



# EQUIP3 LEADER AWARD: FINAL REPORT

Out-of-school Youth • Learning • Earning



2003-2012

# EDUCATION QUALITY IMPROVEMENT PROGRAM 3 (EQUIP3) LEADER AWARD

## FINAL REPORT

2012

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## Contents

<b>Acknowledgements</b>	<b>iii</b>
<b>Acronyms</b>	<b>iv</b>
<b>Executive Summary</b>	<b>1</b>
<b>Overview of EQUIP3 Leader Program</b>	<b>5</b>
<b>Structure of the Mechanism</b>	<b>6</b>
<b>History and Evolution of EQUIP3</b>	<b>6</b>
History and Evolution of the EQUIP3 Leader Award.....	7
History and Evolution of the EQUIP3 Associate Awards.....	8
<b>Summary of Leader Program Accomplishments and Challenges by Objective</b>	<b>10</b>
<b>OBJECTIVE A   Policy and Program Development</b>	<b>10</b>
Youth Development Training for USAID Staff.....	10
Demonstration Project on Youth and Microenterprise .....	12
Seminar Series for USAID Staff and Invited Donor Partners .....	12
EQUIP123 “End of EQUIP” Event.....	14
Wheelchair Training Course Project (WCTP) .....	15
Youth Service Program Policy Summary and Conference .....	15
<b>OBJECTIVE B   Applied and Field-Based Research</b>	<b>15</b>
Technical Publications.....	15
Applied Research Studies.....	20
<i>Systems Framework</i> Approach to Youth Development .....	21
Pilot Program on Youth, ICT, Employment and Entrepreneurship .....	22
Support to Data Collection and Research .....	22
<b>OBJECTIVE C   Information to the Field</b>	<b>27</b>
Dissemination of EQUIP3 Products and Events.....	27
Conferences.....	28
Youth Community of Practice.....	31
EQUIP3 Website and Facebook Page.....	31
Youth Advisory Committee.....	33
Model Program Descriptions .....	33
Journal for Education in International Development.....	34
Preparing for Work Website .....	34
<b>Objective D   Associate Awards and Partners</b>	<b>34</b>
Associate Award List & Partners.....	36
<b>Future Directions</b>	<b>39</b>
<b>Programmatic Lessons Learned</b>	<b>39</b>
<b>Considerations for Future USAID Youth Programming</b>	<b>41</b>
<b>Conclusion</b>	<b>43</b>
<b>Appendix 1 – Associate Award Information</b>	<b>44</b>

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## Acronyms

AED	Academy for Educational Development (now FHI 360)
AIR	American Institutes for Research
AIYD	Alliance for International Youth Development
AOTR	Agreement Officer's Technical Representative
CIES	Comparative and International Education Society
DAP	Developmental Assets Profile
EDC	Education Development Center, Inc.
EGAT/ED	Bureau of Economic Growth, Trade and Agriculture/ Education
EQuALLS2	Education Quality and Access for Learning and Livelihood Skills Phase 2
EQUIP3	Educational Quality Improvement Program 3
FHI	Family Health International (now FHI 360)
HHD	Health and Human Development
HP LIFE	Hewlett-Packard Learning Initiative for Entrepreneurs
ICP	Innovations in Civic Participation
ICT	Information and Communication Technology
IDB	Inter-American Development Bank
IDEJEN	Haitian Out-of-School Youth Livelihoods Initiative
IT	Information Technology
IYF	International Youth Foundation
JEID	Journal for Education in International Development
LWA	Leader-with-Associates
PEPNet	Promising and Effective Practice Network
USAID	United States Agency for International Development
YAC	Youth Advisory Committee
YCoP	Youth Community of Practice

## Executive Summary

The Educational Quality Improvement Program 3 (EQUIP3) was a USAID-funded Leader-with-Associates (LWA) Cooperative Agreement, designed to improve earning, learning, and skill development opportunities for out-of-school youth in developing countries. EQUIP3 had two types of activities:

- Leader Award activities focused on project design, research, and development, and dissemination of best practices and lessons learned.
- Associate Awards were projects in the field funded by USAID missions that targeted at-risk youth.

The EQUIP3 Leader Award was launched May 1, 2003, and ended on June 15, 2012 and consisted of a consortium of 13 organizations, led by Education Development Center (EDC) and the following partners:

- FHI360 (formerly AED)
- International Youth Foundation
- National Youth Employment Coalition
- Catholic Relief Services
- International Council on National Youth Policy
- National Youth Leadership Council
- Opportunities Industrialization Centers International
- Partners of the Americas
- Plan International Childreach
- Sesame Workshop
- Street Kids International
- World Learning

Much of the definition of EQUIP3's mission emerged through dialogue between USAID, the Leader Award staff at EDC, and key consortium members. Through the nine-year experience of the Leader Award, as the number and type of Associate Awards grew, so did the work of the Leader Award to gather and analyze the learning in partner countries. As the group of participating Missions grew, the agenda of the Leader Award also grew and evolved.

A summary of major activities and accomplishments for the EQUIP3 Leader Award during its nine years of implementation are described below, organized under its four core objectives: Objective A-Policy and Program Development, Objective B-Applied and Field-Based Research, Objective C-Information to the Field, and Objective D-Associate Awards and Partners.

### **Objective A | Policy and Program Development: To develop, articulate and disseminate practical information about effective policies and programs for out-of-school-youth.**

As part of activities under Objective A, EQUIP3 provided a convening mechanism for youth development-related issues to USAID staff. Examples have extended from early in EQUIP3's life, and accelerated to the end of the mechanism. The most significant contribution under this objective was the youth development training course and associated youth

development trainings that the EQUIP3 Leader conducted for USAID/Washington and Missions. The other most notable activities organized by the Leader throughout the nine years included a seminar series on topics in youth development and contributing to the 9th Global Conference on National Youth Service in Egypt in 2010.

**Objective B | Applied and Field-Based Research: Support and carry out applied research efforts to learn from effective and promising field-based out-of-school youth program practices.**

Under Objective B, one of the EQUIP3 Leader's major contributions to the field of youth development was the generation of a number of technical publications to strengthen understanding of youth development program strategies and best practices. Publications included country youth assessments and program briefs and guides covering topics such as service learning, youth livelihoods, and analyzing education data for out-of-school youth in Africa. In addition, the Leader led or supported partners to develop research on relevant youth development topics. Through the Leader's support and technical oversight, the Search Institute conducted a correlation study on the Developmental Assets Profile in youth programs in developing countries, International Youth Foundation developed a toolkit for youth employment in careers related to ICTs, and AED (now FHI360) developed a framework for a systems approach to youth development in developing countries. Other notable research included a process and outcome evaluation of the HP LIFE Entrepreneurship training program, conducted in collaboration with HP and EDC's Health and Human Development Division. Under Objective B, the Leader also developed a common reporting system for aggregating data across all EQUIP3 Associate Award projects.

**Objective C | Information to the Field: To support the technical youth program needs of interested USAID Bureaus and Missions and serve as a clearinghouse of information on international youth development best practices.**

EQUIP3 identified early on the need for a clear communication strategy targeted at USAID headquarters, bureaus and missions. The goals of EQUIP3's dissemination strategy have been to 1) ensure that EQUIP3 tools and resources reach their intended audience in an effective and timely manner; 2) raise greater awareness about the work of EQUIP3 and its resources; and 3) support the technical youth program needs of interested USAID Bureaus and Missions and serving as a clearinghouse of information on international youth development best practices.

EQUIP3's communications strategy evolved over the course of the project and became more tailored and the products more sophisticated. Throughout the life of the project, EQUIP3 contributed to the three EQUIP-wide publications and EQUIP123 seminars:

- *EQ Review*
- *EQ Dispatch*
- *EQ Newsletter*
- Seminars

In addition, the Leader Award used conferences as an effective forum for disseminating information on EQUIP3 Associate Awards and Leader Award initiatives and products. Most notably, the Leader supported presentations on EQUIP3 activities at the annual Making

Cents conference, Comparative and International Education Society (CIES) and other USAID-focused events.

Other major dissemination activities included the EQUIP3 website, EQUIP3 Facebook page, and the Youth Community of Practice (YCoP). YCoP was another effective forum for gathering and exchanging information, knowledge, ideas, and best practices related to youth development. YCoP organized an online discussion early on in 2004, but it primarily consisted of a listserv, *YCoP Links*, that was circulated approximately twice a month. By the close of the EQUIP3 Leader YCoP membership had grown to 528 members including 21% from USAID staff.

Finally, a major product developed under Objective C of the Leader was the *Preparing for Work* website ([www.preparing4work.org](http://www.preparing4work.org)), a web-based database of work readiness and life skills resources and curricula. *Preparing for Work* has proven to be a valuable product due to its service to external organizations and ability to easily grow and expand. At the end of the Leader Award, the *Preparing for Work* website grew to house 35 peer-reviewed curricula in the area of work readiness, life skills, entrepreneurship, and technical skills training.

**Objective D | Associate Awards and Partners: To manage and extend an expanding network of program activities, further engaging USAID personnel, EQUIP3 partners, and policymakers in support of youth and programs to serve them.**

Momentum for supporting programs for young people grew at USAID/Washington and in USAID Missions significantly over the nine-year history of EQUIP3. It is fair to say that despite persistent and repeated efforts, the matter of managing a diverse consortium assembled for the purpose of EQUIP3 design and management has been a challenging experience. Quicker processes of notification of award availability and more transparent processes for decision-making were established in the final two years of the mechanism, and have helped to increase the number of partnerships through EQUIP3 Associate Awards, as well as somewhat reduced tensions about resource sharing.

While it is difficult at this stage of a nine-year effort to know for sure, it may be that establishing these more efficient, transparent processes for notification and teambuilding earlier would have resulted in greater participation among consortium members. Some of the partnership challenges could perhaps also have been minimized through more careful partner selection. Because there was some overlap in technical expertise among several of the partners in the Consortium, there was greater competition in determining the most appropriate implementing partner for a new award, which led to more tension.

### **Conclusions**

By most measures, EQUIP3 has been a considerable success. Twenty-four projects in 26 different priority countries will have served, by the end of current projects in 2017, over 300,000 young people. The aggregation of projects, together with sound management and implementation at the technical level, has contributed substantially to the growth of confidence that it makes sense to invest in out-of-school young people as a matter of US government policy. Moreover, and perhaps more importantly, this nine-year investment has produced a better understanding of what program strategies work best, for which youth, and under what circumstances. This experience should be of interest not only to USAID but

also to other international donors, other implementers, and youth policy developers both domestic and international. There is much still to be done to rise to the challenge of fulfilling the potential of 1.5 billion young people globally. The experience of EQUIP3 confirms that regarding this demographic reality as a treasure and future asset, rather than as a threat or crisis is a realistic, not just optimistic priority.

## Overview of EQUIP3 Leader Program

The Educational Quality Improvement Program 3 (EQUIP3) was designed to improve earning, learning, and skill development opportunities for out-of-school youth in developing countries. The EQUIP3 Leader Award was launched May 1, 2003, and ended on June 15, 2012.

EQUIP3 was a consortium of 13 organizations, led by Education Development Center (EDC) that together created a cohesive group with diverse capacities and areas of expertise. The following partners comprised the consortium:

- FHI360 (formerly AED)
- International Youth Foundation
- National Youth Employment Coalition
- Catholic Relief Services
- International Council on National Youth Policy
- National Youth Leadership Council
- Opportunities Industrialization Centers International
- Partners of the Americas
- Plan International Childreach
- Sesame Workshop
- Street Kids International
- World Learning

The purpose of EQUIP3 was to engage and prepare out-of-school youth for their roles in the world of work, society, and family life. To achieve this purpose, the EQUIP3 Leader Award organized activities around four core objectives:

1. **Objective A | Policy and Program Development:** To develop, articulate and disseminate practical information about effective policies and programs for out-of-school-youth;
2. **Objective B | Applied and Field-Based Research:** Support and carry out applied research efforts to learn from effective and promising field-based out-of-school youth program practices;
3. **Objective C | Information to the Field:** To support the technical youth program needs of interested USAID Bureaus and Missions and serve as a clearinghouse of information on international youth development best practices; and,
4. **Objective D | Associate Awards and Partners:** To manage and extend an expanding network of program activities, further engaging USAID personnel, EQUIP3 partners, and policymakers in support of youth and programs to serve them.

This report includes a summary description of major activities and accomplishments for the EQUIP3 Leader Award during its nine years of implementation.

### Structure of the Mechanism

EQUIP3 operated with USAID under a Leader-with-Associates (LWA) Cooperative Agreement, which meant there was a single lead cooperative agreement under which multiple associated awards could be made. There were two types of EQUIP3 activities:

1. Leader Award activities focused on project design, research, and development, and dissemination of best practices and lessons learned.
2. Associate Awards were projects in the field funded by USAID missions that targeted at-risk youth.

This LWA funding mechanism offered the following benefits to USAID Missions:

- **Pre-competed.** The EQUIP3 mechanism was pre-competed, meaning that USAID Missions or Bureaus did not need to go through a lengthy RFP/A design and procurement process.
- **Consortium.** The EQUIP3 consortium was made up of 13 organizations who together offered a broad spectrum of youth development, international development, and international field operations experience and expertise. These organizations represented an initial resource from which USAID Missions and Bureaus could draw in developing the kind of program that best met their needs.
- **Consultation and initiative design team.** Staff, specialists and consultants for each of the EQUIP3 consortium members were available to act as a nimble consultation and initiative design team who could travel to Missions and work with USAID to develop a program responsive to USAID and country needs in a short time period.
- **No Ceiling.** There was no ceiling to the mechanism, meaning that USAID was not constrained by any dollar limits on the EQUIP3 project in relation to the amount of funding to put through EQUIP3.
- **Project Length.** The EQUIP3 Leader Award was a nine year project, and Associate Awards can continue for an additional five years after the end of the Leader. This length not only allowed for a large amount of internal learning within EQUIP3, but also gave USAID Missions and Bureaus a good block of time in which to work through the EQUIP3 project.

### History and Evolution of EQUIP3

The EQUIP3 program was conceived by USAID as the third leg of a three-part initiative to implement groundbreaking education programs in targeted USAID Missions. Its purposes were perhaps less clear in the beginning than its other two counterparts, EQUIPs 1 and 2. Its focus on out-of-school youth, however, resonated in a post 9/11 world. As EQUIP3 was a more open-ended mechanism, its philosophy was more open to experimentation and to learning from new experiences. While EQUIP1 and EQUIP2 were building on earlier generations of education reform efforts in developing countries, there were few such precedents in the youth development arena. Perhaps as a result of having less of a foundation upon which to build, EQUIP3 was slower to start.

### History and Evolution of the EQUIP3 Leader Award

Much of the definition of EQUIP3's mission emerged through dialogue between USAID, the Leader Award staff at EDC, and key consortium members. It is significant that the unifying elements of program strategies that evolved in the last several years of EQUIP3 find their origins in these early definitions. By mid-2004 (a year following launching the mechanism), three "pillars" had been defined: workforce development, service learning, and complementary education. Initial intellectual work focused on examining research and practice among domestic youth employment and youth development programs in an effort to consider what might be transferrable or adaptable to international circumstances.

In the early days of the Leader Award, much attention was paid to definitions of principles and program approaches. Scenarios were developed demonstrating the range of possible program approaches, youth were engaged in advisory structures, and preliminary contacts were initiated with USAID Missions expressing interest in programming for youth. For example, the National Youth Employment Coalition's PEPNet (Promising and Effective Practice Network) was considered as a screening mechanism for identifying models for adaptation, and initial work was done with the Umsobomvu Youth Fund in South Africa. Other US models, like YouthBuild, were examined for approaches to youth development and livelihood preparation, and the YouthBuild approach to construction training and personal growth showed up in later work in East Timor and Haiti.

In this early phase from 2004-2007 EQUIP3 created illustrative model program descriptions for hypothetical youth interventions to help USAID Missions to frame youth programs relevant to their specific countries. The program descriptions served as examples that could be easily adapted to other countries with similar contexts.

Several program descriptions were developed: Youth Assessment (Rwanda); Youth Service Program (Zambia); National Youth Service Corps (Liberia); HIV-AIDS and Urban Youth Employment (South Africa, Lesotho, Swaziland, Botswana, and Zambia); Rapid Response Program for Youth Development in Fragile States (Liberia, Sierra Leone, Rwanda, Sudan, Indonesia, Angola); Orphans and Vulnerable Children (Regional); At Risk Deaf Youth Program (Kenya, Ghana, Tanzania, Zambia, Uganda, Malawi, Namibia, Democratic Republic of Congo); Literacy for Out-of-School Youth (Haiti and Afghanistan); and Youth Skills Development and Employment Generation Initiative (Liberia). It is instructive to note that, while a straight line to actual program implementation cannot be drawn, Associate Awards were later developed in several of these countries, including Rwanda, Liberia, Haiti, and Afghanistan.

Through the nine-year experience of the Leader Award, as the number and type of Associate Awards grew, so did the work of the Leader Award to gather and analyze the learning in partner countries. As the group of participating Missions grew, the agenda of the Leader Award also grew and evolved. For example, a need for assessment instruments examining youth development led to an adaptation – first in the Philippines, then subsequently elsewhere – of Search Institute's Developmental Assets profile (the DAP). This adaptation itself evolved in international application, to the point where in Year 9 a four-country study was launched to examine the relationship between the DAP and priority development outcomes. Similarly, the experience of organizing work readiness programs in several

countries led to a cross-Mission effort – led by EDC – to develop an adaptable work readiness curriculum which might be globally applicable. Discovery of a variety of such curricula led, in turn, to the creation of a new, peer-reviewed website, *Preparing for Work* ([www.preparing4work.org](http://www.preparing4work.org)), developed under the Leader Award, for sustainability through EDC. Similar interplay influenced the development of youth development training for USAID personnel by Leader Award staff and EGAT, the work on “systems” approaches explored with several USAID Missions, and the examination of approaches to entrepreneurship in several countries, and the evaluation of the HP-LIFE entrepreneurship program undertaken in the final year in conjunction with a cost share activity sponsored by the Hewlett Packard Corporation.

### History and Evolution of the EQUIP3 Associate Awards

The history of USAID Mission Associate Awards reflects a similar evolution. The first two Associate Award projects in Haiti and Afghanistan focused on, respectively, basic education and livelihood supports for out-of-school youth, and literacy and community empowerment. The third EQUIP3 Associate Award project in the Philippines built on an earlier USAID-funded education initiative to offer education (in and around school institutions), along with workforce development activities for out-of-school youth in the conflict region of Mindanao.

Followed by a new program in West Bank/Gaza, EQUIP3 had begun to establish program designs by implementing one or several of its foundational “pillars” in response to the needs of young people and the expressed concerns of USAID and counterpart governments. The West Bank/Gaza program, called RUWWAD, was explicitly aimed at creating community service and community learning activities for young people in that politically tense region, which would represent alternatives to negative political activism. In the post-9/11 world it was not surprising that the initial activities supporting youth development took place in Haiti, Afghanistan, Mindanao, and West Bank/Gaza. The focus of the IDEJEN program in Haiti, although implemented in a volatile environment, represented an expansion of EQUIP3 beyond security concerns and into mainstream development activities focused on basic education, economic opportunity, livelihood development, and workforce preparation.

The EQUIP3 Associate Award activities that followed, together with the USAID-Washington initiatives supporting cross-sectoral work, reflected an evolution of interest in youth programs, and the significant growth in demand for EQUIP3’s work. An investment by USAID in small cross-sectoral youth (CSY) programs helped to explore the value of tying together livelihoods (economic growth), literacy and reading supports (education), and youth leadership (democracy and governance), in order to develop cross cutting strategies that employed the resources of more than one USAID sector. Just past the midpoint of EQUIP3’s nine years, momentum began to build. New programs in East Timor, Somalia, Rwanda, Yemen, and Kenya had elements that grew out of the earlier work on livelihoods, work readiness, literacy, and youth leadership.

The original “pillars” had evolved some, but still pertained. But increasingly, they had evolved into a unified, comprehensive strategy that blended what had been demonstrated in earlier international youth programs with what had been learned in domestic contexts about the importance of reading for livelihood development and employment, of work readiness and work maturity designed to provide practical, hands-on experience, and the importance to young people of a sense of belonging, of affiliation and civic engagement

through community service. The particular mix, or blend, of these elements of necessity varies according to country context—economic, political, and cultural—but increasingly all the elements are part of the strategic and programmatic design. Most recently programs in Mali, Liberia, Kosovo, Macedonia, Bosnia, Honduras, Guyana and Ethiopia reflect the adaptation of common design elements to new contexts.

Ten country-based programs are continuing beyond the life of the EQUIP3 Leader Award and the knowledge development activities of the Leader or of the consortium that supports it. Continuing to learn from these ongoing experiences in the field will be a challenge to EDC and its consortium partners, to the USAID missions which are sponsoring them, and to USAID as a whole.

## Summary of Leader Program Accomplishments and Challenges by Objective

A summary of major activities and accomplishments for the EQUIP3 Leader Award during its nine years of implementation are described below, organized under its four core objectives: Objective A-Policy and Program Development, Objective B-Applied and Field-Based Research, Objective C-Information to the Field, and Objective D-Associate Awards and Partners.

### OBJECTIVE A | Policy and Program Development: To develop, articulate and disseminate practical information about effective policies and programs for out-of-school-youth.

#### Youth Development Training for USAID Staff

##### *Early Trainings*

Both USAID and EQUIP3 have shared a commitment to learning – about youth development, about “what works” under what circumstances, and about both domestic and international experiences with young people from which effective programs might be drawn. Since its inception, EQUIP3 has provided a convening mechanism for youth development-related issues to USAID staff. Examples have extended from early in EQUIP3’s life, and accelerated to the end of the mechanism.

In June 2005, EQUIP3 was invited by the Democracy and Governance Bureau to help in the development of two youth sessions during the D&G Officers annual meeting. Presentations were given on Youth Engagement and Tips for Working with Youth. EQUIP3 also identified youth leaders who were either involved as key speakers or resource persons in both Youth sessions. In October of the same year, EQUIP3 facilitated a youth participation training at the USAID Education Officers training.

##### *Youth Development Training Course*

A core training activity for the maturing EQUIP3 Leader program was the development and delivery of a four-module training course on youth development for present and emerging USAID leaders and program planners. Begun in the fall of 2009, the training was designed to improve the ability of USAID to design, develop, and evaluate youth strategies and programs. In its original version the course consisted of the following three-hour modules: Principles of Youth Development and Youth Assessments, Developing a USAID Mission Youth Strategy, Youth Program Design, and Monitoring and Evaluation for Youth Programs Using a Systems Approach. EQUIP3 staff from EDC and FHI 360 (then AED) worked with AOTR Clare Ignatowski to develop the course outline. The pilot trainings were offered as follows:

1. December 2009: “Principles of Youth Development and Youth Assessments.” Seventeen participants attended from across the USAID bureaus.
2. January 2010: “Developing a USAID Mission Youth Strategy” which included David Barth, Director of EGAT/ED, as a guest speaker. Twenty-one people participated in this session.

3. March 2010: “Youth Program Design” which included a video message from USAID/Jamaica Mission Director Karen Hilliard on the situation of youth in Jamaica and the sectors that Mission works in. It had 25 participants.
4. May 2010: “Monitoring and Evaluation of Youth Programs Using a Systems Approach.” Twenty people participated.

After the pilot of all four modules, the original training was adapted and implemented for selected conferences and workshops. Modified trainings were delivered at the May 2010 E&E regional training, the June 2010 D&G Officers training, July 2010 Education Officers training, the 2010 LAC regional training, and the February 2011 Youth Development Course in Nairobi, Kenya.

After the pilot concluded, EQUIP3’s work on the youth development training course focused on main areas: the revision of the original four-module course; the development of a Training of Trainers for USAID staff in youth development; and the development of online training modules in partnership with International Resources Group (IRG).

The modules were reorganized so that the revised first module focused on youth development principles and sectoral, cross-sectoral, and systems-based approaches to youth programming. The second module addressed youth assessments, while the third module focused on youth strategy development and youth program design. Although the fourth module remained focused on M&E, the content was shifted to include more traditional M&E as well as the systems approach. The activities and topics within the modules were also reorganized, to respond to participants’ concerns that there was too much material presented in a short time during the pilot.

In terms of training schedules, results from a survey sent to the Youth Working Group suggested there was substantial interest in attending a two-day intensive version of the in-person training. Therefore, EQUIP3 offered the revised course in March 2011 in Washington DC to a small but highly participatory group of 7 core people, with others coming in and out over the two days. The training, which received positive evaluations from participants.

Development of the online modules between February and April 2011 was managed by IRG with content input as requested from EQUIP3. The process was slower than expected, largely because of the amount of work required to transform in-person trainings into online trainings. In the end, one online training module was developed, which was housed on a newly created youth page on the USAID AllNet site. EQUIP3 provided input into the content and organization of the Youth AllNet webpage.

### ***Further 2011 trainings***

In October 2011, Bonnie Politz from FHI 360 (formerly AED) and Clare Ignatowski traveled to the West Bank to provide foundational and strategic input to the USAID/WBG Mission in its effort to consider and create a cross-sectoral youth strategy. As part of this trip, they provided training to Mission staff on Foundations in Youth Development, as well as Youth Strategy Development, which covered youth mapping, youth program evaluations, strategy development efforts, and assessments. They also met with numerous USAID staff,

implementing partners, other donors, and youth, and discussed next steps for the Youth Task Force, including their structure, roles, responsibilities, and potential outcomes.

### **Demonstration Project on Youth and Microenterprise**

In March 2008, USAID formally announced this project and solicited Letters of Interest from USAID Missions. The project's purpose was to "plan, implement and evaluate youth livelihood programs that bring together effective practices in youth development, foundational skills (basic education) and financial skills and services." It aimed to strengthen the capacity of USAID Missions and implementing partners to undertake an 18-month pilot youth microenterprise development activity in three countries. EQUIP3 was to provide initial assessment and project design assistance, and monitoring and mid-term technical assistance. In April 2008, two countries were selected: Uzbekistan and the East Caribbean region. However, in the end EQUIP3 was asked only to provide initial assessment and project design assistance in the East Caribbean region.

#### ***East Caribbean Youth Assessment***

EQUIP3 conducted a rapid youth assessment in four East Caribbean countries: Grenada, St. Lucia, St. Kitts & Nevis, and Antigua & Barbuda. The assessment took place in the summer of 2008, and the results informed USAID's future programming in areas such as livelihood preparation, workforce development, health and education.

#### ***Uzbekistan Youth Assessment***

In September 2008, EQUIP3 began planning for a youth assessment in the Tashkent and Surkhandarya regions of the country. The assessment was to focus on livelihood and employment opportunities for at-risk youth, including youth with disabilities, youth at-risk for human trafficking, and gender, and was scheduled for November. However, in late October 2008, EQUIP3 received word from USAID's Tashkent office that the assessment had been postponed, due to an unexpected change in support for youth programs from the Government of Uzbekistan.

### **Seminar Series for USAID Staff and Invited Donor Partners**

Throughout much of the EQUIP3 Leader's nine years, the Leader was responsible for conceptualizing and organizing seminars on topics and programs in the area of international youth development for USAID staff, donors and implementing partners. Below is a summary description of each of these seminars.

In January 2006, EQUIP3 hosted a 90-Minute Interactive Seminar titled *Youth Participation in Assessments: Rationale and Approaches*. The topic was how Missions and Bureaus can engage youth more effectively in assessment activities, co-facilitated by EQUIP3 and USAID. The seminar was well-received and EQUIP3 held additional seminars on the topic in later years (see below).

Also in January 2006, EQUIP3 delivered a one-day interactive workshop titled *Designing and Delivering Youth Assessments: Tools and Approaches for Advanced Practitioners*. This workshop targeted professionals with experience in doing research/ appraisal/ program design work for USAID and other funders and with an interest in developing more specialized skills for application on youth assessment assignments.

EQUIP3 facilitated a Youth Assessment Seminar in February 2006 that had more than 40 USAID staff and youth practitioners in attendance.

In April 2009 EQUIP3 held a 2-hour seminar for USAID and other development professionals on our experience and lessons learned from conducting youth assessments. A panel from EDC and MSI spoke briefly on the following areas, drawing examples from seven youth assessments:

- Involving Youth: Gathering data/information from and with youth (Somalia and DRC)
- Effectively targeting at-risk sub-populations within the youth cohort (Kenya)
- Including Missions in project design workshops (Eastern Caribbean and Kenya)
- Working with remote assessment teams (Yemen and Somalia)
- Approaches for identifying and building on the capacities of local youth-serving organizations (Rwanda)
- Assessing employment sectors for out-of-school youth (Bangladesh)

In September 2010, EQUIP3 held a half-day training at Peace Corps, in response to Peace Corp's request for training on EQUIP3's approach to work readiness. Approximately 20 Peace Corps program managers explored two modules, one on Leadership from the EQUIP3 Associate Award in Rwanda, and one on Career Planning from the G-Youth Project in Kenya, and helped them think about how this type of curriculum could be used in the countries where they work. They also introduced them to the *Preparing for Work* website as a resource when looking for other work readiness curricula.

In October 2010, EQUIP3 presented the Developmental Assets Profile (DAP) monitoring and evaluation tool for the USAID Education Working Group. A follow-on session was held in January 2011. The first was an introduction to the tool, while the second focused on building participants' familiarity with the ways that the DAP can provide USAID projects with a reliable, cost effective, and highly user-friendly set of actionable data. It concluded with presenting possible next steps in DAP application internationally and possible leadership roles for USAID. Attempts were made to include participants from USAID Missions, and as part of the first DAP session, there was a call-in number that enabled the Jordan and Liberia Missions to participate.

In December 2010, a seminar was held to present the EQUIP3 report, *Out of School Youth in Developing Countries: What the Data Do (and Do Not) Tell Us*. The report offers a systematic analysis of out-of-school youth populations with special attention to Sub-Saharan Africa, including in-depth analysis of out-of-school youth in Kenya and Ethiopia. The seminar was well attended by Education Office and Africa Bureau staff and ended with a lively discussion of the data needs related to youth programming.

March 2011 saw a panel presentation on post-training support and training of training facilitators with focus on the EQuALLS2 Project in the Philippines and Rwanda Akazi Kanoze Project. The session EDC and Save the Children staff, and was moderated by USAID Youth Specialist Rachel Blum.

EQUIP3 organized two seminars in April 2012. FHI360 led the organization of the first event entitled, "Findings from Jim Casey Youth Opportunities Initiative research on

Adolescent Brain Development & Implications for Global Youth Programs, Policy and Research.” This 2 ½ hour learning event in Washington, DC included:

- Carol Emig, President, Child Trends;
- Mattias Lundberg, Senior Economist, World Bank;
- Nancy Guerra, Associate Dean of Research, University of Delaware; and
- Sixto Cancel, Jim Casey Youth Opportunities Youth Fellow.

Dialogue focused on how these U.S.-based findings can be leveraged to promote and strengthen global research, policies and practices that aim to impact youth success. The audience included USAID staff and global youth researchers, policymakers and practitioners in the DC area.

In April 2012, as part of the EQUIP3 Leader activity to develop an ICT Toolkit with IYF, EQUIP3 organized a webinar and brownbag to present the ICT Toolkit to practitioners, interested donors and USAID field staff. Participants discussed opportunities for using the toolkit under existing or new youth training programs. (See Section B. for more details about the ICT Toolkit.)

The final EQUIP3 seminar was held in late May 2012 in conjunction with the Alliance for International Youth Development (AIYD). The session was titled “The Role of Technology in Entrepreneurship Training: Evidence from HP LIFE Program.” Findings were presented from an evaluation of the HP LIFE program undertaken as part of EQUIP3’s cost share activities. The presentation sparked a good discussion on the implications for youth entrepreneurship programs.

### **EQUIP123 “End of EQUIP” Event**

On November 8, 2011, the three EQUIP consortia held an event to share and reflect upon lessons learned entitled “Informing the Future: Ten years of experience in global education in development.” The half-day event was held at the National Press Club in Washington, DC and was organized around three thematic areas:

1. Measuring and Improving Learning for All
2. Sustaining and Scaling-up Change: New knowledge and understanding for the future
3. Youth, Gender, and Conflict: Making education and employment a reality for the hardest to reach

All three EQUIP123 Project Directors participated in the opening plenary session. EQUIP3 Project Director, Erik Butler gave a plenary address entitled “Making Education and Employment a Reality for the Hardest to Reach.” EQUIP3 had a moderator in each thematic area:

1. Howard Williams, AIR and Nancy Taggart, EDC: Measuring and Improving Learning for All
2. Bonnie Politz, FHI360 and Bill Reese, IYF: Sustaining and Scaling Up Change
3. Audrey Moore Schuh, FHI 360 and Brad Strickland, AIR Poverty, Gender, and Conflict: Making Education and Employment a Reality for the Hardest to Reach

EQUIP3 provided input into the draft proceedings from the event, which were finalized by EQUIP1 and made available in 2012.

### Wheelchair Training Course Project (WCTP)

This activity began in early 2009, and aimed to develop a Wheelchair Training Package consisting of training materials for health care providers in less-resourced clinic and community settings. The materials will help ensure that disabled individuals are appropriately equipped for enhanced mobility and thus for enhanced dignity and productivity. This activity was funded through a buy-in to the Leader Award from USAID/DCOF, and was implemented by EDC's Health and Human Development Division. A Basic Course Training Guide and Video were developed and pilot tested, and work began on an Intermediate Course. By mid 2011, further funding for this activity was continued under a different mechanism.

### Youth Service Program Policy Summary and Conference

EQUIP3 provided support to the organization of the 9th Global Conference on National Youth Service in coordination with its partner, Innovations in Civic Participation (ICP). The conference was held at the Bibliotheca Alexandrina (Library of Alexandria) in Alexandria, Egypt from October 25-27, 2010. EQUIP3 led a two-day workshop within the conference on developing guidelines on best practices for service learning programs in developing countries. The first part of the workshop focused on design and implementation of service learning programs and the second on M&E, budgeting, and sustainability issues. The discussions generated from the two-day workshop were also intended to contribute to content for the development of a program note on service learning. The workshops were positively received by participants and generated a good discussion of the topics covered. The wide range of expertise and profiles of the workshop participants made it difficult however to obtain the desired, in-depth input from participants on the targeted topic areas in the limited time available. In order to address this challenge, the workshop facilitators worked with ICP to identify leading exemplars of youth service learning programs who had attended the conference. This led to extensive interviews that were featured in the *Youth Service Programs* program note (see Objective B below for the publications developed under the EQUIP3 Leader).

## **OBJECTIVE B | Applied and Field-Based Research: Support and carry out applied research efforts to learn from effective and promising field-based out-of-school youth program practices.**

EQUIP3's research is categorized into technical publications (guides/toolkits, policy briefs/program notes, lessons learned series, case studies, youth assessments and the Youth Community of Practice publications), applied research studies, a systems framework approach to youth development, and evaluation. All applied and field-based researched is detailed below.

### Technical Publications

One of the EQUIP3 Leader's major contributions to the field of youth development was the generation of a number of technical publications to strengthen understanding of youth development program strategies and best practices. EQUIP3 developed technical publications under six broad categories: Program Guides and Toolkits, Policy Briefs and Program Notes, Lessons Learned Papers, Case Studies and Desk Reviews, Youth

Assessments and Youth Community of Practice Publications. Below is a list of the major documents developed:

### **1) Program Guides and Toolkits**

#### *Guide to Assessing and Designing Tourism Workforce Development Programs, 2010*

This guide is intended to strengthen the capacity of managers (from government, NGOs, and the private sector) to assess, design, implement, and evaluate workforce development programs in the tourism sector. A special focus of the guide is on the development of programs that provide employment opportunities to youth ages 15 - 24.

#### *Guide to Cross-Sectoral Youth Assessments, 2010*

The 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 youth as an early step in developing country-based youth strategies.

#### *Literacy for Out-of-School Youth: A Program Guide, 2010*

This guide serves as a resource for development specialists initiating or strengthening integrated literacy programs for youth who are not involved in formal education. Part I makes the case for investment in integrated literacy programs for out-of-school youth, and explores how literacy skills are developed. Part II describes the policy context necessary to ensure the success of literacy programs for out-of-school youth.

#### *Youth Livelihoods Development Program Guide, 2008*

This guide examines the presence of livelihood development (to complement workforce development) as a strategic necessity for national development, especially when delivered in careful coordination with traditional investments in health, education, democracy and governance, and economic growth activities. The guide is based on research carried out by EQUIP3 with youth project participants in Uganda, Morocco, the Philippines, Haiti, and the West Bank. It provides a conceptual framework for designing effective youth livelihood strategies that reflect youth realities and respond to the existing goals, plans and strategies of young people themselves and their community supporters (especially at the household and extended family levels).

### **2) Policy Briefs and Program Notes**

#### *Gender in Youth Livelihoods and Workforce Development Programs, 2012*

This program note summarizes key gender issues in livelihoods and workforce development programs and discusses EQUIP3's approach to addressing gender, using examples from specific EQUIP3 youth projects to illustrate lessons learned.

#### *Technical and Vocational Education and Training, 2012*

This program note examines four approaches to technical and vocational education and training (TVET) using the nine elements of effective workforce development identified by USAID. Recommendations are included for improving TVET systems with a focus on sustainability.

*Technology in the HP LIFE Entrepreneurship Program: Summary Report Findings, 2012*

This program note presents summary findings of an evaluation study of the global Hewlett-Packard Learning Initiative for Entrepreneurs (HP LIFE) program, conducted in China, India, Kenya, Nigeria, and South Africa in 2011–2012.

*Community YouthMapping: A Tool for Youth Participation and Program Design, 2011*

This program note highlights lessons learned in implementing Community YouthMapping™ (CYM), a youth-centered participatory development strategy. An eight-country comparison of CYM's implementation and impact reveals strategies for adapting YouthMapping to diverse settings.

*Out-of-School Youth: What the Data Do (and Don't) Tell Us Reports, 2011*

This report presents an analysis of existing data profiling the status of out-of-school youth in developing countries. These profiles examine indicators related to four dimensions of out-of-school status: education, employment, livelihood, and health. The analysis pays particular attention to age, gender, and urban versus rural status—all key factors that shape the lives of out-of-school youth.

*Youth Service Programs: A Study of Promising Models in International Development, 2010*

This program note provides a short history of the evolution of youth service and a description of four program models. Policy makers and program planners will benefit from a short program brief illustrating each model and an annotated list of recommended resources on youth service.

**3) Lessons Learned Series & Report***EQUIP3 Lessons Learned: Experiences in Livelihoods, Literacy, and Leadership in Youth Programs in 26 Countries, 2012*

This report draws on the rich experiences of the EQUIP3 youth projects to inform future youth programming. Each section of the EQUIP3 Lessons Learned report discusses the results, challenges, and tools or products that have been developed to address:

1. livelihoods and workforce development, literacy, and youth leadership;
2. program design and management, evaluation, and program sustainability; and
3. youth programming in fragile states.

From the findings in each key thematic area, the report draws conclusions about the field today and how EQUIP3's lessons learned can prove useful to youth programming in the future. Key findings from this report are summarized in the conclusions section. An Executive Summary was also published.

The final report was a strong synthesis of lessons learned in key technical areas across the EQUIP3 youth projects between 2003 and 2010. The authors, however, confronted a conundrum: as the most important lessons have come from what EDC staff regard as the first and second generation of Associate Award programs, and have been incorporated into succeeding programs, many of the most important lessons cannot yet be understood. These have to do with the effects and impacts of tailoring comprehensive, cross-sectoral, strategies to new country the realities. In a way the most important lessons from EQUIP3 are still emerging.

*City Year in South Africa: Adapting a U.S.-based Service Learning Model, 2009*

This report summarizes the lessons from a small-scale effort, conducted as part of the EQUIP3 Education for All Youth Challenge Grant project, to adapt a successful U.S.-based model for service-learning to the challenging circumstances of South Africa. Seen through a lens of the dramatic need for better prepared young workers in this country, the project represented a shift in emphasis for the City Year model. The report examines the process of adapting the project mission to the context, and reflects on the challenge of balancing "fidelity to the (original) model" with the demands of a new economic and social context.

*Sports for Youth Development in Uganda: Monitoring and Evaluation of an Assets-based Approach, 2009*

This report summarizes the lessons from a fairly small-scale effort in two regions of Uganda to use sports as a means of engaging young people in education, healthy living, and peace building in these post-conflict regions. The EQUIP3 Education for All Youth Challenge Grant project in Uganda, through a partnership with a local non-governmental organization, The Kids League (TKL), sought to establish a system for monitoring and evaluation of asset-based approaches to youth development. This document reports the lessons learned in tracking youth developmental assets throughout the project as a way to monitor and document a holistic youth intervention.

*Engaging Young Men in Jamaica's Urban Areas: Education and Employment as Complementary Strategies, 2009*

This report, from the EQUIP3 Education for All Youth Challenge Grant project in Jamaica, focuses on a growing population of young men who are out of school and unemployed, and at risk of or engaged in gang activity or violent behavior. Working with a small sub-set of about 80 young men in the Grants Pen community within Kingston, the project achieved modest but demonstrable success in improving literacy and numeracy, and building employment and livelihood skills through music and aquatic activity. The report summarizes practical lessons learned regarding project design, preparation of the community, implementation, and direct implementation for similar youth projects that focus on young men living in environments with high levels of violence.

*Lessons Learned from Moving the Haitian Out-Of-School Youth Livelihood Initiative (IDEJEN) Beyond the Pilot Phase, 2008*

As part of a series of publications summarizing what is being learned "on the ground" from projects in more than a dozen countries, this report is from the pilot phase of the first EQUIP3 Associate Award, the Haitian Out-of-School Youth Livelihood Initiative (IDEJEN). This document summarizes the lessons learned and makes recommendations for the IDEJEN project as it moved from a pilot phase with 650 youth to a large-scale national project serving 13,000 youth. The report examines the following aspects of the project: developing a knowledge base, nonformal basic education, life skills, technical/vocational training, livelihood accompaniment, capacity-building of local organizations, monitoring and evaluation, and partnerships.

**4) Case Studies and Desk Reviews***Youth Councils: An Effective Way to Promote Youth Participation, 2009*

This publication focuses on the role of youth councils as a valuable forums for youth participation that develop their critical social and interpersonal skills, and connect them to their communities and to the global arena. It features case studies on youth councils in

Uganda, Kenya and Mozambique, as well as the Global Youth Parliament and the African Regional Youth Initiative. It also features a section for USAID practitioners on how to start a youth council. The idea for the paper resulted from the EQUIP3 Youth Advisory Committee (see Objective C), and two members from Africa conducted the field research.

*External Review of Youth Assessments, 2006*

EQUIP3 completed an external review and analysis of rapid youth assessments and related tools used by USAID, as well as other donor agencies such as the World Bank and IDB. This external review of existing studies and tools enabled EQUIP3 to formulate guidance for USAID, as well as to develop effective frameworks, tools and methodologies.

*Youth and Conflict: A Brief Review of Available Literature, 2006*

This literature review highlights some of the challenges facing policy makers, funders, and practitioners, and signals a number of key factors for success in addressing the needs of youth affected by conflict.

*Microfinance, Youth and Conflict Case Study: Uganda, 2006*

The EQUIP3 team helped to develop a series of Youth Livelihood Mapping Tools that form the basis for this case study in Uganda.

*Microfinance, Youth and Conflict Case Study: West Bank, 2006*

The EQUIP3 team helped to develop a series of Youth Livelihood Mapping Tools that form the basis for this case study in the West Bank.

*Economic and Social Rationale to Invest in Out-of-School and Un- or Underemployed Youth in Developing Countries: Making the Case, 2005*

This paper makes the case for greater investment in programs and policies to address the needs of out-of-school and un- or under-employed youth in developing countries. It asserts that engaging the resources and human capital of out-of-school and unemployed youth is one of the most important issues many countries face, and failing to do so has significant consequences for a country's economic growth, political stability, and social cohesion. After laying out a rationale for investment, the paper focuses on the types of policies and programs that countries can undertake to increase youth knowledge and skills, generate youth employment, and productively engage young people in governance and civil society.

*Reflections on Youth Livelihood: Preparing Out-of-School Youth for Livelihood, 2005*

This report considers effective policies, programs, and practices for preparing out-of-school youth for livelihood.

*Urban Youth Employment and HIV/AIDS Desk Review, 2005*

This Desk Study discusses urban youth employment in HIV/AIDS municipalities in Zambia, Swaziland, Botswana and Lesotho.

## **5) Youth Assessments**

Over the course of its nine years, EQUIP3 developed an approach for youth-oriented, country-based, cross-sectoral assessments. Sometimes part of a “design and build” process and sometimes freestanding, these youth assessments have proven helpful to USAID Missions in development of program strategies and service programs. The youth assessments conducted under EQUIP3 are listed below in chronological order:

1. Haiti (2004)
2. Jamaica Appraisal (2005)
3. West Bank (2005)
4. Angola (2006)
5. East Timor (2007)
6. Morocco (2007)
7. Eastern Caribbean (2008)
8. CSY-DR Congo (2008)
9. Bangladesh (2008)
10. Garissa-Kenya (2008)
11. Yemen (2008)
12. Rwanda (2009)
13. Somalia (2008)
14. CSY-Kenya (2009)
15. India (2009)
16. Mali (2010)
17. Dominican Republic (2010)
18. Benin (2011)
19. Guyana (2011)
20. Ethiopia (2012)

These assessments, taken together with other programmatic products described elsewhere in this report, are a rich resource for future youth programming.

### **6) Youth Community of Practice Publications**

EQUIP3 published two compendia and more than 100 issues of the e-bulletin *YCoP Links* under the Youth Community of Practice (YCoP). Details on the compendia are below; see Objective C for further details on YCoP.

*YCoP Links: The First 50 Issues, 2009* and *YCoP Links: The Next Generation. Compilation of Issues 51-105, 2012*

The *YCoP Links* compendia serve as reference guides that collect the listings from the first 50 issues (*The First 50 Issues*) and issues 51-105 (*The Next Generation*) of the *YCoP Links* e-bulletins. The YCoP compendia each consist of two main parts: the Links Listings and the Index. The Links Listings section comprises all the *YCoP Links* listings, along with their previously published short descriptions that highlight innovative and promising events, projects, and studies related to international youth development. The Index provides an easy way to browse for useful organizations, projects, or resources, and is separated into three distinct sections: Themes, Regions, and Resources. The Themes section contains more than 50 themes, ranging from advocacy to youth participation.

### **Applied Research Studies**

The Leader undertook an initiative to learn from applied research in Afghanistan, Haiti, and the Philippines.

The Afghanistan Applied Research was part of EQUIP3's effort to learn from and document lessons from the Literacy and Community Empowerment Program (LCEP) Associate Award. One round of data collection and analysis took place, and while further data collection was

planned, the work on this study stopped in late 2007, when EQUIP3 learned it would no longer have an ongoing presence in Afghanistan. This change made continued applied research work in Afghanistan no longer feasible.

The objectives of the Haiti Applied Research were to describe the IDEJEN program, document participant perceptions of the outcomes and impact of participation in the program, and summarize what has been learned that might be useful to other programs, as well as suggest avenues for further research. Three rounds of data collection were undertaken between March 2007 and August 2008, in which a sample of approximately 30 IDEJEN youth were individually interviewed about earning money, gaining skills, and viewing the future. The study found that IDEJEN participants reported an improvement in earnings, doubts about whether they were learning new skills after completing the program, and an overall positive outlook for the future, despite an economic downturn in Haiti during the study period.

The applied research activity related to the Philippines focused on an analysis of the components of out-of-school youth certification programs in the Philippines, Indonesia, England, and the U.S. The report was finished in 2008 and offered advice on out-of-school youth certification program design, policy, and research and development.

### **Systems Framework Approach to Youth Development**

In 2010, EQUIP3 consortium partner AED was commissioned to lead development of a systems-level framework for youth development, including a theory of change; a logic framework; and short, intermediate and long-term outcomes – all drawing on domestic US work, in the hope that there might prove to be applicable research and development in domestic contexts that could apply to international development. The purpose of developing the systems framework was to support USAID in strengthening systems that support youth development, leveraging multiple sectors and national and international partners, and improving life outcomes for large cohorts of youth. In addition, AED was tasked with also elaborating a series of multi-level, qualitative and quantitative youth development indicators—from the systems level to the individual level—linked to the framework.

Toward this effort, AED worked with Dr. Michelle Gambone of the U.S.-based organization, Youth Development Strategies, Inc., along with EQUIP3 lead partner EDC to consider how to adapt her earlier, domestic work to a development context. An external consultative group, including development professionals from USAID, the World Bank, the Inter-American Development Bank, leading nonprofits involved in youth development, and youth leaders, provided a forum for offering the EQUIP3 team valuable feedback into the framework's development. The consultative group held one major meeting and a webinar.

The final framework document was submitted in April 2011 and consisted of an overview of the concept and justification of the importance of a systems approach to youth development, a diagram presenting the different levels and categories of strategies and resulting outcomes along the pathway for holistic youth development, and illustrative youth indicators. The framework diagram in particular has been a useful tool for USAID for youth development trainings and has resonated with partners as a useful presentation of the necessary processes and factors that contribute to holistic youth development which could

be used for project design. There were, however, challenges in finalizing a full package of tools, specifically a final set of indicators, which has hindered the dissemination of the framework. This work is best seen as a “work in progress,” with more development to be completed.

### **Pilot Program on Youth, ICT, Employment and Entrepreneurship**

With support from USAID/Washington’s Education Office, EQUIP3 consortium partner International Youth Foundation (IYF) was commissioned to develop a career development pilot program that focused on ICT skill training to enhance youth employment and entrepreneurship. A particular emphasis was given to the health and agriculture sectors. The goal of the pilot program was to draw upon lessons and experience from past youth training programs and build on existing ICT trainings to target these for specific sectors with job growth opportunities. The geographic focus of the program was Kenya and Rwanda, where there is strong interest from the USAID Missions, existing ICT and youth training projects, and anticipated local demand for job seekers with ICT skills. Given limited resources and a short time frame, the goal of the program was to generate training tools and identify leverage resources from other existing youth programs, USAID and other donors and implementing partners in order to be in position for piloting the training under separate funding.

As its final product, IYF developed the “Employment Training & Placement Toolkit,” a clickable PDF file that provides guidance and technical support to local partners working in the area of youth employment. The toolkit presents profiles of jobs in three sectors- ICT, health, and agriculture- identified as growth sectors particularly in Kenya and Rwanda. The profiles provide program managers with detailed information on how to establish training programs that will impart to youth the skills required to secure formal and employment or to start their own businesses. The kit received positive feedback from USAID Education Specialist, Tony Bloome, and was distributed within USAID for broader feedback. 100 CDs of the toolkit were printed and the link to the toolkit is available via IYF and EDC’s websites (At time of completion EQUIP3 was unable to post documents on the EQUIP3 website). IYF also developed a report on potential leverage partners and opportunities for scaling the toolkit into new or existing youth projects, In Kenya, the EQUIP3 G-Youth project used the toolkit as part of its ICT training program for youth and in its career resource center. However, it was challenging to identify new funding opportunities for a project that would be based around the toolkit.

### **Support to Data Collection and Research**

EQUIP3 data collection and research activities included the EQUIP3 Common indicators for EQUIP3 Associate Award projects, a seminar on youth program evaluation, implementation of the Developmental Assets Profile tool with the Search Institute, and an evaluation of the Hewlett-Packard Learning Initiative for Entrepreneurs (HP LIFE) program.

### ***EQUIP3 Common Indicators***

The EQUIP3 Leader Award was responsible for a collective learning agenda. As new Associate Award projects were developed and evolved in the early stages of the EQUIP3 mechanism, each had its own methods for monitoring and evaluation, its own questions for assessment, and its own process for evaluation and program improvement. However, as the number of projects expanded, and as EQUIP3 matured, it became clear that we needed a common and collective approach to gathering information, monitoring performance, and

especially to assessing cross-project lessons being learned. This process, adopted only in the last two years of the Leader Award (2010 to 2012) began with development of a retroactive results framework including common indicators. The purpose of these indicators was to serve as a monitoring and evaluation framework for all EQUIP3 Associate Awards, and facilitate the collection of output and outcome data from current and future EQUIP3 projects. The set of indicators encompassed the main program areas of all Associate Awards including: youth participation, civic engagement, work readiness and employment, nonformal education, and capacity building of youth-serving institutions. The framework provided a “snapshot” of results to date according to these indicators across all EQUIP3 projects, including collecting output and outcome data. Current EQUIP3 projects were expected to submit data updates for all relevant indicators to include in the Leader's quarterly reports and all new Associate Awards were expected to include all relevant common indicators from the results framework in their M&E plans. The indicators are listed below.

EQUIP3 Leader Common Indicators
1.1 # or % of youth enrolled in civic leadership training
1.2 # or % of youth completing civic leadership training
1.3 # of community projects implemented by youth
1.4 # of hours of community service worked by youth
2.1 # of youth-led "bodies" created
2.2 # of youth advisors participating in project design implementation, or monitoring/evaluation activities
3.1 # of youth enrolled in work readiness training
3.2 # of youth completing work readiness training
3.3 # of youth enrolled in vocational training
3.4 # of youth completed vocational training
3.5 # of youth enrolled in entrepreneurship training
3.6 # youth completed entrepreneurship training
3.7 # or % of youth gaining internships
3.8 # of youth reporting initiation of self-employment through start of a small enterprise or livelihood
3.9 # youth employed in formal sector or informal sector work
3.10 # youth receiving financing
4.1 # youth enrolled in NFE training
4.2 # youth completing NFE training
4.3 # youth reporting returning to formal schooling after completing project's training
5.1 # of Youth Serving Organizations (YSOs) or government institutions completed training
5.2 # of Youth Development (YD) partnerships or networks established
5.3 # of stakeholders participating in youth development (YD) partnerships
5.4 # of YSOs receiving a grant from external funder for YD activities

The collection of data across Associate Awards revealed some useful trends about the EQUIP3 Associate Award projects. For example, the large number of projects reporting on the employment or livelihoods indicators reflects an emphasis among EQUIP3 programs on programs related to work readiness and livelihoods. However, differences in how Associate Awards defined their workforce development trainings, (for example, some programs include a package of entrepreneurship, vocational, and work readiness while others separate out entrepreneurship as a separate training track) made the data for some of the indicators appear thinner. Regarding the civic engagement indicators, while EQUIP3 projects often include youth participation as a priority or strategy, data was not regularly collected to track results around this issue. Similarly, while there are civic engagement components within several Associate Awards, data to track this component does not seem to have been required in all of these projects. In addition, the data from most countries generally showed higher male enrollment and completion in trainings and higher placement in formal sector jobs. This seems to confirm anticipated differences between male and female participation in workforce development programs due to socio-cultural and economic factors that affect women and men in developing countries. Gender differences were smaller, however, for youth reporting self-initiation of small business or livelihood, where there were closer to equal numbers of young men and women.

Generally the collection of common indicator data was a valuable activity, but there were challenges. For instance, because each Associate Award had unique goals and activities guided by different USAID Mission priorities the projects did not collect the same data. Therefore, identifying common indicators for dissimilar projects was a challenge. Moreover, because the process of establishing common indicators was not started until the final two years of the EQUIP3 mechanism, the EQUIP3 Leader common indicators could not be adopted by Associate Awards already underway with already established indicators. One lesson was that it would have been helpful to establish the system of common indicators earlier in order to gather more data and to avoid some of these constraints. Another lesson was that the exercise of reporting against common indicators helped EQUIP3 to identify the need for devising indicators and collecting data around areas like civic engagement, youth leadership, and capacity building in which there are fewer indicators commonly used.

### ***Seminar on the Progress and Challenges in Strengthening the Evidence Base for Youth Development Programs***

Building upon the Leader's attention to analyzing results across the Associate Awards and challenges and data gaps, the EQUIP3 organized a seminar focused on discussion of experiences in youth program monitoring and evaluation. The seminar entitled, "Progress and Challenges in Strengthening the Evidence Base for Youth Development Programs" was held on April 19, 2012 in collaboration with the Alliance for International Youth Development. Participants included youth practitioners and evaluators, USAID, the World Bank, the IDB, and the Brookings Institution. The event was a valuable forum in which strategies and experiences in youth program evaluation were shared and areas for needed further research were identified. The proceedings were shared with participants and other interested people in May 2012.

***DAP and Partnership with Search Institute***

The Developmental Assets Profile tool (DAP), a self-reported survey developed by Search Institute in 2005, was originally designed for 6th -12th grade students in the United States. The survey measures “assets” including relationships, opportunities, values, skills and self-perceptions among youth and has been a reliable tool for measuring children’s and youth’s academic, psychological, social, emotional and behavioral well-being. EQUIP3 was one of Search Institute’s first international partners to adapt the DAP to a developing country context. Under the EQUIP3 project in the Philippines, EQuALLS2, the DAP was adapted for use as an evaluation tool to measure changes in out of school youth’s attitudes and perceptions in conflict-affected Mindanao. The use of the DAP at time 1 and time 2 showed that the youth’s assets increased at statistically significant levels.

Building on this positive experience, under the EQUIP3 Leader, a training on the DAP was held in 2010 for Associate Award project teams in Africa to enable them to use it as part of their evaluation methods for their youth projects. The country projects that participated in the training were Kenya, Liberia, Somalia and Rwanda. In Somalia the EQUIP3 local team adapted the DAP to administer the questions with youth using a mobile phone texting platform. Following the training, EDC monitoring and evaluation staff guided projects to ensure that the DAP tool was an appropriate method for measuring the outcomes and impacts proposed in their M&E plans and that projects were developing the appropriate methodologies for administering the DAP. One challenge was that the DAP assets were not closely aligned with the objectives of some of the youth projects that hoped to use it, so as a result, EDC advised postponement of implementation. Instead, EQUIP3 launched a study to examine the applicability of the DAP, in light of complex development objectives; as cited below, the results are promising, and the DAP – while not a panacea – appears to be a useful tool for future projects.

Based on these earlier experiences, in 2011-2012, USAID/Washington supported EQUIP3 to partner with Search Institute to launch a correlation study to link DAP scores with behavioral outcomes. With EQUIP3 oversight, Search undertook a multi-nation study to correlate DAP scores with selected sectoral outcomes for key youth populations in different parts of the world. The purpose of this research was to make the case for utilizing an asset-based approach across multiple program areas in international youth efforts by suggesting or showing links between developmental assets and changes in priority behaviors and other outcomes. The selected outcome areas were education, health, workforce/livelihoods, violence prevention, and civil society. The study was conducted in Rwanda, Honduras, Jordan, and Bangladesh in partnership with youth projects of EDC and Save the Children. Results of the correlation study showed statistically significant correlation particularly for the asset scores and the workforce/livelihood outcome area. Strongest correlations were found in Jordan and Bangladesh. Two factors may have impacted the correlation in Rwanda and Honduras. The first was the age of the youth, who were older than the age range for whom the tool was developed in the U.S. Second, the authors suggested that socio-cultural norms in the different countries also could have been a factor. Among the conclusions from the study were first, the need for longitudinal studies to establish a cause and effect relationship between assets and outcomes, and second, the need to tailor the instrumentation for older youth in order to expand the range of young people among whom the assets-outcome relationship can be investigated.

***Process and Outcome Evaluation of the HP LIFE Entrepreneurship Training Program***

As part of the cost share requirement for the EQUIP3 Leader, EDC conducted an evaluation of the Hewlett-Packard Learning Initiative for Entrepreneurs (HP LIFE) program, building upon an existing EDC program with Hewlett Packard through EDC's Health and Human Development (HHD) Division.

The HP LIFE program is designed to assist micro-entrepreneurs in expanding the potential of their businesses by providing them with training on information and communication technology (ICT) skills together with business skills. Currently, the HP LIFE program partners with 340 training centers in 49 countries across the globe, reaching 1.2 million students through online activities, face-to-face training, and access to internet resources. These centers range from university-based agencies to rural community development centers to urban training institutions.

The purpose of the evaluation was to gain insight into the relevance and appropriateness of information technology (IT) tools and web-based mentoring and networking for emerging youth entrepreneurs in developing countries. It was expected that this process and outcome evaluation would be shared with and inform the larger youth livelihoods field.

Results from the evaluation included the following major findings:

- The HP LIFE program was found to improve participant outcomes through improved ICT skills.
- The HP LIFE participants gained more than ICT skills from the training.
- Basic ICT skills were the most helpful to employed youth and micro-business owners, while more advanced ICT skills were not considered essential to their job or business.
- Face-to-face instruction with computer-based support was found to be the most beneficial mode of instruction.
- Mentoring and encouragement were cited as important factors for female trainees in particular.

The report's findings, which confirm existing knowledge as well as reveal new information about effective youth entrepreneurship programs, had useful implications for the design and implementation of future entrepreneurship programs.

- The importance of ICT skills for aspiring entrepreneurs, as well as young people seeking employment, should be recognized and incorporated in entrepreneurship programming in a way that is appropriate for each local context.
- The evaluation findings highlight the importance of life skills, such as communication skills, for both potential entrepreneurs and job seekers.
- The report's finding about the importance of mentoring for women builds on research that shows the value of mentoring on increased self-efficacy for both men and women.
- The finding suggests not only the need to ensure there is a mentoring component in entrepreneurship training, but also that female entrepreneurs often need specific support and encouragement, as well as role models.
- While the report's findings support the assumption that training is valuable for entrepreneurs and job seekers, they also confirm the importance of other non-

- training elements to entrepreneurs, such as information on linkages to financing, and follow-up support.
- While the online content in the current HP LIFE program is supplemental, the evaluation findings emphasize the benefits of the face-to-face mode of delivery, particularly in environments where poor telecommunications infrastructure prevents full access to online resources.

**OBJECTIVE C | Information to the Field: To support the technical youth program needs of interested USAID Bureaus and Missions and serve as a clearinghouse of information on international youth development best practices.**

**Dissemination of EQUIP3 Products and Events**

Beginning in 2004, EQUIP3 identified the need for a clear communication strategy targeted at USAID Bureaus and Missions. The goals of the dissemination strategy have been to 1) ensure that EQUIP3 tools and resources reach their intended audience in an effective and timely manner; 2) raise greater awareness about the work of EQUIP3 and its resources; and 3) support the technical youth program needs of interested USAID Bureaus and Missions and serve as a clearinghouse of information on international youth development best practices.

EQUIP3 has dedicated various staff members to communications and knowledge management. From 2004-2007, a Knowledge Management and Communications Coordinator managed all internal and external communications. This position became absorbed by various EQUIP3 project coordinators whose role extended beyond communications and EQUIP3 to other international projects. This designated staff person participated in the Communications Working Group, started by EQUIP1 with the objective of managing EQUIP123-wide communication activities.

Early EQUIP3 communications consisted of a program brochure, monthly newsletters in pdf format and Associate Award 1-pagers. Over time, the strategy became more tailored and the products more sophisticated. For example, the 1-pagers began with a basic format, became more dynamic in 2008 and reached its highest level of quality in 2011 using a template created in InDesign by a graphic designer. The monthly newsletter moved to a quarterly format due to the high level of effort to create it and relatively low rate of readership. In 2010, EQUIP3 transitioned from a newsletter to sending e-newsletters and updates using Constant Contact.

Throughout the life of the project, EQUIP3 contributed to the three EQUIP-wide publications and EQUIP123 seminars:

- *EQ Review*: The *EQ Review* shared knowledge about issues fundamental to improving educational quality and communicated the successes, challenges, and lessons learned by USAID Missions.
- *EQ Dispatch*: The *EQ Dispatch* was a bi-monthly e-publication. Its purpose was to serve as an information resource for recent EQUIP activities, documents, and events. Each EQUIP regularly provided updates from its Associate and Leader Awards.

- *EQ Newsletter*: The *EQ Newsletter* was an e-publication sent to subscribers on a quarterly basis. Linked to the EQUIP123 dissemination strategy, it highlighted EQUIP publications and research related to a featured topic, selected by EQUIPs on a rotating basis.
- Seminars: Quarterly seminars were held at USAID to highlight topics selected by the EQUIPs. EQUIP3 hosted at least one seminar/year (see objective A for more details on seminars).

EQUIP3's communications improved over time as technology and applications evolved. The project team found the Constant Contact messages more useful than hard copy newsletters. The readership of the EQUIP-wide publications was always questionable and it often proved difficult to gather articles in a timely manner. However, the seminars at USAID proved to be a useful format to present our work, lessons learned and to discuss challenges face-to-face.

### Conferences

EQUIP3's presence in conference increased significantly as the number of Associate Awards grew. Conferences and events proved to be the best way to publicize EQUIP3's work and products. Participation in EQUIP3-led sessions was consistently high. In addition to the conferences listed below, EQUIP3 regularly presented at the Education Officers Workshop and at USAID in the form of EQUIP seminars. EQUIP3 presented in the following conferences:

#### 2005

- USAID/EGAT/ED Worldwide Education and Training Workshop. EQUIP3 Youth Advisory Committee (YAC) members were panelists in the opening plenary on each day. Other presentations included:
  1. "Empowering Youth to Avoid Violence and Recover from Conflict." *Clare Ignatowski (USAID); Emmanuel Lagedo, Sana Abu Bakr (EQUIP3 YAC)*.
  2. "Should USAID have a Youth Policy?" *Maggi Alexander, Ron Israel (EDC); Sana Abu Bakr, Emma Saavedra Serrano (EQUIP3 YAC); Clare Ignatowski (USAID)*.
  3. "Youth Engagement: Benefits and Effective Practices." *Melanie Beauvy, (EDC); Frantz-Harold Seide, Alexander Yakubovskyy (EQUIP3 YAC)*.
  4. "Skill-Building for Youth Livelihoods and Entrepreneurship." *David James-Wilson (EDC); Emma Saavedra Serrano, Sana Abu Bakr (EQUIP3 YAC)*.

#### 2008

- Global Youth Enterprise Conference. "Graduating Youth to Microenterprise: Integrated, Cross-sectoral Youth Livelihoods Development Strategies." *David James-Wilson, Alejandra Bonifaz, and Ann Hershkowitz (EDC)*.
- Education Overview Course. Clare Ignatowski and Caroline Fawcett presented at the Workforce Development concurrent session. Clare Ignatowski and Hisham Jabi presented at the At-Risk and Out-of-School Youth session.
- Comparative and International Education Society (CIES) Conference.

1. "NFE School Equivalence and Workforce Readiness Certification Programs for Adults and Out-of-School Youth." *John Comings (EDC)*.
2. "What's Up with International Youth Programs?" *Ron Israel, Barry Stern, Cornelia Janke, Nancy Devine, and David James-Wilson (EDC)*.

## 2009

- USAID/EGAT/ED Worldwide Education and Training Workshop.
  1. "Taking Youth Development to Scale (Policy, Practice, Program)." *Bonnie Politz, Andrew Munoz, Jason Kelleher, and Jacqueline Greer (AED)*.
  2. "Conducting Youth Assessments for Cross-Sectoral Programming." *Ron Israel, Brenda Bell, and David Rosen (EDC), and Anita Campion (a consultant on the CSY Associate Award)*.
  3. "Research on the Demographics of Drop-outs in Education and Policy Implications." *Ron Israel, Caroline Fawcett (EDC)*.
  4. "Life Skills and Work Readiness." *Kate Raftery (IYF) and colleagues from WorldVision*.
  5. EQUIP3 consortium member OICI presented on their vocational training model in Africa.
- Comparative and International Education Society (CIES) Conference.
  1. "Challenges and opportunities of integrating donated books into an existing educational development program in the Philippines." *Yvette Tan, Miriam Pahm (EDC)*.
- Making Cents Global Youth Economic Opportunities Conference. Starting in 2009 EQUIP3 was on the planning committee for this conference and was a Gold level sponsor.
- Making Cents Global Youth Economic Opportunities Conference.
  1. "Livelihood Accompaniment: Transitioning Youth from Training to the Real World." *Cornelia Janke, Isnel Pierreval, Adelio Tilman, and Luis da Cunha (EDC)*.
  2. Gary Barois, a youth from the IDEJEN project in Haiti, spoke in a plenary as part of a panel of young entrepreneurs.
  3. "Measuring to Scale: Adapting M&E Systems to Growing Youth Enterprise Programs." *Ann Hershkowitz (EDC)*.

## 2010

- Making Cents Global Youth Economic Opportunities Conference.
  1. "Preparing for Work: EQUIP3's New Online Tool for Workforce Readiness Curricula." *Nancy Chervin, Brenda Bell and Sarah Sladen (EDC)*.
  2. "Taking a Holistic Approach: Cross-Sectoral Youth Enterprise Development and HIV Prevention in the CSY Project." *Alejandra Bonifaz (EDC)*.
  3. "Dynamic M&E Tools for Diverse Livelihood Programs." *David James-Wilson (EDC)*.
- Comparative and International Education Society (CIES) Conference:
  1. "Livelihood Accompaniment: Transitioning Youth from Training to the Real

World.” *Cornelia Janke (EDC)*.

2. “Building the Capacity of Local School Boards and Community Groups to Support Basic Education Improvement in the Philippines.” *Miriam Pahn (EDC); Julio Aragano (Save the Children); Elmer Viray Castro (Kimagango Central Elementary School, Mindanao, Philippines)*.

## 2011

- Comparative and International Education Society (CIES) Conference:
  1. “From Conflict to Collaboration: Transforming Formal Education and Non-Formal Learning Systems in Disadvantaged and Conflict-Affected Communities.” *Nancy Devine, Arturo Bayocot, Yvette Tan, and Miriam Pahn (EDC); Aivan Amit (USAID)*.
  2. “Nonformal Education as a Tool to Change Perceptions Towards Youth.” *Nancy Chervin, Suzanne Kratzig, Nalini Chugani and Katy Anis (EDC)*.
  3. “From Limited Possibilities to Hopeful Futures: The Role of Curriculum in EQUIP3’s Youth Work Preparation Programs.” *Brenda Bell, Cornelia Janke (EDC)*.
  4. “Youth Leading Efforts to Reduce Corruption and Promote Transparency in Education Across Eastern Europe.” *Gustavo Payan, Nalini Chugani (EDC)*.
- Making Cents Global Youth Economic Opportunities Conference. “Youth & Work: A Common Foundation for Curriculum Development – Pre-Conference Workshop.” *Nancy Chervin, Beth Miller Pittman, Scott Frick, and Emily Morris (EDC)*.
- USAID/EGAT/ED Worldwide Education and Training Workshop.
  1. “School-to-Work Transition: Linking Workforce Development with Entrepreneurship.” *Sibylle Schmutz (Swisscontact), Tim Haskell, Cornelia Janke (EDC), and David Rurangirwa (USAID)*.
  2. “Youth Development, the Challenge of Complexity and Size: Cross-sectoral and Systems Approaches to Youth Programs,” *Erik Butler (EDC) and Bonnie Politz (FHI 360)*.

## 2012

- Comparative and International Education Society (CIES) Conference:
  1. “Adapting the Developmental Assets Profile (DAP) tool to improve education and workforce development programs for young people.” *Nancy Taggart, Ann Hershkowitz (EDC)*.
  2. “The Next Challenge: Gender Equity in Non formal Education & Workforce Development Programs.” *Nancy Taggart, Nalini Chugani (EDC)*.
  3. “Effective Components & Delivery Approaches in Entrepreneurship Education.” *Elena Vinogradova, Nancy Taggart (EDC)*.
  4. “Youth Participation: Engaging Youth as Educators.” *Nalini Chugani, Sarah Nogueira-Sanca (EDC)*.
  5. “Demonstrating the Impact of Youth Programming Interventions on Fragility.” *Sarah Nogueira-Sanca, Ann Hershkowitz, and Elena Vinogradova (EDC)*.
  6. “Developing Educational Opportunities to At-risk Youth in Honduras.” *Fany Alvarado, Angelina Reyes, and Gustavo Payan (EDC)*.

### Youth Community of Practice

The Youth Community of Practice (YCoP) provided a forum to gather and exchange information, knowledge, ideas and best practices, particularly related to the incorporation of youth participation in USAID development projects. It was open to anyone interested and willing to contribute to the community's knowledge. YCoP was launched in February 2004 with 114 members, who were a combination of USAID/Washington and Mission staff, EQUIP3 partners, and outside specialists.

YCoP hosted an online discussion with 45 people from Sept. 7-10, 2004 focusing on Youth Livelihood. In 2005 EQUIP3 conducted a needs assessment with USAID staff in order to increase the relevance of the YCoP to their work. Despite initial efforts to have in-person meetings in Washington, DC to discuss youth issues, due to changes in staffing, these largely discontinued by 2006. Thereafter, the main activity of YCoP was the production and dissemination via a listserv of *YCoP Links*, an e-bulletin highlighting promising events, projects, and studies on international youth development. Prior to 2007, it was sent out only periodically; however, beginning in late 2007, an average of two issues of *YCoP Links* were produced and shared over the listerv each month. A total of 105 issues of *YCoP Links* were produced over the life of the project, covering a wide range of youth-related topics, such as service learning, health, microfinance, and peace building.

In addition, two compendia that collect and index the listings from *YCoP Links* were developed and published in 2009 and 2012 respectively. These documents were a practical tool for youth development policymakers, practitioners, researchers, and other professionals, and were very well received by youth practitioners (see publications under Objective B above for further details).

By the close of the EQUIP3 Leader Award, YCOP membership had grown to 528 members (21% USAID staff). Membership in YCoP grew largely by word of mouth, and through targeted outreach at USAID events and youth-related conferences (such as the Global Youth Economic Opportunities conference). Although membership numbers were never huge, because members did select to join, very few people left the listserv. Furthermore, over time members began more regularly contributing ideas for themes and/or specific articles or events for inclusion in *YCoP Links*. USAID staff as well as youth practitioners commented on the value of having regular sources of information on international youth development. In June 2012, one member wrote:

*"The Links has helped me a lot in my work and reflections on youth issues and practice in the field of youth development and livelihoods. I always look ahead to the next volume; and thank you for this meaningful work."*

### EQUIP3 Website and Facebook Page

#### **EQUIP3 Website**

The EQUIP 123 Website launched the week of the USAID Education conference, August 2003. Early website development focused on creating a community (private) area for partners and pages for early Associate Awards. As the project grew, more products such as

reports and Model Program Options were added. Over time, the website became disorganized and weighty with the amount of material added. In 2008 two EQUIP3 staff completed a website redesign which streamlined the presentation of the material and ensured that all Leader and Associate Award pages were updated. The new features of the web site included dropdown menus, better use of graphics and photographs, and streamlined information about our work. The site was developed using a content management system from the early 2000s which was not very customizable and far behind current web management trends. Further, some pages and all attachments needed to be routed through AIR, which held the responsibility for managing all EQUIP sites as the prime on EQUIP1. This has made the website unduly difficult to manage. In the future, websites shared by three organizations should be set up in a way that is not limited to the location of servers, and easily updated to keep pace with evolving website trends. For these reasons, EDC recommends using Drupal as opposed to Web Articles in the future.

EQUIP3 website is planned to continue under a USAID task order with JBS International after the project's end. In parallel EQUIP3 has also disseminated select publications to relevant websites, such as the CYES network, ILO, UN Youth, to ensure that the EQUIP3 documents are widely available after the end of EQUIP3.

### ***EQUIP3 Facebook Page***

In 2009 the EQUIP3 Leader Award developed a Facebook page. EQUIP3 shared updates via its Facebook page on Associate Awards and other project content such as photos and video, as well as to announce upcoming events and new publications. The page will continue to serve as a valuable web-based platform for Associate Award projects to share their success stories, news features, photos and video after the conclusion of the Leader Award, and link to project Facebook pages and web pages.

The EQUIP3 content was viewed most frequently through "viral" access, which means users most often read posts or viewed pictures through their friends' timelines, showing the reach Facebook had with new users. Users were also engaged by "tagging" another organization in our post, placing the EQUIP3 logo and name on similar organizations' pages. There were also a high number of "click throughs" to project pages after connecting Associate Awards to current events or providing links to external media featuring Associate Awards. These strategies showcase the ability of Facebook to not only bring new traffic to the EQUIP3 page, but then connect those users to project pages. There were also a high number of "users engaged" when posts were made available in the 19 preferred languages represented by our "friends," building on the global reach of EQUIP3 and Facebook's personalization options to connect users to EQUIP3's messaging.

To date, the EQUIP3 Facebook page has had:

- More than 16,000 views of our postings
- 158 new "likes." Lifetime "likes" represent 43 countries. See Appendix 2 for country representations.
- 146 "Friends"
- 66,999 "Friends of Fans"
- Our users represent 19 countries and our page is viewed through 11 different languages.
- Users were 59% female, 39% male

- The age 25-34 demographic represents nearly 50% of users.

In the future, social media platforms such as Facebook and Twitter could play a more central role in dissemination and linking country projects. However, effective use of social media requires a clear strategy and dedicated staff member. That said, the sites are strengthened when multiple project staff contribute and not all posts come from one person.

### Youth Advisory Committee

Established in the first years of EQUIP3 from 2004-2008, the EQUIP3 Youth Advisory Committee (YAC) was a board of youth advisors that engaged with the EQUIP3 team to define strategies and approaches for youth programming. In particular, the committee worked to ensure youth participation in program design, implementation and evaluation. Composed of prominent young innovators and leaders deeply committed to social change, the committee demonstrated that youth are indeed capable of assessing and realizing the needs of their generation.

Over 50 nominations were identified for the Youth Advisory Committee. After careful review, eight members were chosen, ensuring a gender and geographic balance. YAC conferences were held in Washington, DC in 2004 and 2005, and the committee participated in panel sessions at USAID's EGAT/ED conference in 2005, in addition to facilitating a session on youth participation.

YAC served as a model for youth to actively participate in program leadership and management in a multi-country project. For example, EQUIP3 created a process that linked each advisor to an activity relevant to their geographical or topical interest, ensuring youth participation. A youth advisor participated on EQUIP3 Leader team regular calls. Youth advisors also wrote articles that were posted on the EQUIP3 website, and conducted field research for the Youth Councils paper.

However, as with many voluntary groups, some YAC participants were more involved than others. Coordinating the activities of the YAC required time and resources from Leader staff, and the YAC was disbanded in 2008, due to changes in EQUIP3 leadership and funding priorities.

### Model Program Descriptions

As described above, in 2004-2007, EQUIP3 created illustrative model program descriptions for specific youth interventions to help USAID Missions frame youth programs relevant to their specific countries. The program descriptions serve as examples and can be easily adapted to other countries with similar contexts.

The following program descriptions were developed:

- Youth Assessment (Rwanda);
- Youth Service Program (Zambia);
- National Youth Service Corps (Liberia);
- HIV-AIDS and Urban Youth Employment (South Africa, Lesotho, Swaziland, Botswana, and Zambia);

- Rapid Response Program for Youth Development in Fragile States (Liberia, Sierra Leone, Rwanda, Sudan, Indonesia, Angola);
- Orphans and Vulnerable Children (Regional);
- At-Risk Deaf Youth Program (Kenya, Ghana, Tanzania, Zambia, Uganda, Malawi, Namibia, Democratic Republic of Congo);
- Literacy for out-of-school youth (Haiti and Afghanistan); and
- Youth Skills Development and Employment Generation Initiative (Liberia).

### Journal for Education in International Development

JEID was an online journal produced by EQUIP1 and dedicated to the improvement of education policies and practices promoting lifelong learning for sustainable economic growth and poverty reduction in developing countries worldwide. EQUIP3 was represented on both the Editorial Board and the Advisory Board in 2005.

### Preparing for Work Website

In 2010 EQUIP3 developed a web-based database of work readiness and life skills resources and curricula called *Preparing for Work*, which is available at [www.preparing4work.org](http://www.preparing4work.org). Originally conceived as a compendium, this dynamic website has proven to be a valuable product due to its service to external organizations and ability to easily grow and expand. To date, *Preparing for Work* features 35 peer-reviewed curricula in the areas of work readiness, life skills, entrepreneurship, and technical skills. About half are available for free download. The site also features guidance for program managers, an advanced curriculum identification tool, and a section focused on working with the private sector which was written in conjunction with Making Cents, AZMJ, and Emergence International.

The following are highlights from the *Preparing for Work* traffic report from June 2012:

- 16,008 visits to the site in total, of which 80% were unique visitors and 20% had visited more than once
- Visits from 176 countries and territories. Top countries are the United States, the Philippines, Guyana, the United Kingdom, India, Australia, Canada, South Africa, and Kenya.

EQUIP3 is quite pleased with *Preparing for Work's* popularity. While the peer review process adds an extra level of management, it has been critical in ensuring a high level of quality. It will always be a challenge getting organizations to agree to make their materials available for download, but more and more have agreed to do so.

**Objective D | Associate Awards and Partners: To manage and extend an expanding network of program activities, further engaging USAID personnel, EQUIP3 partners, and policymakers in support of youth and programs to serve them.**

As described earlier, momentum for supporting programs for young people grew at USAID/Washington and in USAID Missions significantly over the nine-year history of

EQUIP3. It is fair to say that despite persistent and repeated efforts, the matter of managing a diverse consortium assembled for the purpose of EQUIP3 design and management has been a challenging experience. In the early design of EQUIP3 programs and principles, there was significant brainstorming and early organizational efforts by a core set of consortium members. However, as funding became available for Associate Awards supported by USAID Missions, the collaboration was less fruitful. Early efforts—for example, in the Philippines and the West Bank—produced collaborative proposals between EDC and key consortium members, but operational tensions interrupted programmatic implementation and organizational harmony. In the Philippines, while IYF played a significant role in implementation of the project, some tensions persisted from a pre-project period when IYF had enjoyed a direct relationship with the USAID Mission, and expected a larger role in implementation of the EQuALLS2 program. In the West Bank, a significant joint effort had been planned between EDC and AED, which fell victim to changes in Mission priorities and funding levels.

While subsequent projects have continued to involve several consortium members, these efforts have tended to result in smaller roles for partners and some resentment towards EDC as the lead implementer. At the same time, several of the original consortium members have dropped away from the consortium because of changes in their own leadership or priorities. While this is not surprising for a project nine years in duration, it may have resulted in a less diverse consortium. The National Youth Employment Coalition contributed to work in Haiti and East Timor, but has subsequently elected to focus strictly on US domestic work. Other original consortium members, such as OICI, Street Kids International, Partners of the Americas, and World Learning, have offered participation in one or two programs that fit their interests, but have not been fully competitive. Still others, like Sesame Workshop and Plan International have not responded to requests for expressions of interest.

The efforts over the past three years have restored some of the earlier working optimism, and have resulted in more substantial sharing of program responsibilities and therefore resources. AED (now FHI 360) and IYF have been active in development of programmatic tools, and both of them, along with Catholic Relief Services, and new informal consortium members such as Mercy Corps, Swisscontact, Making Cents, and YouthBuild have been involved in large and small ways with newer Associate Awards.

Quicker processes of notification of award availability and more transparent processes for decision-making were established in the final two years of the mechanism and have helped to increase the number of partnerships through EQUIP3 Associate Awards, and somewhat reduced tensions about resource sharing.

While it is difficult at this stage of a nine-year effort to know for certain, it may be that establishing quicker and more transparent processes for notification and teambuilding earlier on would have resulted in greater participation among consortium members. Some of the partnership challenges could also have been minimized perhaps through more careful partner selection. Because there was some overlap in technical expertise among several of the partners in the consortium, there was greater competition in determining the most appropriate implementing partner for a new award, which led to more tension.

### Associate Award List & Partners

The following Associate Awards projects were implemented under EQUIP3 with the newest projects listed first. See Appendix 1 for a detailed list of Associate Award projects and partners.

Country	Project Name	Partners	Dates
Ethiopia	University Preparation Camp for Ethiopian Young Women	FHI360	2012-2015
Bosnia - Herzegovina	Partnership for Innovation (PI) Project	Four local partners	2011-2016
Liberia	Advancing Youth Project (AYP)	International Partners: Mercy Corps, Organization for Educational Resources and Technological Training (ORT)/ Local Partners: YMCA of Liberia, Ministry of Education	2011-2016
Guyana	Skills and Knowledge for Youth Employment (SKYE) Project	International Partners: Catholic Relief Services, iMAP Ventures / Local Partners: Youth Challenge Guyana, Guyana Volunteer Youth Corps, Guyana Youth Business Trust	2011-2013
Kosovo	Young Entrepreneurs Program (YEP)	Local Partners: Center for Entrepreneurship and Executive Development (CEED), Academic Cooperation Association (ACA), local banks	2010-2013
Mali	Mali Out-of-School Youth Project, known locally as PAJE-Nièta (Projet d'Appui aux Jeunes Entrepreneurs-Nièta or Project to Support Youth Entrepreneurs)	International Partners: Catholic Relief Services, Swisscontact / Local Partners: Government of Mali, Association Jeunesse Action, Association Malienne Pour La Survie Au Sahel	2010-2015
Honduras	METAS (Mejorando la Educacion para Trabajar, Aprender, y Superarse)	International Partners: CARSI (Central American Regional Security Initiative), New Holland, Los Angeles Neighborhood Revitalization Initiative, Instituto Politecnico Centroamericano (IPC) / Local Partners: Honduras Secretariat of Education, Consejo Hondureno de la Empresa Privada (COHEP), Instituto Nacional de Formacion Profesional (INFOP), FOPRIDEH, Comision de Accion Social Menonita, Children International Honduras, CIPE Consultores, Rete di Tecnici per la Solidarieta e la Cooperazione Internazionale (RETE) Honduras	2010-2014
Afghanistan	Skills Training for Afghan Youth (STAY) Project	Local Partners: Kunar Vocational Organization (KVO) and Afghanistan Technical Vocational Institute (ATVI)	2010-2011
Macedonia	Youth Employability Skills (YES) Network in Macedonia	Local Partners: Government of Macedonia, 14 secondary schools, 3 municipality governments, 16 local NGOs	2010-2015

Country	Project Name	Partners	Dates
Kenya	Garissa Youth Project (G-Youth)	International Partners: EcoVentures International, CDC Development Solutions / Local Partners: Government of Kenya, Kenya Community Development Foundation, Kenya National Library Services, North Eastern Province Technical Training Institute, Star FM Radio, Center for International Voluntary Services Kenya	2008–2012
Rwanda	Akazi Kanoze: Youth Livelihoods Project	International Partners: Catholic Relief Services, EcoVentures International, FHI 360, Search for Common Ground / Local Partners: Government of Rwanda and 23 local youth serving organizations	2008–2013
Philippines	EQuALLS2: Education Quality and Access for Learning and Livelihood Skills (EQuALLS) Phase 2	International Partners: Microsoft, Brother's Brothers Foundation, Save the Children Foundation, International Youth Foundation, SEAMEO Innotech / Local Partners: Philippines' Department of Education (DepEd), Department of Education of the Autonomous Region of Muslim in Mindanao (DepEd ARMM), Technical Education and Skill Development Authority (TESDA), Petron Foundation, National Book Store Foundation, Synergeia Foundation	2006–2011
Somalia	Somalia Youth Livelihood Program (SYLP)-Shaqodoon	50 local and international implementing partners including NGOs, training institutes, and businesses counseling training as well as innovative approaches to youth livelihood provision, with specific focus on entrepreneurship and small business development.	2008–2011
West Bank & Gaza	Palestinian Youth Empowerment Program (Ruwwad)	International Partners: AMIDEAST; The Aspen Institute, The Case Foundation / Local Partners: more than 25 local implementing partners providing a variety of youth programming	2005–2012
Kosovo, Montenegro, Azerbaijan, Macedonia, Georgia, and Armenia	Workforce Competitiveness under the Social Legacy Program (SLP)	Coalition of Independent Living (Georgia), SKARP Health Center (Armenia), NGO Center (Armenia), YUVA Humanitarian Center (Azerbaijan), Youth Educational Forum (Macedonia), Donetsk Civic Society Organization (Ukraine); University of Pristina (Kosovo)	2006–2011
India	USAID/India's Minority Education and Skills Training for Youth Program (MEGA-SKY)	International Partner: International Youth Foundation / Local Partners: Government of India, 14 local implementing organizations	2009–2011
East Timor	PAS: Prepara Ami ba Servisu (Preparing Us for Work)	International Partner: EVI / 14 local implementing partners	2007–2011

Country	Project Name	Partners	Dates
Haiti	Haitian Out-of-School Youth Livelihood Initiative (IDEJEN)	International Partners: FHI 360 (when it was AED), EcoVentures International, International Youth Foundation, National Youth Employment Coalition, Street Kids International, YouthBuild International, UNICEF, International Rescue Committee, Catholic Relief Services, International Organization for Migration / Local Partners: Government of Haiti, more than 200 local CBOs, various other international partners following the earthquake, Chambers of Commerce and private sector foundations	2003–2011
Yemen	Al Saleh Institute Support Project for Youth (AISPY)	The Al-Saleh Youth Center	2009–2011
Bangladesh	Bangladesh Youth Employment Pilot Activity Program (BYEP)	Private Sector Partner: Shiblee Hatchery and Farms, Ltd / Local Partner: Working for Better Life (local implementing partner)	2008–2010
India, Democratic Republic of the Congo, and Morocco	USAID Cross-Sectoral Youth (CSY) Program	CURE, FHI	2006–2009
Uganda	Education for All (EFA) in Uganda— The Kids League	The Kids League	2005–2006
Jamaica	EFA Challenge Grant— Earning, Learning, and Skill Development Opportunities for Out-of-School Youth in Jamaica		2005–2007
South Africa	EFA Challenge- City Year South African National Youth Service Program	City Year South Africa	2005–2006
Afghanistan	Afghanistan Literacy and Community Empowerment Program (LCEP)	UN-Habitat, Afghanistan's Ministry of Education	2004–2006

## Future Directions

An extensive analysis of EQUIP3 programs can be found in the 2012 EQUIP3 Lessons Learned report. The following recommendations for future programs are drawn from this report.

### Programmatic Lessons Learned

What do young people need to be active and productive members of society? The 25 EQUIP3 projects in 26 countries provide a body of experience that reveals the following:

- Young people need practical, marketable skills, ranging from literacy and numeracy (the ability to process and use information) to hands-on vocational skills suited to very local circumstances and to labor demand.
- Young adults need money—to live, to save, and to invest in themselves and their families—and connections to ways to earn it.
- All need actionable information—about training and education, work opportunities, better health, full participation in citizenship, and how to be busy and productive.
- More than almost any group, young people crave affiliation, as well as useful connections that enable them to belong and have access to all of the above.

This experience suggests elements for future program choices, building upon earlier experience:

**Out-of-school youth projects in developing countries should employ an integrated package of work readiness training, work experience, bridging services (including coaching and linkages to financing), and literacy and numeracy education.**

Perhaps the most important finding from the extensive focus on livelihoods and employment under EQUIP3 is that there is no single element of service, but rather it is an integrated continuum of education (most often starting with literacy and numeracy for early school leavers), supports, and experiences that shows the greatest results. While this point is widely known, it is not always consistently applied in youth program designs.

**A more systematic and structured approach to bridging services for youth is needed.**

Traditionally programs graduate young people and track them, but they do not continue to serve and support their future progress. A relatively modest innovation can produce a better, longer-lasting impact. The importance of offering a package of bridging services for youth in livelihoods and workforce development programs is now widely recognized, but the contents of this package (i.e., how much, how often, and what combination of services) has not been clearly articulated in project experiences. Further analysis of bridging services is needed to understand which are necessary and which are optional in order to guide future program design and resource allocation.

**Youth livelihood and employment programs need to add programmatic elements that support economic growth among enterprises with job and livelihood creation potential.**

EQUIP3's experience with work readiness and placement suggests that a balanced supply-demand approach is essential, one that builds in private sector perspectives, ownership, and support from the outset, and which is tailored to youth. Moreover, small- and medium-sized enterprises—the most likely to hire young people in most economies—themselves need supports and assistance to grow and create jobs. This could be addressed through closer collaboration and coordination between youth workforce programs and USAID-funded economic growth programs and other donors supporting business-enabling environments.

**Youth participation is an effective strategy for building program quality and sustainability and for generating positive perceptions of youth among adults in communities.**

EQUIP3's experience suggests that investments of time and resources to include youth in assessment/design, management of project activities, and evaluation are well spent because of the positive results realized. But making this happen demands that projects be flexible, build relationships with youth, demonstrate patience and realistic expectations, and build capacity of implementers and stakeholders.

**True youth engagement requires authentic adult engagement. Experience suggests that investment in both youth and adult engagement is an important element toward achieving youth participation and leadership.**

Adult-youth partnerships are important for fostering community support for youth leadership and participation, contributing to the exchange of skills and experience, and ensuring the long-term success of youth-led initiatives. It is sometimes challenging to balance support to “youth-owned” with effective adult-youth partnerships. Projects should incorporate meaningful ways for adults to support the next generation of leaders without limiting youth participation.

**In conflict-affected and crisis countries, programs need to represent a positive alternative—they require a positive pull on youth that meet each young person's self-perceived needs and wants.**

The pulls in the political and social environment that draw youth need to be offset by attractive alternatives. How can an initiative or project make youth feel that they are part of—and belong to—something important? What are incentives for young people to participate? Research on the impact of using specific types of pulls in youth programs would strengthen the understanding of effective strategies for working with vulnerable youth in fragile settings.

**“Youth” is usually incorrectly perceived as a gender-neutral demographic category.**

EQUIP3's experience confirms that male and female youth have unique needs and priorities, and their needs and priorities must be taken into account when seeking to achieve positive skill-building and livelihoods outcomes. Gender must be both a consistent and a stronger consideration than it has been in many countries in the design of future youth programs, and it will require particular care to adapt gender issues to varied country cultures and economies.

**Technology has become an ever-increasing consideration for livelihood and employment strategies and a tool for program and content delivery.**

The advances in technology, even during EQUIP3's brief existence, are remarkable and have only recently been incorporated into program development. Low-cost, high-quality,

technology-based delivery systems (e.g., mobile phones for job placement or financial literacy instruction) can provide access to skills and job information for hard-to-reach, informally organized populations and can enable more cost-effective monitoring and evaluation.

**There are important U.S.-based youth development approaches that can be adapted to international contexts.**

However, adapting U.S.-based approaches to international contexts requires that they be flexible. The most successful of these approaches focus on adherence to a set of principles, rather than fixed models and a prescribed curriculum. The blend of principles and standards with sensitive technical assistance and capacity building can allow for local creativity and innovation.

**Networks and alliances can be a strong sustainability tool, but agreements, capacity development, and management structures need to be well-defined to maximize network benefits.**

Working through local employers, NGO's, and youth organizations can establish groundwork for long-term sustainability of an effective program. However, it requires that clear definitions, specific roles, and investments in capacity building be part of a project from the beginning, not just as the project nears completion.

**Considerations for Future USAID Youth Programming**

USAID Missions must sort through competing priorities and work to achieve ambitious aims in each sector with scarce resources. However, even within a context of tightening resources, there are several encouraging trends worth noting:

1. USAID Missions and implementers alike are coming to understand that youth do not neatly fit into one system or programming “stove pipe.” While this is certainly a positive development, the cross-sectoral nature of youth programming makes it more challenging to identify a “home,” and therefore an advocate and resource base, for youth programming within the U.S. government or host country governments.
2. Budget pressures in some missions have resulted in more cross-sectoral funding for youth programs, even as single-sector resources diminish. Mission staff have managed to redefine their sectoral work to combine funding and outcome priorities and to pursue innovative agendas to serve young people. As a result, a certain momentum has been generated within USAID at both the mission and bureau levels. This can be seen, not only in the increased rate of new Associate Awards under EQUIP3 in the last several years, but also in International Youth Foundation’s Youth: Work program and other USAID-funded youth programs. Going forward, growing consensus about the need for youth development programs may result in re-allocating USAID resources among multiple sectors in order to support future large-scale, cross-sectoral youth initiatives.
3. In the beginning, most funding for EQUIP3 youth programs came from the education budgets of USAID missions. However, there has been a recent increase in support from other sectors—notably democracy and governance, economic growth, and

health. As that has developed, the objectives for EQUIP3 programs have evolved to suit the sources of funding.

## Conclusion

By most measures, EQUIP3 has been a considerable success. 24 projects in 26 different countries will have served, by the end of current projects in 2017, more than 300,000 young people. The aggregation of projects, together with sound management and implementation at the technical level, has contributed substantially to the growth of confidence that it makes sense to invest in out-of-school young people as a matter of US government policy. Moreover, and perhaps more importantly, this nine-year investment has produced a better understanding of what program strategies work best, for which youth, and under what circumstances. This experience should be of interest not only to USAID but also to other international donors, other implementers, and youth policy developers both domestic and international. The nine-year experience of EQUIP3 confirms that while there is much to be done to fully unlock the potential of 1.5 billion young people, experience has already shown much about how to go about it. Investing in the next steps in this journey of discovery and development will require continued political will and technical know-how.

## Appendix 1 – Associate Award Information

Country	Project Name	Dates	Summary Description	Website
Ethiopia	University Preparation Camp for Ethiopian Young Women	2012-2015	This 3-year \$800,000 project is working through the university system in Ethiopia and Ministry of Education to organize annual camps for young women starting their studies at university in Ethiopia in order to give them skills and confidence to succeed academically. Activities will include life skills training, mentoring and other services. FHI 360 is the main partner for this activity.	No website yet
Bosnia – Herzegovina	Partnership for Innovation (PI) Project in Bosnia and Herzegovina	2011–2016	<p>PI is a 5-year, \$5-million USAID-funded project that aims to (1) improve the competitiveness of small and medium enterprises (SMEs), thus enabling them to meet market demand and preserve and generate jobs, and (2) provide new opportunities for employment and self-employment for young people (ages 18–35).</p> <p>PI will achieve these goals through the creation and support of Business Innovation Centers (BICs). BICs will provide:</p> <ul style="list-style-type: none"> <li>• Greater access to training in advanced technical skills, methodological skills to improve efficiency, and skills in technology screening, as well as access to advanced equipment and applications to SMEs</li> <li>• A range of resources to help young men and women gain or improve their access to the ICT (information and communications technology) labor market, or embark on an ICT-related micro-enterprise</li> </ul> <p>Key outcomes will include:</p> <ul style="list-style-type: none"> <li>• Establishment of 2 sustainable BICs</li> <li>• Improved efficiency in 200 firms as a result of BIC services</li> <li>• Employment of 100 youth</li> </ul> <p>An external evaluation is planned.</p>	No website yet

Country	Project Name	Dates	Summary Description	Website
Liberia	Advancing Youth Project (AYP)	2011–2016	<p>AYP is a 5-year, \$35-million project that provides increased access to quality alternative basic education services, social and leadership development, and livelihoods for out-of-school youth ages 13–35 who have no or marginal literacy and numeracy skills.</p> <p>AYP works closely with the Ministry of Education and community-based organizations to build their capacity to manage the system and programs that provide youth with the knowledge and skills they need to succeed.</p> <p>Key activities include:</p> <ul style="list-style-type: none"> <li>• Developing three levels of curriculum in literacy, numeracy, life skills, and work readiness</li> <li>• Training facilitators to deliver alternative basic education</li> <li>• Providing youth with work-based learning opportunities, and links to skills and entrepreneurship training</li> <li>• Forming youth clubs and local alliances to support youth education and enhanced livelihoods</li> <li>• Developing private-public partnerships</li> </ul> <p>AYP's focus is on testing alternative models, conducting rigorous evaluation, and providing designs for sustainable national service delivery.</p> <p>A midterm external evaluation is planned and budgeted.</p>	<a href="http://idd.edc.org/projects/liberia/usaidd Liberia-Advancing-Youth-Project">http://idd.edc.org/projects/liberia/usaidd Liberia-Advancing-Youth-Project</a>

Country	Project Name	Dates	Summary Description	Website
Guyana	Skills and Knowledge for Youth Employment (SKYE) Project	2011–2013	<p>SKYE is a 2-year, \$2.6-million project that:</p> <ul style="list-style-type: none"> <li>• Expands employment, education, and skill-building opportunities for youth at risk</li> <li>• Strengthens re-integration of youth offenders into society</li> <li>• Improves the enabling environment for youth development</li> </ul> <p>Approximately 600 youth ages 15–24 who are at risk for or already involved with the juvenile justice system receive alternative sentencing, work-readiness training, and livelihood coaching. Each youth participant works with a SKYE coach to develop an Individual Employability Plan. This plan outlines how the young person will reach his or her development destination of employment, further education, or small business development.</p> <p>A final evaluation is planned and budgeted.</p>	No website yet
Kosovo	Young Entrepreneurs Program (YEP) in Kosovo	2010–2013	<p>YEP is a 6-year, \$3.27-million project that aims to better prepare Kosovo youth ages 18–35 for work in a growing market economy. To meet this goal, YEP:</p> <ul style="list-style-type: none"> <li>• Provides ongoing support and matching seed grant assistance to prepare young entrepreneurs</li> <li>• Engages employers and other leaders to combine resources, skills, and policies to create a sustainable system of opportunities and supports for out-of-school and out-of-work young people</li> <li>• Is investing in the development of a sustainable youth entrepreneurial support system. This system includes more youth-inclusive financial and consulting services and a peer-support network with links to networks of established entrepreneurs</li> </ul>	<a href="http://idd.edc.org/projects/youth-employment-and-participation-yep-project-kosovo">http://idd.edc.org/projects/youth-employment-and-participation-yep-project-kosovo</a>
Mali	Mali Out-of-School Youth Project, known locally as PAJE-Nièta (Projet d'Appui aux Jeunes Entrepreneurs-Nièta or Project to Support Youth Entrepreneurs)	2010–2015	<p>PAJE-Nièta (<i>Nièta</i> means “progress” in Bambara), is a 5-year, \$30-million project that serves rural, out-of-school youth in four regions—Sikasso, Kayes, Koulikoro, and Timbuktu.</p> <p>PAJE-Nièta provides youth with:</p> <ul style="list-style-type: none"> <li>• Improved basic education</li> <li>• Work readiness and technical training</li> <li>• Social and leadership development</li> <li>• Accompaniment towards livelihood activities</li> </ul> <p>Partners are CRS, Swisscontact, AJA, AMSS.</p>	<a href="http://www.equip123.net/webarticles/anviewer.asp?a=711&amp;z=123">http://www.equip123.net/webarticles/anviewer.asp?a=711&amp;z=123</a>

Country	Project Name	Dates	Summary Description	Website
Honduras	METAS (Mejorando la Educacion para Trabajar, Aprender, y Superarse)	2010–2014	<p>METAS is a 4-year, \$10.585 million USAID-funded project. Project goals include the following:</p> <ul style="list-style-type: none"> <li>• Enable at-risk youth to gain the job skills, knowledge, attitudes, behaviors, and life perspectives needed to create positive futures</li> <li>• Provide Honduran companies with the skilled workforce needed to compete in international markets</li> <li>• Establish private-sector alliances to help youth secure jobs in the local labor market</li> </ul>	<a href="http://proyectometas.org/">http://proyectometas.org/</a>
Afghanistan	Skills Training for Afghan Youth (STAY) Project	2010–2011	<p>STAY was a 1.5-year, \$13.5-million project that provided vocational education and training, community-based skills development, and alternative education to empower 15–24 year olds in five provinces of the south and east regions of Afghanistan.</p> <p>The vision of the STAY project was to mobilize and strengthen youth to contribute to the economic development and security of the country. The goal was to engage and prepare youth for positive and productive roles in work, society, and family life.</p>	<a href="http://afghanistan.usaid.gov/en/USAID/Activity/188/Skills_Training_for_Afghan_Youth_STAY">http://afghanistan.usaid.gov/en/USAID/Activity/188/Skills_Training_for_Afghan_Youth_STAY</a>
Macedonia	Youth Employability Skills (YES) Network in Macedonia	2010–2015	<p>The YES Network is a 5-year, \$6.69-million project that teaches youth relevant skills to enable them to participate in the modern economy.</p> <p>The program targets:</p> <ul style="list-style-type: none"> <li>• Students in their final year in Macedonia's Vocational Education and Training (VET) schools</li> <li>• Unemployed registrants with the Employment Service Agency (ESA)</li> <li>• Out-of-school youth ages 15–24.</li> </ul> <p>The YES Network has already achieved national adoption of the work readiness curriculum—developed in NGO settings—by the formal Technical and Vocational Education and Training (TVET) system.</p> <p>An external evaluation is planned.</p>	<a href="http://macedonia.usaid.gov/en/sectors/education/YES.html">http://macedonia.usaid.gov/en/sectors/education/YES.html</a>

Country	Project Name	Dates	Summary Description	Website
Kenya	Garissa Youth Project (G-Youth), Kenya	2008–2012	<p>G-Youth is a 4-year, \$6.9-million project in Garissa Town in the North Eastern Province of Kenya. It is designed to create enabling environments that empower youth using a youth-owned, youth-led model.</p> <p>G-Youth:</p> <ul style="list-style-type: none"> <li>• Provides youth ages 16–30 with greater access to livelihood opportunities</li> <li>• Promotes tolerance and peaceful coexistence among diverse communities through civic education</li> <li>• Is an example of having youth participation as the centerpiece of the program as well as integrated throughout the program</li> </ul> <p>An external evaluation is planned.</p>	<a href="http://www.g-youth.org">http://www.g-youth.org</a>
Rwanda	Akazi Kanoze: Youth Livelihoods Project in Rwanda	2008–2013	<p>Akazi Kanoze is a 4-year, \$9.8-million project that seeks to improve the livelihood options of 12,500 youth, ages 14–24, in Kigali, Rwanda.</p> <p>To achieve this goal, Akazi Kanoze provides youth with:</p> <ul style="list-style-type: none"> <li>• Market-relevant life and work readiness training and support</li> <li>• Hands-on training opportunities</li> <li>• Links to the employment and self-employment job market</li> </ul> <p>Akazi Kanoze has generated enthusiasm within the national government, leading to their supporting the integration of work readiness curricula within secondary schools.</p> <p>In 2012, a midterm evaluation was underway.</p>	<a href="http://akazikanoze.edc.org/">http://akazikanoze.edc.org/</a>

Country	Project Name	Dates	Summary Description	Website
Philippines	EQuALLS2: Education Quality and Access for Learning and Livelihood Skills (EQuALLS) Phase 2	2006–2011	<p>EQuALLS2 was a 5.5-year, \$60-million project that aimed to uplift Mindanao, Philippines, through serving its youth.</p> <p>EQuALLS2:</p> <ul style="list-style-type: none"> <li>• Empowered communities to support better education</li> <li>• Built teachers' capacity and resources</li> <li>• Offered out-of-school children and youth alternative learning and livelihood opportunities</li> </ul> <p>EQuALLS2 was coordinated in partnership with the Philippines Department of Education and three lead implementing organizations: International Youth Foundation, Save the Children, and Synergeia Foundation.</p> <p>The project has generated significant national will and capacity to continue the youth services and programs, largely through local government institutions.</p> <p>An external evaluation is being planned.</p>	<a href="http://www.equalls2.org/">http://www.equalls2.org/</a>
Somalia	Somalia Youth Livelihood Program (SYLP)-Shaqodoon	2008–2011	<p>SYLP, known locally as Shaqodoon, was a 3.5-year, \$10.2-million project aimed at providing over 8,000 unemployed and out-of-school youth ages 15–24 across the Somali regions with greater access to training, internships, work, and self-employment opportunities.</p> <p>Shaqodoon:</p> <ul style="list-style-type: none"> <li>• Equipped Somali youth with work and life skills to improve their futures and increase the stability of the region</li> <li>• Used Souktel's SMS-based Info-Match tool to match job seekers and potential employers on the mobile phone-based platform</li> </ul> <p>An external evaluation was conducted in late 2011 by IBTCL.</p>	<a href="http://www.shaqodoon.org">www.shaqodoon.org</a>

Country	Project Name	Dates	Summary Description	Website
West Bank & Gaza	Palestinian Youth Empowerment Program (Ruwwad) in West Bank/Gaza	2005–2012	<p>Ruwwad is a 7-year, \$19.675-million project that gives Palestinian youth ages 14–30 opportunities to explore their potential and to learn the tools to become local leaders across the West Bank and Gaza.</p> <p>Ruwwad:</p> <ul style="list-style-type: none"> <li>• Provides platforms for youth, including those in marginalized areas, to incubate their ideas, launch them into reality, and promote social change across the West Bank and Gaza</li> <li>• Creates a network of youth clubs and centers in the West Bank that provide diverse services to youth in their communities, giving them foundational skills to apply for work and internships</li> </ul> <p>An external evaluation was conducted by JBS International in 2011.</p>	<a href="http://www.ruwwad.org">www.ruwwad.org</a>
Kosovo, Montenegro, Azerbaijan, Macedonia, Georgia, and Armenia	Workforce Competitiveness under the Social Legacy Program (SLP)	2006–2011	<p>SLP was a 5-year, \$1-million project that reached out to youth and other vulnerable groups in Eastern Europe, helping them develop the tools they need to become local leaders of social change.</p> <p>SLP supported activities aimed at:</p> <ul style="list-style-type: none"> <li>• Improving workforce competitiveness in Kosovo and Montenegro</li> <li>• Strengthening disability coalitions of NGOs in Armenia and Georgia</li> <li>• Promoting transparency in education and higher education institutions in Armenia, Azerbaijan, and Macedonia</li> </ul> <p>Due to widespread socioeconomic insecurity and a dramatic collapse in basic social services, the region struggles to transition towards becoming market-oriented, democratic societies. SLP worked within labor markets and education systems, as well as enhanced social services and safety nets for vulnerable groups (especially people with disabilities).</p>	<a href="http://ten.edc.org/">http://ten.edc.org/</a>

Country	Project Name	Dates	Summary Description	Website
India	USAID/India's Minority Education and Skills Training for Youth Program (MEGA-SkY)	2009–2011	<p>MEGA-SkY was a 2-year, \$2-million project to create educational and skill-building opportunities for marginalized children and youth, especially within the Muslim community.</p> <ul style="list-style-type: none"> <li>• MEGA operated at the formal and nonformal levels to facilitate access to quality educational opportunities for the acquisition of livelihood and life skills.</li> <li>• SkY (Skills for Youth) worked at the policy level to incubate and replicate successful private sector vocational programs.</li> </ul>	<a href="http://mega-sky.edc.org/">http://mega-sky.edc.org/</a>
East Timor	PAS: Prepara Ami ba Servisu (Preparing Us for Work)	2007–2011	<p>PAS was a 4-year, \$5.5-million project that improved the capacity of local institutions to provide accessible and relevant workforce development and work readiness training to rural youth as a means to earn a better livelihood.</p> <p>PAS training was geared to the specific learning needs and socioeconomic circumstances of minimally educated, low-skilled, out-of-school young women and men, ages 16–30, in rural districts of Timor-Leste.</p> <p>An external evaluation was conducted in 2010.</p>	<a href="http://www.equip123.net/webarticles/anmviewer.asp?a=647">http://www.equip123.net/webarticles/anmviewer.asp?a=647</a>

Country	Project Name	Dates	Summary Description	Website
Haiti	Haitian Out-of-School Youth Livelihood Initiative (IDEJEN)	2003–2011	<p>IDEJEN was a 7.5-year, \$17-million project that provided education and job training to 13,000 youth ages 15–24 who had little to no formal education.</p> <p>IDEJEN provided program participants with support in the following areas:</p> <ul style="list-style-type: none"> <li>• Employability and skills training</li> <li>• Basic and vocational education</li> <li>• Job placement and small business development</li> </ul> <p>IDEJEN also provided technical support to different government ministries in the development of youth policies.</p> <p>The IDEJEN Project’s training allowed marginalized youth to deliver services and earn incomes in their communities, which increased their credibility with the adults in their communities. Now youth are seen as resources and positive contributors to development.</p> <p>IDEJEN spun off a local NGO by leveraging new non-USAID funding. This NGO continues activities with a refined implementation model and generates revenue through specialized vocational training schools for youth.</p>	<a href="http://idejen.edc.org/">http://idejen.edc.org/</a>
Yemen	Al Saleh Institute Support Project for Youth (AISPY)	2009–2011	<p>AISPY was a 1.4-year, \$1.65-million project designed to assist the Al-Saleh Foundation in supporting youth from Marib, Shabwah, and Al Jouf in developing work and livelihood skills.</p> <p>These skills helped youth find gainful employment or start businesses in their governorates, which contributed to their own economic well-being as well as the future prosperity of their communities and country.</p>	<a href="http://www.amidea-st.org/yemen/professional-development/al-saleh-institute-human-development-support-project-aispy">http://www.amidea-st.org/yemen/professional-development/al-saleh-institute-human-development-support-project-aispy</a>

Country	Project Name	Dates	Summary Description	Website
Bangladesh	Bangladesh Youth Employment Pilot Activity Program (BYEP)	2008–2010	<p>BYEP was a 2-year, \$538,570 project that focused on the challenges and opportunities of improved vocational skills for youth in the fast-growing aquaculture industry.</p> <p>BYEP used a youth-centered approach designed to:</p> <ul style="list-style-type: none"> <li>• Add value to the golda (fresh water prawn) industry</li> <li>• Provide education skills such as literacy and numeracy</li> <li>• Create employment opportunities for young women and men</li> </ul>	<a href="http://idd.edc.org/projects/bangladesh-youth-employment-pilot-byep">http://idd.edc.org/projects/bangladesh-youth-employment-pilot-byep</a>
India, Democratic Republic of the Congo (DRC), and Morocco	USAID Cross-Sectoral Youth (CSY) Program	2006–2009	<p>The CSY program consisted of three demonstration projects in DRC, India, and Morocco targeting youth ages 15–24.</p> <p>The program activities focused on the following sectors:</p> <ul style="list-style-type: none"> <li>• Youth advocacy</li> <li>• Work readiness</li> <li>• Basic education</li> <li>• Health awareness</li> <li>• Civic engagement</li> </ul>	<a href="http://www.equip123.net/webarticles/anmviewer.asp?a=645&amp;z=123">http://www.equip123.net/webarticles/anmviewer.asp?a=645&amp;z=123</a>
Uganda	Education for All (EFA) in Uganda—The Kids League	2005–2006	<p>The EFA program in Uganda focused on using sports as a convening mechanism for education and peace building. It targeted 270 youth and children ages 9–14 in conflict-affected areas.</p> <p>EFA also adapted Search Institute’s Developmental Assets Profile (DAP) approach as part of the monitoring and evaluation of the program.</p>	<a href="http://www.equip123.net/webarticles/anmviewer.asp?a=655&amp;z=123">http://www.equip123.net/webarticles/anmviewer.asp?a=655&amp;z=123</a>
Jamaica	EFA Challenge Grant—Earning, Learning, and Skill Development Opportunities for Out-of-School Youth in Jamaica	2005–2007	The EFA Challenge Grant in Jamaica focused on addressing the education and employment challenges of urban boys. The program targeted 78 out-of-school young men and boys ages 15–24 in Kingston.	<a href="http://www.equip123.net/webarticles/anmviewer.asp?a=655&amp;z=123">http://www.equip123.net/webarticles/anmviewer.asp?a=655&amp;z=123</a>
South Africa	EFA Challenge- City Year South African National Youth Service Program	2005–2006	The EFA Challenge Grant in South Africa supported the adaptation of the U.S.-based youth service model City Year to the South Africa context to address employment, civic engagement, and education issues.	<a href="http://www.equip123.net/webarticles/anmviewer.asp?a=655&amp;z=123">http://www.equip123.net/webarticles/anmviewer.asp?a=655&amp;z=123</a>

Country	Project Name	Dates	Summary Description	Website
Afghanistan	Afghanistan Literacy and Community Empowerment Program (LCEP)	2004–2006	<p>Between 2004 and 2006, LCEP worked in 190 communities in the provinces of Parwan, Bamyán, Herat, Kandahar and Farah, reaching 38,000 rural Afghans.</p> <p>LCEP:</p> <ul style="list-style-type: none"> <li>• Offered integrated community development opportunities through activities in local governance, adult literacy and numeracy, and economic empowerment</li> <li>• Facilitated the growth of 380 democratically elected Community Development Councils or CDCs (of which 190 were female)</li> </ul> <p>Through learning centers in each community, village teachers offered literacy and numeracy instruction to learners ages 10 and over. Learners who completed the program were granted 3<sup>rd</sup> grade equivalency certification by the Afghan Ministry of Education.</p>	No website

# EQUIP3

## ABOUT EQUIP3

The USAID-funded Educational Quality Improvement Program 3 (EQUIP3) is designed to improve earning, learning, and skill development opportunities for out-of-school youth in developing countries. We work to help countries meet the needs and draw on the assets of young women and men by improving policies and programs that affect them across a variety of sectors. We also provide technical assistance to USAID and other organizations in order to build the capacity of youth and youth-serving organizations.

EQUIP3 is a consortium of 13 organizations with diverse areas of expertise. Together, these organizations work with out-of-school youth in more than 100 countries.

To learn more about EQUIP3 please see the website at [www.equip123.net/equip3/index\\_new.html](http://www.equip123.net/equip3/index_new.html).

## EQUIP3 CONSORTIUM

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