



USAID/USDA

**RURAL YOUTH CAPACITY BUILDING:
A MODEL FOR ENHANCING ECONOMIC
SUSTAINABILITY WITH YOUTH AS PARTNERS**

**REPORT ON USAID/USDA RURAL YOUTH INITIATIVE PILOTS IN
UGANDA AND ZAMBIA**

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RURAL YOUTH CAPACITY BUILDING: A MODEL FOR ENHANCING ECONOMIC SUSTAINABILITY WITH YOUTH AS PARTNERS

Executive Summary

Development without including youth is not sustainable. In many developing countries, 75% and more of the population is comprised of youth under the age of 30. If not productively engaged, either in earning a living or in gaining the skills and knowledge to do so, they pose a potential threat to national security and stability. This rural youth initiative was designed to increase the capacity of youth organizations by increasing the individual skills of youth members while contributing to national development. Throughout the pilot activities, every attempt was made to model and reinforce the best practices of working with youth as full partners, i.e., in planning, implementing, and monitoring activities. Where possible, youth served as trainers or were trained to be trainers.

An underlying assumption was that the development of individuals contributes to their own portfolio of skills and competencies they can use to earn a livelihood as well as benefit their organizations, community, and nation. The intended outcome was to help youth attain the skills they identified as needing to make a contribution to the development of their communities and nation. Toward that result and in consultation with youth, activities were designed that:

1. Engaged youth as full participants and partners;
2. Applied and modeled experiential “hands-on-learning”;
3. Used a “train the trainer” approach;
4. Prepared the youth organizations to “sustain and continue” activities that would contribute to community and national development;
5. Complemented and supported USAID and national development strategic objectives;
6. Tapped the vast expertise of the USDA, its Cooperative Extension System and the Land Grant Colleges and Universities.

Pilot activities were initiated through a partnership between USAID and USDA. USAID Africa Bureau-- Human Resource Development Assistance (HRDA) provided funding to USDA through the USAID Global Bureau’s Center for Human Capacity Development (G/HCD) for a rural youth activity. USDA staff detailed to G/HCD provided the overall concept and activity design. Activities were carried out in collaboration with the Uganda and Zambia USAID Missions and the Leland Initiative—a USAID initiative to increase the access and use of computers and information technology in Africa. Pilot activities were designed, coordinated, and implemented in partnership between the USAID/G/HCD and several divisions of the U.S. Department of Agriculture (USDA). Overall management was provided by the Professional Development Program in the Food and Industries Division, International Cooperation and Development, Foreign Agricultural Service (PDP) in collaboration with the Extension Service (CSREES) and the U.S. Land Grant Colleges and Universities. Specialists from USDA and the Extension Service served as trainers and resources in rural youth development, agriculture, entrepreneurship, community development, and information technology. Teams were assembled to: conduct needs assessments; design the training curriculum; conduct training-of-trainers; coach trainees; and monitor and evaluate pilot activities. Partner organizations were identified in Uganda and Zambia. The National Youth Council (NYC) and the Uganda National Student Association (UNSA) were selected as partner youth organizations in Uganda. The Zambia National Farmers Union, ZamNet, and the University of Zambia/School of Agriculture were the Zambia partners.

The Rural Youth Initiative pilots were multifaceted but focused on three primary activities:

- 1. U.S.-based Youth in Development Consultation and Study Tours.** A Youth in Development Consultation brought youth representatives from Uganda and Zambia together with youth and international development leaders from several organizations and countries in September, 1998. Discussions focused on identifying issues and ways to incorporate youth as resources and assets to development. Networking continued when the Uganda and Zambia youth representatives attended the International Four-H Youth Exchange (IFYE) World Conference where alumni of 4-H International exchange programs from around the world met to celebrate 50 years of encouraging “Peace through Understanding” through youth exchanges. A study tour to Texas and Nebraska provided additional opportunities for them to observe youth programming and leadership development in rural agricultural areas, urban settings, and on an Indian Reservation. During the study tour they lived with American families, examined how private companies support youth programming in the US, and participated in leadership training activities.

In March of 1999 a second study tour followed Uganda and Zambia youth representatives participating in a panel on Global Agriculture as part of USAID “Lessons without Borders” at the Iowa State University. Part of the conference was “internet linked” with Ugandan youth in computer and internet use training. Both study tours included opportunities to observe and interact with rural and urban youth development organizations, participate in leadership and organizational development activities, study how private support is used for youth activities in the US, and examine agricultural development. Both fostered linkages between the US and the young people representing Uganda and Zambia.

- 2. The Uganda Rural Entrepreneurship and Leadership Pilot** provided Training of Trainers (TOT) for leaders of the National Youth Council (NYC) and the Uganda National Student Association (UNSA). These two youth organizations were identified and selected during a needs assessment process in June, 1998. They were selected for this pilot because they are established organizations, have some ongoing support from the government, and represent Ugandan youth from the local to the national level. A TOT design team followed the needs assessment and developed the TOT training curriculum after a design team conducted extensive interviews with youth throughout Uganda in December of 1998.

The TOT training curriculum includes the following areas of skills development the youth identified as most needed: leadership, community development, project management, entrepreneurship (including proposal writing), and training—learning how to train others. A group of national youth leaders was selected to receive the first TOT in March of 1999. After their training, they trained regional youth leaders with “coaching” from the TOT training team in four regions in June and August. Ultimately the whole system of youth TOT training in Uganda will include 1,850 youth who will have received the capacity building training by the 32 national youth trained initially. These youth organizations will continue to develop proposals to manage development projects and train young people throughout Uganda on a sustaining basis. They have the skills and ability to conduct needs assessments; plan, implement and evaluate projects; conduct participatory community level assessments and work; and start their own businesses.

- 3. The Zambia Internet for Agribusiness Pilot.** The overall purpose of this multi-phase pilot was to assist young Zambian farming entrepreneurs to learn how to effectively use and market the use of the Internet as a business decision-making tool and to disseminate this knowledge throughout their associations and communities. The Leland Initiative from USAID/Africa Bureau installed hardware and provided technical training for the national officers and the rural district offices of the Zambia National Farmers Union (ZNFU). The pilot activities included designing, developing, and conducting applied training for the ZNFU staff to demonstrate how the Internet can remove information barriers for rural farmers in Africa by giving them timely information they can use to make effective business decisions, particularly on marketing perishable crops. ZNFU staff then trained 20 agriculture students from the University of Zambia. Modeling youth as resources, one of the key trainers was Brady Anderson, a high school junior and a member of the National 4-H Tech Corps from Logan, Utah.

The ZNFU District Information Centers are now up and operating after experiencing delays due to

infrastructure challenges. The pilot activities concluded with Farmer Field Days where farmers gathered for demonstrations of the services now available and how they can help them. A “self-sustaining” outgrowth of the pilot includes a start-up consulting group company of several University of Zambia agriculture students trained through the pilot. They are promoting “alternative agriculture” (such as mushrooms, rabbits, and kenaf), have established a website, and are conducting training for farmers. They plan to purchase demonstration plots for new products and teach new practices that will increase the income of small and medium sized farms in Zambia.

Results of the Rural Youth Capacity Building pilots included building youth skills and capacity as well as changing some of their “mindsets”. Mindsets such as relying on one’s own resources and assets rather than on foreign aid organizations or being motivated by a desire for self improvement rather than by “sitting fees” to attend training. Project management skills are being used to organize and conduct TOT to multiple levels of youth leaders in Uganda and to conduct farmer field days and provide information to farmers in Zambia. Public speaking skills and community participation and development techniques are used to carry out additional training opportunities while youth gain increased credibility and a higher positive profile with their elders. Entrepreneurial skills are being applied as participants develop ways to use their skills to create their own businesses. The Ugandan youth have developed proposals for funding to carry out TOT programs in additional districts. The Zambia group is presenting proposals to several donors for potential funding. Several of their proposals have already been funded. The training modeled practical, hands-on training that can be applied and used within their own environments, providing them with skills to practice what they have learned.

A primary goal of these pilot rural youth initiatives was to increase the capacity of youth serving organizations to contribute to the skills of the individual youth as well as prepare them to make more contributions to their communities and nation. In the early assessment of results, it certainly appears that goal has been achieved or at least is well underway. A secondary goal was to glean lessons learned and best practices from the pilots to develop a model and guidelines for future youth capacity building activities. **“Youth Capacity Building Best Practices: Guidelines to consider for youth in development activities”** was developed in consultation with the youth and synthesized by the partners. The core team of specialists and advisors views them as a starting point of “best practices” to provide guidance in working with youth as partners in development activities. They reflect lessons learned and concepts we have come to further value from these pilots. It is our hope these guidelines will be further refined and prove to be useful in developing sustainable development activities with youth as full partners.

Youth Capacity Building Best Practices: GUIDELINES TO CONSIDER FOR INCLUDING YOUTH IN DEVELOPMENT

“ . . . development without including youth is not sustainable . . . ”

In many developing countries, 75% and more of the population are youth under the age of 30. Although the concept of “youth as resources in development” is increasingly acknowledged, the practice of engaging youth in development activities as full partners is still not fully accepted. Meanwhile there is increasing concern about the status and employment of young people, particularly in countries transitioning from war with many de-militarized youth with limited education and skills. The question becomes how to match the needs of these youth to develop skills to earn a livelihood through engaging them in development.

“Development without including youth is not sustainable” evolved as a theme from a collaborative USAID/USDA Rural Youth in Development Initiative piloted in Uganda and Zambia. It sums up the importance of focusing on and engaging youth. So, how can we begin to work with youth as full partners? How do we create “youth friendly” environments? How can their energy and idealism become an asset to communities while helping them gain the skills and competencies to be productive, contributing members of society?

Lessons learned during this youth development initiative seem to suggest some guidelines and best practices for incorporating youth into development activities. The underlying principle is for youth to gain transferable skills to earn a livelihood while making a contribution to the development of their community and ultimately their nation.

This beginning list of best practices is offered for consideration in planning activities that focus on youth as resources in development activities. The intention is to help youth develop skills and competencies that they have an opportunity to practice while positively contributing to the development of their communities and nation. We hope this list will be tested further, evaluated, expanded and refined as part of a growing trend toward identifying and relating to youth as full partners and resources in development.

- **Give youth a seat at the table** – engage them as full contributing partners at all stages of program and activity planning, implementation, monitoring, and evaluation.
- **Model, coach, and teach experiential learning** -

“hands-on learning” coupled with “reflection” is one of the most effective learning and skill development strategies.

- **Advocate and provide internships**, service learning, and mentoring as effective “hands-on-learning” approaches. Advocate and encourage communities and the public/private sectors to learn how to help youth gain skills through paid and volunteer services. Help internship providers learn how to be effective mentors and facilitators of experiential learning.
- **Life Skills**--Provide opportunities for youth to develop a set of core skills that can be transferred to income generating activities. Skills such as: project planning, needs assessments, budgeting, evaluation, self -assessment and management, negotiation, teamwork, parliamentary procedures, and conducting meetings.
- **Focus on building human capacity** rather than on quick and easy deliverables, e.g., computers (PCs). For example, do not provide too many PCs without building the human capacity to effectively use and apply the tools to solve real life issues and problems. Consider that you are building the next generation of local, regional, and national problem-solvers.
- **Youth as partners.** Proactively select partners when engaging youth. Use carefully constructed criteria linked to the objectives of the activity for selecting youth as partners. Be as open and transparent about the criteria and selection process as the situation permits. (Not every young person has the personality and people skills to become a trainer-of-trainers or a community development outreach coordinator.)
- **Build on strengths.** Don’t reinvent the wheel. Use localized, tested training materials and resources. Help youth and members of the community appreciate what they do have as local resources (human, natural, social and financial) within the community. Encourage and facilitate collaboration at the local level.

Introduction and Background

Youth comprise a large percentage of the population in most developing countries. Increasing numbers of youth are becoming better educated as universal primary education policies are implemented. Education increases their hopes and expectations for making a better life for themselves and their families. Meanwhile governments have fewer resources to provide employment and develop economic growth schemes. Economic growth is also not sufficient to create jobs for the vast numbers of youth, educated and non-educated, with and without skills, who are entering the job market. Furthermore, there are few connections between what the education system is teaching and the skills needed in a globally competitive marketplace. When asked “What is the one single thing that would make the most difference for youth in your country?” The “nearly universal answer” in developing countries is: “Jobs.... What we need are jobs—now!” Whether talking to college students, educators, development specialists, government officials, or taxi drivers, all clearly articulated the need for jobs for youth during the needs assessments conducted for these youth pilots.

Youth want to learn skills that help them earn a livelihood for themselves and their families. They are idealistic and energetic and want to make a contribution to the development of their communities and country. Investments in youth can support long term economic development efforts by providing opportunities for young people to learn and work while meeting the development needs in their community and country. Engaging them in identifying needs, problem solving, and decision-making processes at the local and national level helps them become and feel more integrated into the community. It also fosters better communication among generations and creates a more “youth friendly” environment. Youth who are engaged with their elders as partners in making positive constructive improvements to their communities usually are not going to become a security risk. Youth are a nation’s greatest resource but must be given a seat at the table as a partner.

- 1) People basically know what they need and can articulate it if they are given a voice and opportunity;
- 2) youth are key stakeholders and a resource in economic growth and development and must be involved in finding solutions to challenges; and
- 3) community participation and service are critical components to finding sustainable solutions to challenges and overcoming obstacles.

No description of this rural youth capacity building initiative would be complete without a discussion of the “iterative process” through which it evolved. The initial proposal was authored by Freeman Daniels, USDA/FAS/ICD/FID, on detail to USAID/G/HCD, to “establish and/or strengthen 4-H/youth organizations in Africa” in 1995. Early in the development stages, Daniels consulted with USDA/FAS/ CSREES, Extension, 4-H and Youth Development Specialists on the activity concept and design. Africa Bureau leadership approved the proposal and the search began for a USAID mission willing to pilot a rural youth capacity building initiative. The USAID Africa country strategies were reviewed to identify missions with a possible interest in youth activities. Countries were identified and contacted. This was during the height of USAID “reengineering” and the movement toward strategic objective teams. There was a great deal of reluctance to take on any additional activities that were not specifically related to the strategic objectives. Youth capacity building was not seen as a way to achieve specific objective results. In reality, youth and youth capacity building was generally thought of as a problem and/or audience rather than as a resource and way to achieve development results. Population demographics were also just beginning to indicate the importance of “youth as resources” in development due to the loss of so many young professionals to HIV/AIDS.

Discussions and negotiations continued with several countries. After a false start in March of 1997 with

one country, USAID/Uganda agreed to pilot a youth needs assessment process that focused on ex-soldiers' needs, particularly in Northern Uganda, after Kimberly Hoffstrom, USDA/FAS/ICD/FID, described the rural youth capacity building initiative possibilities to them. Daniels then identified an opportunity to collaborate with the Leland Initiative in Zambia. The Zambia pilot concept was to reach youth through pioneering "entrepreneurial information services" by the Zambia National Farmers Union (ZNFU) in four districts around Zambia. The Leland Initiative would install the hardware and train the ZNFU staff technically and the USDA/USAID rural youth initiative pilot would train ZNFU staff members how to operate an information service at the district offices. University of Zambia Agricultural students and ZNFU staff members would learn how to effectively use the Internet as a business decision-making tool.

With the countries identified and some basic agreements as to the nature of activities desired by the USAID Missions, the USDA/USAID advisory team was assembled to further define the parameters of the proposed activities. The Advisory committee consisted of: Frank Fender, Director, Food and Industries Division (FID) of the Foreign Agricultural Service (FAS); Margaret (Peg) Hively, Program Leader, Professional Development Program (PDP); Kimberly Hoffstrom, International Program Specialist, PDP; Jennifer Maurer, Program Assistant, PDP; Mike McGirr, Assistant Director, CSREES/International Programs; Virginia Gobeli, National 4-H Program Leader, CSREES/Families, 4-H, and Nutrition; Jim Richardson, Assistant Professor, University of Alabama A & M/Department of Agribusiness; Barbara Keating, Vice President, Computer Frontiers; James and Cheryl Warner, Independent Information Technology Specialists; Freeman Daniels, Agribusiness Advisor and Gwen El Sawi, Workforce and Youth Development Advisor, USDA/FAS/ICD/PDP on detail to the Global Bureau's Human Capacity Development Center at USAID. El Sawi was tasked to develop the concepts and design of the pilot activities and monitor the implementation and evaluation of all of the activities. Kimberly Hoffstrom coordinated and managed the operational details and implementation with back-up from Jennifer Maurer.

A core implementation team emerged with Freeman Daniels and Gwen El Sawi representing USAID/HCD, Kimberly Hoffstrom and Jennifer Maurer representing USDA, Jim Richardson as Agricultural Specialist for the Zambia pilot from the University of Alabama A & M, and Mary Crave, University of Wisconsin, Extension, author and chief trainer for the TOT Activities in Uganda. Barbara Keating provided technical expertise on computers and Information Technology. Several additional teams were assembled for various activities and are listed in Appendix B. One of the sub-goals of this initiative was to effectively tap the resources of the U.S. Land Grant Colleges and University System for technical expertise. Altogether, a total of 23 US specialists and advisors from 5 universities and several departments in USDA and USAID served as consultants to this pilot. There were an additional fifteen key partners in Uganda and Zambia of which 14 were youth under thirty years of age who served on the needs assessment, design, and implementation teams.

The remainder of this report more completely describes in summary form:

- A) The three major activities:
 - 1) US based Youth in Development Consultation and Study Tours;
 - 2) The Uganda Youth Needs Assessment and TOT Training; and
 - 3) The Zambia Youth Agribusiness Internet Pilot;
- B) Results and Lessons Learned; and
- C) A Model for Including Youth in Development Activities.

A complete annotated listing of the full reports submitted at the completion of each stage of each activity can be found in Appendix C. Reports are available through the USDA/PDP office as listed in the Appendix.

US-Based Youth in Development Consultation and Study Tours

Building the capacity of youth organizations requires knowledge of the existing organization and conditions as well as learning more about other systems to compare, contrast, and adapt concepts to one's own situations. Providing opportunities for youth leaders from the selected organizations in both Uganda and Zambia to observe and study youth development and organizations was important in expanding their vision of possibilities as they began designing and implementing program activities. The US-based Youth in Development Consultation gave them an opportunity to discuss the role youth can, should, and/or ought to play in development with international development specialists and volunteers. They became resources for the Consultation and shared their insights with professional and volunteer youth practitioners.

Study tours were also arranged to provide the youth with opportunities to visit with US youth leaders and observe non-formal youth education and training programs. The study tours were arranged by state Extension youth and community development specialists. Carris Booker and Dan James from Texas A&M made the arrangements in Texas for September, 1998. Carolyn Fiscus from the Nebraska Tribal Community College in partnership with the 4-H and Youth Development staff members at the University of Nebraska and Nebraska County Extension staff made the arrangements in Nebraska. Curt Stutzman of the International Future Farmers of America arranged for the March 1999 study tour in Iowa following the USAID Global Agriculture Conference at Iowa State University. Logistical details were facilitated by Jennifer Maurer, PDP staff at USDA who is a former 4-H and FFA member and grew up in rural Iowa. Booker and Fiscus both served on the Uganda needs assessment team and were familiar with the needs and conditions of the young people from those countries.

Youth In Development Consultation

As we collectively move toward the 21st Century, we have an unprecedented opportunity to rethink and redefine how we view the future and the role of youth and adults working together to build sustainable communities and countries. There is increasing interest and concern around the world as youth comprise larger percentages of the population and there are fewer opportunities for them all to gain skills and earn a livelihood for themselves and their families. There is increasing appreciation for the need to focus on young people as a resource in the process of achieving sustainable development. Youth can and should play a significant role. They bring energy, enthusiasm, and creativity to building sustainable communities in partnership with adults. “Youth are a small percentage of the decision-makers of the present but they are 100% of the future. Bringing them into the analysis and decision-making process is critical for sustainable development. They know what is needed and have the idealism and enthusiasm to move toward shared goals. Involving youth can address two issues simultaneously: it provides opportunities for youth to develop skills, knowledge, and attitudes for resiliency and a livelihood while building the capacity of communities to meet the needs of the young people in that community. It also encourages more positive interaction between youth and their elders.” (Dr. Virginia Gobeli)

The Youth in Development Consultation was “A gathering of people committed to positive youth development and highlighted the assets youth bring to development activities.” The objectives were to:

- C** Provide an opportunity for youth and youth development professionals to network around development issues;
- C** Provide youth and youth development professionals an opportunity to explore concepts and practices that can be applied in national development programs; and
- C** To help form alliances among and between the youth and youth development professionals and volunteers for collaboration in development activities.

The consultation was co-chaired by Dr. Virginia Gobeli, National 4-H Program Leader, CSREES/Families, 4-H, and Nutrition, and Dr. Gwen El Sawi, Workforce and Youth Development Advisor/USAID/Global Bureau/Human Capacity Development Center. A copy of the Agenda and Participant List is included in Appendix D.

Thirty-five participants attended the Consultation. There were representatives from six countries (American Samoa, Denmark, Egypt, Uganda, the United States, and Zambia) and seven international organizations (Academy for Educational Development (AED), Computer Frontiers, the United Nation’s Food and Agriculture Organization (FAO), the US Peace Corps, the International Youth Foundation (IYF), International Four-H Youth Exchanges (IFYE), and UNESCO); four universities (Alabama A&M University; Oregon State University; Texas A & M University; Washington State University); and three Departments of the US government--US Department of Agriculture; US Agency for International Development--Africa Bureau and Global Bureau/ HCD; and US Department of Labor.

Setting the stage for the Consultation, Dr. Alma Hobbs, Deputy Administrator for Families, 4-H, and Nutrition at CSREES/USDA presented a challenge to participants. She asked us to “consider a new paradigm for development where youth can and should play a significant role. Such a paradigm combines to meet two critical needs of the world community--the need for sustainable development and the need to improve the condition for rural youth and all youth. It is also critical that we move from a deficiency model to one based on strengths where people feel empowered.” Hobbs used the 1987 World Commission on Environment and Development definition for sustainable development, “to meet the needs of the present without compromising

the ability of future generations to meet their own needs”. She emphasized that this definition calls for the “use of all resources and the assets of individuals and communities”.

Looking at sustainable development from this viewpoint implies that development needs to also be from the ‘bottom-up’ or ‘grassroots’. ...At the most basic level, sustainable development is about human as well as economic development. Hobbs reiterated, “Our challenge, as we move into the 21st Century, is to make sure that we are engaging young people in active citizenship, taking action in their own communities to improve their lives, the lives of their family and their community. Our collective future is dependant on young people seeing themselves as competent and capable of doing meaningful work that affects the lives of others. It is our job to continue the work that you are engaged in, to expand our thinking and action to involve youth in acting in the home, workplace, and together as members of the community to achieve the economic, environmental, and social goals that are important to all of us.”

Dr. William Seiders, Extension and Rural Youth Training Officer at the United Nation’s Food and Agriculture Organization (FAO) provided a global overview of youth and sustainable development. He described the role FAO plays in assisting member countries in strengthening and expanding existing rural youth programs and in establishing new ones for the purposes of:

- C** Having young people acquire the critical skills, knowledge, and attitudes that enable them to become contributing and productive citizens of their local villages and their country, and
- C** Having youth become active partners in rural development, with special attention to their contributions in helping reach national food security goals through sustainable development.

FAO has an eight point action program:

1. Promote rural youth development as a national development strategy (Advocacy)
2. Youth professional staff development and training
3. Volunteerism and leadership development
4. Educational content and delivery
4. Income-Generation and entrepreneurial skills development
6. Institutional strengthening and program management
7. Partnerships/collaboration/networking
8. Resource development / public relations.

Dr. Seiders highlighted the need for developing and disseminating knowledge, concepts, principles, and best practices associated with the technical field of youth and development. FAO is engaged in conducting research, surveys, and providing feedback and dissemination on best practices in rural youth development. Dissemination includes training, education, publications, a newsletter-- “Youth Works”, --and maintaining a youth focused website. FAO also provides technical assistance, primarily in Anglophone Sub-Saharan Africa, primarily to support rural youth initiatives. Their immediate priorities are:

- 1) Disseminating a participatory strategic planning guide,
- 2) Encouraging youth to become active partners in food security, and
- 3) Curriculum development (field testing) in the areas of:
 - environmental education
 - drugs
 - HIV/AIDS
 - population/adolescent reproductive health
 - developing youth focused teaching modules for agricultural universities

Dr. Paul Sully, Office of Training and Program Support at the U.S. Peace Corps, an avid advocate for youth as resources in development, presented the foundations of “Strength-Based Community Development: Youth Involvement”. He presented several trends supported by research that provide compelling evidence that youth can and do positively contribute to development. (Refer to Figure 1)

Positive Youth Development includes:

“Experiences, education and opportunities that meet basic physical and social needs of youth and prepares them to be competent, caring, and responsible.”

Paul Sully

Sully further suggested that this definition may fit well in different cultures since it is the culture that determines the meaning of competent, caring and responsible. He further reminded participants of the need for youth and adults to work together, “We must work together—adults and youth—to make it happen. We must involve youth in their own development and that of their communities and countries. It is a historical reality that development work has become more relevant and more effective as the systems become more diverse and participatory... It is time for youth to be part of the process.” In addressing the issue of where to start, he provided a single piece of advise on what is the most important thing in this process. “It is Respect. Respect one another. ... While working together—adults and youth must commit to define and learn what “respect” means to you both [youth and adults].”

Figure 1. Trends in Youth as Resources (Paul Sully, September, 1998)

| TRENDS IN YOUTH AS RESOURCES | |
|---|---|
| <ul style="list-style-type: none"> · Appreciative inquiry. | <p>This strategy brings communities together to look at their assets, not their deficits, as documented by David Copperrider of Case Western Reserve University in his book, "<u>Global Excellence in Africa</u>". Sully proposes this as a philosophical premise for Peace Corps programs where volunteers work with community leaders, including youth. Through participation, they become part of communities' solutions rather than the causes or victims of their circumstances. Copperrider often sights Pygmalion studies and how they related to appreciative inquiry, "the expectation of the future, strongly determines the future." He also promotes the premise that "...influence over people and organizations begins at the first moment of contact and relates that the expectations of the outsider coming in to assist, in human development terms, would be lived up to or down to. If you, the outside helper, looked for positive things, this expectation would be met. If you looked for negatives, these too could be met." He suggests that if the goal is to improve a situation and leave it stronger, then we should start positively, with appreciation." He has developed a method he calls "appreciative inquiry" using these findings and lessons. So, the key lesson from David is</p> <p style="text-align: center;"><i>"Where you start matters"</i></p> |
| <ul style="list-style-type: none"> · It is the strengths and assets that help us succeed. | <p>John Kretzmann, Sociology Professor at Northwestern University and co-author of "<u>Building communities from the inside out: A path toward finding and mobilizing a communities assets</u>" observed, "look around you at the great buildings, the bridges and accomplishments of all kinds. It was gifts and assets that helped them (people) build these things. They all have deficits and problems too. At the end of the day, however, they build these things from their strengths."</p> <p style="text-align: center;"><i>"Build from strengths"</i></p> |
| <ul style="list-style-type: none"> · If you have good things going on in your life, you'll do better. | <p>This is common sense, now backed up with research done by Peter Benson at the Search Institute in a survey of 350,000 youth in the U.S. The research identified assets in youth and what things are going on in their lives with relation to these assets. The Search Institute staff identified 40 assets grouped into two broad categories, internal assets, like "high self-esteem" and external assets, like "the community values youth." They found that youth with more assets were less likely to engage in violence and other anti-social behaviors and furthermore, that the population and size of communities did not matter.</p> <p style="text-align: center;"><i>"It's not one asset, but many assets that work...The more assets, the better."</i></p> |
| <ul style="list-style-type: none"> · Good youth development is good community development. | <p>Kathleen Wilson, Urban and Community Development Specialist, Clifford O'Donnel, Community Psychologist, and Roland Tharp from the Center of Youth Research at the University of Hawaii provided guidelines for Peace Corps' "<u>Building on Assets in Community Development: A guide to working with community groups</u>." They admonish that "good community development is good youth development". Paul Sully further emphasizes:</p> <p style="text-align: center;"><i>"Youth development is community development."</i></p> |

After the review of trends in youth as resources, the agenda became more participatory. Using an "Open

Spaces” design, participants discussed approaches and concepts in youth development from their own experiences and knowledge. They identified issues and concerns relating to youth in development, development for youth, and development with youth. Issues and concerns were prioritized by the whole group then smaller group sessions were convened to give greater attention to the highest priority issues identified. The priority issues identified for further discussion included:

- basic human needs
- war, street children and refugees
- drugs and substance abuse
- HIV/AIDS
- peer pressure and teenage pregnancy
- health and nutrition
- physical security and health - affected by all of the above

Each group reported back on their discussions with recommendations for action in each of the topic areas. Several participants also shared their experiences, programs and approaches to engaging youth in development activities. A synthesis of all of the discussion basically identified the critical need for job creation, i.e., to create and generate opportunities for youth to acquire the skills and education needed for jobs and/or job creation as entrepreneurs to improve their economic well being. This is often seen, or at least appears to be one of the best ways of addressing most if not all of the other issues. The focus should be on creating civil societies and finding effective ways of breaking the cycles of violence and poverty.

Dr. Emily Vargas-Baron, Deputy Administrator, USAID, Global Bureau, Center for Human Capacity Development summed up the Consultation and challenged participants to continue to advocate and support greater involvement of youth in development activities. As there were several people from several agencies and organizations, she also suggested that an interagency working group on youth be established to highlight and bring attention to the activities currently underway and to foster better collaboration among and between groups.

In the final challenge to the participants, Dr. Virginia Gobeli and Dr. Gwen El Sawi reminded and challenged participants to continue to promote, advocate, and insist on engaging youth in development activities at all stages and levels.

“If not us, then who? If not now, when?”

Robert Kennedy

Study Tours

Two study tours were provided for Uganda and Zambia youth representatives. After participating in the Youth in Development Consultation, and the World IFYE Conference in September, 1998 the youth representatives continued to Texas and Nebraska to learn more about youth development in the U.S. A second study tour was arranged when organizers of the USAID March, 1999 “Lessons Without Borders Conference” requested representatives from the rural youth pilots in Uganda and Zambia to serve on a panel for the “Global Agriculture in the Midwest Conference” at Iowa State University. A study tour in Iowa was arranged after that conference. In each case, participants were selected who would be able to apply and/or influence program activities and design in their organizations from the lessons learned. The study tours were designed to provide a variety of experiences from a number of places to give them the broadest perspective possible of existing programs and approaches that might be relevant and adapted to their home country circumstances. They were also designed to help delegates better understand the diversity of programs, economic and social conditions in the United States. They had opportunities to meet and visit in the homes of black Americans in Texas and Indian families in Nebraska and farm families in Iowa. They also visited with government officials, youth and international development specialists and volunteers as well as corporate youth sponsors in Washington, D.C. and in the states visited.

Each of the study tour’s activities are summarized below. Prior to departure from Washington D.C., the youth representatives participated in the World IFYE (International Four-H Youth Exchange) Conference from September 2 – 6, 1998 in Alexandria, Virginia.

Highlights from the IFYE World Conference included:

- Workshops on agriculture, the environment, youth & community development, cultural arts, global education, and food & housing issues
- Dr. Miley Gonzales, Undersecretary of Agriculture Research, Education, & Economics, welcomed the 600+ conference attendees on behalf of USDA and mentioned the important roles of the Foreign Agricultural Service, Office of International Cooperation and Development (FAS/ICD)
- Ambassador Harriet Babbitt, Deputy Administrator for USAID, provided the keynote address highlighting the programs in USAID that work with youth and stressed the important roles 4-H and IFYE programs play in youth development
- IFYE Conference field trips included the USDA Research Center, a Habitat for Humanity site, the Kennedy Center for the Performing Arts, the Holocaust Museum, and a Housing Project in Washington, DC.
- An International Bazaar allowed conference attendees to experience the cultures of various countries where booths were set up with gifts and sale items along with music and food from all regions of the world
- A Happy Birthday celebration and program at National 4-H Center for the 50th Anniversary of the IFYE program featured country talent performances and recognition of the first group of US participants in 1948

TEXAS AND NEBRASKA STUDY TOUR

The Texas study tour was the first stop for the youth representatives. Carris Booker and Dr. Dan James from Texas A & M University arranged the study tour experiences. They visited youth and community development programs including community housing projects, human capacity development programs, entrepreneurship, leadership, and computer training. Arnold Brown, Extension Agent in the Harris County Extension Office shared their Extension Office motto: “Building the most out of your community requires the involvement of the people because the people are the ones who make the community.”

Additional site visits included:

- A visit with Houston Councilman and Mayor Pro Tem, Civil Rights Leader and Activist, Jew Don Boney, and Nantezan N. Kakembo, President and CEO of African Cultural Exchange, Inc. who came from Uganda originally
- Ft. Worth Botanical Garden, Parks, and Community Services Department where master gardeners are paired with youth to design and maintain the garden throughout the year
- Prairie View A & M University Extension Programs and the International Goat and Research Center
- JCPenny Corporate Headquarters in Dallas, Texas provided an overview of JCPenny donor support for community and youth development and a tour of Corporate headquarters and museum, day care center, health and fitness center, photo studio for advertising, mail and security systems
- Texas A & M at College Station where a Zambian student provided a student’s perspective on college life, followed by a tour of the Animal and Food Science Center, Crops Biotechnology Center research facilities and greenhouse
- Tarrant County 4-H Recognition Banquet where youth as well as community and business leaders were recognized for their achievements and their contributions to youth
- Overview of the youth and community involvement of the Houston Livestock Show and Rodeo Black Go Texan Committee
- After a visit to the Tarrant County Extension Offices, the group toured the Ft. Worth Stockyards and an indoor rodeo
- SHAPE (Self-Help for African People through Education)

After Texas, where the land and skyscrapers seemed huge to the youth representatives, they proceeded to Nebraska where Carolyn Fiscus from the Nebraska Indian Community College met them. She is a community development specialist and was on the initial Uganda needs assessment team. There they met the President of the Nebraska Indian Community College (NICC), Dr. Houser. They were welcomed by a youth dance group that performed traditional Indian dancing and were hosted by Omaha Indian Reservation families for two nights. Their visit included a tour of the Community and Health Center, farms and the casino located on the Reservation.

Janet Nielsen of the Thurston County Extension Office facilitated the Matrix System Color Personality Preference training to provide the youth representatives with a systematic way to increase understanding, empathy, and communications in real life applications. They also visited the Northeast Community College in

Norfolk, Nebraska where they toured the technical training labs of the Life Long Learning Center followed by a visit to the Santee Indian Reservation. There they visited a primary school for children from five to eighteen, the Santee Paper Products Company and the Conservation and Water Management Facilities as well as the Santee Campus of the Nebraska Indian Community College.

In Lincoln, they met with the Marketing Education Department and Entrepreneurship Division of the Nebraska State Department of Education, visited with the Vice President of Kids Way, a leading youth entrepreneurship and business education training company. They also visited the Nebraska Center for Entrepreneurship, The Department of Agriculture and Natural Resources, the Nebraska State 4-H Office and a high school entrepreneur education program.

Lilian Acom, Miss Uganda '97 – 99 , one of the youth representatives, summed up her impressions of the study tour, “The trip to the US was very memorable and we were equipped with knowledge in different areas and I would definitely want to pass this on to the people of my country. What was learnt can basically be summarized under the following topics: Entrepreneurship Skills, Marketing, Agriculture, 4-H, Food and Nutrition, Leadership Skills, and the general way of life of the American people.”

In summing up the youth representatives evaluations, Jennifer Maurer observed, “This opportunity for the African youth delegation to meet with US experts in youth and community development and entrepreneurship training was instrumental in providing quality information and exposure that strengthened their commitment and desire to improve life in their home countries. The delegation deeply impressed our partners at USAID, other US agencies, USDA, and those they met while in Texas and Nebraska with their desire to learn, ability to articulate ideas and questions, willingness to share their experiences and opinions, and, most of all, their pride and commitment to Uganda and Zambia and the youth they represented. Additional factors that contributed to the success of the study tour included the sheer dedication of the youth representatives, the unity the 7-member delegation formed, and their willingness to share knowledge and experiences with contacts made during the trip. Delegates were excellent representatives: always attentive and ready to absorb all they were exposed to while in the United States with plans to take back knowledge gained to share with others.”

Maurer also reported, “The delegation mentioned that the study tour will assist them in promoting positive youth development by providing seminars, workshops, and short courses on entrepreneurial skills, encouraging training in computer skills, and promoting volunteerism in communities and the importance of setting and accomplishing goals. General comments from the delegation about the study tour indicated that they were impressed with the positive attitude of adults towards the youth as future leaders and with the abundant support for youth development, including a variety of 4-H programs.” The delegates rated the overall quality of the Study Tour as a 4.6 on a scale of 1 to 5.

IOWA STUDY TOUR

After a briefing in Washington, D.C. at USAID and USDA, youth representatives from Uganda and Zambia went to the USAID sponsored “Lessons without Borders---Global Agriculture in the Midwest Conference”, March 12 – 27, 1999. They presented information on their organizations and the status of youth in their respective countries as they served on a youth panel. Their comments were recorded and put on the internet. This was training for them and the Uganda TOT group that was in a simultaneous training session on computers in Uganda.

The Conference was held at Iowa State University and included participants from the US and other countries. Clinics, workshops, and field trips were part of learning experiences for participants as they

examined global agriculture trends. Participants felt the conference discussion provided them with new insights on how to network and meet new friends for future communications and how to access technical information about agriculture. They immediately understood how the Internet network will be helpful in stimulating agricultural development in their home countries.

This study tour was more specifically focused on agriculture and rural youth organizations. It included visits to several laboratories and research facilities at Iowa State University, visits to the Ruan Farm outside of Ames, Iowa, the Land O'Lakes Answer Farm near Fort Dodge, as well as visits to high schools, FFA programs, Kirkwood Community College, the Lynn Coop Farm Supply Service, and the John Deere Tractor works in Waterloo.

In the words of Precious Hamukwala from Zambia, "I just want to point out that conferences like this "Global Agriculture in the Midwest" are a win-win exchange. They are very important and it is important to focus on youth in terms of development. But the invitation to the conference should be extended to at least one representative from the policy makers. In developing countries, especially that of my own (Zambia), development activities (in particular youth activities) are largely influenced by governmental policy. Unfortunately, youth are not involved in decision making, leaving projects funded to fail in the long run." This statement supports the premise of the Youth in Development Consultation, that youth need to be included at all stages and levels of development activities and that youth need to work with adults and vice-versa.

Uganda Rural Youth Initiative

About 75% of the population in Uganda is comprised of children (0-18 years) and youth (18-30 years as defined by the Constitution). Youth feel marginalized and are frequently dismissed when they assert their interest in contributing to and sustaining the development of their country. Yet they are highly vulnerable to many of the problems facing the government of Uganda such as the AIDS scourge, lack of educational opportunity, lack of employment, violence and insecurity, and competition for natural resources. At the same time, the government of Uganda is decentralizing and emphasizing affirmative action programs which set aside seats at all levels of government for youth and women. Few women and youth have had even basic experience in community participation or the democratic process.

WHAT WAS PLANNED

The focus of this Rural Youth Initiative evolved as needs assessment activities more clearly identified and articulated the priorities of the youth and of the USAID/Uganda Mission. Initially, the needs of former combatants from a decade of rebel activity in the northern districts were examined. However, because there were already several foreign assistance programs targeting these people, the project refocused on youth throughout the country.

A team of five specialists from USAID, USDA, two Land Grant Universities, and an Indian Tribal Community College visited Uganda in June, 1998 to identify the potential institutions/organizations and content focus of the youth initiative. The team identified three content areas of focus: 1) institutional capacity building; 2) entrepreneurial and micro-enterprise development; and, 3) community development. Team members met with more than 50 Non-Governmental Organizations (NGO), Ugandan government agencies, and USAID/Uganda to assess their focus on youth development and youth needs. Eventually, the group identified the National Youth Council and the Uganda National Students Association as the organizations most capable of being the medium through which capacity building activities could be planned and carried out.

The needs assessment team made several recommendations:

- Compose and publish a comprehensive resource directory for the youth leadership of Uganda. This should identify agencies that provide resources and information about agribusiness and entrepreneurial training, education, and financial support for youth leadership efforts. Results of this effort would be to initiate and facilitate the flow of information about these resources to the sub-county level.
- Create a design team to work with the National Youth Council (NYC) and Uganda National Student Association (UNSA) and selected Uganda-based partners to develop and implement a strategy for carrying out training in the needs identified through the initial assessment.
- Create and administer NYC leadership and outreach training. Using a train-the-trainer model, workshops should be conducted with the national leadership in the areas of portfolio building, communication, democracy and human and youth rights advocacy, agriculture, entrepreneurship, and assets based issue analysis. These leaders will then be guided to conduct similar training at the district level. District level trainers will be directed to provide training at the county and sub-county levels.
- Develop a strategy that will stimulate access to basic computer use and Internet connectivity from the national to the local level. The design team should generate collaborative partners and strategies to provide equipment and training to insure computer literacy and Internet connectivity to the NYC and UNSA.

WHAT WE DID

- Assembled a design team to assess training needs (June, 1998), design and develop a training curriculum (December, 1998), and carry out a Training-of-Trainers at the national and regional levels. (March, 1999 – September, 1999 and on-going).
 - Developed a training-of-trainers curriculum focusing on leadership development, community development, project management, entrepreneurship, and training skills (December, 1998 – March, 1999 with ongoing adjustments).
 - Implemented a residential, 5-day TOT curriculum for 30 national leaders of NYC and UNSA in Kampala, Uganda (March, 1999).
 - Provided guidance for NYC and UNSA leaders and other resources to implement four regional, residential TOTs for 113 NYC and UNSA leaders. TOTs were facilitated by 20 leaders trained at the national level. Regional trainings were held in Kampala (Central Region); Mbale (Eastern Region); Gulu (Northern Region); and, Mbarara (Western Region). Central and Eastern region trainings were in June and Northern and Western in August, 1999. ***Results from these trainings are reported in “Lessons Learned”.***
- C** Conducted a 3-day training on Internet (e-mail and web pages) skills for 30 NYC and UNSA leaders. This was supported by Leland Initiative funds and was held in Kampala prior to the national TOT. This training included connecting with the youth representatives attending the Global Agriculture in the Midwest Conference with trainees in Uganda. It provided a real-time demonstration of internet linkages and use.
 - C** Provided organizational and leadership training to the UNSA and NYC leaders. Topics included: program/project management, evaluation, community collaboration and proposal writing. Design team members worked with trainees by delegating training and coordinating tasks, developing a training monitoring and evaluation process, and coaching them. They also provided public speaking practice by asking trainees to introduce USAID/Uganda Mission personnel at training events
 - C** Served as a liaison between NYC and UNSA leaders and USAID/Uganda Mission to support and compliment the strategic objectives of the Mission and the Ugandan Government. Identified linkages and on-going NYC and UNSA activities that address each of the five Mission Strategic Objectives (Refer to Appendix F).

HOW IT HAPPENED

A team of youth and community development specialists was assembled in June of 1998 to assess the needs of youth in Uganda. Through interviews, they identified the youth organizations, NYC and UNSA as having the structure and capacity to benefit and effectively use the training they identified as needed within their organizations.

In late summer, 1998, a Youth Initiative activity was designed to expose youth representatives from each of the organizations in Uganda and Zambia to a broad spectrum of youth activities and programs in the US and from around the world to enhance their knowledge of “youth as resources best practices”. Five youth from

Uganda along with two from Zambia came together with youth development specialists, international, and bilateral donor representatives for a “Youth in Development Consultation” in the U.S. described earlier in this report. They also participated in the World International Four-H Youth Exchange (IFYE) Conference (September 1998) followed by a two-week study tour to Texas and Nebraska. The study tour included observing 4-H and youth entrepreneurship programs, ways the U.S. private sector supports youth activities, and 4-H leadership and organization management training schemes. The Chairman and (then) Secretary for Female Youth of the NYC, General Secretary of UNSA, Miss Uganda, and another NYC and UNSA leader took part. The youth unanimously agreed that this study tour contributed to their ability to lead their organizations and helped establish a vision for how youth and adults can collaborate to meet the needs of youth in Uganda. Three of the five Ugandan participants are still highly active in carrying out the Youth Initiative TOT.

The recommendations of the Needs Assessment team were carried out in several stages:

Design Team: November 30-December 11, 1998. The first phase consisted of the U.S. team modeling teamwork/partnership through consulting with the USAID Mission staff and working with the national and regional leadership of NYC and UNSA. The task of the TOT design team was to identify specific youth training needs and design the TOT activity such that it can support and enhance USAID/U Mission strategic objectives and results and be self-sustaining while strengthening the capacity of the youth organizations. The design team consisted of: Kimberly Hoffstrom, Team Coordinator with USDA/FAS; Dr. Mary Crave, TOT expert with the University of Wisconsin-Extension; Dr. Gwen El Sawi, Youth Development Specialist, USAID/G/HCD; Dan Fred Kidega, NYC National Chairman; and Geoffrey Okiswa, UNSA Administrator. USAID Mission guidance from David Mutazindwa and Greg Farino was greatly appreciated.

During this trip to Uganda the design team met with about 150 youth from 11 different communities in all four regions of Uganda. (The team traveled to most communities but due to security challenges, youth from the north studying in Kampala met there.) Through formal and informal discussions the youth related a long list of needs they had in order to contribute more fully to the development of Uganda. Those needs were consistent throughout the country:

- | | |
|--|--|
| <p>C The government is decentralizing and youth have designated seats at all levels of government yet have little experience in public leadership</p> | <p>C Funds are available to youth to implement local development projects but they lack the knowledge and skills to access this funding</p> |
| <p>C There are few jobs for youth, especially with the government emphasis on privatization and for those who are early school leavers</p> | <p>C Youth have the desire but lack the skills to make changes and/or provide leadership in their communities. Often their elders fail to recognize them as resources and leaders within the community.</p> |

Based on these needs, the design team concurred on the format and content of the training. During this first phase, the US members of the design team worked closely with NYC and UNSA team members to identify and articulate ongoing organizational activities that address the strategic objectives of the USAID/Uganda Mission. These were presented to the Mission as evidence that the TOT can help further their objectives.

National Training: The second phase of the training involved preparing and implementing a training curriculum. Lead Trainer, Mary Crave, developed a five-day curriculum based on best practices of experiential learning for young adults. Some activities were adapted from a standard Cooperative Extension training curriculum, “Training Trainers to Teach” (T3). This material was supplemented with original learning activities and exercises designed for teaching project management, group process skills, and community development in developing countries. Upon recommendation of the USAID Mission, trainers from the Uganda Manufacturers

Association were contracted to develop materials and provide training on entrepreneurship skills.

The training curriculum included exercises to address the following topics and methods:

- **BEGINNING:** Get Acquainted – Purpose of training, establishing group norms and expectations, responsibilities of trainees and trainers, self-assessment of current skills.

 - **Day 1: Leadership Skills** – leadership roles; teamwork; negotiation; conflict management; effective meetings; delegation; and group process techniques.

 - **Day 2: Community Development Skills** – the community development process in Uganda, assets approach to community development; identifying and engaging stakeholders, partners and collaborators in youth activities; needs assessment techniques; idea generation techniques; partners for collaboration in youth programs.

 - **Day 3: Project Management Skills** – project planning, implementation, and evaluation; reporting/accountability; and proposal writing.

 - **Day 4: Entrepreneurship Skills** – assessing characteristics of entrepreneurs; identifying business opportunities; writing business proposals; entrepreneurship training schemes in Uganda.

 - **Day 5: Training Skills** – experiential learning processes; how to teach adults; demonstration of training techniques; managing training programs.

 - **COMPLETION:** Evaluation and TOT Completion Certificate. Review of procedures, group norms and expectations, assessment of mind-sets, lessons learned, and a self-assessment of skill changes.
-

The training content was sequential, with each day's topic building on the previous topics. Training exercises were designed to demonstrate and model appropriate training techniques such as case studies, simulations, role-plays, and discussion. Activities also used examples from actual NYC and UNSA activities that addressed priority concerns in Uganda and of USAID/U. For example, case studies used to teach project planning examined tree planting, girl school leavers, farmers traders' association, and reproductive health. Idea generation techniques used gender issues as discussion topics. Each participant practiced his/her training skills by giving a morning introduction or evening summary, monitoring group norms as a member of the coordinating committee, co-facilitating activities, and by giving a mini-lesson demonstrating a training technique. The youth also organized their own training in public speaking using T3 materials provided by USDA. This was usually held one evening.

The training manual was written in a format for easy use by trainees when conducting training for others. Each activity spelled out the objectives, activity overview, time and materials needed, steps to carry out the activity, discussion questions, and notes to facilitators.

The national level training was held in Kampala, March 22-29, 1999. Thirty leaders from NYC and UNSA were selected to provide representation from throughout the country and from the core training team. The training was held at a residential training center with training materials, transportation, lodging, and meals

provided for the trainees from Rural Youth Initiative Pilot funds. No sitting fee was paid. The logistics of this training were coordinated by Kimberly Hoffstrom with in-country assistance from Dan Kidega and Geoffrey Okiswa. Mary Crave was the lead trainer. Hoffstrom and a consultant from the Uganda Ministry of Gender, Labour, and Youth, Mabuya Mubarek, facilitated training in project management using materials developed by Crave. The Uganda Manufacturers Association (UMA) developed and facilitated training in entrepreneurship skills after consultation with Crave.

Participants completed a pre- and post-training self-assessment on 24 skills and completed an extensive evaluation rating the training process and content. Results are reported in *Lessons Learned*. Those evaluations were used to modify the curriculum for the regional level training.

Internet Training – Funding from the Leland Initiative provided an opportunity for Internet training for 30 youth. Many of these youth were TOT participants at the national or regional level. Training was coordinated and conducted by Barbara Keating, a USAID contractor experienced in Internet training in Africa. Since she was in Uganda consulting for another project, she was able to provide training under the Leland Initiative at a comparatively low rate. Participants were housed at the same training center but the training took place at a hotel in downtown Kampala. The Leland Initiative provided transportation, lodging, meals, and course materials. No sitting fees were paid. Participants learned basic e-mail and Internet skills with most of the training time spent at the computer. There was one computer for every two participants. It was the first time many of them had ever used a computer.

Regional Training: The third phase of the Uganda Youth Initiative pilot consisted of four regional TOTs. Following the national training, Crave made revisions in the training manual to address concerns stated and observed. Some activities were shortened and others were adapted to be “situation relevant”. At the suggestion of the guest trainer from the Ministry of Gender, Labor, Youth and the participants, materials on Participatory Rural Appraisal were incorporated into the youth/community needs assessment activities. Activities developed by the Uganda Manufacturers Association were also revised to match the manual format and incorporate more participatory training methods.

Regional trainings were coordinated by Dan Kidega, NYC Chairman; Ann Nankabirwa, Finance Secretary, NYC; Geoffrey Okiswa, Administrative Secretary, UNSA; and Kim Hoffstrom, USDA. At each site, trainers trained at the national level prepared and presented activities with “coaching support” from lead trainer, Dr. Mary Crave. Training was conducted as follows:

| Site | Number Participants | Number Trainers |
|----------------------------------|----------------------------|------------------------|
| Central Region - Kampala, June | 30 | 8 |
| Eastern Region - Mbale, June | 32 | 6 |
| Northern Region - Gulu, August | 31 | 8 |
| Western Region - Mbarara, August | 29 | 6 |

As was the case with the national training, Rural Youth Initiative Pilot funds covered materials, food and lodging, and transportation expenses for all participants. To reinforce the TOT concept and instill commitment by participants to train at the district level, participants signed an agreement with NYC or UNSA that outlined their responsibilities and expectations.

At the recommendation of USAID/Uganda, the regional training activities placed greater emphasis on gender issues and volunteer opportunities/activities. Approximately one-fourth to one-third of the participants were women, though many more were invited. Two activities were designed to demonstrate idea-generating techniques explicitly focused on addressing gender and volunteer projects. To more fully integrate the youth

members of the Uganda National Farmers' Association (UNFA) into the training, one of the trainers from UNFA served as a facilitator in Mbale, and two-three persons from UNFA were trained at each regional event. At the conclusion of the regional trainings, the training team gave a presentation/report to the USAID/U Mission Director, Dawn Liberi and members of each Strategic Objective Team. Crave and Hoffstrom also helped the NYC and UNSA design team members initiate the next steps for training at the district level, for evaluating the training and sustaining the training to the sub-county level. The current structure and Ministry level support of NYC and UNSA contribute to the sustainability of this TOT for the next three years and beyond.

WHY WE DID IT

This TOT training program supports the USAID/HCD Strategic Support Objective3: The work performance of individuals and effectiveness of organizations improved through training → IR3.2: In-country training capacity increased.

Representing nearly 73% of the Ugandan population, it is critical that youth acquire skills that promote human capacity development and contribute positively to civil society and national development. The large numbers of youth in Uganda and the mission of NYC and UNSA to represent and advocate for a myriad of issues confronting youth are tremendous challenges. In order to meet the immediate and ongoing training needs of these organizations, a training-of-trainers strategy was used. This would allow a large number of youth to receive training while building the organizations' capacity to provide more leadership and guidance for many years.

By training youth in skills such as leadership, community development, and project management, they will be able to apply their skills to address any of the issues that confront them. These skills can be applied to projects related to reproductive health, Universal Primary Education, the environment, democracy and governance, and income generation. While the training format did not allow for in-depth training in any of these areas, the skills they learned should enable youth to propose, plan, and carry out additional and more targeted training. For example, they could organize training for peer counselors of reproductive health issues. Schools interested in tree-planting projects can send representatives to an UNSA sponsored training. NYC leaders can organize training and coordinate establishing community traders' associations. The list could go on but the basic message here is that these youth now have improved capacity and can be excellent resources for achieving results if provided legitimization and an opportunity.

Youth, as an under-served population, are usually not included in or targeted for training or any of the USAID capacity building programs. The USAID/Uganda Mission had never before developed training or any type of programs expressly for youth and were not convinced that the training could be sustained without their on-going involvement. Demographics in Uganda are such that excluding this "more than majority portion" of the population is simply not recognizing the basic assets in the country to mobilize national development.

This training met the goals of establishing and piloting training in youth development by providing experiential education in community service and rural development, leadership and citizenship, skill and knowledge development for income generation, and personal skill development that includes goal setting, decision making and problem solving. It was fully encouraged by the Ministry of Gender, Labor and Youth, which is charged with youth development by Constitutional Decree in Uganda and oversees the National Youth Council. It was also supported by the Ministry of Education which advises the UNSA organization and was encouraged by other ministries as well.

LESSONS LEARNED

Since this was a pilot program for youth training programs in Africa, several lessons were learned during implementation of this TOT. Lessons are organized into several categories.

Youth Focus

- With nearly 3/4ths of the population of Uganda under age 30, youth recognize the impact they can and should have on the development of their country. They reacted very positively to the training and appreciated the opportunity.
- Organizations such as NYC and UNSA were excellent organizations for providing youth training. They have the infrastructure to not only carry out training for youth, but also to sustain the training program over time. Having the patronage of government Ministries also provided credibility and sustainability.
- The NYC and UNSA members of the design team were diligent in involving local dignitaries in the opening and closing ceremonies of the training. This helped sensitize local elected officials to the training and reinforced the potential of the youth to contribute to the community. The Ministers and Deputy Ministers which represent youth issues were also very enthusiastic and supportive of the training. Youth are networking with local councils to provide additional resource for conducting additional training for more youth groups.

TOT Format

- A TOT format works very well with youth leaders. Many were college graduates or teachers with the maturity to grasp the content and process. The acceptance of this process was shown in the evaluation results. Participants were asked to rate the training on a scale of 1-5 with “1” being “low” and “5” being “high”.

| <u>Measure</u> | <u>Average Rating of 141 Participants</u> |
|--|---|
| Training met expectations | 3.7 |
| Overall quality of training | 3.8 |
| Applicability to youth development | 4.5 |
| Beneficial to NYC and UNSA | 4.6 |
| Beneficial to agricultural development | 4.0 |
| Training format | 4.6 |
| Training manual | 4.4 |
| Training pace (1=too slow, 5=too fast) | 3.9 |
| Confidence to train others | 4.7 |

- A sitting fee is not necessary to attract youth training participants, though due to limited personal resources, almost all trainees needed transportation, meals and lodging expenses covered. Participants said they were motivated to attend the training by the training content and opportunity itself.

- Participatory learning methods are new to many learners accustomed to traditional

lecture and theoretical delivery methods. As a result, it took participants a day or two to feel comfortable with the hands-on exercises and most activities took longer than planned. Though the TOT process was more challenging and tiring for learners, they agreed by the end of the week that they had learned many practical skills and applications that went beyond theory. Even participants who were teachers commented that they felt the learning activities were very effective and much more practical than teaching methods they were taught and/or use. One person said he learned more in a day of project planning training than he had in an entire semester class that involved only theory delivered by lecture.

Training Content

- The broad and long list of training needs and desires mentioned by the youth during the early phases of the design team development made a comprehensive and specific training content unfeasible. By grouping the training topics into five categories, the youth could see how the many needs are not exclusive of each other. The training content was designed to provide an overview of each main concept with recommendations for further training in those areas most needed.

- The usefulness and attainment of the training content in five categories was assessed in two ways. Participants were asked to rate their competency in 24 different skills on a scale of 1-5 both before and after the training. The average difference in ratings was calculated for 143 participants. For example, if a participant rated her conflict management skills as a “3” before the training and a “4” after, she would increase that skill level 1 point. A person who rated his negotiation skills as a “1” before training and a “3” after would increase that skill level by 2 points.

| <u>Skill Level Increases from Pre- and Post-Training Self Assessments</u> | <u>Number of Skills</u> |
|--|--------------------------------|
| No increase or change | 2.75 skills |
| 1 point increase | 8.80 skills |
| 2 point increase | 8.15 skills |
| 3 point increase | 3.44 skills |
| 4 point increase | .90 skills |

Overall, 54 % of the participants self-assessed themselves as having increased at least one-half (12) of their skills at least 2 points.

Participants also rated the usefulness of each content area at the conclusion of the training.

| Skills Category | Usefulness | Increase in Skills | Post-Training Rating |
|------------------------|-------------------|---------------------------|-----------------------------|
| Leadership * | 4.6 | 1.4 | 4.2 |
| Community Development | 4.3 | 1.75 | 4.0 |
| Project Management | 4.45 | 1.7 | 4.05 |
| Entrepreneurship | 4.4 | 1.7 | 4.0 |
| Training | 4.4 | 1.8 | 4.0 |

* It is interesting to note that even though the participants rated their increase in leadership skills significantly lower than the other categories, they still rated their overall leadership skills significantly higher and the content significantly more useful than the other categories. Even though they learned the least and already knew a lot of the content, they still thought it was more important than the other topics.

These data suggest that the training content was appropriate yet challenging to the participants and they did increase their skills.

- As recommended by USAID/Uganda Mission personnel, trainers from the Uganda Manufacturers Association were hired to prepare and present one day of training on entrepreneurship. Unfortunately, they were not as skilled at participatory learning or training of trainers methods. The materials they prepared were incomplete and difficult to follow. There are several good TOT curricula published for small business development in developing countries that may provide more appropriate and cost-effective training exercises.
- Even though the participants rated the training format and manual high, some of the trainers at the district level still had trouble using the manual and following the directions without extensive preparation and coaching by Mary Crave. Perhaps the oral tradition of Ugandan culture, along with little experience in participatory learning, did not instill good habits in reading and following written directions. The cultural disrespect for time was also a problem and trainers had trouble managing their training time on both a large and small scale.

Partnerships – NYC, UNSA, Government of Uganda

- Collaborating with well established and organized groups such as NYC and UNSA made this TOT much more feasible. Groups and leaders to train were easily identified. The infrastructure and government status of the organizations provided a ready vehicle in which to carry out the training. These organizations also enjoyed the support of government Ministries.
- Despite continual reminders that the Rural Youth Initiative Pilot funding for this project would end after the regional training, trainees – and local government officials – continually asked for funding to continue the project at the next levels. The long-standing philosophy and practice of “foreign assistance dependency” for almost any development activity is difficult to change. This concern was explicitly addressed with trainees and the design team. However, it needs to be emphasized even more.

USAID Mission Relationship

The history and philosophy of 4-H programs as youth development provides a logical rationale for training youth. “To Learn by Doing” and “To Make the Best Better” are two of the traditional concepts of the 4-H Youth Development program in the US. This Rural Youth Initiative Pilot was carried out through the support of the economic growth and agriculture strategic objective at the USAID/Uganda mission, largely because 4-H youth development programs in the US are carried out through the Extension System of USDA. The original design of the activities was to assist ex-soldiers develop their entrepreneurial skills and repatriate them and their families into communities. This made the connection between needs of youth and agriculture as nearly 80% of the population in Uganda are engaged in production agriculture and the most likely businesses would be agriculturally related.

As agreed and in consultation with the Uganda Mission Team, the pilot activities were redesigned to fit the needs of the youth organizations and their perceived needs rather than adhere strictly to the strategic objectives of the sponsoring USAID team in Uganda. In retrospect, since there was great focus on participatory methods and developing and strengthening youth capacity and organizations at all levels of governance, this activity might have more closely linked with the AID democracy and governance strategic objectives. However, outdated perceptions of 4-H as agriculture and home economics projects by some of the SO leaders made the value and potential outcome of this training difficult to connect to the agriculture and economic growth strategic objective for some members of that team.

The reception of USAID staff members to the concept of working with youth organizations as full partners is definitely a new concept and was not one easily accepted by “old school” development professionals, (i.e., the experts come in with solutions and deliver results). It is a real credit to the SO1 team (Increased rural household income) which was the sponsoring SO team, that they had the vision, patience, and understanding to support an untested process and allow the creative freedom to develop a pilot youth capacity program that focused on the needs identified by the youth and included youth as full partners for the implementation. Because the process was iterative (it developed by stages, one leading to the direction and out come of the next) it was difficult to describe precisely what would be done and what the deliverables would be in advance.

Several missions had declined piloting this rural youth capacity building pilot so we were especially grateful for the opportunity to test the concepts and ideas in Uganda which has an innovative approach to youth in that there are youth representatives at each level of governance, including five youth who are elected to serve in the National Parliament

On the other hand, it was not done without a fair amount of difficulty in explaining to some what we were doing and why it was important for them to include youth in the training process, and especially in the reporting sessions, as full partners. A lesson to be learned from this process is that there needs to be more intense work done with the USAID mission staff to help them see how this kind of program might be helpful in bringing about the results they have identified as important in development. If this type of pilot were to be done again in another country, it is recommended that the process and the curriculum materials developed in this pilot be used as examples.

RECOMMENDATIONS

- Continue to use a TOT strategy for working with youth. Do not pay a sitting fee but discuss with them their motivations for taking part in the training.
- Use participatory training methods. Training evaluations provide evidence that trainees can and did increase their knowledge, skills, and confidence through experiential learning methods.
- Consider partnering with a local national to provide a review and cultural interpretation of the training materials. While this was not usually a problem in Uganda, there were instances when a different choice of wording or activities might have resonated more with the participants. This person should have a strong background in and commitment to participatory learning. They might even be a youth who would have high credibility with the learners. They could also provide some guidance and assistance with the next level of training and help with evaluation and monitoring.
- Cultivate a stronger relationship with USAID Mission to help with project management and sustainability. Identify links and contact persons – Foreign Service Nationals may be more helpful as they can provide continuity as Americans come and go. This pilot was made possible through the support of David Mutazindwa who was the primary contact for the youth organizations with the encouragement of Greg Farino and de facto support of Ron Stryker from the USAID/Uganda staff.

Zambia Rural Youth Initiative

Structural changes in the Zambian economy have dictated new directions for Zambian youth -especially in the agricultural sector. This sector will logically provide most of the economic growth since it uses two production factors Zambia has in abundance – land and labor. To facilitate this transition requires major investments in human capital to manage, invent, organize, teach and guide Zambia as it overcomes a legacy of socialist economic thinking and retools educational institutions in line with demand driven curricula.

Prior to liberalization the public sector, specifically the Ministry of Agriculture, guaranteed employment to all agriculture graduates resulting in a growing pool of college trained youth without the requisite skills for competing in a market economy. Most of these youth are currently unemployed or underemployed and are waiting for traditional public sector jobs (even with three to six month delays in salary for typical public sector employees). Opportunities are even fewer for rural less educated youth since the agricultural marketing infrastructure that would typically provide basic employment is in the first stages of economic development.

Economic changes have catalyzed agricultural development and created private sector opportunities in agricultural trade, farm input supply, value added and import substitution as the functions once performed by the public sector are taken over by new and expanded small businesses. Changes in farming systems, whether initiated by drought or application of “comparative advantage laws”, will also provide niche opportunities to well prepared entrepreneurs.

PURPOSE OF PILOT ACTIVITIES

This pilot activity was designed to create and encourage agribusiness entrepreneurship by teaching young Zambian agriculturists how to effectively use information as a business decision-making tool, i.e., the Internet.

Specific objectives included:

1. Train staff and members of Zambia National Farmers Union (ZNFU) to use Internet and E-mail for business/agribusiness marketing;
2. Train a group of young ZNFU member entrepreneurs how to train others on Internet and E-mail use to improve agricultural production and marketing; and
3. Provide training for staff members on managing and operating a self-sustaining agribusiness information center.

Tertiary objectives included:

1. Supporting the Zambian USAID Mission rural business Strategic Objective;
2. Enhancing and adding value to the Leland Initiative- supplying computer hardware and connectivity;
3. Promoting youth development and capacity building; and

4. Facilitating international linkages between ZNFU, U.S. Land Grant Colleges, UNZA students and farmer organizations.

PLANNED AND ACTUAL ACTIVITIES

1. Internet connectivity and training for four ZNFU district offices:

- ZNFU offices in Mkushi, Choma, Kabwe and Monze were provided with two PC's and connected via dial up to Zamnet in June, 1998

C District staff were trained on using PC's and the Internet in June, 1998

Transparency is a major problem as economies move away from government controlled agriculture. Farmers and middlemen are not used to free flowing information and are generally distrustful of government programs and prices. The development of transparency and trust is a precursor to integrated farming systems (outgrower schemes) necessary for the commercialization of Zambian agriculture. Internet literacy will promote transparency and increase community demand for a better functioning communication system thereby facilitating economic development.

2. ZNFU TOT workshop:

USDA/HCD conducted a weeklong workshop in Lusaka in June, 1998 for ZNFU staff members. The workshop focused on: 1) using the "Net" to enhance business opportunities; 2) organizing local ZNFU offices to provide better information services to members; and, 3) techniques of training others to use information services. The workshop culminated in a one-day training by ZNFU staff for 20 UNZA agricultural students.

Training the Trainers (TOT) results in exponential growth of the knowledge base by reinforcing the "why" as well as teaching the "how". Stakeholders are exposed to different ways of doing things and new disciplinary methodologies while learning the new information technologies. This practical, applied approach to teaching the Internet dispels notions that computers and the Internet are disciplines rather than tools for all disciplines. To model the value and contributions youth can make in the development process, a key trainer for this TOT was Brady Mitchell, a high school junior who was on the U.S. National 4-H Youth Tech Corps and was an excellent trainer.

3. Training for local farmers:

Farmer training evolved into a continuous process at local ZNFU offices due to logistical considerations and demand by farmers. Bandwidth constraints and technical problems at ZAMNET, a local internet provider, also restricted Internet use to E-mail during off peak hours at all sites during most of 1998. Some of these problems were remedied in the summer of 1999 by installation of a new point-of-presence (POP) in Livingstone which expanded bandwidth considerably for Monze and Choma. The remainder of problems will be remedied by replacing the 40's Ericsson technology phone equipment prevalent in most of the country.

Farming is the "business" in rural Zambia and will serve as the social safety net while the economy matures. Classic development models suggest many current farmers will become middlemen both from arbitrage and value added perspectives. Information systems to such entrepreneurs will then be as valuable as transport infrastructure or production machinery.

4. Farmer Field Days at Pilot Locations:

Field days were planned at each location to demonstrate the Internet and business services. The field days

at the southern locations (Monze and Choma were canceled by ZNFU until connectivity problems there are solved. Field days were held at Mkushi and Kabwe on August 24th and 26th, 1999. The agenda focused on information delivery and ZNFU services.

The Farmer Field Days was a “futuring” activity to not only showcase ZNFU services but also to:

- 1) disseminate information about alternative agriculture;
- 2) discuss information gathering processes in a market economy;
- 3) network;
- 4) reinforce operation methodologies (new farming systems) for the liberalized agricultural economy; and most importantly,
- 5) support those adapting to change.

This forum aptly demonstrated the need for collaboration--partnering with others and engaging in cooperative ventures.

5. Ongoing support:

This activity focused on facilitating institutional linkages between stakeholders in Zambia and resources in the U.S. via the Internet (E-mail and web sites). Stakeholders in Zambia who are taking advantage of the U.S. based resources via E-mail are ZNFU members and PAAZ -- a newly formed consulting group chartered to promote alternative agricultural research and development. ZNFU is using the linkages primarily for agricultural trade information while PAAZ is soliciting organizational support (how to organize and run an agricultural consulting business).

Development is a slow process requiring much feedback, handholding and coaching. E-mail and the Internet are cost effective tools for providing the teaming experience needed. The credibility gained by electronically linked partners is a nice edge when overcoming development inertia.

LESSONS LEARNED

1. Encourage more teaming. All stakeholders (defined as participants with the same agenda) should be “in the loop”. A teaming component should be included in the initial project design with automatic mechanisms for information sharing among all corporate stakeholders. This could be as simple as building an E-mail group or website for progress reports. This also means actively seeking out of stakeholders during the project design and implementation stages of the activity. This early involvement and support as a strategy lowers the development learning curve by preventing “wheel reinvention”.
2. Use the proper resource mix: The bulk of resources should go toward human capital development whenever possible. The application of information technology (IT) equipment must be tailored to the development curve. Western standards of “personal computers” (one or maybe two per person) should not be imposed in situations where the computers cost more than 5 yearly salaries and are used only 5 to 10 percent of the time. Spend scarce dollar resources on teaching the “why and how” and amortize the IT equipment over a larger audience.
3. Identify the proper audience: Many development dollars are spent on persons lacking incentives or motivation to adapt new ideas and technologies. Working with young entrepreneurs who see direct linkages with these ideas and the potential for personal incomes can speed the development process.

4. Create income generating skills and opportunities for and with youth: Zambian youth have few opportunities in the public sector - particularly in agriculture. If the youth are to be employed to their full potential the opportunities must be created. Therefore entrepreneurship skills need to be developed along with the support mechanisms to make them successful.

RECOMMENDATIONS

1. Plan for sustainability - train the youth: Teachable moments are optimized when the reality of the cold cruel world first hits one in the face. Development money spent on this level of student will have a better return, in general, due to open mindedness, lack of competing agendas and more energy.
2. Observe capital/labor ratios: Money spent on technology and training should reflect current capital labor ratios in the country. We often reverse this process due to easily installed computer equipment that's easily defined as progress. We must keep in mind the relative greater importance of information versus the information processing tools.
3. Target training to business oriented agriculture students: There is generally a shortage of agricultural middlemen in countries with socialist legacies. Targeting entrepreneurial training toward the agribusiness/agricultural economist students should increase the number of small businesses operating in rural areas, provide jobs to rural labor, enhance the social safety net typically provided by agriculture and slow migration to overcrowded urban areas.
4. Promote Experiential Learning: Activities such as agricultural internships have proven more valuable than many hours in the classroom and should be piloted as an economic development activity. Small amounts of seed money (to agribusinesses or in-country development agencies) can be leveraged into efficient, cost-effective development activities when focused toward strategic objectives.
5. Develop a "Youth Business Syllabus": This should contain all the business training/planning modules needed for short courses including Internet and E-mail training, Entrepreneurship, Writing Business Plans, Proposal Writing, Local and International Marketing and a primer on Consumer Economics. The syllabus could be complemented by specific, in-country case studies. Posting this on the WWW will make materials readily available to educators on any continent.

UNPLANNED OUTCOMES

1. Formation of a technical consulting group - "PAAZ" - with the stated objective of promoting alternative agricultural enterprises for Zambia. This group of eight youth was originally trained on Internet searching in June 1998 as part of the ZNFU Training of Trainers. The group is currently writing proposals for advancing alternative agricultural enterprises as part of the GRZ Agricultural Sector Improvement Project (ASIP), and the Women in Agriculture project.
2. An information consulting company was started in Mkushi from a young former ZNFU employee after the June, 1998 training.
3. ZNFU has created "agricultural information centers", thereby assuming part of the extension role given up by the Ministry of Agriculture as part of Zambian government reorganization.

Results

It is perhaps too early to definitively declare results from these pilot activities as the training-of-trainers has just been completed and the sustainability of the ongoing activities is not yet at a stage where results may be claimed. However, there have been changes in “mind sets” which are the precursor for changes in actions and behavior. The following is a list of the changes youth themselves identified as a result of the training opportunities they had through the activities of this pilot.

MINDSET CHANGES

- **“Shared Leadership”**—many youth were unaccustomed to teamwork and sharing leadership responsibilities. They came to more highly value the concept of shared leadership.
- **“Assets come from within”**—a change from thinking things cannot be improved without “outside” intervention to more highly valuing talents and resources from within, on a personal as well as a community and national level.
- **“Things take time—and patience”**—a new appreciation for the amount of time it takes to plan, implement, and evaluate activities and to see results evolving versus the traditional and almost universal propensity to expect immediate results from the efforts of outsiders.
- **“Experiential Learning”** became more highly valued as youth saw the results from learning about, doing, reflecting on what they did and evaluating what might be done to improve on the activity – a new concept for many accustomed to an education system that emphasizes rote learning methods. “
- **“Working with others rather than for them”** became more highly valued as the pilot’s activities modeled full partnership with the youth organizations and articulated the importance of working together to accomplish goals.
- **“Problem Solving”** became more highly valued as youth were engaged in pilot and project design and management.
- **“No need for sitting fees”**—“youth will come because of their interest and commitment” is a shift from the practice of being paid to receive training as is the practice with some training programs. The youth were very proud of the fact that the resources of the pilots could be used for printed materials or to cover the expenses of the training rather than for the individual enrichment of the trainees. They also come to value personal development as an incentive for continuing learning.
- **“The value of transparency”** became more highly valued as they participated as full partners. Youth were apprised of all of the challenges, issues and opportunities and were included in the decision making process as to how resources might be allocated most effectively.
- **“Be Job Makers Not Job Takers”** is a central theme of the Ugandan government. Many young people think they can and should create their own business without understanding the individual characteristics and requirements of doing so. After completing self-assessments for their “entrepreneurship profile” they learned that being “job makers not job takers ” may not be appropriate for everyone.

Recommendations

Youth activities that contribute to the development of skills for life long livelihood and to the development of a country ought to be the aim of youth in development activities. This pilot has demonstrated and modeled principles of youth development that can be applied to many development activities. The challenge for many seems to be "getting a handle" on how to do that and making a commitment to work with youth as partners, to interact with youth as assets and resources rather than as liabilities. The training and skill development of youth should be seen as an investment for the future with a return back to communities and national development.

The principles modeled in these pilots engaged youth as full participants and partners, in the design, implementation, and monitoring of the pilots. Experiential and applied learning was used in all phases so youth actually had "hands-on" learning to develop their skills. An assessment is underway to determine how many youth have been able to effectively use their skills, either in getting jobs, creating jobs, or in contributing to other development activities. Sustainability was considered as trainers were trained to carry on activities after the end of the project. The youth have developed their skills and their organizations have been strengthened in the respective countries. The linkage to development activities has not been accomplished to the degree hoped for at this time. Linkages between the youth organizations and development donors in the respective countries is still in the early stages of development and it is simply too early to assess the potential of making those linkages.

"Guidelines To Consider For Including Youth In Development Activities" (page 4) is offered as a guide to help "get a handle" on how to include youth in development activities. The guidelines offered need to be tested more broadly in the field and further refined. An important concept recommended here is that youth development should not be a "stand alone" activity but rather incorporated as one contributing factor in attaining specific sustainable development results. Why not teach youth how to "map a community", gather data, create community awareness and action groups around real issues such as best agricultural practices for competitive export, water conservation and purification, family planning, and immunization campaigns? Why not reach youth through non-formal groups to teach democracy and governance? Why not mobilize youth to combat HIV/AIDs as many of the peer counseling activities do already? Add to that effort, helping youth assess their skills and apply and transfer them to other jobs and income generating activities. These pilots have demonstrated the beginnings of how to increase the capacity of youth and youth organizations for development. The next step is to make the linkage between their skills and capacity with development activities aimed at specific results.

Appendix

Appendix A: List of Acronyms

| | |
|--------|--|
| CSREES | Cooperative State Research Education and Extension Services |
| FID | USDA/Foreign Agricultural Service/International Cooperation and Development/Food Industries Division |
| G/HCD | USAID/Global Bureau/Center for Human Capacity Development |
| HRDA | Human Resources Development Assistance |
| IFYE | International 4-H Youth Exchange |
| NYC | National Youth Council of Uganda |
| PAAZ | Potential Alternative Agriculture Zambia |
| PC | Personal Computer |
| PDP | USDA/Foreign Agricultural Service/International Cooperation and Development/ Food Industries Division/Professional Development Program |
| TOT | Training of Trainers |
| UNSA | Uganda National Students Association |
| USAID | United States Agency for International Development |
| USDA | United States Department of Agriculture |
| WWW | World Wide Web |
| ZAMNET | Zambia Internet Service Provider |
| ZNFU | Zambia National Farmers Union |
| ZYAIP | Zambia Youth Agriculture Internet Pilot Workshop |

Appendix B: List of Teams

Advisory Team

Freeman Daniels, Agribusiness Advisor - HCD
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Kimberly Hoffstrom, International Program Specialist - PDP
Jennifer Maurer, Program Assistant - PDP
Jim Richardson, Agribusiness Specialist - Alabama A & M University

Youth In Development Consultation

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Texas and Nebraska Study Tour

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Farmer Field Days Team

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Appendix C: List of Completed Reports

US-Based Activity Reports:

Youth In Development Consultation —September 1998

Youth In Development Study Tour —August - September 1998

Lessons Without Borders Conference and Study Tour —March 1999

Uganda Reports:

Youth Collaboration Needs Assessment —June 1998

Uganda Design —November 1998

Rural Entrepreneurship and Leadership Training-Of-Trainers

National Training —March 1999

Central and Eastern Regional Training —June 1999

Northern and Western Regional Training —August 1999

District Trainings —December 1999 - present

Rural Entrepreneurship and Leadership Training-Of-Trainers Manual

Zambia Reports:

Zambia Youth Agribusiness Internet Pilot Design —March 1999

Zambia Youth Agribusiness Internet Pilot Workshop —June 1998

Zambia Youth Agribusiness Internet Pilot Site Visit —April 1999

Zambia Farmer Field Days and Entrepreneurship Workshop —August 1999

Entrepreneurship Training-Of-Trainers Manual

Appendix D: Youth in Development Consultation and Study Tours

August 1998—Youth In Development Consultation at the National 4-H Center

Purpose: A gathering of people committed to positive youth development and highlighting the assets youth bring to development.

The consultation was jointly sponsored by USDA/Foreign Agricultural Service/Office of International Cooperation and Development, USDA/CSREES/Families, 4-H, and Nutrition, and the Human Capacity Development Center of USAID's Global Bureau. The objectives of the two day consultation were to provide an opportunity for youth development professionals to network around development issues; to provide youth professionals an opportunity to explore concepts and practices that can be applied in national development programs; and to help form alliances among and between youth development professionals for collaboration in development activities.

In the development community there is increasing recognition that youth play a vital role in sustainable development, especially in countries where over 50 percent of the population are youth and frequently upwards of 25 - 50% are un-or underemployed. Youth, as defined in many developing countries, refers to people between 18 - 30 years of age. Discussion included: youth as assets in development; the needs of early school leavers, rural youth and girls; and skill building to support sustainable livelihoods in what has rapidly become a competitive global market place.

USDA and USAID have jointly sponsored two pilot youth development initiatives in Zambia and Uganda. Participants from these pilot programs attended as full participating partners to share their experience and learn about development activities from other organizations. Mr. William Seiders, Extension and Rural Youth Training Officer, Food and Agricultural Organization of the UN, and representatives from USAID and USDA, UNESCO, U.S. Department of Labor, and youth development professionals from several countries attended.

September 1998—Youth and Community Development Study Tour—Nebraska and Texas

The Youth and Community Development Study Tour was an educational opportunity for the seven member African youth delegation to meet with U.S. experts in youth education, community development, and entrepreneurialship training. This provided quality research

based information and exposure that served to strengthen the delegation's commitment and desire to improve life in their home countries. The delegation deeply impressed our partners at USAID, other US agencies, USDA, and those they met while in Texas and Nebraska. Their keen desire to learn, ability to articulate ideas and questions, willingness to share their experiences and opinions, and, most of all, their pride and commitment to Uganda and Zambia and the youth they represent were most impressive.

The four major components of the U.S. Study Tour were: 1) the Youth In Development Consultation—providing an opportunity to interact with professionals in youth development; 2) the International 4-H Youth Exchange Conference providing them with exposure to a world youth exchange program with 600+ conference attendees sharing ideas and experiences—in 4-H and rural youth organizations from around the world; 3) the Texas tour—with Texas A & M and Prairie View Universities— focused on urban youth and community development and provided an opportunity to interact with African American community and leaders; 4) the Nebraska tour—with Nebraska University and Nebraska Indian Community College— focused on rural youth and community development and provided an opportunity to experience Native American Indian culture and family life in rural America.

March 1999—Global Agriculture and the American Midwest Conference—Lessons Without Borders—Iowa

The Lessons Without Borders Conference and Study Tour brought two youth representatives from Uganda and Zambia together to serve as youth leader panelists for a session entitled, “Rural Youth Leadership Development” at the Global Agriculture and the American Midwest Conference in Ames, IA. The study tour included observing Iowa State University's laboratories and research farms, agribusiness private sector, and youth organization leaders of Future Farmers of America.

- 1045 Discussion of Approaches and Concepts in Development
(10 minute-maximum- presentations from the participants)
- 1200 Lunch (networking time)
- 1330 Issues and Concerns: Youth in Development, Development for Youth
Modified Open Space Process - Small group discussions to identify issues and concerns
- 1430 Identification of Issues for Discussion
A facilitated group process to sort out topics for further discussion
- 1500 Break
- 1530 Seminars on participant selected topics in small groups on issues identified for further discussion.
- 1700 Adjourn
- 1730 Networking Fair
- Informal opportunity to further explore mutual concerns, issues, resources, etc.
Tables available for exhibits, handouts, other resources, i.e. videos and/or curriculum materials.

Wednesday, September 2, 1998

- 0830 Report Back Session
30 minutes per group to report on discussions and recommendations.
- 1030 Break
- 1100 Feedback from USDA/USAID Youth Development Initiative Pilots in Zambia and Uganda and from representatives of organizations and activities in other countries.
- 11:45 Capnote (to be determined)
- 1230 Adjourn “ World IFYE Conference- 50th Anniversary Celebration”

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Appendix E: Uganda and Zambia Population Overview

UGANDA

, YOUTH DEFINED

10 - 30 YEARS

, YOUTH AGE GROUPS

15 - 24 YEARS — 20.7% OF 17 MIL. UGANDANS

0 - 30 YEARS — 78% OF 17 MIL. UGANDANS

, 80% OF YOUTH LIVE IN RURAL AREAS

ZAMBIA

, YOUTH DEFINED

12 - 30 YEARS

, YOUTH AGE GROUPS

0 - 15 YEARS — 48% of 10 MIL. ZAMBIANS

0 - 24 YEARS — 67% of 10 MIL. ZAMBIANS

, 48% OF TOTAL POPULATION
LIVE IN RURAL AREAS

Appendix F: UNSA and NYC Activities Links with USAID Mission Strategic Objectives

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| <p>SO1: Increased Rural Household Income:</p> <p>Purpose: To increase the income of rural families by increasing land and labor productivity and production of basic food crops, promoting non-traditional agricultural exports and facilitating the start-up and expansion of micro and small businesses.</p> <p>Selected IRs:</p> <ul style="list-style-type: none"> - Number of small/micro rural business borrowers are increased - Increased use of financial services by rural households - Increased selected non-traditional agricultural exports - Increased production of selected products. | <p>NYC:</p> <ul style="list-style-type: none"> - 450 NYC members applied for and received Private Sector Development Business Training (UNDP). - Young Traders Associations have been formed. (NYC encourages/ advises, especially members from up-country, to form associations to purchase goods/products/inputs collectively at wholesale for retail sales) - Kitgum fish pond and rice farmers do group marketing. - In the process of developing strategies for a land ownership campaign for youth including sensitization of adults to recognize capacity of youth at younger ages. - Encourage and work with local leaders to give tenders to youth businesses. <p>UNSA:</p> <ul style="list-style-type: none"> - Organized training on how to write project proposals (32 people were trained). - Encourages UNSA school councils to operate a business that will use the proceeds to benefit the school while teaching youth income generation, business and production skills. <p>Examples:</p> <ul style="list-style-type: none"> - Mosaic resistant cassava seedlings are grown and sold to farmers. Proceeds go to the school, graduates acquire skill and experience. - Distribute new coffee bean varieties from the research center to farmers. - Kampala poultry/rabbit project: youth raise and sell to the local market. Proceeds go to the school while youth learn skills in raising and selling products. - Eucalyptus trees are grown and sold to fund students' school fees. (30 students funded to date). <ul style="list-style-type: none"> - Plan to have an income generating project in every school that will provide revenue to the school while helping youth acquire skills and experience in production, marketing, and accounting. |
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| <p>SO2: Critical Ecosystems conserved.</p> <p>Purpose: To maintain the integrity of biologically diverse, economically important ecosystems through strengthening appropriate management entities; to reduce destructive pressures on the ecosystems; and to promote an environmental policy framework compatible with conservation.</p> <p>Selected IRs:</p> <ul style="list-style-type: none"> - Pressure on critical ecosystems reduced - Increased dependence on sustainable resource use systems - Population pressure on environment mitigated. - Public awareness in support of conservation and sustainable development increased. | <p>NYC:</p> <ul style="list-style-type: none"> - Sensitize youth on environmental issues with follow-up – including tree planting in each and every sub-county - Work with district authorities for technical assistance relating to environmental issues. - Environmentally Responsible Charcoal Burning projects with youth: plant 2 trees to replace each tree cut for charcoal. Use most appropriate wood for charcoal and for brick drying. - Suggest and encourage brick makers to refill holes dug for clay with environmental "best practices." - Discourage inappropriate and illegal use (smuggling) of hardwoods. <p>UNSA:</p> <ul style="list-style-type: none"> - Income generation schemes are implemented along with sensitization on tree planting, i.e., dissemination of knowledge, increased school income, forestry skills acquired: <ul style="list-style-type: none"> - 4 hectare in Luwero of eucalyptus trees - 1 hectare in Tororo. Sell trees - Luwero waste management scheme, (recycling) manuring the fields, composting and using organic materials for productive inputs. <p>Submitted a proposal to NEMA for a grant to support tree planting in each sub-county.</p> <p>Working with the "Movement Secretariat" on a general sensitization of youth on the environment.</p> |
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SO 3: Quality Basic Education for an Increased percentage of Ugandan Children.

Purpose: To improve quality basic education for an increased percentage of Ugandan children by continuing the development of delivery systems to improve school quality and addressing issues of equity, specifically measured to increase girls' persistence in primary education.

Selected IRs:

- Improved quality of instruction.
- Improved school management and accountability.
- Improved support for girls' participation in primary schooling.
- Community participation in school management.
- School mapping.

NYC:

- Students help construct schools by providing labor and making bricks.
- Mobilize university students (in north and east districts) to volunteer during vacations: 1) to promote UPE; 2) to encourage parents not to keep girls at home; and, 3) provide career counseling.
- Developed a proposal for establishing a female youth network project to help young women realize their rights and integrate them into the women's movement (even though they may be mothers).

UNSA:

- Human Rights Education awareness project -- radio ads.
- Family Life Education Workshops and Training -- developed a project proposal to conduct workshops on: reproductive health, HIV/AIDS, family environment, and nutrition training (Nutritious food sources not used.)
- Recent university graduates established secondary schools and technical/vocational centers for school leavers (Wobulenzi, Semuto, Aikyusa.)
- University students serve as career counselors.

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| <p>SO4: Increased Service Utilization and Changed Behaviors Related to Reproductive, Maternal and Child Health</p> <p>Purpose: To reduce fertility, the transmission of HIV and maternal and child mortality by: 1) improving the availability and quality of reproductive, maternal and child health services; 2) increasing knowledge and changing attitudes related to reproductive, maternal and child health; and 3) enhancing the financial sustainability of primary health care services.</p> <p>Selected IRs:</p> <ul style="list-style-type: none"> - Functioning community outreach systems. - Improved knowledge and perceptions related to reproductive/maternal/child health - Increased awareness of risk and recommended practices related to reproductive/maternal/child health | <p>NYC:</p> <ul style="list-style-type: none"> - Immunizations: Youth counselors in Mukono sensitized parents of the need for immunizations. Participation in immunization increased. - Mobilized regional workshops (Central, Eastern, Northern and Western) to train leaders who will sensitize youth as to the impact of HIV/AIDS/STIs on individuals and communities in conjunction with the Ministry of Health. Includes a component on teen pregnancy (Ministry of Youth) and adolescent reproductive health. - Media campaign against drug and alcohol abuse. - Training to become Peer Counselors on sexual responsibility/family planning targeted at rural communities. (Supported by Family Planning Association) - Sensitizing youth as to the relationships between rural out-migration, sexual exploitation, and drug and alcohol abuse. - Plans include youth involvement in nutrition education, breast feeding awareness campaign, and reproductive health (Luwero). - AMRMF trained peer counselors in three counties. <p>UNSA:</p> <ul style="list-style-type: none"> - Active support and participation in activities listed above. - Implementation of an awareness campaign to all schools at all levels including reproductive health and nutrition. - Organizing debates and essay competitions at all levels of schools about public health issues. |
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| <p>SO5: Demand for Constitutional Checks and Balances Institutionalized</p> <p>Purpose: To strengthen and increase the demand for constitutional checks and balances in the Ugandan political culture in order to make government more accountable to its citizens.</p> <p>Selected IRs:</p> <ul style="list-style-type: none"> - Parliament initiates major legislation - Sectoral reform initiated - More effective civil advocacy - Civil groups networks established | <p>NYC:</p> <ul style="list-style-type: none"> - Youth advise policymakers of the issues from the grass roots and vice versa. Government allows for youth participation at all levels of government. - Identify youth leaders who are interested in politics. Convene discussion groups about government issues -- such as corruption -- in each and every tertiary school. Discussion comments are collected and forwarded to government officials. - Workshops on youth rights and responsibilities and/or participation. - Civil Society campaign on how to build communities that cannot be manipulated: <ul style="list-style-type: none"> * Characteristics of a good leader * Ways to resist manipulation by politicians or military groups * To participate as candidates as well as citizens - Sensitizing government officials to appoint young people to government positions. - Plan to organize public lectures on the constitution. - Youth assist with elections, voter registration, get-out-the vote, monitor elections, and as polling agents. - Plan to conduct regional workshops on conflict resolution and good government. - Proposal in planning stages to conduct debates and dramas on corruption. - Develop a position statement on corruption. - Public discussions and campaign against corruption. <p>UNSA:</p> <ul style="list-style-type: none"> - Organized a national demonstration against rebel activities that resulted in the release of abducted students and denial of the abduction by the rebel group. |
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Appendix G: Uganda Rural Youth Initiative

About 75% of the population of Uganda is under age 30, yet feel marginalized as they assert their interest in contributing to and sustaining the development of their country. The Uganda component of the Rural Youth Initiative focused on a training of trainers (TOT) for leaders of two established youth organizations. The National Youth Council (NYC) was formed 6 years ago by Constitutional mandate to give youth a voice and seat in government from the sub-county to the national Parliament. The Uganda National Students Association (UNSA) is a non-government organization advocating for the rights and protection of students at the primary, secondary, and tertiary levels. These two organizations were our partners in designing and implementing the Uganda TOT Pilot.

Activities: The TOT took part in several phases:

- Nov 1997: Uganda was identified as a site and USAID/U Mission became a partner in the pilot.
- Jun 1998: A 5-person needs assessment team met with more than 50 Ugandan NGOs, PVOs, and government organizations to identify who is addressing or integrating the needs of youth in their programs. NYC and UNSA were identified and determined to be capable partners and an appropriate focus for a TOT.
- Dec 1998: A 3-person design team met with 150 Ugandan youth to determine training content and skills needed. A training curriculum and manual was developed.
- Mar 1999: A 5-day national TOT was held for 30 NYC and UNSA leaders in Kampala.
- June and August 1999: 5-day regional TOTs were held for a total of 115 youth in each of the 4 regions of the country – held in Kampala, Mbale, Gulu, and Mbarara. About 20 youth trained at the national TOT served as trainers at the regional trainings.

Training Content: The training focused on:

Leadership, community development, project management, entrepreneurship and training skills. Problem-solving and decision-making skills were integrated throughout the curriculum. The training content was sequential, with each days topic building on the previous topics. Training exercises demonstrated and modeled experiential and participatory training techniques using examples from actual NYC and UNSA activities that addressed priority concerns in Uganda and USAID/U. Prior to the national training, 30 youth took part in a 3-day information technology skills training sponsored by the Leland Initiative.

Post training evaluation showed the youth rated the training content and process high and found it applicable to youth development and to the mission of their organizations. A pre-and post-training assessment showed that 53% of the youth increased by at least 2 points (on a 1-5 point scale) at least 12 of 24 skills listed. Another result of the training was increased organizational capacity and leadership skills of NYC and UNSA. They made specific changes in their organizational planning, management, monitoring and evaluation practices. The training improved the credibility of the

organizations as well as increasing “marketable and transferrable” skills of the individual members. The organizations received funding from the Uganda Ministry of Youth, Gender and Social Development to conduct a pilot TOT in 8 of the 45 districts in Uganda.

As a result of this pilot, the design team recommends a TOT format as a process of providing youth with the skills needed for employment, entrepreneurship and community leadership that contribute to and help sustain the development efforts of Uganda. Several USAID/U Mission personnel began to see how their activity results could be enhanced through partnering with these youth organizations.

Appendix H: Zambia Rural Youth Initiative

Purpose of Project: The overall project strategy was to create an atmosphere of entrepreneurship by teaching the use of information tools including the Internet to young Zambian entrepreneurs.

Activities:

1. Eight computers were installed in four regional Zambia National Farmers Union (ZNFU) locations in the north/south population/agricultural corridor from Congo to Zimbabwe. Each location was connected to the Internet through long-distance dial up to an Internet Service Provider (ISP) in Lusaka.
2. Provided IT and TOT training for ZNFU staff on agricultural trade, using Internet tools and basic business organization strategies. Two day basic computer training sessions were held at each of the four sites to familiarize all office staff with basic procedures and maintenance. A one week intensive session was then held in Lusaka to teach the research and marketing tools available on the Internet. One of the trainers was a U.S. National 4H Tech Corps high school junior who did an excellent job in modeling youth as a resource.
3. Linked ZNFU and University of Zambia students for alternative agricultural enterprise research. This was a concerted effort to; 1) focus on information rather than the information tool, 2) develop networking and teaming skills, 3) expose ag students to the real world of farmers, ag politics, change, and the reality of comparative advantage. This process began in Jun 98 with a TOT workshop and culminated in August, 99 with student presentations of four alternative ag enterprises at Farmer Field Days in two regions of Zambia.
4. Farmer field days (Demonstration Days) were held in August 99 to showcase new information technologies and strategically plan operations in a liberalized economy. UNZA students presented enterprise information on mushrooms, rabbits, castor and kenaf as well as process information (how to use the “Net” to get agricultural info).
5. A two and a half day entrepreneurship training was held for 7 newly graduated UNZA students and 11 current ag students. The workshop focused on project management, evaluation and proposal writing. A hands on approach was used incorporating Internet research, information from Farmer Field Days (proxy needs assessment), and information from the students specific agricultural discipline.

Results from this pilot confirmed the utility of the Internet as a change agent in moving from socialized liberalized agricultural economy.