



## **Cross-Sectoral Youth (CSY) Project**

### **Final Programmatic Report October 1, 2006–December 31, 2009**

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## List of Acronyms

BG	British Gas Group
CURE	Center for Urban and Regional Excellence
CTO	Cognizant Technical Officer
COOPEC	Coopérative d'Epargne et de Crédit
CAP	Cross-Cutting Agra Project
CSY	Cross-Sectoral Youth Project
D&G	Democracy & Governance Office of USAID
DRC	Democratic Republic of Congo
DAP	Developmental Assets Profile
EGAT	Economic Growth and Trade
EDC	Education Development Center
EFA	Education for All
EQUIP3	Educational Quality Improvement Program 3
FHI	Family Health International
FEC	Federation des Entreprises du Congo
GDA	Global Development Alliance
GEL	Guichet d'Economie de Locale du Sud Kivu
GoI	Government of India
IYF	International Youth Foundation
MFI	Microfinance Institutions
M&E	Monitoring & Evaluation
MHWE	Mughal Heritage Walk Enterprise
NGO	Non-Governmental Organization
PEPFAR	US President's Emergency Plan for AIDS Relief
PO	Program Officer
PPP	Public-Private Partnerships
ROADS	Regional Outreach Addressing AIDS through Development Strategies
RTI	Right to Information Act
SoW	Scope of Work
TA	Technical Assistance
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
USG	United States Government
YED	Youth Enterprise Development

## **I. Introduction**

This final report of the Cross Sectoral Youth (CSY) Project covers the life of the project from October 1, 2006 through December 31, 2009: 3 years and 3 months (36 months).

The CSY Project was an Associate Award of EQUIP3 supported by two streams of funding amounting to a total of \$801,193 for 39 months. One stream of funding was directly channeled from the Democracy and Governance (D&G) Office of USAID/Washington to support activities from October 1, 2006 thru December 31, 2009. This stream of funding, which was originally \$400,000 and then increased to \$600,000, included contributions from various sectors, namely D&G, Education (EGAT), Health, Africa Bureau, and GDA, making this a cross-sectoral funded intervention. The other stream of funding, amounting to \$201,193 was channeled by Pact, a partner organization, through their Civil Society Leader Award, funded by USAID/Washington, to support the CSY Project from October 1, 2006 thru September 30, 2008.

The report is organized in five sections:

- Section I: Introduction
- Section II: Background - A summary of the CSY Project and each country site activity
- Section III: Key Programmatic Accomplishments and Highlights
- Section IV: Project Products
- Section V: Overall Challenges & Lessons Learned

## **II. Background**

The Cross-Sectoral Youth (CSY) Project was a multi-country initiative that emerged as a response to a growing interest in broad-based youth development programming among USAID Country Missions and Bureaus, as well as other U.S. Government actors. The initiative was specifically designed to incorporate youth as a strategic priority within the U.S. Government foreign assistance framework, and to promote cross-sectoral efforts to achieve these objectives. The aim of the CSY project was, therefore, to provide a platform for USAID/Washington, USAID country Mission teams from all development sectors and regions, and local organizations to participate in youth program assessment, design, implementation and joint funding, as well as in the analysis and dissemination of lessons learned. In order to achieve its aims, the CSY project had to bridge the divide between the use of broad, cross-sectoral arguments for prioritizing additional resources for youth programming on the one hand, and on the other, advocacy for narrow, sector-specific interventions traditionally favored by funders. The disconnect is due in large part to the gap in knowledge about broad-based youth development in practice, as well as how key indicators of holistic youth development might be tracked and measured within traditional project-level monitoring and evaluation systems. With this challenge in mind, the CSY Project offered an opportunity for hands-on learning that linked theory with practice, and connected the strategic importance of holistic investments in youth to the practical realm of

program design and project-level monitoring and evaluation systems. More specifically, the objectives of this effort were to:

- Assist select USAID country Missions in identifying opportunities for innovative, synergistic, cross-sectoral, youth-oriented programs;
- Provide catalytic technical assistance to USAID country Missions and local implementing partners in the design, management, and assessment of specific activities to promote such programming; and
- Advance future efforts to design and implement cross-sectoral youth programming through documentation of successes and lessons learned.

Together, this effort aimed to foster collaboration across multiple USAID sectors in order to meet the holistic needs of youth in developing countries and advance critical U.S. Government foreign assistance objectives in health, democracy and governance, education, environment and economic growth.

Please see “CSY Objectives and Activities Framework” (**Appendix 1**) for a summary of CSY objectives and activities that define the purpose and nature of this initiative in different countries.

### ***Project Sites***

The purpose of CSY was to carry out a total of two 12-month cross-sectoral projects and one youth rapid assessment activity to build upon existing efforts and explore the cross-sectoral aspect of youth programming. The CSY Project, in collaboration with USAID country Missions and local implementing partner organizations, involved three demonstration sites. The selected CSY country sites were **India, Morocco, and the Democratic Republic of the Congo (DR Congo)**. While EDC served as the Coordinating Agency managing the project and its technical components, the project promoted partnerships at various levels and across sectors. EDC and its implementing partners strived to engage diverse agency types and relied on the expertise of local implementing partner organizations such as the Center for Urban and Regional Excellence (CURE) in India, Family Health International (FHI) in the DR Congo, and local experts in Morocco. In addition to partnering with primary implementing organizations in each site, partnerships were built with local institutions to strengthen specific components of the project during implementation.

- In **India**, the CSY Project worked with a cross-sectoral team from USAID/India and its lead local partner organization (Center for Urban and Regional Excellence – CURE) on a 17-month demonstration project (March 2007 – August 2008) to deepen and expand the cross-sectoral impacts of an existing cross-cutting youth and family livelihood development project in Agra, called Cross-Cutting Agra Project (CAP). While the anticipated implementation period for CSY-India was 12 months, the cross-sectoral nature of the project, the modification of the PPP Strategy (discussed in section III.A.1 below), and delays in Award approvals made it necessary to extend the time period by five months.

The CSY-India project was designed around the Mughal Heritage Walk, a series of historical monuments situated throughout five slum communities behind the Taj Mahal.

The project focused on strengthening the livelihoods of communities through youth-oriented tourism-based livelihood options. Youth were trained to serve as tour animators and to engage in livelihood opportunities making bags, painting henna, and offering accommodation to tourists at the Room with a View hotel through the Mughal Heritage Walk Enterprise (MHWE). CSY-India directly engaged and served a total of 241 young men and women. The Tourism Guild in Agra also played a critical role in advising and guiding participating youth and project staff in their efforts to tap into local tourism and reach out to other stakeholders. In addition to the livelihood component, the project also promoted youth civic engagement through awareness-raising about rights, and youth-led community development around water and sanitation (further detail is in Section III.B below).

In addition to the demonstration project, the CSY-India team developed an innovative project-level monitoring and evaluation (M&E) system that could track both sector-specific and cross-sectoral outcomes—a new challenge for this type of USAID-supported program. CURE and the CSY-India design team took a positive view of the concept of *developmental assets* to describe the life skills young people need to succeed. The team, therefore, looked to existing evidence bases to link holistic outcomes with practical *promoting* and *protecting* behaviors. The CSY-India design team utilized the U.S.-based Search Institute's *40 Developmental Assets* framework and *Developmental Assets Profile (DAP)* to successfully adapt a customized tracking tool to quantify youth assets in low-income settlements of Agra.

- In **Morocco**, the CSY team led and carried out a cross-sectoral youth assessment to test the *Support to Dar Chebabs* concept that USAID/Morocco had been considering for some time and to provide recommendations to the country Mission for future cross-sectoral youth programming. The assessment team used a youth-focused approach to uncover the perceptions of key actors, collected a variety of data (through stakeholder meetings, roundtables, interviews, and 18 youth focus groups), and produced a report that analyzed the perceptions of various stakeholders—including youth, government officials, and community members—about the concept of Dar Chebabs (youth centers) and included a set of recommendations to USAID/Morocco for cross-sectoral youth programming (see Section III.C.1 for further details). The CSY-Morocco project took place from June-October 2007, with the two-week assessment activity in late June/early July, and revised program options submitted to USAID in mid-October.
- In the **DR Congo**, the CSY-DR Congo Project (locally named the Youth Enterprise Development Program, or YED) worked with the USAID/East Africa Bureau and the implementing partner (Family Health International, or FHI) to build upon an existing and successful health-focused project called ROADS. CSY-DR Congo strengthened and expanded the work of ROADS by incorporating an entrepreneurship component along with civil society and private sector engagement in three sites within Bukavu, the Eastern side of DR Congo. The project worked with 100 youth in Bukavu to provide them with business and entrepreneurship training to help strengthen and expand their enterprises. To meet these objectives, training focused on understanding on what it takes to be a successful entrepreneur, including business plan development, market research, as well

as inventory and money management. Through an *Entrepreneurship Funnel*, the program narrowed the focus from 100 youth participants in an initial entrepreneurship training, to 60 youth in a second who completed the full program based on their demonstrated ability to absorb and apply their training to their businesses. The final level of training, which emphasized development of appropriate recording systems for business accountability, was offered to 20 youth who submitted the most viable business plans. The 20 finalists received a large grant of \$300 to implement their business plans and the remaining 80 youth received a small grant of \$40.

Once the grants were awarded, youth were supported through *Business Clubs*, which consisted of a group of 10 youth and one volunteer coach who would meet regularly to share and discuss challenges and solutions and learn from others (guest speakers, mentors, etc.). The coach model addressed the civic engagement aspect of the project through youth volunteerism and was complemented by private sector engagement through the participation of businessmen and women who served as volunteer mentors.

Local partnerships were an essential component of CSY-DR Congo program. The project partnered with GEL, a local entrepreneurship training organization, which provided training to participating youth in Bukavu. MUSE, a local youth development organization, provided a structure for the CSY-DR Congo project to recruit youth and carry out implementation. The FEC, the local Chamber of Commerce, also partnered with the project in Bukavu to provide volunteer businessmen and businesswomen to serve as mentors to the young people who completed the program. The program took place between January and October of 2009; conflict that emerged in the Eastern part of the DRC reduced the 12-month implementation period to 10 months.

### **III. Key Programmatic Accomplishments & Highlights**

This section summarizes key programmatic accomplishments and describes the main products developed during the project that may serve as resources to inform future cross-sectoral youth initiatives. It is organized in five sections: (A) Cross-cutting accomplishments; (B) India-specific accomplishments; (C) Morocco-specific accomplishments; (D) Democratic Republic of Congo-specific accomplishments; and (E) Main project products.

#### **A. Cross-Cutting**

##### ***A1. Public-Private Partnerships (PPPs)***

The Public-Private Partnerships (PPPs) strategy focused on CSY-India to foster PPPs that could serve as a model for other CSY initiatives. The initial PPP strategy was to have an international partner, IYF, build these partnerships. However, when IYF left the project in October 2007, the PPP strategy had to be modified. While the change of strategy caused delays in the start of the PPP component because IYF's notification did not arrive until quarter five of the project, the new strategy allowed for better utilization of resources by focusing on local efforts and building local capacity.

Public-Private Partnerships (PPPs) were central to the CSY Project, especially in India where the private sector (tourism association, hotels, and small businesses) played a key role in the implementation of the project. In the case of CSY India, the private sector was directly involved in programming and in support of project activities. It mainly consisted of direct engagement with youth, such as the provision of skills training and mentoring, as well as various other activities planned and run jointly between project staff and the private sector. The CSY Project in the DR Congo also incorporated a private sector component in its design. The assessment conducted in Bukavu included consultations with large businesses (e.g., Bralima) and small enterprises (e.g., a bakery shop run by a young woman, Evariste) that resulted in private sector buy-in and a project design that engaged local businesses not only as contributors to the project, but as active participants (e.g., entrepreneurship mentoring, joint community service).

The following are examples of the primary accomplishments of PPPs in the selected CSY sites (see **Appendix 3** for more details on the PPP Matrix):

*Broad-based engagement with a diverse array of private-sector groups*

In India, engagement with the private-sector was broad-based and diverse. For example, at least five small to medium size businesses were consumers of the products developed by young women; a small business owner provided pro-bono business training to participating youth; one large hotel chain purchased orders of bags made by young women; the Tourism Guild opened access to its network of tourism-related businesses within Agra increasing the visibility of products made by youth; and the Municipality endorsed the project and provided office space for the local team in its main building.

*Case study for private sector contributions to youth development*

The CSY-India project provided a platform to develop a case study about the different ways in which the private sector can add value to a tourism enterprise to support youth development. In this case study, the PPP model looks at roles across a value chain of tourism services and products, mirroring the case of the Heritage Walk and the small women-owned enterprise group of CSY India. The case study is attached in **Appendix 4: The Role of the Private Sector in Youth Development: A Case Study from Agra, India**.

*Build upon and strengthen the work of local partners*

Although CSY-India's implementing partner CURE was already familiar with building partnerships with the private sector, the documentation and the definition of PPPs used under GDA-funded initiatives was new to the organization. Technical assistance was provided to CURE in order to foster better understanding of PPPs.

*Structured and direct private sector involvement*

In the case of the DR Congo, private sector representatives in Bukavu played a more structured role from the onset of implementation. A group of 10 members of the Chamber of Commerce in Bukavu were part of the review committee that assessed youth's business plans throughout the *Entrepreneurial Funnel* during Phase 1 of the project. They also served as mentors for young entrepreneurs during Phase 2.

## ***A2. CSY Communications and Outreach***

The nature of the CSY project (cross-sectoral and multi-country) required a multi-tiered communications strategy that utilized a variety of mechanisms to reach different audiences, namely USAID (country Missions and US-based) and broader audiences (youth and development experts, general public, etc.).

### *Project debriefs*

Formal CSY project debriefs with USAID took place face-to-face, and in the case of DR Congo, via teleconference. Debriefs were held at the start, mid-point, and end of CSY-India and CSY-DR Congo, and at the start and end of CSY-Morocco. .

### *Presentations and Workshops*

Throughout the CSY project, a number of presentations and workshops were convened with different audiences to share progress and disseminate project products:

- Presentation at USAID: *Sharing the Main Elements of an Inductive and Youth-focused Approach to Data Collection* (September 20, 2007): In September 2007 a session was organized with USAID officials in Washington to discuss a youth-centered, inductive, and market-driven approach that was used to collect data in the CSY Morocco Assessment. This approach proved to be an engaging and effective means for the collection of data that offered a depth of research that is often not possible through other, more conventional methods.
- CSY-India Presentation – Guest Speaker at EDC, Boston (April 28, 2008): Renu Khosla from CURE and the Project Director of CSY-CAP India, gave a presentation about the project, its success stories after 12 months of implementation, and the challenges (such as sustainability) faced by the project. The presentation was well-attended by EDC staff across the organization (working on health, family and communities, etc.) as well as several external attendees from Boston University and The Heller School in Brandeis University.
- Presentation at USAID’s Democracy & Governance (D&G) Conference, Washington (June 11, 2008): EDC/EQUIP3 presented an interactive session on *How to Conduct Youth Assessments* that drew from EQUIP3’s work with out-of-school youth and from successful experiences of the use of interactive youth focus groups for the design of CSY-India and the CSY assessment in Morocco. This highly interactive and youth-centered methodology was modeled with the audience in the conference to show how to engage youth as active contributors for project design.
- Youth Microenterprise Development Conference, Making Cents (September 16, 2008): A presentation was held on —*Graduating Youth to Microenterprise: Integrated, Cross-Sectoral, Youth Livelihood Development Strategies*” drawing from successful use of interactive youth focus groups in India and Morocco and EDC/EQUIP3’s knowledge base on youth livelihoods development.

- USAID Cross-Sectoral Working Group Meeting: Two meetings were held with this group. One session represented the launch of the project upon issuance of the Award, attended by representatives of EDC, Pact, USAID’s CSY Working Group, and USAID contracts, all of whom discussed the main goals and overall direction of the project and ways to work together. The other session took place mid-way through the project as part of a mid-project review session, attended by EDC and USAID’s CSY Working Group to discuss progress made to date and main areas to consider going forward such as the incorporation of a new project activity in the DR Congo.

### *Publications*

EDC’s Newsletter (November 2007 issue) showcased the CSY-India project in an article titled “Off the Beaten Path.” CSY-India was also the topic of one of EDC’s featured articles in December 2007 titled, “Creating Opportunities for Youth: EDC projects use local tourism to advance community development,” which featured CSY-India and EFA-Jamaica projects in relation to tourism (visit <http://main.edc.org/newsroom/features/tourism.asp>). Another of EDC’s featured articles in October 2009, titled “Youth Produce a Lasting Impact”, showcased one youth’s experience after participating for several months in the CSY-India project. The CSY DR Congo project was featured by EDC in the Spring of 2009, “Congolese Youth Build a Future”, which speaks about the strategy of bringing an entrepreneurship component, along with community and private sector engagement, into a health-focused project in Bukavu. Finally, FHI featured a project highlight titled “Business Growth Leading to Behavior Change for Youth in DRC” (January 2010), which speaks to the connection between economic growth and health behavior during the project (see **Appendix 5** for a copy of these articles).

In addition, the cross-sectoral youth assessment experience gained from CSY-India and CSY-Morocco were essential contributions to the EQUIP3 *Guide to Conducting Cross-Sectoral Youth Assessments*. This guide was finalized in 2009 and has been featured in a training on cross-sectoral youth assessments for USAID/Washington staff (see section IV on Project Products for more details).

### *CSY Website*

Initial work was completed for the design of a CSY website and shared with the CTO. The design can be found in **Appendix 6**. The website design built upon its predecessor, EFA Youth Challenge Grant Program, also a multi-country initiative with a website that was well-received by participants, USAID, and others. The CSY website was designed to showcase the work in the three different countries (India, Morocco, and DR Congo) and to share resources directly from the field (e.g., pictures) and products of the overall CSY Project. However, project resources were not allocated to continue further development of the site.

## **B. India**

As discussed in section II above, in addition to the development of a customized asset tracking tool, the CSY-India carried out a 17-month demonstration project which included project design, implementation and evaluation, in partnership with CURE. Under a subgrant of \$154,912, CSY-India directly engaged and served a total of 241 young men and women living in five slum communities in Agra.

### ***B.1 Main Programmatic Accomplishments***

A detailed final project report for CSY-India, as submitted by CURE, is included in **Appendix 7**. A summary of the main accomplishments for each of the four components that constituted the CSY-India project in Agra are listed below.

*a. Youth mobilization and strengthening* – 241 youth participated in community facilitated activities such as art, theatre, story telling, vocational skills programs, English language, henna application, tailoring, health awareness, orientations, festivals and sports, and the development of a community newsletter (Prayas), as well as a back-to school program (peer group teaching and enrollment assistance) run by youth themselves. In addition to the original 241 youth participants, 30 young school leavers restarted their education as a result of the back-to-school program.

*b. Youth-centered sustainable livelihoods* – The primary objective of the CSY-India project was to create livelihoods opportunities and pathways for youth to prepare them to take advantage of existing opportunities in the city. This was done through a number of skill building employment trainings such as: hospitality, sales, marketing, vocational skills, English, basic computer skills, henna application, beauty, stitching and tailoring. A total of 336 youth participated in the trainings and 33 young women opened home-based enterprises. Although income from home-based enterprises is less than other businesses, these activities constituted greater earnings for these women than previously anticipated. Trainings for women's bag-making enterprises focused on quality improvements, marketing and management of sales and accounts. As a result, orders doubled during the life of the project. CSY also provided linkages and guidance on micro credit, resulting in two new micro credit groups successfully formed among young participants. For the Mughal Heritage Walk Enterprise (MHWE), youth engaged in physical improvements and maintenance of monuments and in the identification and establishment of three guest rooms with the view of the Taj Mahal to rent to more adventurous tourists as —~~A~~Room with a View.” CSY provided training on public speaking for eight tour animators for the MHWE, strengthened advocacy, and partnered with private sector in support of the MHWE. Although tours still take place sporadically, earnings have increased from Rs 800 in the second quarter, to Rs 4800 in the last quarter, most of which was saved by youth for further business ventures.

*c. Youth-led community development* – Throughout CSY, youth identified and carried out activities to convey socially relevant messages and seek commitment for community development projects. These included: i) a community radio program scripted and recorded by youth themselves discussing solutions to issues such as river pollution, city sanitation, and waste collection; ii) awareness and advocacy campaigns on environmental concerns such as ‘Save Water’ and ‘Vote for Taj’ campaigns, which sensitized youth to these issues; iii) household toilet

construction, including prefabricated septic tanks, pans and plumbing with CSY support for training and awareness raising and local contributions. As a result, 58 toilets were built with support of Water Trust funding, there is greater demand for such constructions, and some indications of a reduction in open defecation practices; and iv) community infrastructure improvements where youth supervised the courtyard construction and ran a signature campaign for the construction of waste water treatment systems.

*d. Civic engagement and networking with local government stakeholders* – Activities included youth awareness raising on rights such as the Right to Information (RTI) Act. Through democratic processes in other components of the project (such as the formation of a Cricket League Executive Committee), youth are now able to set up their own democratic processes and approach the local government for specific issues. For example, youth collected information from local government on a housing program for the the city’s poor and shared it with their communities. Demonstrating its capacity to engage different stakeholders, CSY partnered with a variety of groups ranging from professionals and concerned citizens, to artists and other non-profit initiatives.

The success of CSY-India’s main achievements can also be measured in terms of ‘outreach,’ ‘asset creation,’ and ‘sustainability’ as shown in the table below.

	<b>Achievement</b>	<b>Outreach</b>	<b>Asset creation</b>	<b>Sustainability</b>
<b>1</b>	<b>Significant change in Development Assets of Youth</b>	241 young people participated actively in the programme.	Both internal and external assets improved.	Assets improvement is long-term sustainable change.
<b>2</b>	<b>Edutainment as a successful tool for behavior change</b>	Nearly 25 girls participated in theatre workshops leading to 22 public performances.	Increased responsiveness to social issues and confidence building, especially for girls	Theatre group registered with NYKS, Ministry of sports, Gol
	<b>MSC techniques using story telling tested</b>	30 people participated in story telling /writing workshops.	Young people learned to express emotions/ideas.	MSC evolves as a technique for evaluating development change, is being validated by UNICEF.
<b>3</b>	<b>Peer to peer learning</b>	10 girls trained to implement neo-literate /literacy program.	Girls and women improved literacy skills.	Is doubtful, requires more time for people to invest in their own learning.
		28 girls trained in traditional art form of Sanjhi who shared their knowledge with others.	Increased responsiveness toward heritage and culture and expressing ideas creatively.	Will sustain as MHW activity picks up.
<b>4</b>	<b>Collective planning and team work</b>	Reached out to masses through public events such as Diwali Mela and cricket matches	Improved skills in event management and team coordination	Formation of an elected cricket management committee registered with NYKS

	Achievement	Outreach	Asset creation	Sustainability
5	<b>Media as a tool for self-expression</b>	Widespread readership of community tabloid scripted and managed by a group of 11 youth. Narrow casting of a radio program scripted by youth from the theatre group.	Increased ability to articulate issues and presenting them in interesting ways using different forms of Media. Improved language abilities.	Formation of an editorial committee that aims to expand its outreach, however will need publication resources.
6	<b>Livelihood centric training for youth</b>	Over 300 trainees trained in various employment based skills	Improved chances of acquiring jobs. Improved self-confidence and skills.	The JSS agreed to open up a vocational training centre in the trans Yamuna area. USAID Workforce programme will support youth training for 1 year.
7	<b>Home-based jobs for skilled women and micro-finance groups</b>	Three self-help/livelihood groups with an increasing participation from young girls. Incomes from bag orders increased from less than Rs.85,000.00 to Rs.300,121.00 in last year	Enhanced ability to contribute to the family income Improved respectability at home and in society	Women undertake marketing by themselves
8	<b>Building upon the tourism economy of the city through the MHW</b>	8 youth animators formed the core of MHWE	Youth animators developed assets /skills to conduct MHW	Venture capital will be required to pursue MHWE
9	<b>Improving community Infrastructure</b>	58 toilets built in homes and 2 in schools.	Reduction in open defecation, improved safety for girls, increased consciousness about hygiene and health (mainly women).	Demand is growing, will require additional resources to sustain momentum.

## ***B.2 CSY-India Sustainability – “What happens after CSY?”***

The essence of the CSY-India project continued but in the form of two different and new entities. In Agra, a new NGO, called –“Crosscutting Action and Planning in Partnership” (CAP), was formed and officially registered following the end of the CSY-India project. This NGO continues to provide support and foster civic engagement in the communities. Other components of the CSY-India project such as the MHWE and women enterprises strove to become their own self-sustaining businesses. Though the success of these newly formed entities was (and continues to be) an ambitious undertaking, to date, both the NGO and the small businesses provide support to one another and continue operations on a small scale.

### ***B.3 Technical Assistance Provided under CSY-India***

Technical assistance was mainly provided at a distance, and also included two TA trips. The three main areas of TA were provided around the development of a health module, capacity building for local partners around PPPs, and the measurement of cross-cutting outcomes using an asset-based approach. The following section summarizes these three areas; for a detailed description of TA in CSY-India please see **Appendix 8**.

#### *Design of Practical Materials by Bridging Health and Livelihoods Approaches*

The CSY Technical Team recognized the central role health plays in a cross-sectoral approach and therefore placed special emphasis on reproductive health and life skills development. To address this issue, the CSY Technical Team developed a “Training Module for a Cross-Sectoral Approach: Health and Life Skills Framework” that, while focused on the CSY-India project, was designed as a general tool (to the extent possible) for adaptation to similar projects elsewhere. This was done with support from Scott Pulizzi, Senior Project Director of the Health and Human Development Division at EDC, who met with CURE partners, Renu Khosla, Project Team Leader, and Shveta Mathur, Program Manager, in Delhi in April 2007 (see **Appendix 9: Promoting Health! Youth at Home, at school, at work, and in the community – A set of activities for health practitioners**.for the final version of the “Training Module for a Cross-Sectoral Approach” mentioned above.)

*Capacity Building on PPP and GDA* – At least 18 solid public-private partnerships were built and maintained at the local level under CSY-India. Partners’ roles included providing facilities and construction materials as well as training, health services, and marketing. It was challenging for partners to understand what public-private partnerships involve from a USAID perspective, what they meant for this specific project, and how to document them. The PPP strategy was, therefore, adapted to include an enhanced capacity building component for CURE, which started by introducing what PPP means under a GDA framework and how that translates to the CSY-India project. A local PPP Specialist was identified to work directly with CURE to strengthen the PPP component of the project and document efforts accordingly. As a result, partnerships were documented in a detailed PPP matrix (See **Appendix 3**). Below are some examples:

Type of In-Kind Contribution	Who Made Contribution? (Name of Person / Organization)	Date of Contribution / Frequency (# of Hours)	Real /Approximate Dollar or Rupee Value of Contribution
Toilet construction	Water Trust	September 07 onwards	<b>13,095 USD</b>
Physical Office Space in Agra	Agra Municipal corporation	Total of 34 months	<b>44,575 USD</b>
Free Health Check Up Camp after Diwali Mela	ESCORTS Heart Institute	2 days	<b>2,143 USD</b>

In addition, a case study from Agra, India titled, “The Role of Private Sector in Youth Development” was developed to summarize the experience of engaging the private sector in a youth project such as CSY-India (See **Appendix 4** for a copy of this case study).

*An Asset-Based Approach to Measure Cross-cutting Outcomes in CSY-India* – Aside from tracking sector-specific indicators following the CSY-India Framework, CSY-India used an asset-based approach to measure cross-cutting outcomes. Building off the Search Institute’s Developmental Asset Profile (DAP), CSY-India designed and translated a simplified and targeted tool to use with youth in Agra. Following a positive youth development approach, the tool focused on ways to track participants’ positive experiences or qualities, called developmental assets. The tool is meant to:

- Assess levels of development assets among youth participants (12-24 years old) from low-income communities.
- Profile asset patterns in youth and identify asset strengths and weaknesses;
- Identify and prioritize areas of intervention for asset building during project implementation.

Technical assistance focused on the adaptation of the tool for the local context and language, the development of a sampling plan, the training of field staff on data collection, and support for the administration of the tool and for data analysis.

This tool was designed and administered at the start of the project (May 2007) for baseline data, at a mid-point (November 2007) for mid line data, and towards the end of the project (May 2008) for end line data. A total of 241 young men and women were involved in the various data collection stages of this evaluation. Overall findings showed that there was a four-fold increase in developmental assets among participating youth. Data disaggregated by gender found that males showed greater increase in developmental assets than females, though both groups showed overall increase. Data disaggregated by age showed that the increase in *external assets* was faster for older than younger participants with the gap closing towards the end of the project. Results from the baseline, mid point, and final administrations were compiled into one final report titled, –An Assessment of Young People’s Developmental Assets” (see **Appendix 10** for a copy of this report).

#### **B.4 CSY-India Lessons Learned**

*Lessons learned as reported directly by CURE:* At the end of the CSY-India project, CURE collected and shared their lessons learned, as summarized in the following table. For a complete discussion, please see CSY-India Final Project Report in **Appendix 7**.

<b>CURE’s Lessons Learned on CSY-India</b>
1. <b>Short project duration:</b> The programme’s achievements can be partly attributed to the community mobilization efforts and enabling environment (partnerships with ANN and private sector) created 2 years prior to this project. If the project is replicated, a minimum gestation period is required for results to show.
2. <b>Shifting project focus:</b> Funding has come from 6 different donors; each with a different objective. While this has helped deepen some of the initiatives, some ideas could not be pursued with due diligence. This has also meant resources spent on developing proposals and adapting to new reporting and accounting formats.

**3. Agra and the Partnership Challenge:** It took the project three years to build rapport with local, private sector and civil society agencies and to get them to recognize our work. Three years are needed to successfully implement partnership program with local governments due to the complex relationship building needed.

**4. Raising aspirations and flexibility:** Development programmes raise aspirations in the community and despite best efforts, these don't get fully addressed. The flexibility provided for CURE to implement the project has to a large extent helped meet community demands. Not all donors understand the importance of projects evolving organically; this still needs advocacy.

**5. Conflict between going deeper or wider:** Giving up some ambitious agendas for replication (a second walk) even when these were possible; has helped to deepen existing interventions. This has meant smaller scale but sustainable outcomes. This conflict is often difficult to resolve and needs balance between macro and micro approaches.

*Lessons learned as reported by EDC from a broader CSY perspective:* From a broad CSY perspective, each CSY site generated 'take aways' that are worth highlighting as they may inform future similar cross-sectoral youth initiatives. Following are the main highlights from CSY-India, as reported by EDC:

1. Tracking youth *developmental assets* is an effective way of measuring holistic (cross-sectoral) impact on youth and informing project implementation. The CSY-India project experience showed that it is possible to maximize impact by modifying certain interventions to strengthen some aspects of youth development. For example, greater emphasis was given to young women towards the second half of the project after preliminary findings showed males displayed higher asset scores than females. The analysis of developmental assets over time allowed the project to move beyond simple participation counts to gain a more holistic picture of its impact on youth.
2. Sector-specific components with a cross-sectoral angle generate good traction and interest (e.g. health intervention). This project demonstrated that although an intervention may be cross-sectoral, it does not necessarily need to have an equal representation of all sectors. Instead, the CSY-India case showed the value in having a spearheading, or 'anchor', sector that can help get greater buy-in locally. For example, the sanitation (health) component of CSY-India helped open doors with various stakeholders and helped reach local communities, which then brought other related sectors, such as education (literacy) and economic growth (Heritage Walk), into the project.
3. Solid local partnerships combined with youth civic engagement contribute to sustainability and lasting impact. CSY-India showed that while civic engagement and partnerships with the private sector seemed to be two separate agenda items in the beginning of the project, they started to converge during implementation and ended up very connected and contributing to the sustainability of the project. The combination of youth civic engagement and local partnerships resulted in: (a) Self-sustaining women enterprise and MHW tours; (b) A registered locally-run NGO to continue supporting

community development and civic engagement in Agra; (c) Public recognition as ‘good practice’ by the UN Human Settlements Programme and being included in UN’s database of model programs; (d) Individual participants that continued on after the project addressing activities such as health (the case of Meera) and basic literacy tutoring (a group of other young participants)

## **C. Morocco**

CSY-Morocco consisted of a Cross-Sectoral Youth Assessment to test a project concept that the USAID/Morocco Mission had been considering for some time. As a result, length of time allotted for CSY work in Morocco was brief compared to the work in the other project sites and was focused only on an assessment to inform future youth programming with a holistic approach.

### ***C.1 Main Programmatic Accomplishments***

#### ***a. Cross-Sectoral Youth (CSY) Assessment in Morocco: Testing the Support to Dar Chebabs Concept (June – July 2007)***

The purpose of testing this concept was to provide recommendations to USAID/Morocco that inform the design and implementation of future cross-sectoral youth programming for marginalized youth at risk of disaffection. The assessment activity was carried out between June 25 and July 9, 2007.

The assessment team was cross-sectoral in nature and had a balance between international and local staff. The team consisted of three members from USAID/Morocco, three from USAID/Washington, three from the CSY Technical Team (EQUIP3/EDC), and two local youth specialists. The team ensured participation from all USAID-Morocco sectors including Education, Economic Growth, and Democracy & Governance as well as Washington-based Democracy & Governance, Conflict Management & Mitigation Office, and Asia/Near East Bureau.

The assessment approach was market-driven in order to uncover the perceptions of key actors. The assessment team worked in a cross-sectoral fashion by dividing itself into three sub-teams organized by cross-cutting themes rather than by sectors. The sub-teams were as follows: i) vulnerability and opportunities context; ii) assets and aspirations; and iii) spaces and structures of marginalized youth at risk of disaffection. In order to collect data, the team conducted stakeholder meetings, roundtables, interviews, 18 youth focus groups, and administered surveys. The team then triangulated the perceptions collected, developed an analytical framework to link the data gathered to the scenario in question, and identified areas for strengthening, refinement, and revision to the scenario. (See **Appendix 11** for the Assessment Report and for the Appendices of the Assessment Report, including assessment tools).

#### ***b. Program Options for USAID/Morocco (October 2007)***

A revised report with program options was submitted to USAID/Washington on October 16, 2007 (after two previous versions shared with USAID). As part of these program options, the assessment team did not recommend a program strategy that placed *Dar*

*Chebabs*, as they were then organized, as the principal venue for a youth empowerment program. *Dar Chebabs* were not easily accessible, and offered neither relevant nor age-appropriate activities, nor sufficient outreach to attract marginalized and disaffected youth to their programs.

The report includes five main principles for future cross-sectoral youth programming and a menu of four program options for USAID/Morocco's consideration ranging from the simplest to the more complex and resource-intensive. Options were developed assuming a four year programming period and funding ranging from \$5,000,000 to \$20,000,000. They included:

1. Targeted Youth Extension Worker-Training.
2. Build the Capacity of Community-Based Institutions to Implement Effective Programming for At-Risk Youth.
3. Development of Effective National Youth Policies and Programs.
4. Greater Access to Education and Training for Employment.

(Refer to **Appendix 12** for a copy of *Recommendations to USAID – Program Options*.)

## **C.2 Overall Highlights**

From a broad CSY perspective, each CSY site generated *'take aways'* that are worth highlighting as they may inform future similar cross-sectoral youth initiatives. Following are the main highlights from the cross-sectoral assessment in Morocco.

a. CSY-Morocco helped *prepare the Mission to tackle cross-sectoral programming and encouraged more attention towards youth programming*. Within the Mission, it raised awareness about how a cross-sectoral youth programming could look and how this type of youth program might help reach the hardest-to-reach youth populations. This assessment influenced the Mission's approach to youth programming by raising the youth agenda across sector offices and ultimately informed the crafting of a youth-focused RFP in 2009 that promoted a cross-sectoral approach as a desired implementation strategy.

b. The project helped *consolidate previously tested assessment components into a Cross-Sectoral Youth Assessment Framework* (e.g., youth focus group methodologies). The CSY Morocco Assessment served as a platform for refining tools and protocols to assess youth development in a cross-sectoral fashion. A framework was developed to help guide the overall approach of similar assessments in the future. A set of Key Informant Interview Protocols were developed to be used with stakeholders (government, academia, implementing organizations, and community members) to explore (i) spaces and structures that support youth; (ii) priority needs and aspirations of youth; and (iii) opportunity and vulnerability factors of marginalized youth. In addition, a set of interactive and inquiry-based youth focus group protocols were field tested and refined. These tools (which can be found in the *Guide to Cross-Sectoral Youth Assessments* in **Appendix 13**) constitute practical contributions to the field of youth development and more specifically, cross-sectoral youth assessments and program designs.

c. CSY-Morocco *demonstrated the value of differentiating between scenario building and scenario testing*. Considering the complexity of cross-sectoral youth programming, it is helpful to simplify and narrow the focus of assessment work, especially if the assessment is expected to

cover a large youth population or geographical area in a short period of time. CSY-Morocco demonstrated how focusing on *scenario testing* rather than *scenario building*, in that case, was an effective approach. *Scenario testing* refers to exploring an existing program idea in order to confirm main elements, such as the capacity to reach the expected target population with the given program scenario, as well as the relevance and effectiveness of that scenario. *Scenario building*, on the other hand, refers to conducting an assessment to create and develop a new program idea based on findings collected. Whether to use scenario building or scenario testing should be assessed on a case by case basis.

d. The project *modeled cross-sectoral participation from the Mission*. The assessment team was organized by cross-cutting themes, not by sectors, which was highly effective in allowing sector-specific representatives to step out of their own ‘sector silos’ and interact with other sectors under a common vision and goal. This approach creates a truly cross-sectoral platform that not only strengthens the conduct of the assessment itself, as was the case under CSY-Morocco, but it may also help pave the way for continued cross-sectoral collaboration at the Mission level afterwards.

e. CSY-Morocco showed that *successful cross-sector collaboration requires high-level leadership within the Mission*. Cross-sectoral work is not the norm; it is challenging due to the current system of sectorally-based funding streams and allocations. While program officers and managers might have good intentions, the challenges, particularly around funding and results reporting, often prevent these members from successfully creating and running cross-sectoral programs. Thus, high-level leadership is needed to support these initiatives and move them past roadblocks.

## **D. Democratic Republic of the Congo (DRC)**

In partnership with Family Health International (FHI) and USAID/East Africa, the CSY-DR Congo Project built upon current successful health activities under a PEPFAR-funded regional project in eight countries, called ROADS, in order to incorporate a micro-enterprise and entrepreneurship component that is youth appropriate and economically promising while engaging civil society and the private sector. CSY-DR Congo worked with 100 youth (60% of whom were female), 10 youth volunteer coaches, and 10 volunteer mentors from the private sector. It took place between January and October of 2009 in three sites within Bukavu, a conflict-prone context where youth face high health risks, such as exposure to and involvement in transactional sex.

### ***D.1 Main Programmatic Accomplishments:***

A detailed final project report for CSY-DR Congo and its corresponding annexes, as submitted by FHI, are included in **Appendix 14**. The following is a summary of the main accomplishments of the project against the five strategic objectives, based on results from a Youth Entrepreneurship Survey administered twice to young participants and an End-of-Project Evaluation conducted in September of 2009. Although it is not possible to attribute these results

*exclusively* to the CSY-DR Congo project, project intervention, at the minimum, contributed to these results.

*a. Strategic Objective 1: Youth have increased their capacity to analyze local markets, and design and implement an appropriate business response*

*IR 1.1: Increase business management skills & IR 1.2: Increase business confidence*

Business indicators were tracked and measured at two discrete points in the project implementation period; May 2009 (after the first round of training) and September 2009 (after all training had been completed). Following are some results supporting this strategic objective:

- Increase in business management skills
  - Mean monthly revenues up by 40% (\$114 to \$161)
  - Median increase of monthly revenues by 42% (\$70 to \$100)
  - Improved record-keeping (44% moved from maintaining one account to four)
  - Improved levels in their ability to: separate business from personal finances; prepare a business plan, conduct a market study, manage the books, track inventory, and access business advice and resources.
  - On average, participants rated themselves as “almost prepared” in the first business survey, but improved to “well-prepared” by the second survey.
- Increase in business confidence
  - 40% have employed additional person(s)
  - Greater ability to reach new customers, try new products, access business advice
  - Increased confidence to try new businesses if initial one fails
  - In average, participants moved from “agreeing” that they had business confidence (measured by combining all the business confidence indicators) to “completely agreeing” from the beginning to the end of the project.
  - Of 100 youth, six secured employment during the project period, and cited their participation in the project as the main reason behind their success.

*b. Strategic Objective 2: Youth have increased their capacity to make sound personal and financial decisions*

*IR 2.1: Increased financial self-sufficiency amongst targeted youth entrepreneurs*

During the project, youth’s revenues increased by 40%. Participants were informed about and encouraged to open a savings account with a local cooperative. Average savings per month for each household increased 72%, from \$10.80 to \$18.60. Among the most positive impacts of the project was the increased ability of the participant’s family to get by on the money they earned. In the first survey, only 20% (18 of 90 respondents) agreed that their family had enough money to get by, which increased to 61% (51 of 84 respondents) in the second survey. By end of the project period, 86% of youth had managed to separate business from personal finance. Overall, youth increased their ability to provide employment.

### IR 2.2: Reduction in HIV-risk behavior

The initial assessment found that young female entrepreneurs were commonly engaging in transactional sex as a method of obtaining sufficient start-up capital for businesses. Over the project period:

- Participants willing to risk their health for business gain reduced from 11% to 1%;
- A few females who were known to make a living as sex workers abandoned this practice when they were able to identify other viable business opportunities with this project;
- 34% reported reduced numbers of partners as a result of financial strengthening; and
- 64% reported a stabilizing relationship with a single partner.

Attributions for these reported changes identified a combination of awareness and knowledge gained as part of the wider ROADS programming, together with a substantial increase in business activity and results, that enabled participants to make more informed decisions.

*c. Strategic Objective 3: The private sector in Bukavu has increased its support for small and micro-enterprise development amongst ROADS youth 'cluster' members*

### IR 3.1: Increased engagement in Youth MSE initiatives

The project initially engaged with the private sector of Bukavu through the Federation des Entreprises du Congo (FEC). After consultations, it was established that 10 FEC members would play two key programmatic roles: as judges in the 'entrepreneurial funnel' business planning competition, and as mentors providing technical advice and support to the 20 finalist youth. As the project progressed, it became clear that the expectations by many FEC members exceeded project capacity and that they were driven by the hopes of capturing financial gains for their own businesses rather than by the philanthropic nature of their expected roles. Thus, their commitment reduced over time and the mentorship aspect of the project was re-designed to involve committed business men and women (outside of FEC) and GEL members as mentors.

Despite challenges with FEC, there were overall signs of an attitudinal shift away from negative stigma towards low income youth among mentors who remained committed to the program and who continued to mentor youth. For example, the FEC President, an influential business leader, continued to encourage youth at meetings, and acted as a strong role model for business growth. He gave a passionate vote of confidence and encouragement to youth at the award ceremony attended by all 100 youth and their ten coaches. Mentors who stayed committed throughout the project reported overall high levels of satisfaction with their participation and strong ties with their mentees (see **Appendix 15** for profiles and testimonies of mentors, and Appendix 24 for profiles).

*d. Strategic Objective 4: Bukavu youth have increased their participation in building a stronger more resilient community*

### IR 4.1: Increased participation in civil society organizations

A key strategy of the project was the use of 'peer' coaches, namely older youth who were previously known to the youth participants, and who were members of the youth associations who contributed to the wider ROADS HIV program. Ten coaches were selected, using criteria developed by the project management team. Under the ROADS 'cluster' approach to community

mobilization, MUSE presented the avenue through which to promote the volunteerism component of the program, and reflected the existing ROADS philosophy of civic contribution. The ten coaches were matched with ten youth each to provide follow-up to track application of learning, to help problem solve, and to act as peer motivators to each respective group of ten youth. Coaches also acted as coordinators for the Business Clubs, and met weekly with their respective 10 youth, with monthly meetings of all 100 youth and the ten coaches. Remuneration for coaches' input was in the form of recognition by their peers; the end-of-project evaluation identified that most youth highly appreciated the work of the coaches; they valued the effort coaches made in visiting or phoning the youth, the level of advice and encouragement provided and patience showed in encouraging application of the technical training.

However, levels of effort were not uniform, and some coaches showed less commitment to the task. Despite challenges faced by coaches such as overwork, poor level of allowances to enable travel to and communicate with youth, and lack of equipment to allow maximum performance (e.g. bicycles), most coaches continued to provide regular support and stated a desire to maintain their commitment to youth. Thus, the project can be seen to have built upon a solid pre-existing platform of community engagement provided by the ROADS program, and tailored it to a new area of support for youth in Bukavu.

*e. Strategic Objective 5: FHI ROADS Bukavu has increased its capacity to document and disseminate lessons learned on its work in Livelihoods and HIV/AIDS*

*IR 5.1: Increased documentation*

A number of events ensured a level of publicity of the project and its youth participants at the local level. These involved local media, such as radio and television (e.g. attendance by media personnel during the initial Business Simulation workshop run over four sessions and the award ceremony in August that was well attended by local radio and television and included interviews with a selection of youth and coaches).

Part of the efforts to document and disseminate project results and resources, the project proposed a physical project debrief to USAID/DRC in Kinshasa. Substantial obstacles were encountered to holding this meeting and it was replaced by a teleconference in November 2009. USAID/DRC commented that they are looking for value for money, and cross-sectoral work shows potential in this regard. They also noted that they were open to future discussions, after procurement decisions have been made and would welcome a face-to-face discussion possibly in 2010.

This debrief session with USAID/DRC was followed by an opportunity (in early December 2009) to present project design, results, and lessons learned, to a team of various members of USAID Rwanda, with an option to follow-up discussions in January 2010.

***D.2 DR Congo Sustainability – “What happens after CSY?”***

Sustainability in the CSY-DR Congo project can be measured by the level of institutional capacity that was built and by the project's contribution to further youth programming. CSY-DR Congo was implemented in partnership with FHI under their regional ROADS project with the potential of having some of the lessons learned travel through the ROADS mechanism. While

ROADS in the DR Congo came to an end soon after CSY ended, ROADS continued in other parts of the region and the CSY-DR Congo project informed programming and implementation in other countries where ROADS II has an economic strengthening component. FHI used the phased nature of business skills development training for Tanzania, Rwanda and Uganda programming, based on learning during CSY-DR Congo, where formal training interspersed with field application and provision of practical tasks such as development of market studies, business plans and basic financial management tools embeds learning more strongly. The element of ‘business competition’ will also be applied to programming within ROADS Rwanda, whereby a competitive element to capacity-building for cooperatives will initially highlight those showing greatest business potential and viability, presenting strong role models for those currently at a lower capacity. Thus, the learning from CSY-DR Congo helped build FHI’s capacity with regards to cross-sectoral youth programming anchored on an economic growth element, which allowed promising practices to travel to other countries enhancing holistic programs that have economic growth elements.

### ***D.3 Technical Assistance Provided under CSY-DR Congo***

Technical assistance was provided with a combination of TA trips and at-a-distance support for continued and ongoing guidance on implementation components. The CSY Technical Assistance (TA) team consisted of four Specialists: Entrepreneurship Specialist Anita Campion; Entrepreneurship Specialist Chris Linder; Youth Development Specialist Melanie Sany; and Project Manager Alejandra Bonifaz, all of whom provided ongoing support via e-mail and conference calls.

Based on the challenges of having limited TA in the CSY-India project, the CSY-DR Congo project planned from the outset to increase technical support. Technical assistance for the CSY-DR Congo project was strategically front-loaded towards the first half of the project. The rationale was that effective TA strengthens the capacity of local partners and team members and if capacity is strengthened early on rather than later, the project benefits a longer period of time contributing to better implementation.

The following is an overview of the main TA areas; a detailed description of TA trips and distance support is in **Appendix 16**.

*Recruitment and selection of 100 youth and 10 coaches* – Provided guidance for the selection strategy of youth and coaches, namely, for the selection criteria to identify 100 youth among young men and women nominated by the youth organizations, and the selection criteria for identifying coaches. Considerations were given to gender and education level aspects.

*Youth selection process during the Entrepreneurship Funnel* – TA was provided on the specific details of selecting youth to ensure that the original gender proportions of 60% female and 40% male participation were met. In general, during the first stages of the project, young men displayed stronger skills and submitted more solid business ideas than young women and this resulted in a first selection group of 60 youth (from 100 to 60) with slightly greater male representation, contrary to the original project design. Based on this outcome, TA was provided to design a selection process on the next and final round (from 60 to 20 youth) to ensure that females were adequately represented (per project design). Thus, TA and project team discussed and agreed that youth would be grouped by gender and assessed separately in order to allow a

fair competition for young men and women within their own groups while also ensuring that the gender split follow project design. As a result, the final selection of 20 youth recovered the 60%-40% split (females-males, respectively).

*Selection of savings method* – Over the course of two TA trips, the TA team evaluated and selected a savings method that was appropriate for youth. Because youth generally did not trust banks and viewed NGO microfinance institutions as sources of credit but not savings, the TA team decided on a traditional savings method, the Rotating Savings Group, or Ristournes. This form of savings was most familiar to youth; by choosing this method the project motivated youth to participate in the savings component.

*Training content and methodology* – The TA team established a collaborative relationship with GEL, the local training provider, which allowed provision of technical guidance by reviewing GEL's training materials and methodology proposed for trainings # 1, 2, and 3. The review helped identify content areas most relevant for youth and content gaps that should be addressed. It emphasized a participatory, action-oriented, and youth-friendly methodology. Recommendations provided for improving the content and methodology of the training were taken into account by GEL in subsequent trainings.

*Market analysis* – Materials and tools used in other projects within EQUIP3 were shared with and adapted for this project to complement GEL's training materials to teach youth how to conduct simple market analysis on an ongoing basis in their local environments.

*Monitoring and evaluation* – The TA team led a joint design of an Entrepreneurship Skills Survey to measure youth progress throughout the project. The survey aimed to capture information on changes in business outcomes (levels of sales, profit, employment, loans and savings, customer base, product range), information on the use of any increased income by youth entrepreneurs in terms of changes to household asset base, and certain health-seeking behaviours, as well as additional socio-economic indicators (food security at household level). The survey was administered twice in the project: three months into the project and in the last month of the project. Technical assistance was provided to train coaches on survey administration and set-up a data collection and data inputting system. The TA team led the analysis of data and findings and the write-up of two survey reports in collaboration with FHI. The findings from the first survey helped profile young participants and their business behaviors to better address their needs going forward. Findings from the first administration also helped reveal programmatic recommendations for this and other projects in the future, such as the need for reinforcement training on the most basic accounting and book keeping skills as well as the need to provide ongoing coaching support for youth to apply such new or improved skills in their actual businesses. While project designed determined that these surveys are limited to a very short period of time of intervention and responses are based on self-reporting, the results were able to provide a picture of youths' growth in terms of entrepreneurship skills, their overall development, and their health choices.

(See **Appendix 17** for the first report: *Assessing Youth Entrepreneurship Skills, Initial Findings*)

(See **Appendix 18** for the second report: *Assessing Youth Entrepreneurship Skills, Final Findings*)

(See **Appendix 24** for Profiles of Young Entrepreneurs in Bukavu)

*Support to coaches* – In the beginning, coaches were perceived as young volunteers who would contribute to the project by supporting the youth. However, it quickly became evident that the project was also benefiting them, and that their individual expectations were not very different than those of participating youth. Thus, the TA Team, in collaboration with FHI, created mechanisms to help track the roles of the coaches, involve them actively in project decisions, include them in training sessions so they could also learn about entrepreneurship, and support their roles as coaches based on input collected directly from them. TA also supported the role of coaches as contributors to the project. The “Mentorship and Coaching Guide” was developed to provide ideas for activities that both mentors and coaches could use to establish a nurturing relationship with youth. The guide includes a set of activities for the initial stage of “getting to know each other”, “clarification of roles and expectations” and a set of activities to support the role of coaches and mentors going forward.

*Youth business clubs* – The TA Team provided technical guidance on the overall conceptualization of Youth Business Clubs, their structure, and operationalization. They also provided guidance to the Project Officer in Bukavu on ways to engage with coaches and youth directly as a way to model interactions with youth in smaller groups (10 youth) rather than large groups (all 100 youth) to move towards deeper levels of support for youth.

*Knowledge and resource sharing* – The TA team provided resource materials and best practices around the world regarding particular businesses (such as palm oil production, soap making, etc.) in response to requests from the Project Officer for additional entrepreneurship resources (in French) that were specific to the types of businesses that youth were exploring in their business plans. Research was conducted to identify the most appropriate and relevant materials available in French that could be shared with youth and coaches.

*Basic accounting and cashflow management training* – Significant TA efforts were directed to the design and implementation of a one-week training on basic accounting and cashflow management. This training was not intended to replace previous trainings conducted by GEL; instead, it was to complement previous entrepreneurship trainings. This additional training was designed and delivered in response to preliminary findings of the first administration of the Youth Entrepreneurship Skills Survey, which revealed that once youth started to fully execute their business plans, they needed strengthening (refresher) on cashflow management and accounting. Training was delivered to 92 youth and all 10 coaches in four co-ed groups of 22-29 youth each. Youth were grouped according to their levels of entrepreneurship and literacy skills.

#### **D.4 DR Congo Lessons Learned**

*Lessons learned as reported directly by FHI:* At the end of the YED-CSY project, FHI collected and shared their lessons learned, as summarized in the table below. For a complete discussion, please see FHI’s Final Project Report in **Appendix 14**.

<b>FHI’s Lessons Learned on CSY-DR Congo</b>
<b>1. Cross-sectoral work has clear ‘added value’.</b> Combining the enterprise development component with a health component brought exceptional support from the youth themselves and was seen as an innovative price of programming. Greater time would have enabled the two

components to be tracked more steadily, with the expectation that stronger results would emerge on the behavioral work in particular.

**2. Mid-term assessment allowed adaptation of program design in response to identified needs.** A survey conducted about mid-way through the pilot identified that many of the youth did not feel adequately prepared to manage a basic accounting system and to track cash flow. In addition, many of the coaches expressed a desire to have some training on basic accounting to help them better monitor the youth's businesses. As a result, a simple and yet highly practical training was designed and delivered to all youth and their coaches.

**3. Leveraged resources of FHI office to implement program.** By working collaboratively with FHI, the program was less expensive, as it did not require additional funds to cover office rental, accounting and administrative support. In addition, FHI's local contacts facilitated start-up, as the program worked with its ROADS project collaborators, such as MUSE, to identify youth workers who became coaches. This also ensured quick 'buy-in' from the youth who trusted MUSE as a known local organization. MUSE carried out a good deal of the local coordination of the 100 youth, and this was only possible because of their proximity and understanding of the youth concerned.

**4. Grants reinforced savings.** Through programmatic cost savings, the project was able to offer a small grant of at least \$40 to all youth (20 of the 100 youth were competitively awarded \$300), which was deposited directly into savings accounts for the youth. This approach encouraged all youth to open savings accounts and reduced the risk of the grant funds being spent on non-business items. Through the trainings and meetings with local microfinance cooperatives, youth understood the importance of making regular deposits to demonstrate their capacity to repay a loan. The project was able to overcome initial fear and suspicion of financial institutions by the youth; it is hoped that these relationships will continue beyond the life of project.

*Lessons learned as reported by EDC from a broader CSY perspective:* From a broad CSY perspective, each CSY site generated 'take aways' that are worth highlighting as they may inform future similar cross-sectoral youth initiatives. Following are the main highlights from the CSY-DR Congo project as reported by EDC. In addition to the 'take aways' below, a Lessons Learned document was prepared based purely on the experience of CSY-DR Congo (see *Lessons Learned from the Cross-Sectoral Youth (CSY) Project in Bukavu, DRC* in **Appendix 19**).

1. *Female emphasis paid off* – Based on the results from the Youth Entrepreneurship Skills survey, female participants made more progress than male participants on revenues earned each month. They also gained greater decision making in their households. The strategy of maintaining a 60% women / 40% male youth split throughout the project implementation was justified; the gap between women's business revenues and men's decreased from \$40 to \$8 per month. This confirms that investing in women, and particularly when it comes to financial matters, leads to positive results.

2. *Populations with low income and low literacy levels showed greater gains* – Results also showed that youth coming from low income families and with low levels of literacy showed a greater percentage increase in their monthly individual and household income than populations with greater literacy levels from better off families. It should be noted that investing in less educated and low income populations is more challenging and sometimes more costly, and requires intentional strategic targeting. But based on this project’s experience, results are positive.
3. *Cost effective* – The reason why this size of project was doable in such a brief time frame and resulted being cost effective is the fact that its design leveraged and partnered with existing structures established by FHI’s ROADS project in Bukavu. This facilitated overall start-up of the project, narrowed down the youth universe for recruitment (since the project worked with youth already engaged in ROADS), maximized resources (local facilities for office space), and facilitated implementation (relying on existing partnerships and youth clusters system that ROADS uses in partnership with MUSE).
4. *Importance of building on local capacity* – Building on local capacity was a good strategy on two fronts. First, it contributed to sustainability after the project ended because partners carry on knowledge gained and approaches tested into different and new initiatives. For example, GEL, a training institution that partnered with the project to deliver the main package of training to youth, benefited from curriculum and methodology enhancement during this project, which will strengthen their trainings practices going forward. Second, it facilitated project implementation by helping avoid reinventing systems and networks. For example, this project worked closely with MUSE, a local youth-serving organization that works through a youth cluster system that reaches out to different pockets of youth throughout Bukavu, which allowed this project to focus on three specific clusters and work with an already defined structure.
5. *Development culture in line with business driven approach* – An important aspect of cross-sectoral work is the fact that each sector has its own culture and approach, which may have an impact on implementation. In this case, half way through implementation, it became evident that the original project design needed some adjustments to bridge the two very different cultures of health and the business world. Prior to this project, participants had been engaged in health-related interventions, where peer support and reliance on social network are main elements. Then, once business concepts were introduced and youth started to go through the *Entrepreneurship Funnel*, participants were between a culture of ‘peer support’ and ‘competition’, which seemed to make them uneasy. For example, some youth questioned: —des this [business competition] mean that if I win the grant, my peer and partner may not win anything?” Although this is the reality of adult life, bridging a peer support-oriented culture that health interventions foster and a business-competition environment that entrepreneurship demands required project adjustments. Thus, the grant scheme was adjusted to provide a larger grant (\$300) to 20 finalists as originally planned and a small grant (\$40) to other participants with solid business plans.

## IV. Project Products

This section contains a list and description of the main products developed during the CSY Project. It is hoped that these products serve as resources to existing and future youth development and cross-sectoral interventions.

### ***CSY Youth Development Framework***

This framework was developed early in the implementation of the CSY project by the CSY Technical Team to provide a common understanding of a cross-sectoral approach for youth development and to guide implementation across countries. The core principle of this framework is ‘positive youth development’, approaching youth development by strengthening competencies and assets that youth possess rather than addressing deficiencies or gaps. The operational belief is that successful cross-sectoral interventions would *prepare* youth through the acquisition of sector-specific competencies (e.g., education, health, livelihoods, etc.) and would *engage* youth through the development of cross-sectoral internal and external assets (e.g., positive values, social competencies, supporting structures, boundaries and expectations, etc.). This framework was discussed with country Missions in India and Morocco and further refined during the life of the project. (See **Appendix 20** for a copy of the *CSY Youth Development Framework*).

### ***Cross-Sectoral Youth (CSY) Morocco Assessment Report***

This report is the result of a Cross-Sectoral Youth Assessment in Morocco that aimed to test a project concept, namely “Support to Dar Chebabs”, and make programmatic recommendations to USAID/Morocco to address youth (ages 15-24) at risk of disaffection. As a summary, below are the main questions explored during this assessment, followed by the main recommendations.

Questions explored during the assessment:

- What opportunities may exist in Morocco for an innovative, synergistic, cross-sectoral, youth-oriented program that will address the needs of youth at risk of social, political and economic disaffection?
- What understanding can be reached of radicalization and potential recruitment of youth to participate in violence, up to and including terrorism in the general population?
- How can a cross-sectoral approach drive the analysis, design and programming for youth programs in Morocco leading to constructive economic and political engagement among young people aged 15 to 24?
- How do assessment results support USAID-Morocco to test, validate, expand and improve upon the [support to Dar Chebabs] programming scenario concept that has been laid out by USAID/Morocco?

Main recommendations:

- Be intentional about the population to be served – reaching marginalized youth at risk of disaffection will require targeted programming versus an expansion of general youth services.
- Reach out to marginalized youth in their current environments – rather than expecting them to readily access center-based services.
- Work with youth to seize opportunities in their immediate environments – and then look to longer term opportunities in mainstream settings.

- Link youth to holistic livelihood development pathways – recognizing that marginalized young people’s number one priority is improving their income, while at the same time understanding their need for opportunities to improve basic education competencies, develop key life skills and enhance their capacity for civil society participation.

(See **Appendix 11** for the Assessment Report and the Appendices of the Assessment Report, including assessment tools.)

### ***Guide to Cross-Sectoral Youth Assessments***

Based on the rapid assessment and design activity conducted in India and the more comprehensive assessment conducted in Morocco under the CSY project, EQUIP3 developed this guide.

This Guide provides a conceptual framework, instruments, and tools for designing and implementing youth assessments in developing countries. It is especially intended for use by assessment specialists and USAID Mission staff interested in conducting a comprehensive cross-sectoral assessment of the assets and needs of out-of-school-youth.

The Guide is organized into six modules: 1) Developing an assessment framework 2) Examining country data 3) Mapping USAID sector programs 4) Engaging youth and learning about their perceptions and experiences 5) Learning about the perceptions and experiences of other in-country stakeholders and 6) Developing cross-sectoral findings and recommendations. (See **Appendix 13** for a copy of this guide.)

### ***Measuring Youth Development, Using a Developmental Assets Approach in Youth Programming, Agra, India***

This brief document presents a rationale for tracking developmental assets among youth as a way to measure change and progress throughout a development intervention, especially when the intervention is of a cross-sectoral nature. This document uses the Developmental Assets Profile (DAP), developed by the Search Institute, as an example of how to measure and track youth’s developmental assets. It shows how existing tools such as the DAP inspire and provide groundwork for the development and use of other tools, as was the case in the CSY-India project which developed the ‘*CAP-CSY Developmental Assets Survey Tool*’. CSY-India’s pilot use of a customized asset tracking tool is seen by other stakeholders as a contribution to current efforts to track youth development more holistically. (See **Appendix 21** for this product)

### ***An Assessment of Young People’s Developmental Assets, Agra, India (December 2008)***

This report describes the change over time of youth’s developmental assets and the use of a tool adapted from the Search Institute’s Developmental Asset Profile (DAP) to help measure youth assets. The ‘*CAP-CSY Developmental Assets Survey Tool*’ was administered in Agra to track youth’s assets during the CSY-India project. It helped measure *developmental assets* (positive experiences or qualities) that any person may possess to different degrees, such as internal assets (e.g., positive identity, social competencies, etc.) and external assets (e.g., support, boundaries and expectations, etc.). CSY-India identified those assets that could best describe and track its young participants’ development in the local context and designed a tool that was administered three times during the project. Overall results indicate that there was a significant increase in

developmental assets among youth participating during the project. Findings also reveal that there was a noticeable gender asset gap, where boys displayed asset achievements markedly higher than girls, calling for further examination. (See **Appendix 10** for this product)

***The Role of the Private Sector in Youth Development: A Case Study from Agra, India***

During the last decade many in the development arena have begun to focus on the role that the private sector can play in furthering the development agenda. Contributions from the private sector can take many forms, ranging from cash or in-kind contributions, which are the most typical, to deeper, more innovative and committed types of engagement, such as skills training, mentoring, and various activities planned and run jointly, some of which are illustrated throughout this document. Under the CSY-India project, the private sector had much to contribute to the project development, based on their local experience, “know how,” positioning, and prestige. This case study presents the successful integration of the private sector into the development of a product, eco-friendly bags, and a service, the delivery of animated tours around Agra, India. This document analyzes the beneficial roles played by the private sector throughout the course of the CSY-India project and the many positive outcomes for the local community. (See **Appendix 4** for this product)

***Promoting Health! Youth at home, at school, at work, and in the community. Sample activities for health facilitators, Agra, India***

This document provides a series of practical activities for trained health facilitators to use with youth to help them support their health at home, at school, at work, and in their communities. The module cuts across sectors and uses a holistical approach. It was developed to strengthen current practices in Agra and be responsive to the needs of the CSY-India project, as well as to serve as a resource in other settings and countries. The module uses skills-based education in a participatory, cross-sectoral curriculum. It promotes knowledge, awareness, and skills to improve the health and livelihoods of youth (ages 18 to 24) and to improve the quality of urban infrastructure/basic sanitation services in the community. It is a compilation of activities designed, tried, and modified during the CSY-India project in Agra. Activities are organized in four units: 1) Skills for Healthy Living; 2) Hygiene; 3) Healthy Choices; and 4) Reproductive Health.

This product was developed by the CSY Technical Team in close collaboration with CURE in India. It went through a detailed review by CURE and a pilot test of each unit with a health facilitator and youth in Agra to ensure contextual relevance and applicability in the field. (See **Appendix 9** for this product)

***Rapid Assessment for Project Design, Bukavu, DRC (August 2008)***

This report is a result of a rapid assessment conducted in Bukavu, South Kivu region of the DR Congo. The main objective of this assessment was to conduct a rapid assessment of market opportunities for youth and inform the final design of a cross-sectoral project in Bukavu. The assessment team constituted of Tamara Duggleby and Melanie Beauvy (EDC) and Chris Degnan (FHI). The report includes both a description of a rapid appraisal and the resulting project design for a 12-month intervention in Bukavu. The project design resulting from this assessment brought together livelihoods opportunities for youth, health aspects including HIV/AIDS prevention, civic engagement in local communities, and active engagement of the private sector. (See **Appendix 22** for this product)

### ***Assessing Youth Entrepreneurship Skills, Initial Findings, Bukavu, DRC (July 2009)***

In an attempt to track youth entrepreneurship skills during the life of the CSY-DR Congo project, an initial survey of 100 young participants was conducted in May 2009. Participants of the survey included two groups. Group 1 attended only the first training that focused on what it takes to be a successful entrepreneur, while Group 2 attended the first training as well as the second training that focused on how to develop a business plan. This was the first of two surveys that intended to track change throughout the project. Data collected through the survey, though preliminary, was analyzed to compare the two groups of youth and identify any trends and gaps that could inform the final stages of project implementation. This brief report presents *Initial Findings* from about one-third of the way into project implementation, and describes the business management skills, business confidence, and financial self-sufficiency of participants in both groups. (See **Appendix 17** for this product)

### ***Assessing Youth Entrepreneurship Skills, Final findings, Bukavu, DRC (November 2009)***

Following an Initial Youth Entrepreneurship Skills survey conducted one-third of the way into project implementation, CSY-DR Congo conducted a second survey at the end of the project to compare results with the initial survey's findings. Given that the CSY-DR Congo project sought to increase 1) business skills, 2) business confidence and 3) financial self sufficiency, this report is a summary of the extent to which each of the objectives was accomplished based on findings of both surveys. Findings confirm that there were significant achievements on all three counts between T1 and T2. Furthermore, it indicates that there was a positive impact on youth's health choices as participants' expenditures on health increased and their willingness to take health risks to sustain their business decreased compared to responses in the beginning of the project. (See **Appendix 18** for this product)

## **V. Overall Challenges & Lessons Learned**

CSY's many accomplishments were accompanied by challenges along the way, some of which are discussed below. A summary of overall project highlights across CSY project sites was presented to USAID/Washington as part of a Final Project Sharing & Debrief Session on December 9, 2009 (see **Appendix 23** for a copy of the presentation that guided the session's discussion).

### ***Sequential rather than simultaneous identification of project sites***

The original design of CSY was for simultaneous engagement of three different country sites throughout an implementation period to enable cross-country sharing of the challenges and successes of cross-sectoral programming. Instead, country sites joined CSY in a sequential way, (with the exception of Morocco that overlapped with India).. While this did not allow for the anticipated "five exchange," it allowed CSY to apply lessons learned from India to DR Congo, enhancing the implementation in DR Congo.

### ***Short implementation periods***

As expressed by implementing partners CURE and FHI in their respective final projects report, a 12-month project cycle is a very short timeframe in which to show results. If it wasn't for pre-existing partnerships and the successful predecessor CAP in India, and the ROADS project in the DRC, these CSY projects could not have shown significant impact during this time period. The original 12-month period was extended to 17-months in India in order to complete the full program cycle and allow for a proper exit strategy. On the other hand, the 12-month project in the DRC was shortened (due to conflict) to 10 months, making implementation much more challenging. A 24-month period would have been a more appropriate time to ensure a gradual transition from CSY to the newly formed CAP Agra NGO in the case of India, and to allow a more appropriate period of implementation of business planes in DRC. To avoid losing momentum, CURE continued to provide capacity building to the newly formed CAP Agra NGO and EDC maintained communications with CAP Agra because the overall CSY project mechanisms were still ongoing. Thus, although the funding period came to an end, the relationships and commitment of EDC and CURE continued on an informal and personal basis, allowing for a smoother exit strategy. In the case of the DRC, however, the exit strategy was faster because the overall CSY project mechanism also came to an end, along with support to local groups upon the conclusion of the project.

### ***Underestimation of the time and in-country Technical Assistance needed in India***

During the life of this project, most of the TA provided to CSY-India (except for the rapid assessment and design mission at the beginning of the project) was delivered at a distance, without in-country presence. While TA in this modality worked well, it was not sufficient. There were areas such as monitoring and evaluation, public-private partnerships, youth livelihoods development, and international visibility of the project that could have been enhanced with targeted face-to-face TA. Learning from this experience, TA was tripled for the CSY-DR Congo project, allowing for a better strategy of support to work in the field and more effective use of resources vis a vis project results. Another aspect of TA worth highlighting (as mentioned in previous sections) is the strategy of front-loading TA towards the beginning of the project so that capacity built early on in the project benefits the project throughout implementation. In the case of CSY-DR Congo this strategy yielded positive results at the project level (e.g., by improving training content and methodology, monitoring and evaluation systems, and the capacity of local partners).

### ***Contractual delays***

It was recognized from the beginning of the project that CSY had an unconventional funding structure that involved USAID, Pact, EDC/EQUIP3, and the main implementing partners, such as CURE and FHI. USAID procurement delays (as long as four months) and delays in finalizing dates for important activities (such as TA trips) posed a significant challenge to the project. EDC/EQUIP3 absorbed the risk and negative delay factors by balancing the USAID and Pact Awards in order to maintain money flow to CURE and avoid delays on the ground. But it ultimately had an impact on broad CSY activities (having to hold off some planned activities with the CSY Working Group at USAID/Washington) as well as on-the-ground work in India during the close-out phase (delaying money transfers for the conduct of final project evaluation) and in DR Congo during the engagement and implementation phase (delaying travel approval which affected Technical Assistance on the ground).

### ***Communication and management of expectations from USAID and partners***

Given the nature of cross-sectoral work, a number of stakeholders from different sectors and offices, (e.g., D&G, economic growth, and education), can greatly contribute to the project by bringing a variety of expertise. However, that value added brought by the integration of sectors also brings complexity to the project all the way from funding to design and throughout implementation. The CSY Project has shown the importance of balancing the different expectations and sector-specific priorities and maintaining open communications in order to benefit from such involvement rather than making intervention on the ground cumbersome. It is key to recognize that each party brings something valuable and that successful cross-sectoral projects know how to capitalize the different contributions that each player may bring for the project to succeed on the ground.

### ***Insights for future similar efforts***

The following are some recommendations for any future projects structured similarly to the CSY Project:

- **Plan for a longer period of Award from the onset.** The CSY project was a pioneer in this type of funding mechanism, thus, the original design was for two years only and then, based on progress made and realities of implementation, it was extended for one more year. If possible, it is recommended to plan such an initiative for a three-year period from the onset, allowing longer and simultaneous project implementation in different sites (see below).
- **Longer and simultaneous implementation in different sites.** The idea of having multiple project sites in different parts of the world, allow for cross-learning. While the CSY DRC project was able to apply lessons learned from the CSY-India project, now that lessons and highlights have been gathered from all three sites, cross-learning could be maximized by having all sites go through implementation at the same time. This combined with a longer period of implementation (e.g. 24 months) would give room for planning a more purposeful strategy for sharing across experiences and maximizing cross-fertilization among sites.
- **Consider a different model for stimulating youth entrepreneurship.** While the experience in the DRC showed positive results on many fronts, in thinking about sustainability and long-lasting impact of project efforts, future interventions that incorporate entrepreneurship development in a holistic project may want to consider the use of business grants funds for collateral (or equivalent concepts) for youth to enter and access the microfinance sector. While this model was not tested in the DRC, it was considered as a viable option for future interventions because it would allow youth to access financial services that may otherwise not be accessible to them. This model assumes that if project intervention is geared to strengthening their enterprises, youth would then reach self-sustainability to re-pay their loans and grow their businesses.

## Conclusion

Overall the CSY Project has enhanced USAID and partner organizations' understanding of the benefits and challenges of cross-sectoral youth programming, as well as specific understanding about what it takes to implement these types of projects on the ground. The CSY Project had a positive impact on the lives of young men and women in Agra, India and in Bukavu, DRC, and contributed to further USAID cross-sectoral programming for youth in Morocco. It is the hope of the CSY team that the work accomplished, lessons learned, products shared, and the road that was paved towards better cross-sectoral youth programming through these three country sites will inform future youth programming and contribute to the knowledge base of cross-sectoral work.

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## APPENDICES

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Appendix 1	CSY Objectives and Activities Framework
Appendix 2	Activities Acomplished
Appendix 3	Public Private Partnership Matrix (India)
Appendix 4	<i>The Role of the Private Sector in Youth Development: A Case Study from Agra, India</i>
Appendix 5	Five Publications: <ol style="list-style-type: none"><li>1. –Off the Beaten Path” (EDC Update, November 2007);</li><li>2. Featured Article –Creating Opportunities for Youth” (December, 2007, on EDC’s website);</li><li>3. Featured Article –Congolese Youth Build a Future” (EDC Update, Spring 2009);</li><li>4. –Youth Produce Lasting Impact” (EDC Update, Fall 2009);</li><li>5. –Business Growth Leading to Behavior Change for Youth in DRC” (FHI’s Postcard from the Road – Highlights from ROADS II Project)</li></ol>
Appendix 6	CSY Website Design
Appendix 7	CSY-India Final Project Report
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Appendix 11	Morocco CSY Assessment Report and Appendices
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