized expansion since the 1980s, putting it at ecological risk during the rainy season.	Retail business; Services; Crafts. Notorious for the artistic bodywork of coaches/buses.

<sup>39</sup> <http://www.citypopulation.de/Haiti.html>. (Out of a country population of around 8.4 million) 2003 figures, from UN Demographic Yearbook (1999), Institut Haitien de Statistique et d'Informatique : 4eme Recensement General de la Population et l'Habitat August 2003 (2003)

<sup>40</sup> Hershkovitz for Jérémie, Mirebalais and Carrefour-Feuilles; Prévilon, Destin, Bréa for Nazon, Petite Place Cazeau, and Village Solidarité.

<sup>41</sup> Jules for Jérémie, Mirebalais and Carrefour-Feuilles; Prévilon, Destin, Bréa for Nazon, Petite Place Cazeau, and Village Solidarité.

<sup>42</sup> Jules for Jérémie, Mirebalais and Carrefour-Feuilles; Prévilon, Destin, Bréa for Nazon, Petite Place Cazeau, and Village Solidarité.

Organizations Location & Population <sup>43</sup>	Organizations <sup>44</sup>	General Characteristics <sup>45</sup>	Economic activities <sup>46</sup>
<b>Nazon</b> Northern Suburb of Port-au-Prince	3 NGOs	Formerly named Avenue Martin Luther King; oldest of the three zones. Crossed by busy route with private companies between Delmas and Port-au-Prince. Has two slum areas rife with growing unlawful behavior.  Experiencing territorial outgrowth from Port-au-Prince with classic characteristics of slums: absent urban infrastructure, insecurity, poverty and lack of health and education services.	Mainly small commercial businesses with 1 to 10 employees that stay in business for less than 5 years.
<b>Petite Place Cazeau</b>	4 NGOs	One of Duvaliers final projects. Area south of the airport intended to lodge lower-income government officials. Residential zone with low-income inhabitants and disorganized expansion since the late 1980s.	Mainly service sector businesses with less than 6 employees that stay in business for less than 5 years.
<b>Village Solidarité</b>	3 NGOs	Similar social status to Petite Place Cazeau. Area with much violence and armed gangs. Has benefited since the 1990s from the presence of the Bernard Mews hospital which produces primary health products.  Experiencing territorial outgrowth from Port-au-prince with classic characteristics of slums: absent urban infrastructure, insecurity, poverty and lack of health and education services.	Small commercial units. Mainly service sector businesses with less than 6 employees that stay in business for less than 5 years.

<sup>43</sup> <http://www.citypopulation.de/Haiti.html>. (Out of a country population of around 8.4 million) 2003 figures, from UN Demographic Yearbook (1999), Institut Haitien de Statistique et d'Informatique : 4eme Recensement General de la Population et l'Habitat August 2003 (2003)

<sup>44</sup> Hershkowitz for Jérémie, Mirebalais and Carrefour-Feuilles; Prévilon, Destin, Bréa for Nazon, Petite Place Cazeau, and Village Solidarité.

<sup>45</sup> Jules for Jérémie, Mirebalais and Carrefour-Feuilles; Prévilon, Destin, Bréa for Nazon, Petite Place Cazeau, and Village Solidarité.

<sup>46</sup> Jules for Jérémie, Mirebalais and Carrefour-Feuilles; Prévilon, Destin, Bréa for Nazon, Petite Place Cazeau, and Village Solidarité.

## **V. FINDINGS: POTENTIAL ECONOMIC OPPORTUNITIES**

Small merchants - particularly for the lotto and boutiques - are most prevalent (constituting 80% of businesses) and are considered by out-of-school youth to be the most successful livelihood in the regions where IDEJEN is operating. Youth also believe that welding, carpentry, convenience stores and pharmacies are profitable, while cyber cafés had mixed success. Rural areas (Jérémie and Mirebalais) have more varied businesses as a result of limited access to traded products and services.

Weaknesses in Haiti that hinder economic opportunities include a lack of governmental services, weak financial situations in firms, technical limitations and environmental issues such as deforestation.<sup>47</sup> In addition, poor roadways and infrastructure and a lack of management capacity were evident in Jérémie while poor telecommunications were evident in Mirebalais.<sup>48</sup> Finally, there seems to be a general inability to exploit economic opportunities, like increasing the scale of “comparette” sweet sales in Jérémie or pursuing industrial development in Mirebalais where electricity is provided.<sup>49</sup> While these weaknesses are not insurmountable, they must be kept in mind when planning workforce development activities.

### **5.1 Economic Opportunities for Youth-Serving Organizations**

Potential economic opportunities for youth are largely neglected in the majority of the departments.<sup>50</sup> For example, in the Central (where Mirebalais is situated) and North-East departments, despite the prevalence of farming, none of the local youth serving organizations have been capitalizing on farming opportunities. Likewise, in the 12 districts of the Grande Anse department (where Jérémie is located), no youth serving organization reported ties to the fishing sector,<sup>51</sup> and only 4 out of 55 youth surveyed in Jérémie worked in the agriculture or fishing industries.<sup>52</sup>

Challenges to Income Generating Activities (IGAs) and economic opportunities for youth serving organizations reflect the general economic and social malaise of the country. Youth serving organizations lack internal managerial and technical capacity and must contend with a weak economic structure, residents that have poor buying power, juvenile delinquency and social decay. Similarly, entrepreneurs often expressed feeling unable to assist the IDEJEN program due to their precarious financial situations. In Nazon, Petite Place Cazeau and Village Solidarité, 68% of entrepreneurs felt that they were in a financially weak position and therefore unable to contribute to the Centers. Those that could, or wished to get involved,

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<sup>47</sup> Tree cover accounts for just 3% of the land area compared to 65% when Christopher Columbus arrived in Haiti, reflecting a rapidly deteriorating environmental resource base due to population pressures and harmful economic practices (like cutting down trees to replace with decreasingly profitable mango and coffee plants).

<sup>48</sup> Jules.

<sup>49</sup> Ibid.

<sup>50</sup> Hershkowitz, referencing Destin.

<sup>51</sup> Ibid.

<sup>52</sup> Hershkowitz, referencing the Community Youth Mapping Report.

expressed an interest in offering internships (33%), other support (26%), technical support (19%), jobs (26%) and financial support (9%).<sup>53</sup>

## **5.2 Economic Opportunities for the IDEJEN Centers**

A key element of the IDEJEN program is the Center involvement in finding and creating Income Generating Activities (IGAs) as a mechanism for sustainability, for youth to build skills and earn money (both during training and in the accompaniment phase) and for contributing and providing services to the community. Activities range from selling local cakes and producing fruit wines, liquors and jams, to catering services and repair shops and producing/selling jewelry, games, bags and belts.

The Centers are at various stages of developing IGAs. Some are active, others need more than four months to develop the technical capacity to initiate the activities, and still others need a longer and more thorough incubation period to prepare both technically and structurally. The Centers' progress related to IGAs is a function of available opportunities, the capacity to harness the opportunities and numerous internal challenges, such as resources and know-how. The Centers lack a culture of autonomous research and initiative. Likewise, employees lack the ability to effectively mobilize the community and utilize its resources. The Centers lack opportunities to express their vision for community development, and they tend to take auxiliary rather than leadership positions within the communities. Finally, instruction is not always aligned with the region's economy and economic potential.<sup>54</sup> IDEJEN has thus developed an entrepreneurship training component tailored to the Community Based Organizations involved in each project.

## **5.3 Economic Opportunities for Out-of-School Youth**

### ***Adult Perspectives***

Certain sectors hold more potential than others for employing out-of-school youth. Greenberg compiled a list of possible livelihood opportunities for out-of-school youth in Haiti based on interviews with government officials, NGO representatives, and community members:<sup>55</sup>

- Manual laborers, e.g. masons and construction work
- Traditional "métiers": electricians, plumbers, carpenters, salespeople
- Arts/crafts
- (Auto) mechanics
- Small commerce
- Repairing mills
- Agriculture
- Fishing and marine preservation
- House painting, both indoor and outdoor
- Raising livestock (chickens, goats, pigs)
- (Guided) Tourism
- Processing, e.g. peanuts, cacao, fruits
- Assembly industries
- Environmental work, e.g. preservation, recycling (collecting & selling recyclable plastics), community gardens
- Using Information Technologies
- Mobile cafeterias in which young people prepare food for students

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<sup>53</sup> Prévilon, Destin, Bréa

<sup>54</sup> Jules.

<sup>55</sup> Detailed labor market studies by donor agencies like USAID and the Inter-American Development Bank are planned or ongoing, but at the time of this report they were not published. More detailed labor market analysis was beyond the scope of this report.

Challenges to accessing these jobs include skills, education levels and the availability of training centers.<sup>56</sup>

The assessments gathered more detailed data on the economic opportunities for out-of-school youth. Fishing and marine preservation are a potential opportunity for those who live near the sea, yet despite the fact that Haiti has 1500 kilometers of coastline, Haitians tend not to view the sea as an economic resource according to an official at the Ministry of Commerce. With regard to small business, two economists from the Ministry of Commerce and Industry expressed concern about the effects of the market process. When a person in Port-au-Prince or outside of Haiti buys a large portion of a market and then sells the share to intermediaries who in turn sell it to lower-level distributors/sellers, the result is that profits decrease throughout the process. This is a reality that impacts informal sector traders and merchants throughout the developing world, and many micro-finance institutions have addressed this by emphasizing research on value-added opportunities in the market process.<sup>57</sup>

There are several additional caveats about the above list as a whole. First, it is necessary to look critically at the foundation of the economic opportunities cited, as it was unclear if the people interviewed based their suggestions on market research or studies. Second, while there may be opportunities for young people in some of these areas, there is no evidence that if an organization could train substantial numbers of youth in the same skills there would then be sufficient work for all of them.<sup>58</sup>

### ***Youth Perspectives***

Almost half of the businesses surveyed (observationally) in Barton's report employed youth, primarily males. Youth tend to work in a variety of businesses ranging from pharmacies and mechanic shops to lotto booths, but not in banks, money transfer services, water companies, cooperatives, morgue/funeral homes, pawn shops or gas stations. Youth also observed a mixed client-base, economically and in terms of age and class, among businesses.

Based on these findings, the following jobs were considered viable for youth with less than a secondary school education:

- Lotto
- 'Chop soudi' (welders)
- Disco
- Pharmacy
- Water company
- Public market
- Photo studio
- Bakery
- Convenience store
- Dry cleaner
- Garage/mechanic shop
- Cooperative
- Pawn shop
- Boutique
- Public market merchants
- Carpentry shop
- Beauty salon
- Tailor shop
- Gas station

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<sup>56</sup> Hershkowitz, referencing Greenberg.

<sup>57</sup> Ibid.

<sup>58</sup> Ibid.

Other conversations with youth referred to the following opportunities:

Mentioned frequently:

- Masonry
- Electrical work
- Sowing
- Auto-mechanics

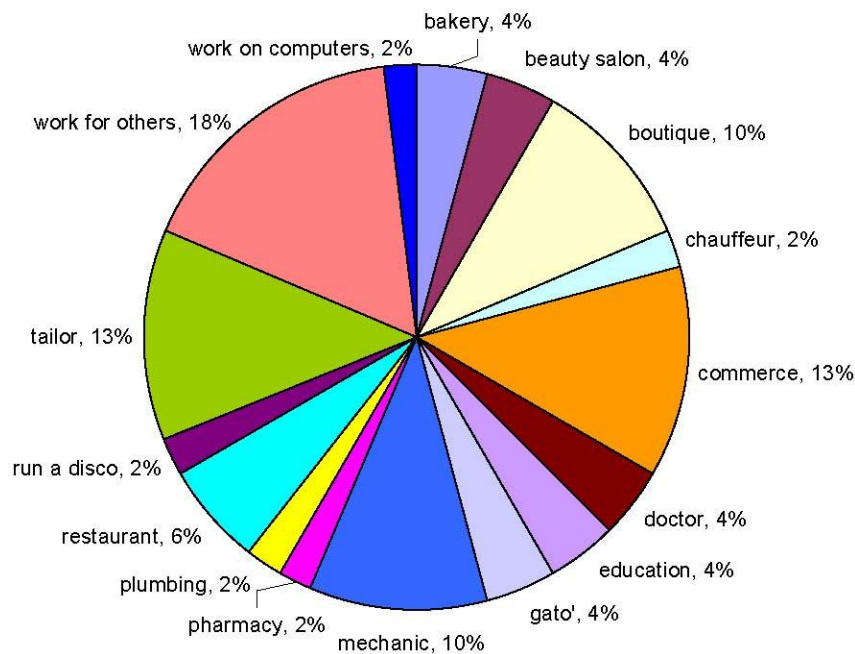
Mentioned infrequently

- Chauffeur
- Teacher
- Nurse
- Musician
- Secretary
- Banker
- Physician

***Perception of best business types***

Youth focus group participants saw working for others as the best way to earn a living (18%), followed by being a tailor or a merchant (both 13%), and being a mechanic (10%). These correspond with many of the same economic activities in which they or other youth in their communities are already involved. Few mentioned education and health care (both 4%) and only 2% cited computer work.<sup>59</sup> The businesses perceived to be the most successful in terms of efficiency and profit are boutiques, chop soudi (welders), staple goods depots, bars and restaurants, dry cleaners, carpentry shops, pharmacies and mechanic shops/garages. There were, however, vast differences overall between the sites.<sup>60</sup>

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



<sup>59</sup> Barton.

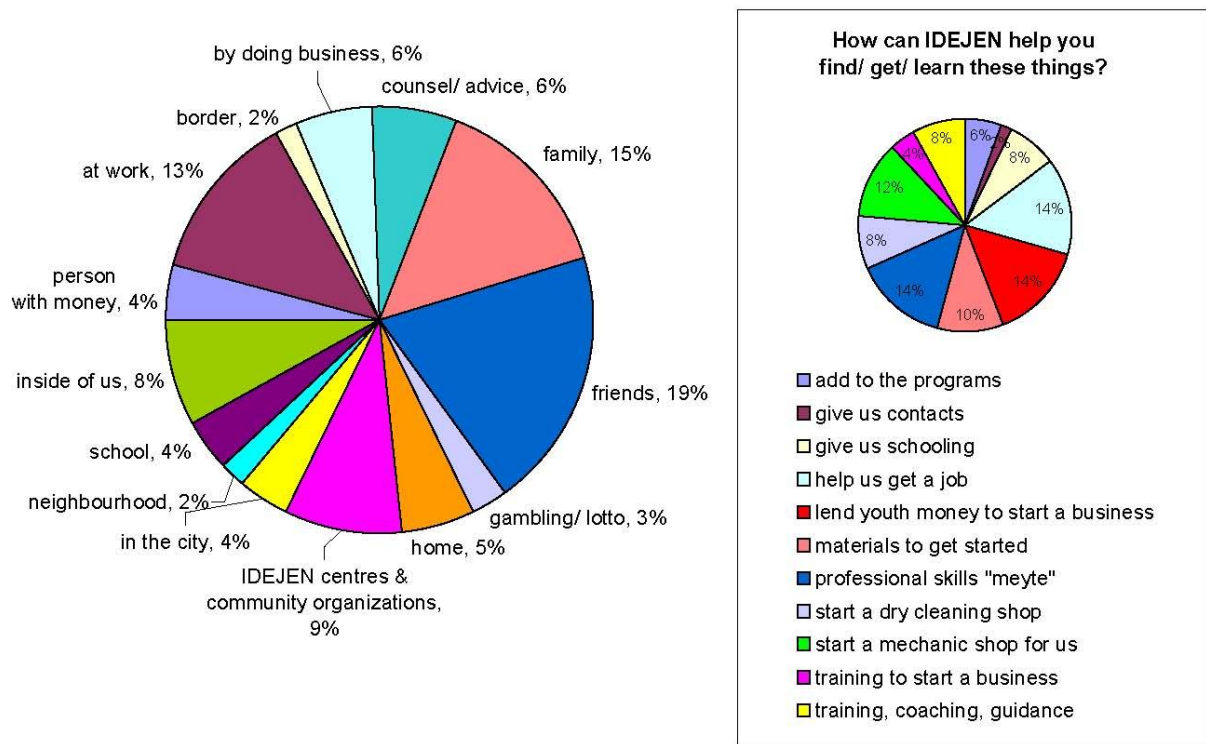
<sup>60</sup> Ibid.

**Perception of factors for business success**

Youth view several factors as important to business success, including money and health. The most important, however, are ability to think critically, knowledge, ideas, understanding and love.<sup>61</sup> Ranking low relative to other qualities and abilities were management and professional skills. Marketing and communication skills were not mentioned. Youth did recognize the need for building strong relationships with clients, and they do perceive themselves to be capable of independently accessing and developing most of the necessary qualities and attributes. They also realize that to be successful, they need more discipline, education, professional training and mentorship, as well as funds and job opportunities.<sup>62</sup>

Youth expressed the opinion that IDEJEN does and can play an enormous role in helping to improve their situation, as depicted in the figure below.<sup>63</sup>

**Figure 16: Where and how do youth find/ learn what they need to do business?  
(Youth responses from Success Ranking Activity average across regions)**



**Youth Perceptions of Risk**

There were clear trends in youth perceptions of business risk, with bakeries, convenience stores and mechanic shops considered the riskiest, and churches, morgues, bookstores, water companies, beauty salons and dry cleaners considered to be less risky or risk-free.

<sup>61</sup> Barton.

<sup>62</sup> Ibid.

<sup>63</sup> Ibid.

## **VI. CONCLUSION: SUMMARY OF LESSONS LEARNED**

Out-of-school youth clearly lack both opportunities for self-development and for exercising their voice, as well as the requisite supports and services needed to harness the few educational and economic opportunities that do exist. Despite this exclusion, there is great demand for opportunities from a growing out-of-school youth population. The observational data and youth perspectives on economic activities captured through focus groups and interviews, particularly in the report on “Economic Realities and Opportunities for Out-of-School Youth in Haiti,” demonstrate that youth are active participants in the economy. Despite most out-of-school youth being unemployed, many are already involved in the informal economy or informally involved in the formal economy. Youth are hungry for opportunities, even if they lack knowledge about the opportunities that already exist. Hence, there is a need to increase entrepreneurial and livelihood opportunities for youth, as well as improve youth’s understanding of their capacities and the opportunities that exist. The assessments revealed the immense demand and energy for youth to convert their potential assets into productive assets, as well as lessons about the role of youth serving organizations and economic opportunities to facilitate this process.

### *Learning and Training*

The assessment phase led to the development of several areas of instruction essential to helping out-of-school youth improve their livelihood:

- *Non Formal Basic Education for Out-of-School Youth:* Non formal basic education, which covers reading, writing and numeracy, is necessary for youth to learn work skills. Soft skills, including planning (what they want to do and how to use their time) and general job skills (punctuality, following instructions, management relations), must also be emphasized.
- *Accelerated Technical Training for Out-of-School Youth:* According to the results of the youth mapping, youth are very interested in technical training because they want to learn relevant job skills to help them meet their needs. In response, a memorandum of understanding was signed with the Haitian Ministry of Education to allow the National Institute for Vocational Training (INFP) to provide assistance for the adaptation of technical curricula and pedagogical materials, the training of technical educators and the evaluation and certification of the youth. IDEJEN will pursue the connection between meeting labor demand with a supply of employable youth.
- *Health and Nutrition/Life Skills:* Another aspect of the training is life skills education, which is important in the training of out-of-school youth to develop better attitudes and improve their interpersonal skills. This aspect greatly contributes to the social reintegration of the out-of-school youth into their communities and the labor market.

The assessments also highlight the necessity of non-business-specific training, like leadership training, for livelihood development. This can promote cross-sectoral programming, which is particularly important in Haiti where youth serving organizations tend to focus on sports, religion or health.

### ***Additional Support: Livelihood Accompaniment of Out-of-School Youth***

The assessments and the implementation of the pilot programs indicated that additional accompaniment, in the form of mentorships, career guidance, and help with social networking, would be necessary once the youth leave the safety net of the Center. Accompaniment is particularly important for youth who start a small business alone or in a group, and/or start a job or apprenticeship in a local business. Livelihood accompaniment provides crucial support for young people who have been excluded from society for much of their lives.

### ***The Case for Increasing Investments in Youth Serving Organizations***

To combat systematic exclusion, youth-serving organizations play a vital role in offering opportunities for out-of-school youth to build developmental assets and convert potential assets into productive assets. This is done through training, practical experience in work, social and civic arenas, and guidance that recognizes and cultivates talents in order to facilitate (re)-entry into formal education or employment. However, youth-serving organizations' abilities are impeded by the external environment, a lack of internal capacity and resources, and difficulties with inter-organizational cooperation and coordination. Hence, in order to support out-of-school youth with livelihood and educational opportunities, investments are necessary in both youth-serving organizations and the economy as a whole.

### ***Exploiting Economic Opportunities***

To develop, exploit and leverage economic opportunities, there are two areas of sensitivity: (1) aligning technical and academic training with local economic demand, specifically with the vocations of entrepreneurs willing to form partnerships;<sup>64</sup> and (2) ensuring that livelihood opportunities are developed with consideration to age, education level and risk involved.

### ***The Importance of Social Capital***

The involvement of external stakeholders is crucial. While many out-of-school youth are not tied to a traditional family structure, youth rely on their 'families' – whether they be biological relatives or peers – for support and influence. They often work for their families or emulate family members' professions. Thus actively engaging the community, family members and peers to generate positive social capital can establish an enabling environment for sustainable livelihood development.

### ***Mobilizing the Community***

The assessments highlighted important elements of livelihood development programming. Engaging and mobilizing the community, for example, furthers program goals and can also serve to (re)establish a safety net and interest in youth. This is critical if Haiti is to take advantage of the recent economic and political stability and attain the potential 'demographic dividends' from the current 'youth bulge.' Youth serving organizations can improve their programming capabilities by leveraging existing community opportunities. This includes generating support from entrepreneurs and community leaders and obtaining services from local banks and businesses and the public sector. In addition, better cultivation of local role-models and spotlighting local success stories can provide motivation for out-of-school youth. Finally, certification and other written recognition and celebration of participants and their

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<sup>64</sup> Prévilon, Destin, Bréa.

successful achievements advertise asset-building opportunities at the centers and help youth to build their resumes.

### ***The value of and need for further research***

To guide the development of livelihood opportunities, continued research is necessary on the livelihood accompaniment component of the IDEJEN project. Information is needed regarding the efficiency of short term youth employment programs (linked to savings/business start-up) and investments in informal learning opportunities for the development of sustainable livelihood assets and skills. Research is also required to determine the viability of various small business opportunities.

While the latter research question might demand the services of an employment specialist or economist, assessments are also crucial in the research process, as demonstrated by the success of the CYM strategy. CYM and other youth-implemented assessments enhance the understanding of economic opportunities and the process of involving youth in participatory rapid appraisals, business success ranking activities and youth mapping business checklists contributes to youth empowerment and employability.

Further research will help in the identification and orientation of the types of technical training undertaken by the IDEJEN centers. It will also support the national Institute for Vocational Training in the adaptation and development of new curricula. A demand-driven approach will be essential in better mentoring and coaching IDEJEN graduates in small business development. Continuing to generate information on the existing entrepreneurship and leadership skills that out-of-school youth can build upon will also contribute to the expansion of IDEJEN's work.

Finally, as the project expands, it will be important to further test the elements of the IDEJEN model that were developed in the pilot phase. This includes examining: if these elements would remain feasible in a large scale program; the additional elements needed to serve larger numbers of youth; the services that will be necessary to better accompany the larger numbers of youth after the completion of their training; and methods to link youth more closely to other employment and self-employment programs and opportunities.

While previous research improved the understanding and implementation of relevant “job readiness” support mechanisms (basic education, vocational training, life skills development), IDEJEN still needs to strengthen outreach to “access” support mechanisms such as micro-finance, including savings, credit and business development services; and livelihood coaching and/or career guidance services. The pilot phase indicated certain issues in need of further reflection and follow-up, including a more detailed study on the possibility of increasing the number of youth served to an average of 5,000 to 10,000 a year; the appropriateness of the technical training; collaboration with the microfinance sector in Haiti to explore the range of services adapted to these youth; how to collaborate with the private sector on a larger scale; collaboration with government agencies on regulations facilitating education; and economic reintegration of this youth population through incentives and “conventions de stage.”

**Appendix A**  
**MAPPING OF AVAILABLE SERVICES IN EACH OF THE IDEJEN AREAS<sup>65</sup>**

AREAS	SERVICES	CARREFOUR-FEUILLES <i>(Hershkowitz : Weaver, 05)</i>	MIREBALAIS <i>(Hershkowitz : Weaver, 05)</i>	JÉRÉMIE <i>(Hershkowitz : Weaver, 05)</i>	NAZON <i>(8/06 : Prévilon, Destin, Bréa)</i>	PETITE PLACE CAZEAU <i>(8/06 : Prévilon, Destin, Bréa)</i>	VILLAGE SOLIDARITE <i>(8/06 : Prévilon, Destin, Bréa)</i>
<b>A- BASIC SERVICES</b>	Water Electricity Telephone Road	Present	Present	Present	Present	Present	Present
<b>B- EDUCATION</b>	Primary public school	5	13	22	-	1	-
	Primary private school	10	69	30	15	19	12
	Secondary schools	7	17	20	5	11	4
	High schools	1	1	6	-	1	-
	Professional private schools	4	22	14	6	1	3
	Professional public schools	-	-	1			
	Libraries	8	3	1			
	Computer center / Internet	1	3	1	-	-	-
<b>C- HEALTH</b>	Hospital	1	2	1	-	1	1
	Health centers	2	7	3	2	7	4
	Clinics	3	2	7	1	2	9
<b>D- COMMUNITY SERVICES</b>	NGOs / Meeting places	12 6	22 18	30 14	3 2	4 1	3 -
	<b>E- PUBLIC INSTITUTIONS</b>				1	1	-
<b>F- RELIGION</b>	Protestant churches	10	93	36	12		7
	Catholic churches	4	7	14	2	9	1
	Voodoo temples	5	140	20	2		1
<b>G- ENTERTAINMENT</b>	Playgrounds	6	30	18	1	2	-
	Youth centers	-	4	4	-	2	-
	Public parks	1	1	3	1	2	-
	Movie theaters	2	1	12	-	2	-
	Night clubs	3	1	11	1	5	-
	Cock fighting arenas	6	44	14	2	1	-

<sup>65</sup> Results from CYM 2004 and 2005.

AREAS	SERVICES	CARREFOUR-FEUILLES <i>(Hershkowitz : Weaver, 05)</i>	MIREBALAIS <i>(Hershkowitz : Weaver, 05)</i>	JÉRÉMIE <i>(Hershkowitz : Weaver, 05)</i>	NAZON <i>(8/06 : Prévilon, Destin, Bréa)</i>	PETITE PLACE CAZEAU <i>(8/06 : Prévilon, Destin, Bréa)</i>	VILLAGE SOLIDARITE <i>(8/06 : Prévilon, Destin, Bréa)</i>
H- ECONOMIC ACTIVITIES	Stores	1	0	6	-	-	-
	Banks	-	4	2	2	-	1
	Credit Unions	3	0	4	2	-	-
	Cooperatives	2	5	2	3	-	-
	Public markets	4	7	6	2	5	-
	Bakeries	6	16	24	1	3	3
	Internet Café / Center	2	8	3	6	7	7
	Local lottery banks (borlettes)	11	168	50	40	21	42
	Food banks	5	38	21	13	13	17
	Production workshops	3	19	33	11	11	9
	Money lenders	2	31	3	5	-	-
	Factories	2	0	12	13	12	3
	Small stores	7	130	2	42	23	16
	Factories / Sugar mills	0	29	0	-	-	-

## **Appendix B**

### **BREAKDOWN OF THE ECONOMY IN IDEJEN AREAS<sup>66</sup>**

The following charts provide a detailed breakdown of the economic activities in each area as reported in the youth mapping business checklist exercise. In all regions, it was observed that small merchants make up the majority of the economy, accounting for as much as 80% of businesses. But it was beyond the scope of this work to get a sensus of what makes up the small merchants.

In Nazon, lotto and boutiques are the most numerous types of businesses, accounting for about 30% of the economy. There is only one bakery, one bank and one cinema, but there is generally 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 other shops and services that may not be present in Nazon itself.

Likewise in Village Solidarité, lotto and boutiques are the most prevalent businesses. Beauty salons and pharmacies are also numerous. There is only one reported taxi or means of public transportation, but the youth may have 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. Further, many people in Village Solidarité are mobile and shop in or 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 businesses 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 close to 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 businesses in Carrefour-Feuilles, which is another area of Port-au-Prince. Other popular jobs in Carrefour-Feuilles include: merchants, water sellers and shoe shiners.

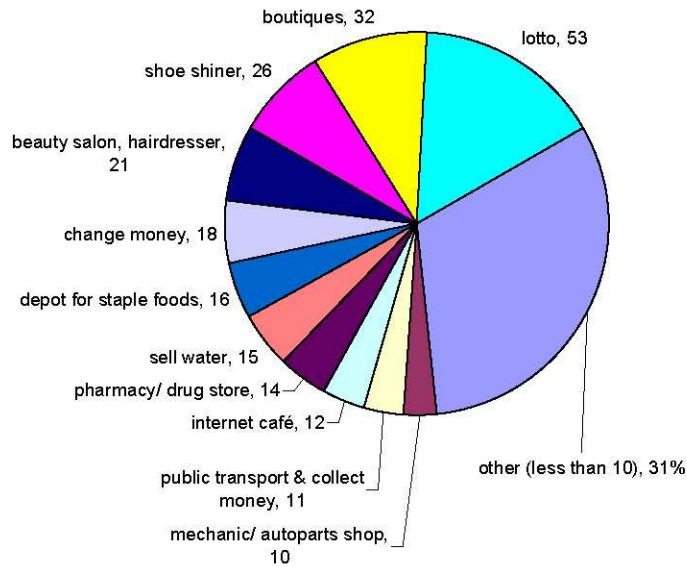
Mirebalais' economy in the central plateau consists of a wide range of shops and services, though there are only a few of the different types of businesses. There are more mechanic shops, churches/voodoo temples and cock fighting arenas than in any of the urban regions. The youth mappers in Mirebalais 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 independent. Because of Mirebalais' rural location it is imperative that the area have all necessary businesses present.

Similarly, Jérémie has at least one of every business type, but because it is a larger and more populous city, there are more of each than in Mirebalais. Masons, carpenters, porters and other manual laborers make up a significant share of the economy in Jérémie, while there are fewer photo studios, dry cleaners and internet cafés than in other regions.

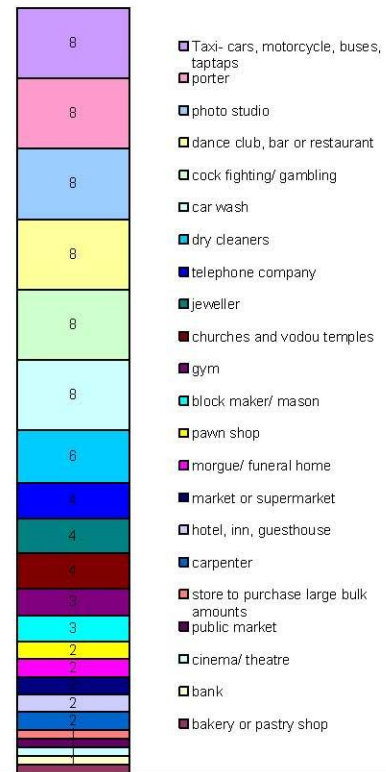
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<sup>66</sup> Barton.

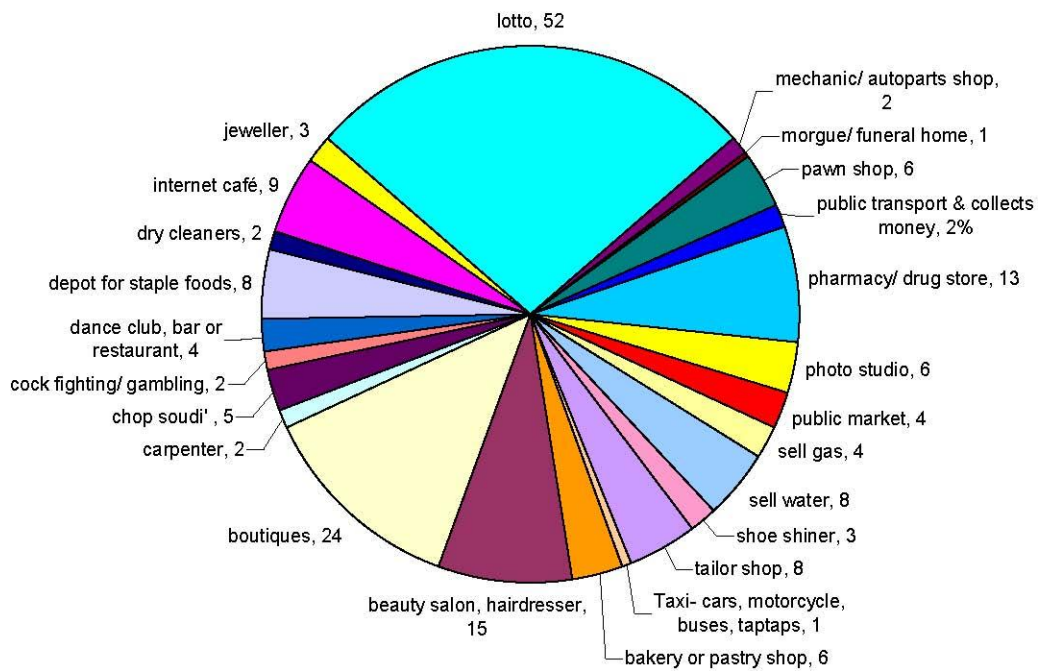
**Nazon Economy**  
(not including small street merchants 'ti machan yo')



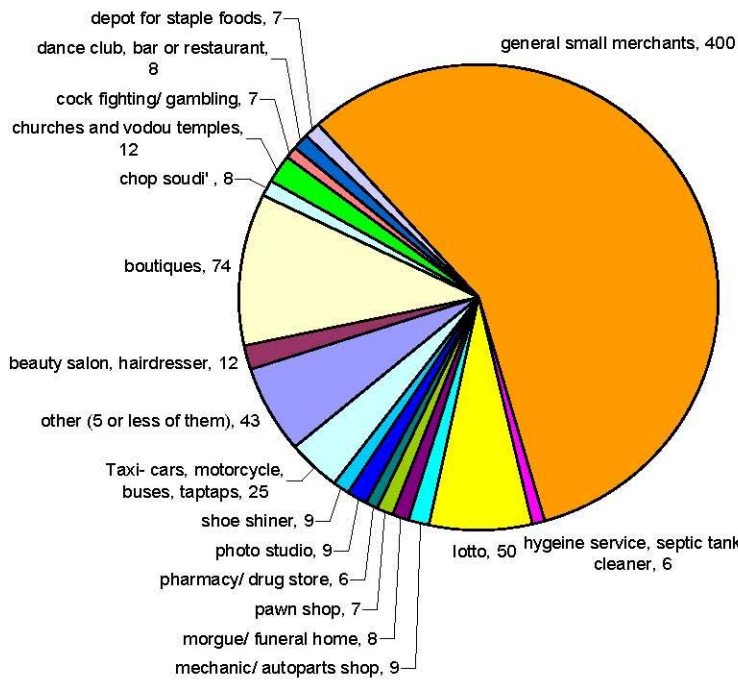
**Breakdown of types with less than 10 businesses**



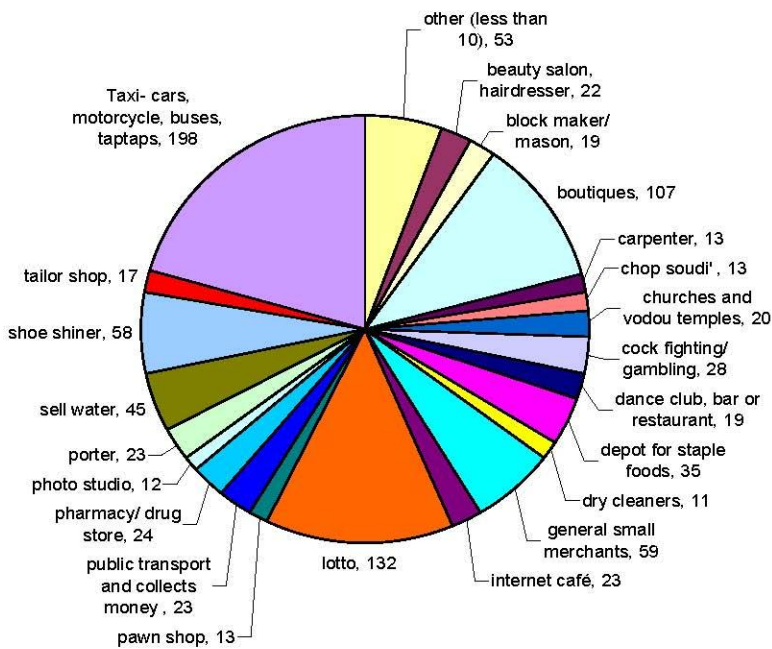
**Village Solidarite Economy**  
(not including small street merchants 'ti machan yo')



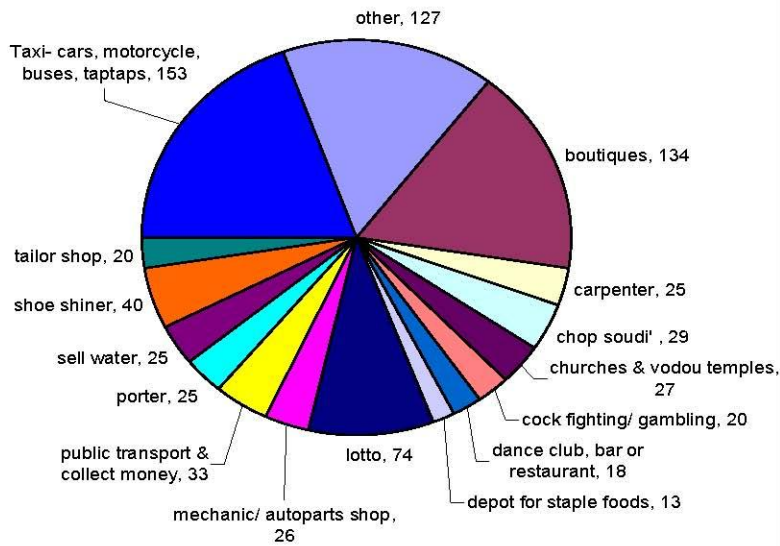
### Petit Place Cazeau/ "Ti Plas Kazo" Economy



### Carrefour-Feuilles/ "K-fou Fey" Economy (not including small street merchants 'ti machan yo')



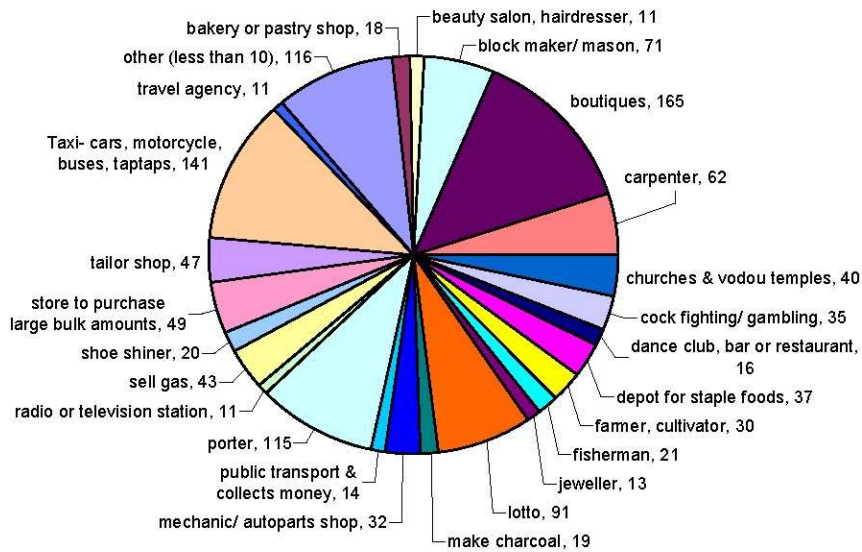
**Mirebalais Economy**  
(not including small street merchants 'ti machan yo')



**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**



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