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IDEJEN Model

**Supporting Youth Centers to provide out-of-school youth with
basic education, technical training and livelihood
accompaniment for increased economic opportunities**

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Introduction:

Over the last two years, as part of the “Haitian Out-of-School Youth Livelihood Initiative: IDEJEN”, the IDEJEN project has developed and tested a model that aims to:

1. Strengthen Haitian Community Based Organizations (CBOs) working with youth to facilitate their social reintegration.
2. Improve basic education, life, technical and livelihood skills of out-of-school youth aged 15 to 24 years.

IDEJEN’s strategy is three-fold:

- Promote and support an integrated approach combining non formal basic education, life skills education and technical training to better prepare youth for livelihood opportunities.
- Build the capacity of youth community-based organizations (CBOs) to provide education and livelihood opportunities to out-of-school youth
- Promote the participation and involvement of youth in all the process of the project’s implementation.

While still in progress, the IDEJEN project has developed curricula, trained trainers and created infrastructures that allow for the replication of the model in other regions of Haiti. This document captures this model, describing the content of the out-of-school youth’s training and the implementation process.

I. Training Out-of-School Youth: Components and Delivery

The IDEJEN Model targets out-of-school youth, 15-24 years old, who never attended school or dropped out after two years of elementary school (“*école fondamentale*”). These youth typically enter a learning program of 18 months: 12 months of training in Youth Centers and six months of “livelihood accompaniment” with the mentoring of youth workers. This training is completed by two components which proved to be crucial to the success of this model: health and recreational activities.

1.1 Training

Each Youth Center has a common set of training activities:

- Nonformal basic education, including literacy, numeracy and life skills
- Technical training
- Income generation and entrepreneurship training

Typically, each Youth Center hosts 50 youth per center divided into two groups of 25, one group of illiterate youth and one group of youth with 2 years of elementary schooling, with a balance between genders. Each group has two non formal basic education Moniteurs/Monitrices (referred in English as NFBE Educators), who provide training in literacy, numeracy and life skills. In addition each center has 2 Technical Moniteurs/Monitrices (Technical Educators) to teach the technical curriculum. The entrepreneurship training is provided by a youth worker within each Center (educators or other staff from the Center). Youth Centers are run by Community Based Organizations (CBOs). A CBO can run one, two or even three Youth Centers.

The youth go through over one year training divided as follows:

- *Non Formal Basic Education (NFBE)*, including literacy, numeracy and life skills, with a typical 3 hours class per day for the first 6 months. Literacy and Numeracy continues after the first sixth month only for the youth who have shown difficulties to learn. Lifeskills education continues for all youth and is deepened during the last six months to better prepare youth for livelihood and labor market. Life skills education has shown to be important in the training of out-of-school youth in terms of developing new attitudes and improving behavior towards their peers, the Educators, and the community. This aspect highly contributes to the social reintegration of the out-of-school youth into their communities and the labor market.
- *Technical Training* typically starts initially with 1 hour per day of theoretical training during the first 6 months, followed by three hours per day of practical training during the last 6 months, once it is established that the NFBE training equipped the youth with the skills needed for the Technical Training provided. The Youth are evaluated one time in Technical Training, at the end of the training, by the Institut de Formation Professionnelle (INFP). The youth receive the INFP level 1 certification.
- *Entrepreneurship training* starts within the last 3 months of training, in preparation of the livelihood accompaniment phase.

1.2 Livelihood Accompaniment

The 12 month training phase is followed by a 6 month income generation practical period, referred as Livelihood Accompaniment period, when the youth start their own businesses or go into apprenticeships in local businesses, with continuous coaching of a youth worker from the Youth Center.

IDEJEN's strategy to accompany out-of-school young Haitians to a better livelihood aims at developing their capabilities, increasing their assets and multiplying their learning opportunities so they can meet their goals and improve their lives. IDEJEN is working on the following components:

- Involvement of young people and adults in the design of livelihood pathways
- Evaluation of existing coping strategies and management of resources by young people
- Invitation of adults from various sectors to explore alternative ways of working with young people based on the experiences of others in the community
- Tools and strategies for exploring and understanding existing services in a community
- Promotion of opportunities for linkages with local government, local businesses, financial services and education ministries.

The out-of-school youth participating in the IDEJEN Youth Centers practice what they are learning by:

- creating their own businesses within a structured business “incubator” environment provided by the Youth Centers, or
- participating in apprenticeships and internships in local small or medium businesses as they are mentored by adults who will share their skills and experience with them.

A *learning practicum fund* is provided to the Youth Centers working with IDEJEN. This fund aims to reinforce the income generating activities the CBOs are running with the young people

they train. For the most entrepreneurial youth, the Youth Centers also serve as business “incubators” to help the young people start a small business while they are still in a safe learning environment. These young entrepreneurs receive initial financial support and technical advice from mentors identified in their Youth Centers and communities, along with the entrepreneurial training.

1.3 Health and Nutrition

The experience of IDEJEN during the implementation of the pilot project has shown that most of the participating youth are ill (STDs, skin problems or nutrition deficiency, etc.). The reports from the public health sector confirm this finding. Considering this situation, IDEJEN includes a health and nutrition component to the youth’s training, including:

- Clinical Exams for out-of-school youth – lab tests
- Sexual information and education
- Medicines

Efforts are coordinated with other health NGOs and CBOs working in affiliation with the Health Public Sector. IDEJEN is responsible for some costs linked to medicines and laboratory exams. IDEJEN also has partnerships (with CRS during the pilot phase) to provide food provision to the centers. In other communities, the amount of the sub-grant to the CBOs is increased to allow them to provide a daily hot meal to the youth.

1.4 Culture and Sports

Some centers took the initiative to run some cultural and sports activities as dance, volley-ball, soccer and theater with the youth with the support of the Ministry of Youth, Sports and Civic Action. This aspect facilitates the social reintegration of the participating youth within their communities.

II. Implementation Process

2.1. Community Mobilization and Coordination

A crucial first step in the implementation process is the mobilization of the communities IDEJEN operates in. The process of community’s mobilization is articulated around the following steps:

- Inventory of youth organizations in new areas of intervention done by IDEJEN staff
- Meetings with youth organizations leaders organized by IDEJEN staff
- Creation of a Local Advisory Group that regroups all the Youth Community Organizations identified to support project implementation. The advisory committee provides guidance and logistical supports to the Youth Centers.
- Recruitment of Field Agents under recommendations of the Community Leaders

Field Agent works full time for IDEJEN. There is one Field Agent per community, each community having an average of 3-6 Youth Centers. The main role of the field agent is to act as a key contact and coordinator between the IDEJEN staff and the communities. The Field Agent is usually a young person, 20-30 years old. The Field Agent:

- Coordinates the youth led assessment (Youth Mapping)

- Serves as liaison between the participating CBOs and the IDEJEN staff
- Facilitates the self-assessment process of the CBOs
- Visits the families of the participating youth
- Monitors the CBOs' activities, using different M&E tools developed by the project
- Coordinates IDEJEN's work with Local Businesses.

IDEJEN does not have field offices. For each community, IDEJEN has a small office located in the building of one of the Youth Centers selected by IDEJEN. IDEJEN shares the cost of logistical aspects with this center (office space, electricity, telephone, an office for the field agent, etc). Meetings and training are organized in a venue identified within the community, often at one of the Youth Centers having the capacity to host groups.

2.2. Youth Led Assessment (Youth Mapping)

When IDEJEN starts activities in a new community, a youth led assessment (Youth Mapping) is organized in each new community to answer questions related to the following three components:

- a. *Research* on the economic, educational, health and other characteristics of the out-of-school youth population between the ages of 15-24 and their crucial needs.
- b. *Inventory* of youth serving programs/organizations currently operating in the community with some workforce development, life skills or income generation focus.
- c. *Analysis of potential economic opportunities* for out-of-school youth to earn a livelihood in the country, with special focus on the targeted communities. This includes the types of local businesses, economic opportunities and self-employment the IDEJEN targeted youth population could have access to.

The methodology and tools have been developed by IDEJEN over two years with a hybrid combining tools from the EQUIP3 consortium: the Community Youth Mapping approach created by AED and Participative Rapid Appraisal tools adapted by EDC for a youth target population.

Typically, there are around 15 youth mappers per community, with a balanced mix of in-school and out-of-school youth, with illiterate and mid-level literate youth. These youth are recommended by the local youth organizations. Half of the youth mappers are trained by IDEJEN trainers, then mentor another youth by team of two through the mapping exercise itself. The youth are involved in the whole process of the mapping: data collection, data entry and data analysis. The results are then disseminated by the Field Agents in each community, with the participation of the youth mappers and the community leaders.

2.3. CBOs Selection and Capacity Building

IDEJEN works with community-based organizations running very simple operations with the capacity to reach out to those out-of-school youth most in need of support. Making this choice, IDEJEN added an important capacity building component to its model, both on the organizational and programmatic levels. Training is designed and provided to assure that the organizations properly manage their funds, with the right managerial and financial structures, as well as have well trained non formal educators able to work with and motivate young people to learn basic education skills in addition to technical and livelihood skills. As reinforcement of the organizational capacity of the Youth Centers, IDEJEN also provides a computer and a printer for each organization.

Selection of the CBOs (criteria and process):

Following the dissemination of the Youth Mapping results, youth serving organizations are invited to a training workshop on “Key Elements for Youth Programming”, a set of standards aiming to help youth serving organizations improve their youth development activities. From this workshop, the youth serving CBOs are invited to develop a proposal for a Youth Center. A Selection Committee is formed to select the best projects responding to selection criteria including: good knowledge of the community and its out-of-school youth population, 5 years of experience with children and youth, existing infrastructures to run the project, existing staff to manage the project. After selection, the CBOs participate to an additional pre-training on the elaboration of a workplan and financial management to administer USAID funding.

Training and coaching:

The direct training in capacity building for the participating CBOs is divided between organizational capacity building and programmatic capacity building. In addition, IDEJEN runs “indirect” Training of Trainers to have enough human resources available locally to provide some of these training.

Organizational capacity building:

- Understanding and use of the Self-Assessment Tool of Key Element for Youth Programming: after an initial training before the selection process, CBOs are assisted by the Field Agents to do 1-2 additional self-assessments over a one year period.
- Financial and organizational management: an initial training is run at the launch of the Youth Centers followed by regular monitoring and coaching visits by IDEJEN staff.
- Communication and Leadership for project management staff to better manage and supervise human resources.
- Training on youth involvement and working with youth.
- Training on monitoring and evaluation.

Programmatic capacity building:

- Training of Educators (NFBE and Technical Educators) in nonformal education techniques and evaluation tools by IDEJEN Trainers (affiliated with FONHEP and MENFP)
- Training of NFBE Educators in non formal literacy, numeracy and life skills education
- Training of Technical Educators by INFP on technical curricula
- Training of Youth Centers’ staff and local host businesses on entrepreneurship and business management
- Training of Youth Workers within the Youth Centers on Entrepreneurship Business Toolkit
- Bi-annual peer learning workshops among Youth Centers¹

Indirect capacity building: Training of Trainers

IDEJEN strives to develop pools of local Trainers able to train new CBOs, youth workers, NFBE and Technical Educators, Youth on the different training and capacity building components of its model. As of today, IDEJEN is able to build upon a pool of Trainers in:

¹ Networking is important for short term as well as long term sustainability and growth. It provides a mechanism for posing and responding to inquiries among peers and sharing good practice ideas, thus fostering an environment of adopting good ideas in non-coercive ways. To assist networking and sharing of effective practices peer-learning workshops are organized among the Youth Centers.

- Techniques for Non Formal Education: a pool of trainers is now able to train new Educators in Non Formal Education Techniques and the use of the Basic Education Curriculum.
- Youth Mappers' Training: a pool of IDEJEN staff and youth is able to train new Youth Mappers on tools and processes used for the Youth Mapping activity.
- Entrepreneurship training: a pool of local 8-10 Entrepreneurship Master Trainers is able to train educators on the Entrepreneurship Business Toolkit, the curriculum used to train our targeted youth in entrepreneurship.

2.4. Youth Involvement

The IDEJEN team is committed to engage youth at all levels of this project in planning, implementation and assessment. Youth Mapping is a first way to engage youth, both in-school and out-of-school. While the youth mappers are involved in the whole process of the youth mapping, they also participate in the dissemination of the results within the community. Spontaneous youth engagement is then encouraged within the Youth Centers. This can take the form of tutoring of out-of-school youth by in-school youth, youth mappers gathering information for other organizations, etc.

Furthermore, in order to sustain and support youth participation in community development, IDEJEN also provides financial and technical support to innovative programs submitted by the youth mappers of these communities that aim to reinforce the education and community involvement of out-of-school youth. The administration of these funds and overall management of these sub-projects is under the supervision of the most efficient Youth Centers.

III. Monitoring and Evaluation

A framework and tools have been developed by the IDEJEN team, with M&E specialists. While a fulltime M&E manager centralizes the information in the IDEJEN office, Field Agents are responsible to monitor field activities, using different tools developed by the project. They are supported by regular field visits done by the IDEJEN coordination team.

Each Field Agent is on average responsible for 3-4 CBOs. They are trained by IDEJEN in monitoring and supervision. They collect data on a weekly basis with different tools used by the Community Based Organizations, the Educators and the youth themselves.

The monitoring is organized as follow:

- Monthly focus groups with the participating out-of-school youth.
- Monthly meeting regrouping all Youth Centers representatives and their staff.
- Monthly field visits by IDEJEN team to supervise financial/management and technical issues.
- Monthly reports prepared by the Youth Centers and the field agents.
- Bi-annual meeting with all field staff to share experiences and to identify aspects to be reinforced.
- Annual meeting with all field staff to assess overall results.

Evaluation:

- Baseline evaluation at the beginning of the NFBE training
- Mid-term Evaluation of Youth in NFBE after the first six month of training
- Final Evaluation of Youth in NFBE after 12 months
- Evaluation of Youth in Technical Training after 12 months
- Evaluation of Educators in NFBE after 6 and 12 months

- Evaluation of CBOs capacity to manage project activities at the launch, after 6 and 12 months
- Rapid appraisal on perception of the community (parents – community leaders) vis-a-vis this new trained youth group after 6 and 12 months.

IV. Supporting Curricula and Training Guides

Programmatic Capacity Building:

Basic Education curriculum and training tools:

IDEJEN has been working with FONHEP, a Haitian umbrella organization of educational institutions, and the Ministry of Education, and recruited a local consultant to create a nonformal basic education curriculum that could be used by the Youth Centers. This accelerated curriculum focuses on literacy and numeracy skills needed to start a technical training.

A life skills education program was developed by IDEJEN based on the needs expressed by youth. The training of NFBE educators in lifeskills focuses on:

- *Health and Nutrition (Sexually Transmittal Diseases, HIV/AIDS, Reproductive Health and Nutrition)*
- *Conflict Resolution*
- *Protection of the Environment*
- *Rights and Obligations*
- *Oral French Communication*

In addition, an international education and training specialist has trained Haitian Trainers on how to work with out-of-school youth, street youth and youth at risk and adapt training materials to this population. In turn, these Trainers have trained and are now equipped to train the “moniteurs” and “monitrices” (Educators) in non formal education techniques and methodologies. This Training of Trainer has been completed by a facilitator guide on nonformal training tools, including monitoring and evaluation tools that the NFBE educators can use in the classroom.

Technical skills:

IDEJEN and USAID signed a “Memorandum of Understanding” with the Ministry of National Education for the technical training component. A local consultant, with support of the INFP (Institut National de Formation Professionnelle) (the branch for vocational training) adapted the different INFP’s training curricula (for eight fields) to be used by the Technical Educators. The Technical Educators are trained by INFP on this adapted curriculum, and by IDEJEN’s Trainers on nonformal basic education techniques. At the end of the technical training, INFP administers a final test to the youth in order to certify the training. It is the project hope that this certificate will offer new opportunities to the youth, especially in term of recognition for employment within the business sector and/or as a certification of competence in case of starting their own enterprises.

Practical Training for Youth Employment and Entrepreneurship:

Fully integrated in the IDEJEN’s livelihood accompaniment strategy, a practical training in business management and/or entrepreneurship is offered to the youth, either in the Youth Centers

or at the workplace where some of the youth go into internships/apprenticeships. In addition, IDEJEN trains the Youth Centers in Small Business Management/Income Generating Activities Development.

Two main curricula/training materials are being used:

- ***Business toolkit for out-of-school youth:*** Adaptation of a business toolkit developed by EQUIP3 partner Street Kids International, to train participating out-of-school youth on how to start their own businesses.
- ***Guide on Small Enterprise Management:*** Guide for Youth Centers and Local Businesses on developing entrepreneurial and business management skills.

Organizational Capacity Building:

Financial Management Guide

This guide has been developed to support the financial and management training of the CBOs. It is available in French.

Key elements for youth programming: Self-assessment Tool

Developing Haitian standards for effective youth livelihood/employment practice is a core component of the CBOs' capacity building aspect of the model. The Promising and Effective Practices Network (PEPNet) was developed by the National Youth Employment Coalition to create standards of effective youth employment practice, recognize effective programs and create an inventory of effective youth employment practices. As a part of this project, PEPNet was adapted to the economy and characteristics of Haitian youth. A self-assessment tool has been created to support the training on the "Key Elements". It is used regularly by the CBOs to assess their progress in different aspects of youth programming.

V. Youth Centers' Sustainability Strategy

Each Youth Center is required by the IDEJEN project to submit a sustainability strategy along with its proposal for funding. This usually takes the form of an income generating activity that the Youth Center runs in parallel of the youth training. The youth in training have then the possibility to practice what they are learning within the Youth Center's income generating activity, while generating themselves small revenues in selling the products they make. IDEJEN provides training, technical support and mentorship to the Youth Centers for the start-up of their income generating activities, including support in defining the market and type of activities.