

PREPA

PREPARAÇÃO LABORAL PARA JOVENS
Cooperative Agreement N° AID-656-LA-12-00001

Quarterly Performance Report July 1st – September 30th , 2013

International Youth Foundation
32 South Street, Suite 500
Baltimore, MD 21202
Phone: +1 410 951 1500
Fax: +1 410 347 1188

October 31, 2013

Submitted to: [REDACTED], USAID Agreement Officer's Representative (AOR)
Submitted by: [REDACTED], PREPA Program Director



TABLE OF CONTENTS

| | |
|--|----|
| I. PROGRAM BACKGROUND..... | 2 |
| II. KEY ACTIVITIES/RESULTS FOR THIS QUARTER..... | 3 |
| A. UPA: Start-up Activities, First Training Cycle, Planning for Second Training Cycle..... | 3 |
| 1. Start-Up and Recruitment..... | 3 |
| 2. Life Skills Training of Trainers (TOT)..... | 4 |
| 3. First Training Cohort..... | 5 |
| 4. Cycle 2 Preparations..... | 9 |
| B. Additional Partner Identification..... | 10 |
| 1. ARISO..... | 10 |
| 2. FEM/CODD..... | 11 |
| 3. Proserv..... | 12 |
| 4. Comunsanas..... | 12 |
| C. Challenges..... | 13 |
| 1. Partner Identification and Proposal Development..... | 13 |
| 2. Challenges Faced during UPA's Implementation..... | 13 |
| III. KEY ACTIVITIES PLANNED FOR NEXT QUARTER..... | 14 |
| IV. MONITORING AND EVALUATION..... | 15 |
| ANNEX 1: Strategy for Gradation of UPA, AOP, and Backup Training Time..... | 16 |
| ANNEX 2: UPA Intake Form..... | 18 |
| ANNEX 3: Four Day TOT Training Plan Agenda..... | 21 |
| ANNEX 4: Half Day TOT Refresher Course Training Plan..... | 23 |

I. PROGRAM BACKGROUND

PREPA: *Preparação Laboral para Jovens* (PREPA), formerly known as Youth:Work Mozambique, is a partnership between IYF and USAID/Mozambique under IYF's Youth:Work Leader with Associates Award. With a start date of January 1, 2012, this three-year US\$1.2 million PEPFAR project aims to improve livelihood opportunities for highly vulnerable in- and out-of-school youth and members of their household.

Per the agreement,¹ the objectives of the program are to:

- Strengthen the employability and entrepreneurship skills of youth and ensure that these skills are aligned with labor market demands so that youth are well equipped for employment opportunities;
- Strengthen the life skills of vulnerable youth through training, particularly related to HIV prevention and adolescent reproductive health; and
- Improve collaboration and build local capacity through alliances, partnerships, and exchanges among training institutes, youth-serving organizations and the private sector.

The target group includes orphans and vulnerable children (OVC) between the ages of 15 and 18, youth up to 24 years of age living with HIV and receiving anti-retroviral treatment (ART), and their household members (up to age 24) who are caregivers/ provide economic support.

Due to the extremely vulnerable nature of this group, IYF has carefully designed the program activities to properly address the needs of the target population and the needs of the local labor market in order to be effective and ensure activities lead to successful outcomes. Hence, the program has been implemented in two phases:

- **Project Year 1 (2012), Pilot Phase:** The original Program Description focused on vocational training in the tourism sector of Cabo Delgado (CD). IYF carefully assessed the local situation in CD, including: the local business environment; the challenges faced by OVCs, youth living with HIV/AIDS and their youth caretakers; capacities of training organizations; and available curriculum focused on the tourism sector. During this phase, IYF attempted to identify and work with a qualified partner to assess the current labor market and emerging trends in CD, create a solid tourism and life skills training curriculum, and test training activities. As detailed in a separate report to USAID, assessment findings and IYF efforts throughout Year 1 demonstrated a mismatch between target population size, project goals, job growth, and local partner capacity in CD. As a result, IYF and USAID mutually agreed to a program redesign and change in geographic location for Years 2 and 3 of PREPA.
- **Project Years 2-3: Program Redesign and Expansion:** In the first half of 2013, IYF and USAID redesigned the program approach to allow programming in all of Mozambique – starting with “quick win” activities in Maputo province – and to expand livelihoods interventions. Under the revised PD, IYF will thus move beyond “hard skills” technical training to a broader package of livelihoods training. This could include a combination

¹ Modification #1 to the Cooperative Agreement was approved by the AO on June 12, 2013.

of targeted short-term courses, soft or life skills training, on-the job training and mentoring programs, entrepreneurship training, and other complementary services to increase the employability prospects of target youth. The length of the courses and other support services and livelihood activities will be determined by IYF and implementing partners depending on youth needs, opportunities and partner capacity.

As a result of this program, youth will not only engage in sustainable livelihoods activities, but will be less likely to engage in risk-taking behaviors and more likely to take measures to protect their health. To support this program, PREPA will create partnerships/alliances among public, private and non-profit sectors in order to involve them in the project, maximize resources and add value to youth employability interventions in Mozambique.

II. KEY ACTIVITIES/RESULTS FOR THIS QUARTER

During the period of July-September 2013, IYF staff focused on the following activities:

A. UPA: Start-up Activities, First Training Cycle, Planning for Second Training Cycle

1. Start-Up and Recruitment

UPA began start-up activities immediately upon grant award on May 1, 2013. UPA hired two new staff for the PREPA project, which involved writing job descriptions, recruitment and training. Policy development was also a priority, including a beneficiary recruitment and retention strategy and monitoring and evaluation (M&E) plan.

UPA's implementation depends heavily on its four local community-based organization (CBO) partners, one in each peri-urban neighborhood in which PREPA operates. The CBOs are an integral component of the project and each provide two staff, training space, materials, oversight and project support. UPA finalized partnership agreements with the CBOs on space usage, acquisition of training materials, staff selection, training schedules, and UPA's project support. The CBOs are membership associations that draw from a pool of members whose careers are focused on community development.

Under PREPA, CBOs are responsible for identifying two qualified staff members: an *Agente de Orientação Profissional* (AOP) and an AOP backup. The AOP and backup lead the life skills training for OVCs; recruit local businesses to the employment center (which places PREPA youth in jobs and internships); assist UPA with home visits and youth recruitment; and provide one-on-one follow-up with PREPA beneficiaries. UPA and its CBO partners participated in IYF's first Passport to Success (PTS) Training of Trainers (TOT), and three other CBO trainers participated in the second TOT. UPA staff and trainers also participated in a half-day refresher TOT for all trainers in August. Further descriptions of trainings can be found below.

The AOPs and backups were initially envisioned as providing all life skills training. However, during the first TOT, it became apparent that they had low capacity and were not confident in their training skills (particularly since most had no prior training experience). AOPs themselves requested additional support to implement the training as required, and IYF confirmed this

need. UPA's staff, trained at the same TOT, had a better handle on the material – likely due to higher education levels and having worked on similar projects under ESSOR for a number of years. It was thus decided that UPA would co-train alongside CBOs for Cycle 1, initially facilitating the majority of each session while ceding more responsibility to the AOPs and backups over the course of the training cycle. (See schedule at Annex 1). The premise was that UPA staff would start the training off strong – role modeling effective training for the CBOs – while observing and providing feedback/support to strengthen their skills.

Recruitment and registration of youth was also prioritized. *Servicos Distritais da Mulher e Ação Social* (SDMAS), the district level office of the Ministry of Social and Women's Issues, was approached for involvement in the recruitment of youth and verification that beneficiaries meet our project categories. SDMAS was able to help UPA target the message to qualifying youth, send out information via their networks, and ensure registration was attended by qualifying youth they work with regularly. The SDMAS collaboration has been slow, yet vital to accessing our target youth, and much time was dedicated to this activity. UPA also advised FHI360, who works heavily in HIV and OVC interventions, about the program and asked them to share recruitment information with their beneficiaries. Pamphlets were created and disseminated to SDMAS and FHI360, and CBOs conducted direct outreach in their communities.

An intake form (Annex 2) was created and used to register 255 youth within the target population. Eighty youth -- 20 youth in each of the four neighborhoods – were selected to participate in the first cohort, with the others placed on a waiting list for future cycles. Efforts made to reach young women were successful with excellent gender balance attained: 41 young men and 39 women. The majority of youth were under the age of 18. All expressed great interest in the vocational training track.

2. Life Skills Training of Trainers (TOT)

As previously reported, IYF is utilizing 36 life skills lessons from three curricula: IYF's Passport to Success program, and Johns Hopkins University's Go Girls! (GG) and Go Students! (GS)² programs. IYF will conduct a four-day intensive TOT workshop for all partners under PREPA. (See Annex 3 for the training plan agenda). Key issues – such as differences between the curricula and how to integrate them, managing difficult participants, key components of the methodology, and presenting a practicum lesson – are all covered.

IYF conducted two full TOTs during the quarter. The first TOT took place on July 9-12, with 15 participants: two trainers per CBO as well as UPA staff who will coach/support the CBO trainers. The second was held August 9-14 and included 17 participants from UPA, ARISO, FEM and CODD. IYF normally only allows grantees to participate in TOTs; however, due to the delays in project design with some partners, IYF decided to include likely partners ARISO, FEM and CODD. This exception was made due to the time and capacity constraints IYF is facing with local partners, and the need to implement PREPA activities as quickly as possible.

² Reproductive health (RH) and healthy lifestyle choices affect a youth's ability to mature into productive adults. The *Avante Rapariga* and *Avante Estudante* curricula were chosen for RH lessons since they have already been adapted to the Mozambican context and translated in Portuguese. Given the sensitive RH issues affecting Mozambican youth, it was deemed best to use RH lessons from JHU.

On August 8th, a half day refresher training course was held for all UPA and CBO trainers to build their skills in Classroom Management, Adaption of Lessons, and Leading Effective Discussions (see schedule at Annex 4). Participation was high and helped to energize the trainers as they returned to their classrooms.

3. First Training Cohort

As shown below, all youth participating in PREPA through UPA will first undergo six weeks of life skills training. Once students complete the PTS cycle, they choose and are advised into one of the following tracks of study:

- Vocational Training (Scholarship to another Institution)
- Entrepreneurship (UPA's CEFE curriculum)
- IT Training (Provided by the CBOs)
- Career Counseling and Job Placement
- Apprenticeships/Internships



PTS, IYF's flagship Life Skills program, contains the critical life and employability skills needed to empower youth with the soft skills desired by private sector, affording them tools to capitalize on livelihoods opportunities. PTS and the JHU curricula's effectiveness in increasing employability of youth makes the combined curriculum a cornerstone of the PREPA project. Youth go through an exploratory process during the life skills training where they learn more about themselves, begin to think about career plans, and receive significant guidance from UPA and CBO staff about future options.

Training for the 80 selected youth began on July 24th, 2013. The youth attended 2 hours of classes three days a week over six weeks, for a total of 36 hours of life skills and RH lessons. Information on the first cohort is summarized in Table 1 below. The program overall had a good gender balance with a 50/50 ratio. Only one female dropped out of the program, citing childcare problems as the major reason.

It should be noted that class size was adjusted to ensure quality programming and proper AOP support. While Cycle 1 was planned to include 25 youth per class, only 20 were enrolled in each neighborhood to reduce the trainers' classroom management burden while they became familiar and comfortable with the PTS and JHU curricula.

Table 1: First Training Cycle-Beneficiaries by Location, CBO and Gender

| District | Neighborhood | CBO Partner | Initial Student Population | | |
|----------------------|---------------|---|----------------------------|-----------|-----------|
| | | | Male | Female | Total |
| Nihamankulu | Aeroporto A/B | AJUDEM Associação Juvenil para o Desenvolvimento de Mocimboa | 8 | 12 | 20 |
| | Chamanculo D | ACADEC Associação Comunitária para o Desenvolvimento do Bairro Chamanculo D | 8 | 12 | 20 |
| KaMubukwana | Inhagoia | AKK Associação Kutuanana Ka Nhagoia | 13 | 7 | 20 |
| | Luis Cabral | ACODESPU Associação Comunitária para o Desenvolvimento de Saúde Pública | 11 | 9 | 20 |
| Program Total | | | 40 | 40 | 80 |

On September 4th, 79 youth completed the life skills program. Per the project design, youth were then offered a number of livelihood "tracks" based on their interests, skills set, and relevant available training. Table 2 below documents where beneficiaries were placed.

Scholarships to vocational training were the most desired track with 38% of project youth being placed in this opportunity. Career counseling and job placement were also highly sought after; roughly 32% of youth entered this track. During the life skills process, many youth discovered that the most pertinent action needed in their career trajectory was to finish primary and secondary schooling. Nearly 28% of the beneficiaries trained (22 youth) opted to return to school. Only two youth were interested in the Entrepreneurship track. Of the 79 youth, 16 were able to access ICT training simultaneously with their life skills training.

Table 2: Youth per Training Track

| Training Track | Total | Sex | | No./ CBO | CBO |
|--|-----------|-----------|-----------|-----------|----------|
| | | F | M | | |
| Vocational Training Scholarship | 30 | 13 | 17 | 8 | ACODESPU |
| | | | | 8 | AJUDEM |
| | | | | 8 | ACADEC |
| | | | | 6 | AKK |
| Career Counseling and Job/ Internship Placement | 25 | 14 | 11 | 4 | ACODESPU |
| | | | | 7 | AJUDEM |
| | | | | 9 | ACADEC |
| | | | | 5 | AKK |
| Entrepreneurship Training | 2 | 0 | 2 | 1 | ACODESPU |
| | | | | 1 | AJUDEM |
| Returned to School | 22 | 12 | 10 | 6 | ACODESPU |
| | | | | 4 | AJUDEM |
| | | | | 3 | ACADEC |
| | | | | 9 | AKK |
| Total | 79 | 39 | 40 | 79 | |

Vocational Training Scholarships

The 30 youth in this track will benefit from an eight-hour orientation course in early October. During these sessions, the different vocational training partners will present their programs, the length of the program, entrance requirements, the associated costs, rules of the training centers, and other relevant information. Based on these orientations, UPA staff will help the youth receiving PREPA program scholarships (roughly ██████████ in leverage provided by ESSOR for the 1st training cycle), choose and apply to the appropriate training program.

UPA staff spent a great deal of time creating contacts with potential partner vocational training centers to participate that would be interested in receiving Cycle 1 PREPA graduates for their courses. Additional partnerships are being developed and will be available to all relevant PREPA beneficiaries once they are established and in accordance with admission requirements, established training schedule, and youth interest. Further development of these partnerships in the next quarter will be a major focus.

At the end of this quarter, the following course partnerships had been established and are open to PREPA beneficiaries:

Table 3: Vocational Training Spaces Available to PREPA Youth

| Identified Course | No. of Student Vacancies | Training Center | Start Date of Next Training | End Date of Next Training |
|----------------------|--------------------------|-----------------|-----------------------------|---------------------------|
| Auto Electricity | 10 | UGC | October 2013 | January 2014 |
| Auto Mechanic | 5 | | | |
| Pastry Chef | 5 | Profamília | October 2013 | January 2014 |
| Restaurant and Bar | 5 | | | |
| Culinary Training | 5 | | | |
| Room Service (Hotel) | 5 | INEFP | October 2013 | January 2014 |
| TOTAL | 30 | | | |

Career Counseling and Job/Internship Placement

Youth identified for career counseling and placement support benefitted from training held in late September. The training was led by UPA staff with support from CBOs and provided more insight into job searching, career decisions, and other relevant employability skills. After the initial training, youth met one-on-one with UPA/CBO staff to search for relevant jobs. This process resulted in the development of 32 cover letters requesting internships, four cover letters responding to job announcements, and 11 resumes.

Relationships continue to be developed with private sector companies to establish internships for PREPA youth, as well as advertising new job openings to PREPA youth. Table 4 shows vacancies that were open to PREPA youth at the end of the quarter.

Table 4: Job and Internship Vacancies Open to PREPA Youth

| Company | Industry | # of Positions | Type of Opening |
|---------------------|--------------------|----------------|--|
| EMOCIL – Maputo** | Civil Construction | 6 | Jobs (2 Electricians e 4 Carpenters) |
| Maputo Waterfront** | Hotel | 4 | Outsourcing (waiters) |
| Mbata** | Services | 2 | Internships (2 Sales Positions) |
| Dona Tânia** | Services | 1 | Jobs (Housekeeper) |
| Radisson Blu | Hotel | 4 | Internships (2 Room Service (Hotel) e 2 Restaurante e bar) |
| Hotel Tivoli | Hotel | 2 | Internships (Restaurant and Bar) |
| Sogecoa Apart Hotel | Hotel | 3 | Internships (Reception) |
| Southern Sun | Hotel | 2 | Internships (Room Service (Hotel)) |
| Total | | 24 | |

Reluctance on the part of the private sector to host interns and hire youth under the age of 18 has constituted a major challenge to the project. The belief that youth under 18 are too immature to work in a professional manner, coupled with confusion on the legal working age, has created a barrier to these youth accessing employment. With more than 75% of our youth falling in this category, strategies to address this will be a major priority for the next quarter.

Entrepreneurship

While UPA has an excellent curriculum for entrepreneurship, only two youth from Cycle 1 opted for this track. This low level of interest in the entrepreneurship track is due to:

- the low average age of program beneficiaries
- many youth are studying in secondary schools and are not interested in working immediately
- the particularly vulnerable position of our target population
- other concerns related to the general lack of business entrepreneurship culture among youth in Mozambique.

The two youth interested are being included in another non-PREPA training that UPA is providing, utilizing the same curriculum. However, it will be imperative going forward to strategize methods of getting more youth interested in entrepreneurship into the program. The following actions will be pursued, among others, in this regard:

- Establish partnerships with local micro-finance institutions (in the 4 neighborhoods) to make viable the work of any budding entrepreneurs in the program, and reinforce the entrepreneurship training track of the project;
- Implement mentorship meetings with the beneficiaries, conducted by ONG UPA, through the use of their succeeded beneficiaries of previous self-employment promotion activities;
- Recruitment should ensure that more beneficiaries are selected between the age range of 18-24 and efforts should be made to prescreen youth and identify those with potential and interest in entrepreneurship early on.

4. Cycle 2 Preparations

Preparation for the second cycle was ongoing throughout the quarter. During August and September, recruitment continued in the communities to qualify a larger pool of candidates for the PREPA program that can be used to determine the most appropriate candidates for the upcoming training cycles. Table 5 below shows the home visits conducted and youth registered during the quarter's recruitment. With 175 on the waitlist from the June/July recruitment, and 197 added to the pool in this process, a pool of 372 qualifying youth now exists from which to register the 200 students needed for the second cycle.

Table 5: August and September Recruitment Results

| | Aeroporto B | Inhagoia | Chamanculo D | Luís Cabral | Total |
|-----------------|--------------------|-----------------|---------------------|--------------------|--------------|
| New Registrants | 38 | 51 | 55 | 53 | 197 |
| Home Visits | 20 | 26 | 40 | 19 | 105 |

Meetings were held with the District Offices of Women and Social Action of Municipal Districts and Ka Mubukuana Nhlamankulu to accelerate the process of partnership in identifying beneficiaries who work with these institutions. The presence of SDMAS staff in the recruitment process will help determine the degree of need and qualification under our beneficiary categories, as this staff work regularly with the target group that the project intends to benefit (OVCs and HIV-affected youth).

On September 19th, a review of the first training cohort was conducted, with participation from IYF, UPA and all four CBOs. Objectives of the workshop included:

- Review of the successes and challenges during Cycle 1;
- Adjust the program of activities according to lessons learned for the 2nd training cycle
- Define strategic measures and priority activities related to the various training tracks after PTS ;
- Train CBOs on implementation of the baseline survey, carried out at the end of each PTS cohort.³

³ The baseline survey will be administered after the Life Skills Training, asking each youth to respond to the survey questions retrospectively, as they would have on the first day of classes. This technique is being used to avoid "response shift bias", where results actually go down at exit, because participants over-inflate their self-reports at baseline, and then temper them at exit, based on new knowledge. Asking them to reflect on their starting positions at exit will be a more accurate data point.

The full report from the meeting can be found at Annex 5. Of note, the CBOs agreed to take on more leadership and oversight. Issues related to staffing and space usage were also resolved and strategies put in place to prevent repeat of these problems in Cycle 2. AOP capacity was identified as an ongoing challenge, further elaborated in the Challenges section below.

B. Additional Partner Identification

As previously reported, three RFA submissions were accepted in June: ARISO, a CODD/FEM consortium, and Proserv. All proposals had strengths and weaknesses and needed significant work before IYF could approve the project ideas for funding. Applicants were sent BAFO questions and asked to revise their proposals within 10 days. (See Annex 6). At the end of the previous quarter, ARISO and the CODD/FEM consortium had made significant revisions to their proposal based on IYF's feedback. Proserv's response to the BAFO questions was quite weak, with few changes incorporated to their proposal. Because of the challenges IYF faced with each organization, it was decided to try to do smaller projects with each and have three PREPA projects funded out of this group, if possible. The process undertaken with each organization is summarized below.

1. ARISO

ARISO is a humanitarian non-profit association, founded in 2007, whose mission is to "Promote inclusive programming and actions to avoid the exclusion and stigmatization of people within their usual environment and facilitate rehabilitation and social integration." ARISO's original proposal was technically interesting and provided entrepreneurship training and technical training in horticulture and aviculture to help rural youth start cooperative businesses in their communities, using local land made available by local government for PREPA beneficiaries' use. ARISO has extensive networks within local communities and leverages significant government support to provide top-notch community-based interventions, many of which have been in vocational training and entrepreneurship, contributing to positive socio-economic development. These networks have committed to providing significant leverage to the PREPA project in support of ARISO. ARISO's main challenge was in the area of operations and planning, however and significant work was needed in that regard.

Through IYF/PREPA's assessment of ARISO's proposal submission, the following **experience and expertise** were noted:

- ARISO has previously worked with international donors in the area of livelihoods and employability.
- ARISO has extensive experience and current commitments to work with local government arms in support of this project, including the provision of space.
- ARISO is focused on collective entrepreneurship and will assist in the creation of 8 association businesses, in addition to training of entrepreneurs.

The ARISO approach presented the following **strengths** the project will capitalize on:

- Six years of vocational training with hard to reach youth;
- High leverage contribution – nearly 50 percent of the FOG amount from IYF/PREPA;
- Extensive partnerships with local government and communities, a deep understanding of their needs, extensive linkage and capitalization on current programming;

- Use of highly technical specialists to transfer hard aviculture and horticulture skills to youth;
- Hands-on holistic training that includes business training, life and employability skills training, and organization of cooperatives/ associations of youth.

Based on ARISO's strong responsiveness to IYF's feedback, as well as IYF's desire to begin Fix Obligation Grant (FOG) implementation before the end of FY13, IYF began in-depth technical assistance on the proposal development process. IYF conducted two virtual reviews of the proposal with ARISO, and then had three days of intensive planning and project design workshop in August in order to get the project design, operational and staffing plans into a coherent, fundable plan.

IYF submitted the results of this collaborative work in the form of a full grant packet for USAID/AO approval on August 21. It was hoped that ARISO would begin implementation in September, but approval of the FOG had not been received by the end of FY13. As such, the project is on hold pending AO approval.

2. FEM/CODD

FEM and CODD are two separate NGOs that presented a joint project to IYF for funding under PREPA. FEM provides training using two curricula: Farming as a Business (FAAB) and EMPRETEC, agricultural entrepreneurship training. CODD is a nascent organization focused on youth with a strong emphasis on research. Their proposal had many interesting points, including these curricula, but many questions remained on the operational plan, due diligence and the roles of the respective organizations.

In accordance with IYF's internal grant making policies, CODD and FEM were required to submit due diligence documents and delineate their activities so that stand-alone budgets could be developed and separate grants awarded to each organization. IYF has spent more than four months trying to obtain sufficient financial, legal and operational documentation so as to be able to conduct a due diligence review. Based on the information received, both organizations were categorized as "high risk." Due to the high risk categorization, IYF's internal policies requires substantial documentation of each budgeted cost in the proposal process, which is a challenge for both organizations and has taken time to address.

Over the same four months, project design and proposal development have taken place virtually and in person, with many hours, days and weeks put into the process. After much discussion and negotiation, the following points were clarified:

- The two organizations must submit separate grant agreements – rather than a consortium relationship – to work with the same group of beneficiaries (currently projected at 600 youth).
- CODD will be responsible for recruitment, life skills training, and baseline survey administration.
- FEM will be responsible for FAAB and EMPRETEC training and post-training business services, in addition to ex-post M&E data collection.
- Appropriate staffing, operational and logistical planning was finally realized.
- Financial and budgeting issues were resolved.

IYF will issue a series of FOGs for each organization. This will allow IYF to monitor each organization's progress through the completion of milestones and conduct regular reviews of their organizational capacity both technically and administratively. It will allow IYF to renegotiate terms of reporting deliverables if/as red flags appear, and it will give IYF and USAID more security that the deliverables will be met. We are close to finalization of the initial FOGs for presentation to USAID. It is expected that the FOGs for the first cycle, starting with CODD, will be presented to USAID early in Quarter 1 of FY14.

3. Proserv

Proserv was given the lowest priority, due to the poor quality of their proposal, their for-profit status, and their general unresponsiveness. IYF's approach was to focus on the ARISO and FEM/CODD proposal to fully develop them. If after ARISO and FEM/CODD had been developed IYF had funding for an additional partner, Proserv would be reengaged.

During a July/August visit by IYF's Program Manager, a meeting was held with Proserv. The requirements and budget parameters of the project were explained again, as well as the major problems with the last iteration of the proposal. Proserv decided to change their project from an entrepreneurship focused program to a customer service/retail and life skills program. They asked for two weeks to work on the proposal which IYF conceded.

On August 15th, Proserv submitted a new proposal to IYF. While the proposal was much more responsive to IYF's feedback, it still required significant work. Feedback on the revised proposal was submitted to Proserv, and they were asked to indicate interest in continuing the proposal development process. At that time, Proserv disclosed discussions between the local branch and the international office on restructuring Proserv in Mozambique and said only after those conversations could they indicate their interest. On September 16, Proserv withdrew its candidacy citing incompatibility between our budget parameters and the Proserv costing structures.

4. Comunsanas

Comunsanas was identified as a strong potential partner through the RFA process for the YouthMap Mozambique Innovation Fund (YMIF), a USAID/Washington-funded project. When a decision was made in Washington to reprogram the YMIF for Mozambique and other countries, IYF invited Comunsanas to redesign its project proposal and submit for PREPA consideration.

Comunsanas works with vulnerable populations in Sofala Province on vocational and entrepreneurship training. With Proserv's withdrawal as an applicant, PREPA needs an additional partner for implementation, and Comunsanas is promising. They are located in a high HIV prevalence areas, have experience with vulnerable populations and a sound project design. They were invited at the end of September to submit a proposal for PREPA and agreed to do so by early October.

C. Challenges

1. Partner Identification and Proposal Development

Identifying additional partners for implementation has continued to be challenging. For the organizations with which IYF has worked extensively on proposal development – FEM, CODD and Comunsanas – capacity remains a challenge. The lack of understanding of basic principles of project development, key components of project planning, due diligence and other capacity issues have delayed a finalized project description from any of the organizations and been more difficult than anticipated.

The UPA and ARISO processes took well over two months and four months, respectively. FEM and CODD have lower capacity and are even higher risk, requiring more analysis, review and due diligence, per IYF's internal policies. We have planned for in-person and more in-depth work on this front to finalize the pending grants. Comusanas is a well-known organization operating in Sofala Province. Their proposal is under consideration to be implemented at the beginning of 2014. However, the Comusanas project is to be implemented in the Beira corridor where instability and security problems persist. IYF will monitor the situation and may choose not to fund the activity if the area becomes too volatile.

2. Challenges Faced during UPA's Implementation

Implementation under UPA has been quite successful; yet challenges arise and affect programming in a myriad of ways. The major issues encountered are as follows:

- *PTS Availability*

The PTS manual was translated and designed under the supervision of IYF's Baltimore office. The manual was ready at the end of the TOT and only 2 weeks before the first day of classes. At the same time, errors were found in the manual as the training went on. Some handouts were found to be missing from the manual and affected the order that the first training cycle presented the lessons. This was rectified and will not be an issue again.

- *CBO Leadership*

The CBOs have a number of responsibilities under the project that are crucial to coherent quality operations. CBOs provide the space used for training, the AOP and AOP backup trainers are recruited from within the CBO membership, and oversight of the AOP is partially the responsibility of the CBO. The CBOs also play a key role in recruitment of youth. The leadership of the four CBOs has not been fully cooperative in the implementation of their agreements with the PREPA project. Major points that needed to be addressed included:

- Training space not available during the designated times
- Failure to have all equipment and materials on hand
- Incorrect information provided to AOPs about their duties and salaries
- Lack of leadership and oversight

UPA worked closely with CBOs throughout the training. Some of the key solutions put in place were to have UPA staff participate in the selection of AOPs and backups. This allowed more

control over the message conveyed to the candidate about project expectations and in ascertaining they were a good match. Still two of the three replacement AOPs left the program shortly after being trained (one for pregnancy, one for a new job). Staffing the project appropriately remains a challenge. Many strategies were put in place during the 1st Cycle Review Workshop, but IYF will continue to monitor progress and work to resolve these issues.

- *AOP and AOP Backup Capacity*

Throughout the life skills training, AOPs and Backups grew stronger in their training skills. However a number of the trainers left, due to a personality mismatch with the job requirements, family issues, or other related concerns. So in some cases, CBOs do not have their primary AOP. In other cases the trainers still feel they need support of UPA staff to gain confidence. Specifically AOPs have struggled with classroom management, time management, handling difficult participants, and understanding some of the lessons. As such, the staffing schedule below was created to meet the capacity building needs of the trainers themselves.

Table 7: Cycle 2 Gradation of UPA, AOP, and Backup Training Time

| CBO | October | November | December |
|------------|---------------------------------------|---|----------------------------------|
| ACADEC* | UPA Staff - 40 Min Backup – 20 Min | AOP-30 Min Backup-20 Min Técnico-10 Min | AOP – 40 Min Back UP – 20 Min |
| AKK** | AOP – 40 Min Back UP – 20 Min | AOP – 40 Min Back UP – 20 Min | AOP – 40 Min Back UP – 20 Min |
| AJUDEM* | AOP – 40 Min UPA Staff – 20 Min | AOP-30 Min Backup-20 Min UPA Staff-10 Min | AOP – 40 Min Back UP – 20 Min |
| ACODESPU** | AOP – 40 Min Back UP – 20 Min | AOP – 40 Min Back UP – 20 Min | AOP – 40 Min Back UP – 20 Min |

III. KEY ACTIVITIES PLANNED FOR NEXT QUARTER

The main activities planned for the first quarter of Year 2 will focus on continuing program implementation and program design:

- Finalize FEM, CODD, and ComusanasProposals
- Issue agreement to ARISO, FEM, CODD and Comusanas with start dates no later than December.
- ARISO, FEM, CODD and Comusanas initiate implementation
- Conduct field visits to Maputo in November 2013 with major purposes being:
 - a. Conduct a final TOT on Life Skills Curricula
 - b. Provide assistance needed for project start up of all grantees
- Develop and implement capacity building plan for all implementing partners
- Finalize leverage plan
- Provide close program oversight
- Assist local partner in identification of private sector partners

- Oversee implementation of the M&E system, including the adaptation of data collection tools, creation of systems, TOTs, and partner coaching.

IV. MONITORING AND EVALUATION

The final Monitoring and Evaluation Plan was submitted on April 10th 2012 and was approved by USAID. A revised plan is currently being finalized for submission to USAID in FY 2014. The basis of the M&E utilizes the Connor-Davidson Resilience scale (CD-RISC) which is comprised of 25 questions, each rated on a 5-point scale (0-4), with higher scores reflecting greater resilience. In addition to the CD-RISC, key information on income, job status and other economic indicators are collected to map out changes each youth encounters after the training.

The baseline survey was administered after the Life Skills Training, asking each youth to respond to the survey questions as they would have on the first day of classes. This technique and timing is being used to avoid “response shift bias”, where results actually go down at exit, because participants over-inflate their self-reports at baseline, and then temper them at exit based on new knowledge and self-awareness gained during life skills training. Asking them to reflect on their starting positions at exit will be a more accurate data point.

The survey results are currently being compiled and analyzed by IYF. At the end of each track (vocational training, internship/apprenticeship, entrepreneurship, job placement, and ICT) the ex-post survey will be conducted to evaluate the impact of the project in the lives of the beneficiaries.

ANNEX 1: Strategy for Gradation of UPA, AOP, and Backup Training Time

Resumo da distribuição dos técnicos UPA, AOPs e AOP backup na formação Habilidades para a Vida Ciclo 1

Conforme entendimento da equipa UPA foi estabelecido que é necessário ter maior disponibilidade dos técnicos UPA para evitar negligência das outras actividades FIP que se enquadram no projecto PREPA como também no projecto Pro-inserção financiado pela ESSOR. Por esse motivo queremos que os técnicos da UPA só ocupam o período de manhã nas OCBs para dar juntos com os AOPs e AOP backups a formação e começam a planear as aulas juntos. Os técnicos devem estar no lugar de trabalho, já almoçado as 14.00 para ter os períodos de tarde nas segundas, quartas e quintas tanto como os dias inteiros de terça e quinta-feiras para cumprir os seus restantes deveres.

Estado Actual de AOPs e AOP backups:

AOPS-

Todos estão a trabalhar bem no PTS junto com os técnicos. Estão muito mais a vontade a frente dos beneficiários que na formação de formadores a frente dos colegas. A gestão de tempo ainda é um desafio mas vai sempre melhorando.

AOP backups-

AJUDEM e ACODESPU: não há backups, desistiram [REDACTED] e [REDACTED] porque o papel deles no recrutamento não foi claramente destacado, assim que acharam que era só a formação que tinham que assistir. Semana 29-3 Agosto vai haver um novo recrutamento com uma clara descrição de tarefas e o tipo de perfil que procuramos e um técnico da UPA vai participar na entrevista e selecção. Os novos backups participarão na formação de formadores Habilidades para a Vida dia 9-14 de Agosto.

ACADEC: [REDACTED] tem bom empenho mas sofre muito com nervosismo e pensamos que talvez vamos precisar dum novo backup. Portanto, a ACADEC vai procurar uma nova pessoa como backup para a formação de formadores Habilidades para a Vida dia 9-14 de Agosto.

AKK: [REDACTED] se está a forçar, precisa ainda muita prática mas acreditamos que vai ser um formador capaz.

Para AJUDEM e ACODESPU

| Semanas 1-2 24 Julho-2 Agosto | Semanas 3-4 5-16 Agosto (a) | Semanas 5-6 19-30 Agosto | Semanas 7-8 2-13 Setembro | Semana 9 Setembro 16-18 (b) |
|--|--|-------------------------------------|--------------------------------------|--|
| UPA 40 min. | UPA 30 min. | UPA 20 min. | UPA 5 min. | AOP 40 min. |
| | AOP 30 min. | AOP 30 min. | AOP 40 min. | |
| | | | | |

| | | | | |
|-------------|--|----------------|----------------|----------------|
| AOP 20 min. | | | | Backup 20 min. |
| | | | Backup 15 min. | |
| | | Backup 10 min. | | |

Para AKK e ACADEC*

| Semanas 1-2 24 Julho-2 Agosto | Semanas 3-4 5-16 Agosto | Semanas 5-6 19-30 Agosto | Semanas 7-9 2-18 Setembro (b) |
|--|------------------------------------|-------------------------------------|--|
| UPA 30 min. | UPA 20 min. | UPA 10 min. | AOP 40 min |
| | AOP 25 min. | AOP – 30 min. | |
| AOP 20 min. | Backup 15 min. | Backup 20 min. | |
| Backup 10 min. | | | |

* O AOP backup ACADEC tal vez vai ser substituído, ainda não sabemos. De acordo com estas incertezas, este plano em relação a ACADEC pode mudar e adaptar o mesmo plano que AJUDEM E ACODESPU.

- (a) dia 16 os novos AOP backups vem observar a aula.
- (b) UPA na aula dando observação e feedback

ANNEX 2: UPA Intake Form



FICHA DE ACOMPANHAMENTO DO PERCURSO DO BENEFICIÁRIO

INFORMAÇÕES PESSOAIS

| | | |
|-------------------------|--|---------------------------------|
| Nome completo: | Data de nascimento:/...../..... | Estado civil: |
| Endereço: | Contacto telefónico: | Nº de BI: |

FAMILIA

| Nº | Nome | Parentesco | Idade | Sexo | Grau de estudo | Estuda | Trabalha | Profissão | Regular /Biscate | Rendimen to / mês (**) |
|--------------|------|------------|-------|------|----------------|--------|----------|-----------|------------------|------------------------|
| 1* | | | | | | | | | | |
| 2 | | | | | | | | | | |
| 3 | | | | | | | | | | |
| 4 | | | | | | | | | | |
| 5 | | | | | | | | | | |
| 6 | | | | | | | | | | |
| 7 | | | | | | | | | | |
| 8 | | | | | | | | | | |
| 9 | | | | | | | | | | |
| 10 | | | | | | | | | | |
| 11 | | | | | | | | | | |
| 12 | | | | | | | | | | |
| TOTAL | | | | | | | | | | |

(*) Na linha 1, por as informações relativas ao beneficiário.

(**) Se a pessoa declara não receber, por 500 meticais no rendimento mensal (no caso da pessoa ter entre 16 e 55 anos, se não por 0)

Cálculo do rendimento médio mensal por pessoa: (Total de rendimentos mensais/ nº de pessoas) :/.....=

Cálculo do rendimento médio diário por pesso: (Rendimento mensal médio pró pessoa/ 30) :/ 30 =

O rendimento diário por pessoa é inferior a 2\$ (2\$=..... MZ☐) ? Si☐ Não

CASA

Mora aqui a quanto tempo?

CASA: ☐ propia ☐ alugada ☐ cedida ☐ TETO : ☐ caniço ☐ chapa Piso:..... Casa de banho:... ..

Nº de compartimentos:..... Aera construída: Nº de famílias residentes: Condições de moradia:... ..

Observação:

.....

Situação: Regular Carente

FORMAÇÃO

| Nível académico | Nome da escola | Ano que parou | Concluiu (SIM/NÃO) |
|-----------------|----------------|---------------|--------------------|
| | | | |
| | | | |
| | | | |

POSSUI OUTRA FORMAÇÃO?

| Nome do curso | Instituição | Duração | Mes e Ano | Concluiu? |
|---------------|-------------|---------|-----------|-----------|
| | | | | |
| | | | | |
| | | | | |

EXPERIENCIA PROFISSIONAL

| Nome da empresa | Posto de trabalho | Data de inicio | Duração | Regime (temporário, regular, estagiario) |
|-----------------|-------------------|----------------|---------|--|
| | | | | |
| | | | | |
| | | | | |

Já desenvolveu alguma actividade?

| Tipo de actividade | Data de inicio | Duração |
|--------------------|----------------|---------|
| | | |
| | | |
| | | |

OUTRAS COMPETENCIAS

| | Descrição | Nível |
|-------------|-----------|-------|
| LINGUAS | | |
| | | |
| | | |
| INFORMATICA | | |
| | | |
| | | |

Tem carta de condução? Sim Não

PARTICIPACAO EM CAPACITACOES

| TIPO DE CAPACITAÇÃO | DATA | COMENTARIOS |
|--------------------------------------|------|-------------|
| Formação de habilidades para a vida | | |
| Técnicas de procura de emprego (SOT) | | |
| SOAE | | |
| TICs | | |
| | | |
| ----- | | |
| ----- | | |

REGISTRO, FREQUENCIAS E VISITAS DOMICILIÁRIAS

| DATA | Motivos e Informações recolhidas sobre o beneficiarios | Orientações dadas | Assinatura do beneficiario |
|------|--|-------------------|----------------------------|
| | | | |
| | | | |
| | | | |
| | | | |

PASSPORT TO SUCCESS™

Daily Agenda

Day One

Morning

- Welcoming and Introduction
- Introduction of Partner Organizations and Representatives (Local Partners, IYF)
- Project Overview and Goals
- Getting To Know One Another

Lunch

Afternoon

- Energizer
- Goals and Agenda for Training
- Overview of Materials
- Preview of Lessons (GG And PTS)
- Tips for Health Lessons
- Closure

Day Two

Morning

- Welcome Back and Recapitulation of Day One
- Experiencing a PTS Life Skills Lesson – “Listening”
- Discussion of “Listening” Lesson
- Leading Effective Discussions

Lunch

Afternoon

- Qualities of Effective Adult Leaders
- Experiencing a GG Lesson– “Tomar as Decisoos Certas”
- Closure for Day Two

Day Three

Morning

- Welcome Back and Recapitulation of Day Two
- Discussion of GG and PTS Integration and Differences
- Creating Effective Presentations and Visual Aides
- Using Small Groups to Your Advantage
- Preparing for Practicum
 - PTS Lesson Managing Conflict 1
 - PTS Lesson Interviewing for a Job
 - PTS Lesson Falar Alto! Comunicar com os Outros
 - GG Lesson O meu Corpo esta a Mudar- Sou Normal? 1

Lunch

Afternoon

- Practicum Presentations – Groups One and Two Present

Day Four

Morning

- Practicum Presentation – Groups Three and Four Present
- Practicum Closure

Lunch

Afternoon

- Managing Difficult Participants
- Implementation Planning
- Program Evaluation
- Evaluation and Closure of Workshop

ANNEX 4: Half Day TOT Refresher Course Training Plan

Welcome Back- Introduce ourselves and present agenda 8 minutes

Energizer: Mime a lie 15 minutes

Ask everyone to get into a circle. The first person starts acting something out (dancing for example). The person to their left asks, “[Insert Name Here], what are you doing?” And the person doing the action says they are doing a different action from what they are doing. For example if they are dancing they might say I’m riding a bicycle. Then the person who asked acts like they are doing the lie spoken by the other person. We go around the circle like this a couple of times.

Open Discussion, How are Things: 30-45 min

Place 4 flip charts up on the wall, each with a line across the middle and left side a “low” equivalent word and right side “high” equivalent word. The tops should say

- Confidence in your training skills
- Confidence in your ability to adapt lesson
- Confidence in your Classroom Management
- Confidence in your ability to lead an effective Discussion

Give each participant 4 stickers, ask them to rate themselves on each scale by placing their sticker somewhere above the line closer to one side or the other.

Also have posted 3 flip charts that say at the top : 1) Challenges and Problems 2) Things Going Well 3) Questions/Concerns

Give participants sticky notes, and ask them to write down relevant notes for each of the flip charts

Facilitate a discussion based on responses. Flesh out of a list of things that need to be reviewed in future trainings.

Classroom Management and Team Work -1 hour

Tell class that we will do a series of activities, and that you want them to pay attention to how both trainers behave, and how they feel during the activities.

Skit 1:15 minutes

Tell class we need to get to know each other better. Instruct them to please find a partner (do not assign partners in any way) and talk about 1)Their Favorite Food 2)Their favorite place 3) a childhood story.

Let them discuss for 5 minutes, do not check on them then call attention to the center. Begin talking to them soliciting responses to what they learned about each other. Used close questions, don’t have room reconfigure for good discussion.

Ask participants how the lesson felt, if they saw things that were good or not so good practices.

Skit 2: 15 minutes

Tell class will repeat the get to know each other activity. Structure them with an energizer in twos. Ask them, once in pair to talk about 1)Their Favorite Food 2)Their favorite place 3) a child hood story again with this new person. Have 2nd trainer post these topics up with a flipchart for all to share

Let them discuss for 5 minutes, have both trainers check on each of them then call attention to the center. Ask those with chairs facing the back to turn around and form a semi-circle again. Begin talking to them soliciting responses to what they learned about each other. Used open questions.

Ask participants how this lesson felt, if they saw things that were good or not so good practices.

Discussion and practice of classroom management techniques

Adaptation of lessons:

- 10 minute overview of adaptation processes
- 25 minutes work in groups on lessons to adapt
- 20 minutes to present adaptation.

| Time | Session title | Assignment |
|---------------------------|--|------------|
| 11:00 – 12:15 p.m. | Leading Effective Discussions | |
| Purpose | To help participants gain new knowledge and skills to enhance active discussions while delivering life skills lessons to youth | |
| Learning Goals | In PTS, leading effective discussion means: <ul style="list-style-type: none">• Asking questions that provoke thoughtful responses• Allowing adequate time for input from participants• Encouraging participation by all participants• Reinforcing learning activities by using the What, So What, and Now What questioning technique | |
| Training materials | PowerPoint presentation; Binder (leader's guide) | |

ANNEX 5: September 18 Workshop Report



RELATÓRIO DO WORKSHOP DO BALANÇO DO Iº CICLO DO P.T.S

Teve lugar no dia, 18 de Setembro 2013, na Cidade de Maputo, o workshop de balanço do Iº ciclo para a formação em habilidades para a Vida-PTS. Este contou com a participação de 17 pessoas em representação das 6 instituições, que participam na implementação do projecto, nomeadamente 6 da ONG-UPA (ONG- Unidos Para Ajudar), 1 da IYF (International Youth Foundation), e 10 das 4 Organizações Comunitárias Base (3 da AKK, 3 da ACODESPU, 2 da AJUDEM e 2 da ACADEC).

Objectivos do workshop:

1. Fazer o acompanhamento e a avaliação das actividades desenvolvidas no âmbito do PREPA (até a conclusão do 1º PTS);
2. Ajustar o programa de actividades para o 2º ciclo;
3. Definir medidas estratégicas e actividades prioritárias para a implementação das diversas “saídas” profissionais;
4. Preparação para a administração do inquérito de base aos beneficiários do PREPA.

Para o alcance dos objectivos acima foi desenhado o seguinte programa:

| Hora | Actividade | Responsável |
|---------------|--|--------------------|
| 8h30 – 9h00 | Chegada e registo dos participantes | Equipa da UPA |
| 9h00 – 9h30 | Apresentação do Projecto PREPA | ██████████ |
| 9h30 – 10h10 | Apresentação dos relatórios AOPs concernentes a I fase do PTS <ul style="list-style-type: none">• ACADEC• AKK• ACODESPU• AJUDEM | AOPs |
| 10h10 – 10h40 | Debate sobre a apresentação dos relatórios dos AOP's. | ██████████ |
| 10h40 – 11h00 | Intervalo – Coffe break | |
| 11h00 – 11h30 | Síntese do debate e plano de ajustamento do PTS | ██████████ |
| 11h30 – 12h00 | Análise das saídas Profissionais: Formação Profissional | ██████████ |
| 12h00 – 12h30 | Análise das saídas Profissionais: SOT Reforçado | ██████████ |
| 12h30 – 13h30 | Intervalo – Almoço | |
| 13h30 – 14h00 | Análise das saídas Profissionais: Estágio e Colocação no emprego | ██████████ |
| 14h00 – 14h30 | Análise das saídas Profissionais: Auto-Emprego | ██████████ |
| 14h30 – 15h30 | Apresentação e discussão de proposta de novo cronograma de actividades ajustado para o II Ciclo do PREPA e II Fase do PTS. | ██████████ |
| 15h30 – 16h30 | Apresentação e discussão sobre metodologia de administração do inquérito de base sobre o PREPA, a ser aplicado aos 80 beneficiários | ██████████ |

| | | |
|---------------|---------------------------------|--|
| 16h30 – 16h45 | Considerações Finais: UPA e IYF | |
| 16h45 – 17h00 | Encerramento | |

Síntese dos resultados obtidos no I ciclo de formação de PTS

A formação em Habilidades para a vida teve o seu início no dia 24 de Julho e o seu término no dia 4 de Setembro de 2013. A formação decorreu nas quatro (4) OCB's (AKK, ACADEC, AJUDEM e ACODESPU), com uma participação inicial de 80 beneficiários, sendo 20 beneficiários por cada BFE.

Este processo foi ministrado pelos 7 Agentes de Orientação Profissional, com acompanhamento da equipe técnica da UPA em cada OCB. A princípio estava previsto dois AOP's e um técnico para cada BFE, mas a AJUDEM, por falta de "Back-up" dirigiu o processo somente com um AOP e o técnico da UPA.

De uma forma geral, a formação decorreu sem muitos sobressaltos, tendo sido alcançados uma parte significativa dos objectivos preconizados para o Iº Ciclo de formação.

Na tabela abaixo estão ilustrados alguns indicadores.

| OCB | Numero inicial | | | Desistentes | | | Formação de informática básica | | | Desistentes | | | Visitas domiciliárias | | |
|--------------|----------------|-----------|-----------|-------------|----------|----------|--------------------------------|---|-----------|-------------|-----------|----------|-----------------------|-----------|-----------|
| | F | M | Tt | M | F | Tt | M | F | Tt | M | F | T | F | M | Tt |
| AKK | 14 | 6 | 20 | - | - | - | - | - | 4 | - | - | 1 | 14 | 6 | 20 |
| AJUDEM | 8 | 12 | 20 | - | - | - | - | - | 4 | - | - | - | 8 | 12 | 20 |
| ACODESPU | 11 | 9 | 20 | - | 1 | 1 | - | - | 4 | - | - | - | 11 | 8 | 19 |
| ACADEC | 8 | 12 | 20 | - | - | - | - | - | 4 | - | - | - | 8 | 12 | 20 |
| TOTAL | 41 | 39 | 80 | - | 1 | 1 | - | - | 16 | - | -1 | 1 | 41 | 39 | 79 |

Tabela 1 – Dados sobre beneficiários de PTS e Tic's (informática Básica)

Dos 80 beneficiários que iniciaram a formação, 79 chegaram ao final e foram orientados para diversas saídas como poderá ser visto na tabela 3. Uma jovem do sexo feminino desistiu, alegando motivos ligados a cuidar de sua filha menor que não teria com quem ficar durante o período da formação.

Em relação a formação em informática, que decorreu de a (terminou 2 semanas do termino do PTS) uma participante que cumpriu todo o PTS não realizou a última prova e o exame por motivo de doença e acabou ficando excluída do processo de avaliação final, sendo assim considerada como desistente.

Neste processo (formação em PTS e em informática) foram notórios alguns aspectos positivos, como:

- Participação significativa do género feminino (houve um equilíbrio 41 jovens do sexo masculino e 39 do feminino);
- A inserção dos jovens consoante as idades estabelecidas;
- Criação de um ambiente saudável de socialização entre os beneficiários;
- Permitiu a evolução técnica da equipa de formadores;

Preocupacoes comuns apresentadas

Dos relatórios apresentados pelas OCB's em relação as aulas do P.T.S, constatou-se que os formadores apresentam preocupações semelhantes, a mencionar:

- Fraco acompanhamento técnico da UPA na ACADEC e AKK
- Falta de apoio das direções das OCB's ao projecto;

- Atraso na disponibilização do material (fichas de trabalho pratico, baralhos de cartas, funis, fita-cola, etc) para algumas aulas de PTS;
- Gestão de participantes difíceis, referindo-se ao comportamento dos mesmo durante a formação;
- Gestão do tempo. Muitas vezes não conseguiram cumprir com o tempo previsto para ministrar as aulas;
- Capacidade de interpretar algumas lições;

Lições consideradas difíceis de lecionar pelos AOPs

Para além das dificuldades acima descritas, os AOP's referiram algumas lições difíceis de conduzir, a saber: Projecto de Vida, Resolução de Problemas, Ferramentas de Avaliação da Carreira I e II, Saco Opaco das ITS's e Definição de Expectativas Realistas para a Carreira.

| Lições | Funcionou | O que não funcionou |
|--|--|--|
| Projecto de vida; (AKK E AJUDEM) | | O conteúdo foi difícil de transmitir. A questão das diferentes faixas etárias (períodos de tempo) não ficou muito clara para os participantes. Estes só tinham um intervalo sobre o passado uma vez que a sua maioria estão ente os 14-18 anos. Os participantes não tiveram emoção suficiente para abordar alguns tópicos do projecto de vida |
| Resolução de problemas; (AKK, AJUDEM, ACODESPU) | Os métodos para a resolução de problemas e alguns participantes aplicaram os métodos e mostraram-se satisfeitos com os métodos apreendidos | Dificuldade de interpretação por escassez de tempo, dado que tiveram as fichas à última hora e assim não conseguiram conciliar as instruções no manual com a aplicação da ficha. |
| Ferramentas de avaliação da carreira I e II; (AKK, ACODESPU e AJUDEM) | Foi positivo mostrar aos jovens como podem ter progressão na carreira dentro das empresas e que critérios são tidos em conta. | Dificuldade de interpretação dos conteúdos da lição. Os formadores deveriam falar do desenvolvimento de suas carreiras e eles não tem experiência suficiente. |
| Saco Opaco das ITS's. (ACADEC e ACODESPU) | ACODESPU convidou um especialista em ITS's que ministrou a parte da transmissão de informação. O técnico convidado deu bons subsídios e os participantes colocaram muitas questões. Também, o recurso a um técnico da UPA por solicitação da ACADEC teve um efeito positivo nos formandos. | Falta de especialização na área das ITS's e ausência de pessoas na OCB que podiam apoiar. Falta de conhecimento de alguns termos usados pelo pessoal da saúde. A lição foi dada posteriormente (depois de terem sido dadas algumas lições procedentes). |
| Definição de expectativas realistas para a carreira; (AKK E ACODESPU) | Participantes apresentaram muitas expectativas que podem ser usadas como indicadores para determinar as melhores saídas para a formação profissional; | As expectativas dos jovens não iam de acordo com a realidade e foi difícil nivelar as expectativas de acordo com as suas capacidades. Encontram sempre justificativas para fazer imediatamente o que eles gostam e não o que podem fazer. |

Ponto de Situação sobre as Saídas Profissionais

No que tange as saídas profissionais, estão previstas as seguintes actividades:

- Formação técnico-profissional ou vocacional;
- Formação em Informática;
- Estágios pre-profissionais;
- Empreendedorismo/Autoemprego;
- Serviço de Orientação ao Trabalho.

O processo das visitas domiciliárias resultou nas seguintes orientações:

Lista dos Formandos de PTS, Proveniência e Orientação

| # | Nome | Bairro/OCB | Orientação/Saída |
|----|-----------------|----------------------|-----------------------|
| 1 | ██████████ unda | Luis Cabral/ACODESPU | Formação Profissional |
| 2 | ██████████ | Luis Cabral/ACODESPU | Formação Profissional |
| 3 | ██████████ | Luis Cabral/ACODESPU | Formação Profissional |
| 4 | ██████████ | Luis Cabral/ACODESPU | Formação Profissional |
| 5 | ██████████ | Luis Cabral/ACODESPU | Formação Profissional |
| 6 | ██████████ | Luis Cabral/ACODESPU | Formação Profissional |
| 7 | ██████████ | Luis Cabral/ACODESPU | Formação Profissional |
| 8 | ██████████ | Luis Cabral/ACODESPU | Formação Profissional |
| 9 | ██████████ | Inhagoia A/AKK | Formação Profissional |
| 10 | ██████████ | Inhagoia A/AKK | Formação Profissional |
| 11 | ██████████ | Inhagoia A/AKK | Formação Profissional |
| 12 | ██████████ | Inhagoia A/AKK | Formação Profissional |
| 13 | ██████████ | Inhagoia A/AKK | Formação Profissional |
| 14 | ██████████ | Aeroporto/AJUDEM | Formação Profissional |
| 15 | ██████████ | Aeroporto/AJUDEM | Formação Profissional |
| 16 | ██████████ | Aeroporto/AJUDEM | Formação Profissional |
| 17 | ██████████ | Aeroporto/AJUDEM | Formação Profissional |
| 18 | ██████████ | Aeroporto/AJUDEM | Formação Profissional |
| 19 | ██████████ | Aeroporto/AJUDEM | Formação Profissional |
| 20 | ██████████ | Chamanculo D/ACADEC | Formação Profissional |
| 21 | ██████████ | Chamanculo D/ACADEC | Formação Profissional |
| 22 | ██████████ | Chamanculo D/ACADEC | Formação Profissional |
| 23 | ██████████ | Chamanculo D/ACADEC | Formação Profissional |
| 24 | ██████████ | Chamanculo D/ACADEC | Formação Profissional |
| 25 | ██████████ | Chamanculo D/ACADEC | Formação Profissional |
| 26 | ██████████ | Inhagoia A/AKK | SOT |
| 27 | ██████████ | Inhagoia A/AKK | SOT |
| 28 | ██████████ | Inhagoia A/AKK | SOT |
| 29 | ██████████ | Inhagoia A/AKK | SOT |
| 30 | ██████████ | Inhagoia A/AKK | SOT |

| | | | |
|----|----------------------|----------------------|-----------------------|
| 31 | ████████████████████ | Chamanculo D/ACADEC | Formação Profissional |
| 32 | ████████████████████ | Chamanculo D/ACADEC | SOT |
| 33 | ██████████ | Chamanculo D/ACADEC | SOT |
| 34 | ████████████████████ | Chamanculo D/ACADEC | SOT |
| 35 | ████████████████████ | Chamanculo D/ACADEC | SOT |
| 36 | ██████████ | Chamanculo D/ACADEC | SOT |
| 37 | ████████████████████ | Chamanculo D/ACADEC | SOT |
| 38 | ████████████████████ | Chamanculo D/ACADEC | SOT |
| 39 | ████████████████████ | Chamanculo D/ACADEC | SOT |
| 40 | ████████████████████ | Chamanculo D/ACADEC | SOT |
| 41 | ████████████████████ | Aeroporto/AJUDEM | SOT |
| 42 | ████████████████████ | Aeroporto/AJUDEM | SOT |
| 43 | ████████████████████ | Aeroporto/AJUDEM | SOT |
| 44 | ████████████████████ | Aeroporto/AJUDEM | SOT |
| 45 | ████████████████████ | Aeroporto/AJUDEM | SOT |
| 46 | ████████████████████ | Aeroporto/AJUDEM | SOT |
| 47 | ████████████████████ | Luis Cabral/ACODESPU | SOT |
| 48 | ████████████████████ | Luis Cabral/ACODESPU | SOT |
| 49 | ████████████████████ | Luis Cabral/ACODESPU | SOT |
| 50 | ████████████████████ | Luis Cabral/ACODESPU | SOT |
| 51 | ████████████████████ | Aeroporto/AJUDEM | SOAE |
| 52 | ████████████████████ | Aeroporto/AJUDEM | SOT |
| 53 | ████████████████████ | Luis Cabral/ACODESPU | SOAE |
| 54 | ████████████████████ | Luis Cabral/ACODESPU | Continuar a Estudar |
| 55 | ████████████████████ | Luis Cabral/ACODESPU | Continuar a Estudar |
| 56 | ████████████████████ | Luis Cabral/ACODESPU | Continuar a Estudar |
| 57 | ████████████████████ | Luis Cabral/ACODESPU | Continuar a Estudar |
| 58 | ████████████████████ | Luis Cabral/ACODESPU | Continuar a Estudar |
| 59 | ████████████████████ | Luis Cabral/ACODESPU | Continuar a Estudar |
| 60 | ████████████████████ | Aeroporto/AJUDEM | Continuar a Estudar |
| 61 | ████████████████████ | Aeroporto/AJUDEM | Formação Profissional |
| 62 | ████████████████████ | Aeroporto/AJUDEM | Continuar a Estudar |
| 63 | ████████████████████ | Aeroporto/AJUDEM | Continuar a Estudar |
| 64 | ████████████████████ | Aeroporto/AJUDEM | Continuar a Estudar |
| 65 | ████████████████████ | Chamanculo D/ACADEC | Continuar a Estudar |
| 66 | ████████████████████ | Chamanculo D/ACADEC | Continuar a Estudar |
| 67 | ████████████████████ | Chamanculo D/ACADEC | Continuar a Estudar |
| 68 | ████████████████████ | Inhagoia A/AKK | Continuar a Estudar |
| 69 | ██████████ | Inhagoia A/AKK | Continuar a Estudar |
| 70 | ████████████████████ | Inhagoia A/AKK | Continuar a Estudar |
| 71 | ████████████████████ | Inhagoia A/AKK | Continuar a Estudar |

| | | | |
|----|------------|----------------------|-----------------------|
| 72 | ██████████ | Inhagoia A/AKK | Continuar a Estudar |
| 73 | ██████████ | Inhagoia A/AKK | Continuar a Estudar |
| 74 | ██████ | Inhagoia A/AKK | Continuar a Estudar |
| 75 | ██████████ | Inhagoia A/AKK | Continuar a Estudar |
| 76 | ██████████ | Inhagoia A/AKK | Continuar a Estudar |
| 77 | ██████████ | Chamanculo D/ACADEC | Formação Profissional |
| 78 | ██████████ | Aeroporto/AJUDEM | Formação Profissional |
| 79 | ██████████ | Inhagoia A/AKK | Formação Profissional |
| 80 | ██████████ | Luis Cabral/ACODESPU | Desistiu do PTS |

Tabela 3 – Orientações para as saídas

Discriminação numérica das Saídas/Encaminhamento do I Fase do PTS

| Saída/ Encaminhamento | Nº Total | Sexo | | Nº/OCB | Proveniência |
|-----------------------|-----------|-----------|-----------|-----------|--------------|
| | | M | F | | |
| Formação Profissional | 30 | 17 | 13 | 8 | ACODESPU |
| | | | | 8 | AJUDEM |
| | | | | 8 | ACADEC |
| | | | | 6 | AKK |
| SOT | 25 | 11 | 14 | 4 | ACODESPU |
| | | | | 7 | AJUDEM |
| | | | | 9 | ACADEC |
| | | | | 5 | AKK |
| SOAE | 2 | 1 | 1 | 1 | ACODESPU |
| | | | | 1 | AJUDEM |
| | | | | 0 | ACADEC |
| | | | | 0 | AKK |
| Continuar a Estudar | 22 | 10 | 12 | 6 | ACODESPU |
| | | | | 4 | AJUDEM |
| | | | | 3 | ACADEC |
| | | | | 9 | AKK |
| Nº Total | 79 | 39 | 40 | 79 | |

Para a materialização das orientações feitas às diversas saídas, as seguintes acções foram em curso:

1. Formação profissional

Os trinta jovens orientados para esta saída, vão beneficiar de um serviço de orientação para os cursos (SOC) que foram negociados com os centros da UGC, Profamília e Eletrotecnia (ainda em negociação para a formação de handyman).

O SOC vai decorrer entre os dias 30 de Setembro ao 03 de Outubro na OCB ACODESPU, será orientado por técnicos da UPA com o apoio de alguns profissionais dos centros de formação que poderão dar alguns subsídios para que os jovens definam melhor a sua escolha de curso, de acordo com as suas reais capacidades;

As sessões nos quatro dias terão em média 2 horas, sendo que em cada um dos dias serão abordados dois cursos de formação profissional e seus conteúdos e as regras dos centros de formação.

| Cursos identificados | Nº de participantes | Centro de formação | Previsão de início | Previsão de fim | Previsão de início do estágio |
|------------------------|---------------------|--------------------|--------------------|-----------------|-------------------------------|
| Eletricidade Auto e ou | 5 | CFP da UGC | 07-14 de | 03 – 20 de | Fev. 2014 |

| | | | | | |
|---------------------------------|-----------|------------------------------|-----------------------|----------------------------|---|
| Refrigeracao | | | Outubro | Janeiro de 2014 | |
| Mecânica Auto e ou Refrigeracao | 5 | | | | |
| Pastelaria | 5 | CFP da Profamília | 07-14 de Outubro 2013 | 03 – 20 de Janeiro de 2014 | |
| Restaurante e Bar | 5 | | | | |
| Culinária | 5 | | | | |
| Handyman | 5 | CFP – Eletrotecnicia do INFP | 07-14 de Outubro | 03 – 20 de Janeiro 2014 | |
| TOTAL | 30 | 3 | - | - | - |

2. Serviço de orientação ao trabalho

Os jovens identificados e que poderão ser apoiados nesta saída serão inseridos nas vagas abaixo indicadas se reunirem as devidas competências e ou potencial para ocupar as vagas.

Para reforçar as suas competências, os jovens irão beneficiar de uma capacitação com alguns módulos que vão responder as suas deficiências.

A formação está em preparação e irá decorrer na OCB – AKK nas semanas de 23-27 de Setembro e 30 de Setembro-03 de Outubro. Esta formação será ministrada pelos técnicos da UPA, com auxílio de um dos AOP's da AKK.

3. Estágio e emprego

Número de empresas contactadas e vagas disponibilizadas para estágio ou emprego

| Nº | Empresa/cidade | Ramo | Nºº | Tipo de vagas (estágio/emprego/outourcing) |
|----|---------------------|------------------|-----|--|
| 1 | EMOCIL – Maputo** | Construção civil | 6 | Emprego (2 Eletricistas e 4 Carpinteiros) |
| 2 | Maputo Waterfront** | Hotelaria | 4 | Outsourcing (serventes de mesa) |
| 3 | Mbata** | Serviços | 2 | Estagio (2 promotores de venda) |
| 4 | Dona Tânia** | Serviços | 1 | Emprego (Empregada domestica) |
| 5 | Radisson Blu | Hotelaria | 4 | Estagio (2 Andares e 2 Restaurante e bar) |
| 6 | Hotel Tivoli | Hotelaria | 2 | Estagio (Restaurante e bar) |
| 7 | Sogecoa Apart Hotel | Hotelaria | 3 | Estagio (Recepção) |
| 8 | Southern Sun | Hotelaria | 2 | Estagio (Andares) |

Vagas recolhidas pela UPA em Agosto-2013

Para incrementar o leque de opções para os jovens que participam das formações de habilidades para a vida, um trabalho de pesquisa as empresas do bairro será levado a cabo junto com os AOP's. Para direcionar da melhor maneira a pesquisa, contactos com IPEME e CTA serão estabelecidos com vista a obter os nomes e quiçá a localização das empresas do bairro que poderão receber os jovens do programa PREPA.

4. Empreendedorismo/Auto emprego

Os jovens que foram encaminhados para esta saída irão beneficiar de uma formação em empreendedorismo e gestão de pequenos negócios que será ministrada pelos técnicos da UPA em concertação com os técnicos da ASSCODECHA.

Durante a formação os jovens irão elaborar um plano de negócios que será avaliado no final da formação por responsáveis de instituições capazes de financiar o início ou o melhoramento dos negócios propostos pelos

jovens. Está-se a negociar a participação do BOM para ministrar a lições sobre alfabetização financeira, com vista a dotar os jovens de ferramentas que lhes permitam poder aceder a créditos e poder reembolsá-los.

Os jovens que pretenderem implementar alguma actividade no bairro de Chamanculo “C” poderão beneficiar de um fundo de micro crédito para aquisição do equipamento para início do negócio. Este financiamento será feito pela Asscodecha que implementa um programa similar ao PREPA financiado pela Taskivark (ONG Filandesa).

Programa para Serviço de Orientação ao Auto-Emprego

| DIA | EXERCIO | OBJECTIVOS | TEMPO | |
|-----|---|--|-------|---------------------------------------|
| 1 | <ul style="list-style-type: none"> ➤ Procurado, Fósforos; ➤ Programa; ➤ Expectativas dos participantes; | <ul style="list-style-type: none"> • Apresentação (facilitador e participantes); • Regras de Convivência; • Regras do uso das ferramentas do SOAE (Zopinho, Flip Chart, etc); • Nivelamento das Expectativas | 8h | CARACTERÍSTICAS EMPREENDEDORAS |
| 2 | <ul style="list-style-type: none"> ➤ Fábrica das bolas; ➤ Quebra-cabeças ➤ Jogo dos colares; ➤ Vitalizadores; | <ul style="list-style-type: none"> • Motivação; • Estimular e medir o nível de criatividade dos beneficiários; • Competencias empreendedoras; | 8h | |
| 3 | <ul style="list-style-type: none"> ➤ Jogo das Balas; ➤ Vitalizadores; ➤ Mini objectivos; ➤ Pintura espelho; | <ul style="list-style-type: none"> • Sobrevivência de grupos em relação de um objectivo; • Requisitos para definir um objectivo claro (MARTE/SMART); • Comunicação | 8h | |
| 4 | <ul style="list-style-type: none"> ➤ Sardinha na lata; ➤ Melhor troca; ➤ Ficha; ➤ Quebra-cabeças; ➤ Vitalizadores; | <ul style="list-style-type: none"> • Desenvolvimento do trabalho em equipa; • Competição/Cooperação; • Prioridade competência empreendedora • Plano de Negócio; | 8h | |
| 5 | <ul style="list-style-type: none"> ➤ Chuva de idéias; ➤ Macro-micro filtro; ➤ Análise FOFA; ➤ Vitalizadores | <ul style="list-style-type: none"> • Achar idéia de negócio; • Seleção de ideia de negócio adequada; • Análise da ideia de negócio | 8h | |
| 6 | <ul style="list-style-type: none"> ➤ Construção da torre; ➤ Mini mercado; ➤ Heróis dos fósforos; ➤ Vitalizadores; | <ul style="list-style-type: none"> • Factores internos e externos no pequeno negócio; • Entender o mercado; • Fatia de Mercado; | 8h | |
| 7 | <ul style="list-style-type: none"> ➤ Envelope; ➤ Fábrica de envelopes e cadernos ➤ Ficha; ➤ Vitalizadores; | <ul style="list-style-type: none"> • Produção e organização da produção; • Tipos de custos; • Plano de financiamento; | 8h | ELABORAÇÃO DO PLANO DE NEGÓCIO |
| 8 | <ul style="list-style-type: none"> ➤ Produtor de Pipas; ➤ Coroa; ➤ Vitalizadores; | <ul style="list-style-type: none"> • Ponto de equilíbrio; • Produção, organização, custos, competição, inovação, preços de venda; | 8h | |
| 9 | <ul style="list-style-type: none"> ➤ Copa do mundo; ➤ Vitalizadores; ➤ Considerações finais; ➤ Encerramento; | <ul style="list-style-type: none"> • Fluxo de caixa; • Apresentação do plano de acção; | 8h | |
| 10 | <ul style="list-style-type: none"> ➤ Verificação da realidade (Apresentação do plano de negócios ao painel de banqueiros); | <ul style="list-style-type: none"> • Avaliação dos planos de negócios e identificação do que se pode melhorar para concorrer a financiamentos. | 8h | |

Após formação, segue o seguinte plano de acção sobre os beneficiários:

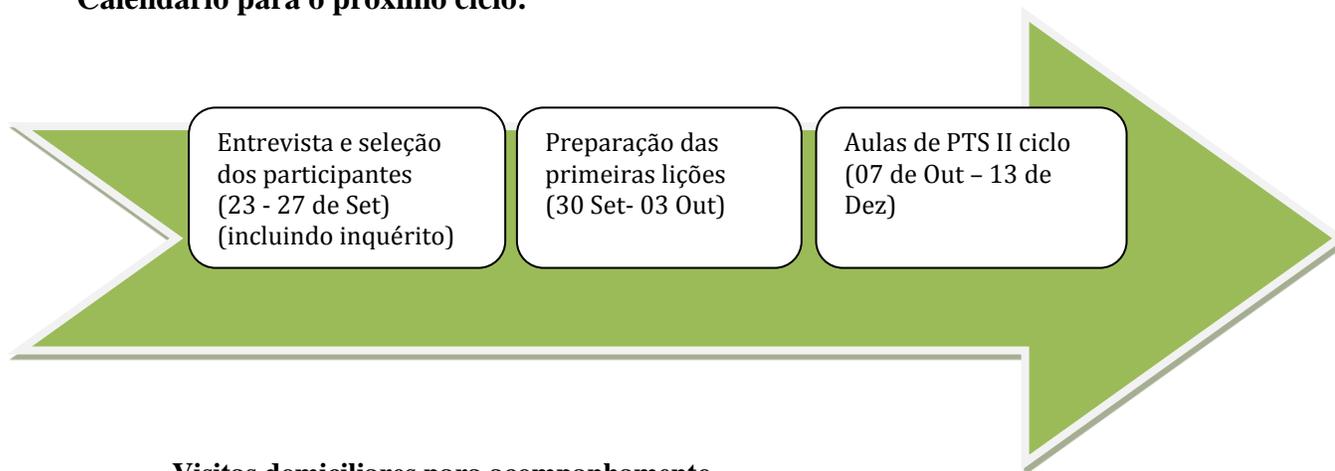
| Actividade | Prazos | Responsável |
|--|---------------------------|--------------------|
| Apresentação e melhoramento dos PdN | 10 dias | Beneficiários/UPA |
| Contacto com as IMF's | 15 dias | UPA/ Beneficiários |
| Encaminhamento dos PdN's as IMF's | 5 dias | Beneficiários |
| Divulgação dos resultados dos PdN apurados | 15 dias | IMF's/UPA |
| Visitas ao local do empreendimento | 5 dias | UPA/IMF's |
| Visita de acompanhamento técnico das actividades | Período mínimo de 6 meses | UPA |

Programação do segundo ciclo de formação

Dadas as constatações obtidas no encontro, o segundo ciclo de formação terá o seu início na semana de 07 de Outubro para as quatro OCB's parceiras do projecto.

Para evitar as diversas contrariedades ocorridas no primeiro ciclo de formação, a preparação do material de formação para as lições de determinada semana deverão ser requisitados e alocados aos diversos locais uma semana antes da data em que a lição será ministrada.

Calendário para o próximo ciclo:



Visitas domiciliares para acompanhamento

Durante o processo de entrevista, serão aplicados critérios que respeitem as políticas de ausências de participantes durante o período de formação.

Não poderão ser seleccionados:

1. Estudantes do curso diurno com aulas de educação física em um dos dias com sessões de PTS;
2. Universitários;
3. Trabalhadores;
4. Jovens em formação profissional;

Formação de habilidades para a vida

O segundo ciclo vai beneficiar 200 jovens, sendo 50 por cada OCB. Os participantes serão agrupados em duas turmas que poderão ser orientadas em dois períodos, em dois dias da semana.

Plano de formação e os respectivos formadores:

| OCB | Outubro | Novembro | Dezembro |
|------------|--|---|----------------------------------|
| ACADEC* | Técnico UPA- 40 Min Backup – 20 Min | AOP-30 Min Backup-20 Min Técnico-10 Min | AOP – 40 Min Back UP – 20 Min |
| AKK** | AOP – 40 Min Back UP – 20 Min | AOP – 40 Min Back UP – 20 Min | AOP – 40 Min Back UP – 20 Min |
| AJUDEM* | AOP – 40 Min Técnico – 20 Min | AOP-30 Min Backup-20 Min Técnico-10 Min | AOP – 40 Min Back UP – 20 Min |
| ACODESPU** | AOP – 40 Min Back UP – 20 Min | AOP – 40 Min Back UP – 20 Min | AOP – 40 Min Back UP – 20 Min |

* Por ausência de backup ou AOP o técnico da UPA irá numa primeira fase substituir ou completar a equipe de formação do BFE.

** Os técnicos farão visitas de assistência e dando feedback uma vez por semana (assistir aulas em um período, ou seja de manhã ou de tarde).

Inquérito do estudo de base do projecto

Para a realização deste foi proposto que um técnico da UPA acompanha-se os AOP's. Seriam chamados todos os participantes da formação de habilidades para vida e em um mesmo momento seria feita a explicação da mesma do inquérito. Os participantes poderiam preencher individualmente os inquéritos, recebendo o apoio do técnico da UPA e dos AOP's para responder a cada uma das questões do inquérito.

Recomendações gerais

Deste Workshop, varias recomendações fora feitas a UPA como as OCB's, tais como:

- A UPA terá de elaborar políticas, referentes as ausências dos beneficiários na formação, a ser entregue, até ao dia 30 de setembro
- Acompanhamento frequente das ações por parte da UPA e das OCB's para garantir um envolvimento total dos AOP's
- Excluir do programa todos os beneficiários que não fizerem no mínimo 80% das lições de habilidades para a vida;
- Expandir as ações para mais áreas de formação;
- Intensificar as ações com os parceiros externos;
- Divulgar e pesquisar mais parceiros dentro das comunidades abrangidas pelo projecto que podem receber os jovens para estágio e emprego;
- Identificar novos parceiros financeiros que podem apoiar as iniciativas empreendedoras dos jovens;

Maputo, Setembro de 2013

ANNEX 6: Summary of June Proposal Submissions

| Organization | Budget Requested | Number of Beneficiaries | Intervention Type | Strengths | Areas for Clarification |
|--------------|------------------|--|--|---|--|
| ARISO | ██████████ | 200 youth, divided equally among two technical tracks | Entrepreneurship with Technical Focus (Track 1- Horticulture, Track 2-Poultry Farming) with Life Skills and RH | <ul style="list-style-type: none"> -High Leverage Contribution -Extensive partnerships with local government and technical specialist -Hands-on training that includes organization of coops/associatns of youth | <ul style="list-style-type: none"> -Staffing Plan -Operational Plan -Budget -More definition/ explanation of the curriculum -Due Diligence Documents Missing |
| CODD/ FEM | ██████████ | 780 youth | <p>Life Skills and RH and a choice of one of 3 tracks:</p> <p>Track 1: Integrated Livelihoods Services</p> <p>Track 2: Farming as a Business Training</p> <p>Track 3: Entrepreneurship and Self-Employment</p> | <ul style="list-style-type: none"> -International Donor Experience -Well respected Entrepreneurship program in Moz. -Cost effective -Significant post-training services -Extensive network to draw on. | <ul style="list-style-type: none"> -Management structure between two organizations -Budget - Track 1 and follow-up services in general need more definition/structure- Budget -Due Diligence Documents Missing |
| Proserv | ██████████ | <p>500 youth in life skills and RH. Of those 100 trained in entrepreneurship</p> <p>150 given job placement services</p> | Entrepreneurship Training with Life Skills and Reproductive Health Components | <ul style="list-style-type: none"> -Strong record in training in entrepreneurship -Existing internationally used Entrepreneurship curriculum | <ul style="list-style-type: none"> -Recruitment strategy for target beneficiaries -Staffing plan -Modifications to target population -Budget -Post-trg services -Due Diligence Documents Missing |